

## COURSE SYLLABUS

SPED 5312 and SPED 5090.ID  
CURRICULUM AND METHODS OF TEACHING  
STUDENTS WITH SEVERE DEVELOPMENTAL  
DISABILITIES

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### 1. **Course Description:**

This course examines the development and implementation of chronologically age-appropriate, functional curriculum for students with severe developmental disabilities in integrated settings. Curriculum and instructional strategies in the areas of domestic skills, vocational skills, leisure skills, and community access skills are covered as well as skills in the embedded areas of communication, social, motor, and functional academics. SPED 5312 is a 3credit course to be taken concurrently with SPED 5090 (one credit/45 clock hours of field experience).

### 2. **Learner Outcomes**

- Teachers will be able to develop functional goals and objectives based on provided assessment data and students' current and longitudinal needs.
- Teachers will be able to provide access to curricular content knowledge by selecting, developing and modifying and selecting instructional materials and technology appropriate for specific learning situations.
- Teacher will be able to plan and manage teaching and learning environmental variables including the direction of paraprofessionals
- Teachers will demonstrate basic knowledge and skills in managing physical and health care needs (e.g. oral normalization, feeding, positioning, range of motion, toileting, dressing, medical management)
- Teachers will be able to select and employ research-supported instructional strategies relative to increasing, decreasing, maintaining and generalizing responses.
- Teachers will be able to assess the function of challenging behavior and to develop positive behavior support plans for individual students
- Teachers will be able to obtain and interpret data relative to the progress of program delivery.
- Teachers will be able to provide supports to students making age and grade level transitions
- Teachers will be able to implement strategies (including the facilitation of self-advocacy)necessary for full community participation in work, living, and recreation.
- Teachers will be able to work efficiently and effectively as members of a transdisciplinary team.
- Teachers will be able to work and communicate effectively with parents of students with severe disabilities.
- Teachers will engage in the ethical practice of their profession as defined by appropriate learned societies.

### 3. **Schedule**

**NOTE: HIGHLIGHTED CHAPTERS AND ARTICLES SHOULD BE READ BEFORE THE CLASS FOR WHICH THEY ARE LISTED.**

SESSION 1:  
1/15

- \*Course overview
- \*Characteristics and learning potential of individuals with severe disabilities
- \*Current best practices in educating students with severe disabilities
- \*Review of functional curricular domains and embedded skills
- \*Instructional strategies (task analysis, direct instruction, massed trials, interspersed trials)
- \*Explanation of research article review
- \*Explanation of instructional plans

**Chapters 1 and 2**

SESSION 2:  
1/22

- \*Instructional strategies continued (prompt hierarchies, graduated guidance, time delay procedures, shaping, fading, error correction, partial participation)
- \*Teaching skills for generalization and maintenance

**Chapters 6 and 7/Readings 1 and 6**

SESSION 3:  
1/29

- \*Teaching embedded skills across settings- communication, social, and academic skills
- \*Practice writing functional goals and objectives for embedded skills from given assessment data

**Chapters 10 and 16/Readings 2 and 3**

SESSION 4:  
2/5

- \*Managing sensory and motor disabilities
- \*Providing support for health and medical needs

*(Come to class prepared to practice feeding and dressing skills - please bring any adaptive feeding equipment you have available )*

**CLASS AT BELLE CENTER**

**Chapters 12, 13 and 14**

**Instructional plans due**

- SESSION 5:  
2/12 \*Data collection and evaluation  
\***Presentations** of research articles on instructional strategies/**Presentations** of student schedules  
**Chapter 8**  
**Written summary of research article due**  
**Take home midterm exam given out at the end of class**
- SESSION 6:  
2/19 \*Transdisciplinary teaming  
\*Developing positive behavior support plans  
\*Working with parents  
**Chapters 3, 9, and 11/Readings 4, 5, & 7**
- SESSION 7:  
2/26 \*Domestic skills instruction  
\*Community access skills instruction  
\*Leisure skills instruction  
\*Vocational skills instruction  
\*Practice writing functional goals and objectives from given assessment data  
**Chapters 15, 17 and 19/Readings 8 and 9**  
**First draft of final project due.**
- SESSION 8:  
3/5 Small group work sessions and individual appointments to discuss practica and final projects

#### 4. **Resources**

Westling, D. L. & Fox, L. (2000). (2<sup>nd</sup> ed.) Teaching Students with Severe Disabilities. Englewood Cliffs, NJ: Prentice-Hall. **Required text**

Education and Training in Mental Retardation and Developmental Disabilities

Exceptional Children

Journal of Positive Behavior Interventions

Journal of the Association for Persons with Severe Handicaps

## 5. **Evaluation**

- |    |   |     |
|----|---|-----|
| a. | Instructional plan  | 10% |
| b. | 5 minute presentation of research article   | 5%  |
| c. | Written summary of research article   | 5%  |
| d. | Take home midterm exam on instructional strategies and data collection/evaluation | 30% |
| e. | Final project   | 30% |
| f. | Individual student schedule   | 10% |
| g. | Class participation and attendance  | 10% |

Students are encouraged to submit draft preparations of the components of the project for review by the instructor.

