

## **SPE 3100**

### **Learning Differences of Individuals with Moderate to Severe Exceptional Learning Needs.**

**Summer 2017**

**Instructor:** **Dr. Jennifer Stringfellow**

**E-Mail:** [jstringfellow@eiu.edu](mailto:jstringfellow@eiu.edu)

**Office/Phone:** **1212 Buzzard Hall; 217-581-5315**

**Appointments:** **Sign up in “red” book, 1212 Buzzard Hall.  
Sign up at least 24 hours in advance.**

**Location/Time:** **Monday, Tuesday, Wednesday & Thursday**

**11:00 am – 2:20 pm**

**1121 Buzzard Hall**

**\*Course includes a 15 hour practicum (TBA)**

SPE 3100  
Learning Differences of Individuals with  
Moderate/Severe Exceptional Learning Needs

Catalog Description:

SPE 3100 - Learning Differences of Individuals with Moderate to Severe Exceptional Learning Needs.

(3-1-3) F, S. A study of differential behaviors of individuals with moderate to significant exceptional learning needs, across the life span, including individuals with intellectual disabilities, multiple disabilities, orthopedic impairments, other health impairments, traumatic brain injury, and autism. Historical perspectives, etiology, terminology, and educational programming are also addressed. Additional emphases include cultural competence, facilitating independence, family/community services and involvement, equal access and opportunity in a variety of employment and life style choices. A practicum experience is required in public schools and/or community programs. **Prerequisites & Notes:** SPE 2000 and SPE 3000 or concurrent enrollment. Permission of department chairperson required for non-majors. Credits: 3

Learning Model:

The primary learning model for this course is the Ecological Model (Henley, Ramsey, & Algozzine, 1993).

Textbook:

Snell, M. E., & Brown, F. (2010). *Instruction of Students with Severe Disabilities* (7<sup>th</sup>.ed). Upper Saddle River, NJ: Pearson Education.

**\*\*A course packet for SPE 3100 is required for each teacher candidate and is available for purchase at *Copy X* (on north side of Hwy 16/Lincoln Ave)**

University student learning goals:

The mission of the general education program at Eastern Illinois University is three-fold:

- To enhance student literacy and oral communication
- To encourage students to think critically and reflectively
- To introduce students to knowledge central to responsible global citizenship

In this content-specific course literacy, including written and oral communication is addressed through varied written and spoken activities and assignments. Your skills of critical and reflective thinking will be assessed through tests and quizzes and you will be expected to demonstrate these skills through participation in class and in your written work. Your knowledge central to responsible global citizenship will be enhanced through lectures, particularly topics related to diversity, and reading of your textbooks and supplemental materials.

## SPE 3100 Course Requirements/Assignments

1. Readings. Readings from the course text are assigned for each lecture. It is essential for candidates to complete the assigned readings. Teacher candidates are required to take notes on the readings. Book notes will be collected each week (3 pts each question per chapter = 48 pts).
2. Lectures. Lectures related to each module will be presented in class. Lectures will be related to but not repetitious of assigned readings. Knowledge and understanding of information presented during class meetings will be assessed on exams (information provided in #5).
3. Research Paper. Each teacher candidate will conduct a literature search to find two research articles related to a current issue in special education for students with moderate/severe disabilities that is specific to the course content. A typed summary and synthesis of the major points of each article will be addressed in the paper. A reference and in-text citations will be formatted according to APA (6<sup>th</sup> ed.) guidelines. This assignment is designed to assist candidates in building a background of evidence-based knowledge concerning the education of individuals with moderate/severe disabilities. A list of acceptable journals as well as specific details about components of the summary paper will be provided. (30 pts; IPTS – 5, 6, 9)
4. Timeline Assignment. Each teacher candidate will need to complete an assignment that requires reviewing a historical timeline and a second timeline of major accomplishments for individuals with moderate to significant disabilities (3 of each) following the detailed directions provided. (30 pts; IPTS – 5, 6, 9)
5. Spontaneous Written Assignments. Teacher candidates will be expected to write on an assigned topic for a maximum of 4 minutes. The topics will be related to lectures, readings, and/or packet materials and will include legislation, leading practitioners, identification, etiology, definitions, and educational programming as these relate to individuals with moderate/severe disabilities. There will be 6 spontaneous class writing assignments throughout the semester. (6 class writing assignments @ 5 pts each = 30 pts; IPTS - 6)
6. Exams. There will be 4 non-cumulative exams that cover each of the 4 sections of the text AND lectures. These exams may consist of true/false, short answer, multiple choice and essay items. The purpose will be to provide the candidate the opportunity to synthesize information from the text, lectures, class discussions/activities and packet/handouts. (4 exams @ 50 pts each = 200 pts; IPTS – 1, 2, 3, 4, 5, 6, 7, 8, 9)
7. Practicum. As part of the required coursework for SPE 3100, teacher candidates will be required to complete 15 hours of practicum at assigned sites. The purpose of these practicum hours is to work with individuals with moderate/severe disabilities in their typical domestic/recreational/vocational/and (or) community environment (i.e., not just school or classroom environments. Each student must observe and interact with

