Eastern Illinois University  
Department of Special Education  
Course Proposal

1. Catalog Description  
   A. Course number: **SPE 3100**  
   B. Title: Learning Differences of Individuals with Moderate to Severe Exceptional Learning Needs  
   C. Meeting times and credit: (3-1-3)  
   D. Term: F, S  
   E. Short title: Lrn Dif Mod/Sev  
   F. Description: 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.  
   G. Pre-requisite(s): SPE 2000 and SPE 3000 or concurrent enrollment. Permission of department chairperson required for non-majors.  
   H. Learning model: Ecological

2. Objectives of the Course: Course objectives are standard specific. Upon completion of the course, the student will meet the following: CEC Common Core Knowledge and Skills (i. CEC-CC), CEC Individualized Curriculum Knowledge and Skills, (ii. CEC-IC) and state of Illinois knowledge and performance standards (iii. LBS I). All standards are based on INTASC. Upon completion of the course the student will  
   A. Demonstrate knowledge of major etiological factors relative to moderate to severe disabilities  
      1. CEC-CC 2- Development and Characteristics of Learners  
         Knowledge: typical and atypical human growth and development  
      2. CEC-IC 2 Characteristics of Learners  
         Knowledge: various etiologies and medical aspects of conditions affecting individuals with disabilities  
         Skill: define and describe general development, academic, social, career, and functional characteristics of individuals who would benefit most from an independent curriculum as they relate to levels of support needs  
      3. LBS I - 2 Characteristics of Learners  
   B. Develop a broad overview of the field of special education relative to characteristics of individuals with moderate to severe disabilities including but not limited to early intervention, school age and high school years in public school, vocational/employment training, community living and life style choices, such as marriage and family, later adult years, end of life issues, etc.  
      1. CEC-CC 3 Individual Learning Differences  
         Knowledge: effects of exceptionality on individual’s life
2. CEC - IC2 Characteristics of Learner  
Knowledge: medical complications and implications for student support services including seizure management, tube feeding, catheterization, and cardiopulmonary resuscitation (CPR)  
Skill: define and describe general development, academic, social, career, and functional characteristics of individuals who would benefit most from an independent curriculum as they relate to levels of support needs

3. LBS I-5 Learning Environment and LBS I-6 Instructional Deliver

C. Demonstrate knowledge of historical perspectives and current theories/philosophies that impact equal access to education/community of individuals with moderate to severe disabilities

1. CEC-CC1 Foundations  
Knowledge: theories and research that form the basis of curriculum development and instructional practice  
Skill: articulate personal philosophy

2. CEC-IC 1 Foundations  
Knowledge: historic foundations, classic studies including major contributors and major legislation that grounds the growth and improvement of knowledge and practice in the field of educating persons with moderate to severe disabilities  
Skills: delineates principles of normalization vs. least restrictive environment in designing education programs for individuals with

3. LBS I Foundations

D. Demonstrate understanding and knowledge of major theoretical approaches including the latest technological advances in curriculum and instructional approaches for persons with moderate to severe disabilities

1. CEC-CC 7 Instructional Planning  
Knowledge: scope and sequence of general and special ed curricula  
Skill: prepare and organize materials to implement daily lesson plans

2. CEC -IC 5 Planning and Managing the Learning Environment  
Knowledge: appropriate use of assistive technology  
Skill: structure educational environment for optimum learning opportunities

3. LBS I- 4 Planning for Instruction & LBS 1-6 Instructional Delivery

E. Describe and compare various types of educational provisions, related services, and transitional services, for individuals with moderate to severe disabilities with consideration to age, degree of disability, medical, instructional, behavioral/ community needs

1. CEC-CC 1 Foundations  
Knowledge: relationship of special education to the organization and function of educational agencies
2. CEC-IC 3 Individual Learning Difference  
   Knowledge: Impact of learners’ academic and social abilities, attitudes, 
   interests and values on instruction and career development for persons 
   with moderate to severe disabilities  
3. CEC-IC 7 Communication and Collaborative Partnerships  
   Knowledge: sources of unique services and networks and organizations 
   for individuals with moderate to severe disabilities  
   including career, vocational and transitional support  
   Skill: strategies for chronically ill and terminally individuals with 
   moderate to severe exceptional needs and their families  
4. LBS I-2 Characteristics of Learners & LBS1-7 Collaborative Relationships  