## 6. **Supplements**

Guidelines for task analysis.

Guidelines for review of research article

## 7. **Final Project Options**

- a. Individuals who have a practicum in which they are tutoring one student outside the school day may develop an IEP plan based on that student's needs (to include instructional goals and objectives in each of the major domains as well as addressing embedded skills; also a detailed instructional strategy and data evaluation plan for one objective in each domain)
- b. Research best practice in a particular curricular domain and develop a plan to enhance instruction in that area for each student in your class.
- c. Development of a new activity schedule for your classroom which will enhance opportunities for integration and the development of age-appropriate functional skills. Development of individual schedules for student use to promote self-management and functional academics. Provide supporting documentation of the changes made.
- d. Development of a plan for including student with severe disabilities in a general education classroom (This is NOT an option if you have taken the Strategies for Inclusive Education course).
- e. Development of a support manual for a student with severe developmental disabilities. Areas to be addressed will be determined by the settings in which the student is involved. Table of contents and points per section to be determined with the instructor prior to the onset of project work. Additional items may be completed for extra credit.

## 8. **Other**

Class attendance is mandatory. Students will be required to complete a make-up assignment for missed classes. Attendance at the final class is required.

Students who do not complete the requirements of the course must meet with the instructor prior to the end of the course to complete and Incomplete Course Form; otherwise, an NC will be issued.

First drafts of assignments will be accepted up until two weeks before the due date. Such drafts will be returned one week before the due date. One revision after the due date in order to increase the grade is allowed for all assignments except the final project. If a student wishes to submit a revision of the final project they must accept an incomplete until that revision has been completed. Assignments which are not handed in by the deadlines listed may be penalized.

Final assignments may be dropped off in my box in the Education office or mailed to me at 1155 Burch Lane, University City, MO 63130

Final assignments will be returned by mail; please include a self-addressed, stamped manila envelope with your final project.

This syllabus is subject to change at the discretion of the instructor.

## CURRICULUM AND METHODS READING LIST

1. Billingsley, F. F., & Romer, L. T. (1983). Response prompting and the transfer of stimulus control: Methods, research, and a conceptual framework. Journal of the Association for Persons with Severe Handicaps, 8, 3-12.
2. Brown, L., Udvari-Solner, A., Schwarz, P., VanDeventer, P., Ahlgren, C., Johnson, F., Gruenewald, L., & Jorgenson, J. (1989). Should students with severe intellectual disabilities be based in regular or in special education classrooms in home schools? Journal of the Association for Persons with Severe Handicaps, 14, 8-12.
3. Brown, L., Schwarz, P., Udvari-Solner, A., Kampschroer, E., Johnson, F., Jorgenson, J., & Gruenewald, L. (1991). How much time should students with severe intellectual disabilities spend in regular education classrooms and elsewhere? Journal of the Association for Persons with Severe Handicaps, 16, 39-47.
4. Campbell, P. H. (1987). The integrated programming team: An approach for coordinating professionals of various disciplines in programs for students with severe and multiple handicaps. Journal of the Association for Persons with Severe Handicaps, 12, 107-116.
5. Carr, E. G., Levin, L., McConnachie, G., Carlson, J. I., Kemp, D. C., Smith, C. E., & McLaughlin, D. M. (1999). Comprehensive multisituational intervention for problem behavior in the community: Long-term maintenance and social validation. Journal of Positive Behavior Interventions, 1, 5-25.
6. Ferguson, D. L., & Baumgart, D. (1991). Partial participation revisited. Journal of the Association for Persons with Severe Handicaps, 16, 218-227.
7. Horner, R. H., Dunlap, G., Koegel, R. L., Carr, E. G., Sailor, W., Anderson, J., Albin, R. W., & O'Neill, R. E. (1990). Toward a technology of "nonaversive" behavioral support. Journal of the Association for Persons with Severe Handicaps, 15, 125-132.
8. Schloss, P. J., Alper, S. & Jayne, D. (1994). Self-determination for persons with disabilities: Choice, risk, and dignity, Exceptional Children, 60, 215-225.
9. Snell, M. E., & Browder, D. M. (1986). Community-referenced instruction: Research and issues. Journal of the Association for Persons with Severe Handicaps, 11, 1-11.