individuals with significant disabilities in settings approved by the course instructor/clinical supervisor. The following practicum assignments will be completed by each teacher candidate (IPTS – 1, 2, 3, 4, 5, 6, 7, 8, 9):

Ecological Inventory	20pts
Curriculum Sequence (functional academic and life skill domains)	20pts
Assessment and Instructional Program	20pts
Interest Inventory	20pts
Activity Task Analysis	20pts
Practicum Reflections (6 @ 10 pts)	60pts
Total	160pts *
<b>*Points and assignments may be modified</b>	

8. Notebook. Each teacher candidate will compile and turn in a notebook prior to taking the final exam for this course. This notebook will be organized in a way to serve as a reference tool in future classes and practica experiences in their course of study. (30 pts; IPTS – 1, 2, 3, 4, 5, 6, 7, 8, 9)
8. Class Activities Participation. Teacher candidates are expected to be present in each class, present questions/discussion remarks as required, and complete individual and group activities as assigned. Candidates will not be able to make up in class activities missed due to absences whether excused or unexcused. Similarly, candidates are expected to be seated and ready to participate at the beginning of each class meeting (i.e., 12:00 p.m.) (up to 50 pts).
9. Extra Credit. Extra credit may be earned for participation in Family Fun Festival or Special Olympics. (5 pts; MUST provide instructor with copy of certificate no later than 1 week after event)

Summary of Course Requirements:

1.	4 exams	200 pts
2.	Research Paper	60 pts
3.	Spontaneous written assignments	30 pts
4.	Practicum	160 pts
5.	Notebook	30 pts
6.	Class Activities/Participation up to	50 pts
7.	Readings	48 pts
8.	Timeline Assignment	30 pts

**Total pts possible 608 pts**

**\*Modifications may be made to assignments**

**And/or points at discretion of the instructor**

## Major Evaluation Components:

Primary/assessment process, specific ways students' performances are evaluated in this course relative to standards.

Exams & Quizzes: CEC 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0: LBS1 Standards 1, 2, 3, 5, 6, & 7; Illinois CC Standards 1 & 2; Illinois Technology Standards none; Illinois Professional Teaching Standards – 1E, 1F, 1G, 2C, 2D, 2E, 3A, 3B, 3E, 3G, 4C, 4D, 4E, 4F, 4H, 5C, 5E, 5F, 5H, 6E, 6F, 7A, 7E, 7F, 7G, 7H, 7I, 8A, 8B, 8C, 8E, 8F, 8H, 8I, 9A, 9B, 9D, 9E, 9F, 9G, 9H, 9I

Clinical Practice: CEC 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0: LBS1 Standards 1, 2, 3, 5, 6, & 7; Illinois Technology Standards 1, 2, & 3. Illinois Professional Teaching Standards – 1H, 1I, 1J, 1L, 2I, 2K, 2L, 2M, 2N, 2O, 2P, 2Q, 3H, 3I, 3J, 3K, 3L, 3M, 3N, 3O, 3P, 3Q, 4I, 4J, 4K, 4L, 4M, 4N, 4O, 4P, 4Q, 5I, 5J, 5K, 5L, 5M, 5N, 5O, 5P, 5Q, 5R, 5S, 6I, 6Q, 6R, 6S, 7J, 7K, 7L, 7M, 7N, 7O, 7P, 7Q, 7R, 8J, 8K, 8M, 8N, 8R, 8T, 9J, 9K, 9N, 9O, 9P, 9Q, 9R, 9S, 9T

### Evaluation Criteria

Final grades in the course will be based on total points earned on all course requirements and assignments at the end of the semester. You should keep track of your points so you have an idea of your grade.

A = 90-100% of total points

B = 80- 89% of total points

C = 70- 79% of total points

D = 60- 69% of total points

F = 0- 59% of total points

\*The instructor reserves the right to change these requirements or the course outline as it may be deemed necessary.