F. Develop knowledge and information of various types of organization structures and 
   contemporary issues of life span perspectives for individuals with moderate to severe disabilities  
1. CEC-CC 7 Instructional Planning  
   Knowledge: national, state, provincial, local curricula standards  
   Skill: develop and implement comprehensive, longitudinal individualized programs in collaboration with team members  
2. CEC-IC 5 Communication and Collaborative Partnerships  
   Knowledge: roles and responsibilities of school based medical and related services personnel, professional groups, and community organizations in identifying, assessing, and providing services to individuals with moderate to severe disabilities  
3. LBS I 7 Collaborative Relationships  

G. Identify key aspects of past legislation (i.e. P.L. 94-142, P.L. 99-457, P.L. 101-476, P.L. 105-17) and their impact on developing services, more current legislation and services relative to the new revisions of ESEA. Information also included: IEP, IFSP, assessment procedures, equal access issues, transition services, behavior management.  
1. CEC-CC 1- Foundations  
   Knowledge- laws, policies, and ethical practices regarding behavior management planning and implementation, issues and assurance of rights of due process  
2. CEC-IC 1 Foundations  
   Knowledge- historical foundations, classic studies, laws regarding specialized health services in education setting  
   Skill Articulate pros-cons of current issues and trends in the education of persons with moderate to severe disabilities  
3. LBS I-1 Foundations  

H. Demonstrate knowledge of the assessment process (medical, educational, psychological, etc) including procedures used for classification, referral practices, screening, assessment, treatment.
I. Demonstrate knowledge and skills in alternative assessment procedures, in behavioral checklists, observation and documentation of a variety of behaviors and skills
For both H and I
1. CEC-CC 8: Assessment
   Knowledge: basic terminology used in assessment of persons with moderate to severe disabilities and skills: gather relevant background data
   Skill: interpret information from formal and informal tests
2. CEC-IC 3 Assessment, Dx, and Evaluation
   Knowledge: specialized terminology
   Skills: adapt and modify existing assessment tools
3. LBS I-3 Assessment

J. Demonstrate knowledge and awareness of cultural diversity and its impact (past and present) on life span issues such as formal education, employment training, human sexuality, marriage and family, and the aging process
1. CEC-CC 1- Foundations
   Knowledge: Potential impact of differences in values, language and customs that can exist between home and school
   CEC-CC 5 Learning Environments and Social Interactions
   Knowledge: strategies for preparing individuals to live productively and harmoniously in a culturally diverse world
   Skill: create a safe, equitable positive and supportive learning environment in which diversity is valued
2. CEC-IC 7: Communication and Collaborative Partnerships
3. LBS I-7 Collaborative Relationships

K. Demonstrate understanding of linguistic differences, assistive devices and augmentative communication
1. CEC-CC 6- Language
   Knowledge: effects of cultural and linguistic differences on growth and development and assistive device/augmentative communication
   Skill: use strategies to support and enhance communication skills of individuals with moderate to severe exceptional needs
2. CEC-IC 4- Instructional Content and Practice
   Knowledge: impact of language development on academic and social skills
   Skill: use of technology including assistive devices
3. LBS I-4 Planning for Instruction

L. Develop understanding of cultural diversity and perspectives and attitudes of family and community relative to persons with moderate to severe disabilities
1. CEC-CC 6- Language
   Knowledge: Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding
2. CEC-IC 7 Communication and Collaborative Partnerships
   Knowledge: types and importance of available information
   Skill: assist students in collaboration with parents, other professionals in planning for transition into adulthood including employment, community, daily life with maximum opportunities for decision-making and full participation in the community

3. LBS I- 1 Foundations

M. Support and practice within ethical practices of CEC (state, NCATE ?) including the development of a personal philosophy of special education relative to individuals with severe disabilities
   1. CEC-CC 6 – Professional/Ethical Practice
      Knowledge: remain current re research and validated practices
      Skill: act ethically in advocating for appropriate services)
   2. CEC-IC 8 Professionalism and Ethical Practice
      Knowledge: right to privacy/confidentiality
      Skills: participate in activities of professional organizations relevant to persons with moderate to severe disabilities
   3. LBS I-8 Professional Conduct/Leadership and LBS1-9 Reflection and Professional Growth

N. Demonstrate professional writing skills, use of non-labeling language, and APA Style
   1. CEC-CC 6 Professional/Ethical Practice
   2. CEC- IC 8 Professionalism and Ethical Practice
   3. LBS I-8 Professional Conduct/Leadership and LBS1-9- Reflection and Professional Growth

O. Demonstrate technology skills in class assignments, i.e. word-processing, PowerPoint, Excel.

3. Outline of the Course (15 week semester- final exam during 16th week)

I. Brain and Neural Development
   A. Underlying theoretical principles
   B. In-utero cranial malformations
   C. Genetic and chromosomal abnormalities
   D. Brain injury
   E. Neuroscience: new trends and development
   F. Cognitive learning theories: moderate to severe disabilities

II. Identification: Moderate to Severe Disabilities
   A. Characteristics - birth to old age
   B. Family issues and dynamics
   C. Nature and needs – medical, physical, social
   D. Community support (birth to old age)
III. The School age years (birth to 22) School/Community – moderate to severe disabilities  
  Weeks: 3
  A. Historical perspectives prior to PL 94-142
  B. Legislation PL 105-17, ADA 101-336 law (1990) current revisions of IDEA
  C. Legislative impact on school and community
  D. Equal access of resources (public and private) for optimum quality of life throughout from birth to old age
  E. Functional life skills and transitions, including but not limited to
  F. Home to preschool, preschool to elementary, elementary to middle and high school, high school to employment (also include transitions in living circumstances)

IV. Attaining Adult (beyond age 22)  
  Weeks: 2
  A. Post-secondary opportunities and resources
  B. Financial considerations and legal issues
  C. Sexuality and birth control
  D. Partnerships such as marriage, co-habitation
  E. Mid-life issues- death of parents, siblings, friends.

V. Mid-life to Old Age  
  Weeks: 2
  A. Changing demographic- increase in older persons (of all ability levels)
  B. Housing, care, daily living skills, quality of life
  C. End of life considerations and realities

VI. Health and Medial Needs  
  Weeks: 3
  A. Therapeutic management
    1. Universal precautions, blood born pathogens, hand-washing, wearing gloves
    2. Incontinence and toileting
    3. Dental care
    4. Seizure management
    5. Skin conditions
    6. Postural drainage
    7. Passive range of motion
  B. Nutrition and Feeding
    1. Nutrition and healthy eating habits
    2. Eating skills, assistive utensils
    3. Tube feeding
  C. Special Concerns
    1. Tracheotomy
    2. Ileostomy
    3. Colostomy
  D. Infectious diseases
    1. Precautions
    2. Treatment post exposure (birth to old age)
Evaluation:
Two (or more exams) plus comprehensive final exam.
Review of three or more articles (selection of appropriate topic), including a
summary and written demonstration of understanding of content and
relationship to professional practice.
Practica will be supervised and evaluated. It will constitute in a 15-hour
experience involving observation and interaction with individuals with
moderate to severe learning needs in non-school settings.

4. Implementation:
   A. Faculty: Faculty assigned to teach this course will have professional knowledge
      and experience specific to individuals with moderate to severe disabilities who
      need an individualized independence curriculum.
   B. Costs: No cost to students
      Moderate to Severe Disabilities: An Applied Approach for Inclusive
      Environments. 1st ed. Prentice Hall.
   D. Effective date: Fall 2002

5. Rationale:
   A. Purpose and need: Recent changes in state of Illinois special education teacher
certification and requirements
   B. Justification: Course is an upper division course designed for SPE majors and
      addresses critical educational and life issues of individuals with moderate to severe
disabilities and their families
   C. Similarity to existing course- Designed to extend information presented in SPE
      3000 and compliment SPE 3200 relative to individuals with moderate to severe
disabilities across the life span.
   D. Requirement or elective: Required of all SPE majors

6. Community College Transfer: This class is an upper division course, a community college
course will not be judged equivalent

7. Date approved by the Department 2/15/02

8. Date approved by College Curriculum Committee 2/25/02

9. Date approved by CAA 3/28/02