### SPE 3100 ATTENDANCE POLICY

An absence on a lecture or test day is considered excused if the student notifies the Special Education office or the instructor by phone (217-581-5315) or in person prior to class time of the reason for the absence and that reason involves a verified illness or emergency. The Special Education office is open until 4:30 p.m. If leaving a message with a secretary, leave: name, time called, class number, and reason for absence. The desire to start a weekend or vacation period early will not be considered an excused absence.

Assignments missed due to excused absences can be made up or turned in without penalty up to one week late. However, assignments that are late due to unexcused absences will be assigned a late penalty and it will be the student's responsibility to acquire any information missed due to unexcused absence from other members of the class. Participation points missed due to unexcused absences cannot be made up. Attendance points (3 pts.) will be awarded for each class meeting.

### Department Attendance Policy

Students are expected to attend all classes. The Department of Special Education endorses the notion that attendance in classes is essential. The student is responsible for initiating all interaction with the instructor relative to absences and related assignments or exams. Points will be awarded for each class attended.

### Late Assignment Policy

All assignments are due at the beginning of the class period on the designated date. Late class assignments will be assessed the following penalties:

1. 10% reduction of points for each day the assignment is late (including weekends).
2. All assignments must be completed and done so prior to finals week. Failure to complete an assignment will result in your final grade being dropped one letter grade.

### Writing Policy

The Department of Special Education strongly supports the use of "non-labeling" language. It is expected that all written work submitted will contain non-labeling language as delineated in the TASH guidelines that are distributed in SPE 3000. The APA Style Manual, 6th Edition, is to be

used in respect to style and format for all written assignments. This is departmental policy (DCC decision, Sept. 8, 1982). Individuals who need assistance will be referred to the EIU Student Success Center.

Assistance: Each student is encouraged to contact the course instructor for assistance with any class-related problem. The instructor is interested in you. If you are having problems with coursework, it is your responsibility to initiate contact to solve the problem. The instructor may refer you to other sources of assistance on campus if these other resources would be of greater assistance in solving a particular problem. If a referral is made, it is highly recommended that you seek the opportunity for assistance as to remediate the problem prior to entering other major course sequences.

Eastern Illinois University is committed to the learning process and academic integrity that is defined in the Student Conduct Code (1.1). To encourage original and authentic written work, any written assignment created in this course may be submitted for review to Turnitin.com and will become a searchable document with the Turnitin-protected and restricted use database.

#### Cell Phone Policy

All cellular phones, pagers, and messaging devices must be turned off upon entering classroom or practicum site. If special circumstances warrant the necessity of accessibility via cell phone, permission must be given by the instructor and at no time should this means of communication interrupt teaching or learning. Above mentioned devices are not allowed in the testing setting during tests or exams. If discovered, it will be assumed they are being used inappropriately and will result in a grade of “zero.” At no time during class, teaching on site, or tests is text messaging allowed! Anyone in violation of this policy will be asked to leave the class and the absence will be considered unexcused.

#### Email/Electronic Communication

Students are encouraged to use email as a means of communicating with the instructor; however not all questions and issues can be addressed using this forum. As in all interactions, students are expected to be respectful and professional. In addition, students must realize that email is asynchronous and therefore should allow ample time for a response from the instructor. Further, it is the student’s responsibility to follow up on contact made via email if no response is received. Remember there are times when technology fails and thus messages are not always received when sent. Do NOT simply assume that the information reached the intended recipient(s).

#### Student Success Center

Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center ([www.eiu.edu/~success](http://www.eiu.edu/~success)) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9<sup>th</sup> Street Hall, Room 1302.

Outline of the Course (15 week semester- final exam during 16<sup>th</sup> week)

- Module I. Historical and Legal Issues Across the Lifespan for Individuals with Moderate to Significant Exceptional Learning Needs (2 Weeks)
- A. Historical Issues and Legislation Effecting Treatment and Services for Individuals with Moderate and Significant Exceptional Learning Needs Prior to The Rehabilitation Act of 1973(P.L. 93-112) and The Education for All Handicapped Children Act (P.L. 94-142)
  - B. Legislation Related to Individuals with Disabilities with Moderate and Significant Exceptional Learning Needs from The Rehabilitation Act of 1973 (P.L. 93-112) and The Education for All Handicapped Children Act (P.L. 94-142) to the present.
  - C. Legislative Impact on Schooling and Community Living Including the Normalization Principle
  - D. Equal Access to Resources (public and private) for Optimum Quality of Life Throughout (birth to old age) Including Financial and Legal Issues
- Module II: Characteristics of Moderate and Significant Exceptional Learning Needs and Development (5 Weeks)
- A. IDEA Category Review/ Characteristics of Low Incidence Exceptional Learning Needs (1% of school age populations: blindness, low vision, deafness, hard-of-hearing, deaf-blindness, significant developmental delay, intellectual disabilities, complex health issues, serious physical impairment, multiple disability, autism).
    - 1. Birth to Youth
    - 2. Adolescence to Adulthood
  - B. Models of Exceptional Learning Needs Studies
  - C. Etiology of Exceptional Learning Needs
    - 1. Human Body Systems
    - 2. Congenital (Pre-Natal, Peri-Natal, Post-Natal)
      - 1. Underlying Theoretical Principles
      - 2. Genetic and Chromosomal Abnormalities
      - 3. Brain and Neural Development
      - 4. Congenital Infections
      - 5. In-utero Cranial Malformations
      - 6. Brain Mapping and Skill Development
    - 3. Acquired
      - 1. Brain Injury
      - 2. Infectious Disease
      - 3. Other Debilitating Conditions
  - D. Low Incidence Exceptional Learning Needs on the Rise:
    - 1. Current Issues
      - 1. Significant Developmental Delay
      - 2. Complex Health Issues (OHI)
      - 3. Serious Physical Impairments

- 4. Multiple Exceptional Learning Needs
- 2. Autism Spectrum Disorder
- E. Neuroscience: New Trends and Development
- F. Cognitive Learning Theories: Moderate to Significant Exceptional Learning Needs

Module III. Health and Medical Needs (3 weeks)

- A. Therapeutic management
  - 1. Universal Precautions
  - 2. Dental Care
  - 3. Hair and Skin Conditions
  - 4. Postural Drainage
  - 5. Incontinence and Toileting
  - 6. Passive range of motion
  - 7. Positioning and Handling
  - 8. Seizure management
  - 9. Medications and Side Effects
- B. Nutrition and Feeding
  - 1. Nutrition and Healthy Eating Habits
  - 2. Eating skills, Assistive Utensils
  - 3. Swallowing Evaluations, Gastrostomy, and Esophageal Tube
- C. Special Concerns
  - 1. Tracheostomy
  - 2. Ileostomy
  - 3. Colostomy
- D. Advocacy

Module IV: Natural Supports for Moderate to Significant Exceptional Learning Needs (3 Weeks)

- A. Family Issues and Dynamics
- B. Team Members Roles and Responsibilities
- C. Support Services and Service Delivery
  - 1. Home
  - 2. School
  - 3. Community
  - 4. Vocational Settings
- D. Transition Supports (including but not limited to: hospital to home, home to preschool, preschool to elementary, elementary to middle and high school, high school to employment and community integrated living arrangements)

Module V: Assessment, Curriculum, Instructional Strategies, and Health/Medical Needs (2 Weeks)

- A. Assessing Student Needs
  - 1. Ecological Inventories
  - 2. Assessment Types including Alternative Assessments and Accountability

### 3. Assessment Guidelines and Accommodations

#### B. Curriculum for Individuals with Moderate and Significant Exceptional Learning Needs

- 4. Access to the General Curriculum
- 5. Functional Life Skills
- 6. Functional Academics

#### C. Evidence-based Instructional Strategies for Individuals with Moderate and Significant Exceptional Learning Needs

- a. Systematic Instruction for Skill Acquisition
  - i. Prompts and Prompting Hierarchies
  - ii. Response Latency and Time-delay
  - iii. Error Correction
- b. Scheduling and Fading Reinforcement
- c. Planned Generalization of Skills
- d. Skill Maintenance

#### D. Independence and Functional Life Skills Domains (domestic, recreation and leisure, community, and vocational; functional academics across life skill domains; social competence across life skill domains)

## References

- Arc, (2005). Position statements. Washington, DC: The Arc.
- Alper, S., Ryndak, D. L., & Schloss, C. N. (2001). *Alternate assessment of students with disabilities in inclusive settings*. Boston, MA: Allyn & Bacon.
- Beirne-Smith, M., Patton, J. R., & Ittenbach, R. (1994). *Mental retardation*. New York: Merrill.
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- Cipani, E. C., & Spooner, F. (1994). *Curricula and instructional approaches for persons with severe disabilities*. Boston, MA: Allyn & Bacon.
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- Falvey, M. A. (1989) *Community-based curriculum: Instructional strategies for students with severe handicaps* (2<sup>nd</sup> ed.). Baltimore, MD: Brookes Publishing.
- Kaufmann, J. M., & Hallahan, D. P. (2005). *The illusion of full inclusion*. Austin, TX: Pro-ed.
- McDonnell, J. J., Hardman, M. I., & McDonnell, A. P. (2003). *An introduction to persons with moderate and severe disabilities: Educational and social issues*. Boston, MA: Allyn and Bacon.
- Orellove, F.P., Sobsey, D., & Silberman, R.K. (2004). *Educating children with multiple disabilities: A collaborative approach*. Baltimore, MD: Paul H. Brookes.
- Snell, M. E., & Brown, F. (2010). *Instruction of students with severe disabilities*. (7<sup>th</sup> ed.) Upper Saddle River, NJ: Merrill/Prentice Hall.
- Wells, J.C., & Sheehey, P.H. (2012). Person-centered planning. *Teaching Exceptional Children*, 44(3), 32-39.

Westling, D. L. & Fox, L. (2004). *Teaching students with Severe Disabilities* (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Merrill.

## SAFETY INFORMATION DEPARTMENT OF SPECIAL EDUCATION

If there is an emergency such as fire, tornado, bombs, earthquake or other emergencies, 911 will notify the Dean's Office of the College of Education and Professional Studies (Doug Bower) who will in turn notify each Department. Medical or health emergencies should be reported directly to the Department of Special Education. EIU has closed only once in its history, SPE closes only when EIU does. Eastern Illinois Special Education is EIASE and is not the Special Education Dept.

### Evacuation Procedures:

- Clear the building as rapidly and orderly as possible.
- Move to the designated areas as directed by the Police Departments or Fire Departments.
- Do not return to the building until you are given the all clear signal.

### Fire Alarms:

When the fire alarm sounds, everyone in the first floor north wing of Buzzard Hall is to leave the building by way of the 9<sup>th</sup> Street Circle doors. Everyone is to leave the building; just because you can't see or smell the fire/smoke does not mean there is not a fire. You are to move at least 50 feet away from the building. You are to wait until the Fire Chief gives the all-clear sound.

### Tornadoes:

The Department of Special Education, after receiving warning, will contact each classroom on the north, first floor of Buzzard Hall. Opening windows allows damaging winds to enter the structure. Leave the windows along; instead, immediately go to a safe place. Most tornadoes are likely to occur between 3 and 9 p.m., but have been known to occur at all hours of the day or night. If you have been told that there is a tornado warning you should move to your pre-designated place of safety. There are designated areas marked by the "Severe Weather Shelter" signs. There will not be an all clear siren. The tornado warning will be over when the weather has improved. Stay away from windows and automobiles. Eastern Illinois University has a website for Tornadoes at <http://www.eiu.edu/~environ/welcome.htm> that you can access for more information about tornadoes and what to do.

### Bombs:

The University Police will respond to a bomb threat to your building. The University Police will assist with the search and/or evacuation. You will be directed by the University Police as to how, when, and where to evacuate the building.

### Earthquakes:

Earthquakes occur without warning. At best, a person may move under his/her desk.

### Violence in the Workplace:

In the event an individual displays aggressive behavior, use extreme caution. If a firearm is suspected or evident, leave the building. Move to safety, and call 911 and the

Building Coordinator (Doug Bower (7972). If building residents express a "cause to feel uncomfortable", call the Human Resources Department (3514) or University Police (3213). Do not try to become involved with the violent person. Let the University Police handle the situation as they are trained to handle such behavior.

#### Medical or Health Emergencies:

If a person becomes injured or ill and can make decisions regarding transportation and/or treatment, assistance should be given in making those arrangements. Call 911 and 3213. If the person cannot make decisions regarding transportation and/or treatment, an ambulance will be called. Call 911 and 3213. The Safety Officer is Gary Hanebrink (7068).

Under no circumstances will the University provide transportation, despite the extent of the injury or illness.

An appropriate accident report must be filed. Forms may be found on the web page, <http://www.eiu.edu/~environ/safmanl/accdform.htm>.

#### Emergency Notification System

Eastern Illinois University has installed additional emergency notification system devices. When there is a warning for weather or an emergency, the exterior horn will sound and the message will be played across the emergency notification speakers inside Coleman Hall, Klehm Hall, Buzzard Hall, and Lantz Building. Blair Hall, Booth Library, and Doudna Fine Arts Center will receive the message through the fire alarm speakers. There are also flashing lights that have different colors for certain emergencies. An amber light means that there is an emergency. A white light means that there is a fire. If the alarm is sounded, take immediate action as directed by the emergency notification system. Check your campus email for further instructions.

Gary Hanebrink, Environmental Health and Safety Posted Aug 03, 2011

As required by the School Safety Drill Act (105 ILCS 128/1) at each field experience site be sure to acquaint yourself with school safety and crisis intervention protocol and initial response actions.