



DEPARTMENT OF SPECIAL EDUCATION

**SP ED 5260/6260: Transdisciplinary Approaches for
Students with Severe Disabilities**

3 Credits

Spring 2023

Mondays 4:35p – 7:05p

Location: Online - Synchronous & Asynchronous

Content for this course will be delivered online in synchronous (i.e., Zoom meetings) and asynchronous (i.e., videos, readings, recorded lectures, etc. via Canvas modules) formats. Students are required to complete asynchronous content each week and participate in several class meetings via Zoom according to the schedule provided. These class meetings will always be held on Monday evenings, either 4:35 – 5:45pm OR 5:55 - 7:05pm.

Instructor: Sarah Ivy, PhD
Office: 2273 SAEC
Phone: 801-213-8555
E-Mail: sarah.ivy@utah.edu
Office Hours: Arranged

Instructor: Sondra Stegenga, PhD, MS, OTR/L
Office: 2290 SAEC
Phone: 801-581-3318
E-Mail: sondra.stegenga@utah.edu
Office Hours: Arranged

Course Description

This course is designed to provide students completing state licensure requirements in severe disabilities with the core skills for the implementation of collaborative services for students with severe multiple disabilities. These skills will include discussion of the infusion of related service interventions into functional and academic based instructional programs and teaming strategies as they apply to integrated assessment and program design. It will also include specific strategies and information related to students with physical disabilities, sensory impairments, and health concerns. In this course, students will apply collaborative methods to case studies for planning and implementing services to address the students' physical, medical, educational, and social/emotional needs. This course utilizes a combination of teaching methods including direct instruction to teach collaborative principles/strategies, in class activities, and hands-on, field-based experiences with students with severe multiple disabilities.

Prerequisite Information

Students enrolled in this class should have completed prerequisite courses as required by the department. It is assumed that students enrolled in this course will have background knowledge in inclusive education, strategies of assessment, and instructional and behavioral support.

Required Text

Orelove, F., Sobsey, D., & Giles, D.L. (2017). *Educating children with multiple disabilities: A collaborative approach*. Baltimore, MD: Paul H. Brookes. ISBN-13: 978-159857-654-2 ISBN-10: 1-59857-654-2

***Additional required supplemental readings will be made available within Canvas throughout the course.*

Course Objectives

In order to excel in this class, you will need to understand how to acquire and interpret information related to specific students. You will need to be able to synthesize material in ways that will allow you to understand the complex needs of students with severe disabilities and the roles of team members who provide support to these students. However, you will need **skills** more than **knowledge**. Each student you encounter will have a different set of strengths and needs. It is impossible to teach you everything you will need in every setting. Our goal is to empower you to be able to identify relevant information, ask informative questions, be able to locate resources to answer your questions, and then use that information to develop appropriate educational programs for your students. To accomplish that, we will ask you to demonstrate an understanding of concepts related to collaborative teaming and to apply this understanding to content and case studies that we will discuss in class.

At the completion of this course, students will be able to:

1. Identify strategies for planning and implementing educational services to address students' needs (physical, medical, educational, and social/emotional) across natural environments and activities.
2. Explain the roles of various team members who provide services to students with severe disabilities including providers, families, and students as active partners on the team.
3. Interpret existing data on a particular student to identify the specific needs of the student.
4. Apply evidence-based strategies for the collaborative design and implementation of individualized educational and instructional programs across natural environments and activities. These programs include planning in the areas of health issues, motor and sensory systems, communication skills, and social/behavioral skills.
5. Use a collaborative approach to develop an educational schedule for a specific student with severe disabilities.
6. Critique a student's educational program to determine areas of improvement, such as strategies for increasing appropriate inclusion into the general education program or strategies for incorporating student goals into his/her educational program.
7. Apply evidence-based strategies for modifying and/or adapting environments (school, home, community, and work), curriculum, and/or instruction to increase student participation and performance in a collaborative educational program.
8. Gain understanding of the lived experiences of individuals with disabilities.

Expectations

Though the online format allows students greater flexibility to complete their work, this course does have a structure and timeline! As such, the following is expected of all students in this class:

- Students must be self-motivated, organized, and willing to stay on top of their schedule. Students should take control of their learning while in this course.
- Students are expected to follow the Core Rules of Netiquette (<http://www.albion.com/netiquette/corerules.html>) at all times while participating in the class and communicating with others.
- Students are not expected to interact with their classmates in person. In addition to class-wide synchronous Zoom meetings, students may be expected to work with classmates via online communication options like Canvas Discussions, video conferencing, or another communication technology of choice (Groupme, FaceTime, Google Hangouts, etc.).
- Students will regularly check for course updates and will update their Canvas notification settings to ensure they receive timely notifications from the course.
- Students will contact their instructor in a timely manner if they have any questions, are struggling with course materials, or need further assistance from their instructor.
- If you do not hear back within 3 days after sending a message, please contact your instructor again.
- Students are expected to maintain regular attendance and on-time arrival to synchronous meetings.
- In case of absence, students will notify the applicable instructor for that week's meeting, and then gather information missed from another student prior to coming to the next class session.
- Students will complete asynchronous module content prior to synchronous meetings in order to fully participate in class-wide activities.
- Students will participate in class-wide synchronous meetings by contributing to discussions, asking relevant questions, sharing related experiences, and providing answers to questions raised by the group.
- Students will follow all official University of Utah policies regarding interpersonal conduct, academic dishonesty, and other rights and responsibilities of students outlined in the University of Utah Student Handbook (<https://registrar.utah.edu/handbook/>) and Code of Student Rights and Responsibilities (<https://regulations.utah.edu/academics/6-400.php>).

Your course instructors have expertise in the topics you will learn about this semester. Your instructors are your mentors and facilitators of the course experience, both synchronous and asynchronous. Instructors are committed to:

- Instructors will design the course to **include lectures, learning materials, and assignments that are accessible** and provide students with **opportunities to learn** and practice course content.
- Instructors will ensure that the **course remains a safe space** where students can engage with difficult content thoughtfully and respectfully.
- Instructors will **interact with the class regularly** via announcements, virtual office hours (one-on-one video conferencing), emails/the Canvas Inbox, and feedback on assignments, among other methods.
- Instructors will **respond to students in a timely manner**: within 48 hours, not including weekends and holidays.
- Instructors will be **available for individual consultation** via virtual office hours (one-on-one video conferencing), email, or phone and **will not require students to meet in person**.
- Instructors will **provide relevant feedback in a timely manner**.
- Instructors will **follow all official University of Utah policies** regarding interpersonal conduct, accommodations, and other important duties.

Assignments & Grading

Grades:

Students will be evaluated on the basis of the assignments. Regular attendance and participation in course sessions and completion of the assigned readings will be necessary to satisfactorily complete the assignments and exams. A final grade will be obtained by adding the points for the assignments. The numerical value obtained will be converted to a percentage, with the grading scale as follows:

Letter Scoring

A	100% - 94%
A-	93.9% - 90%
B+	89.9%–87%
B	86.9%–84%
B-	83.9% - 80%
C+	79.9%–77%
C	76.9%–74%
C-	73.9% - 70%
D+	69.9%–67%
D	66.9%–64%
D-	63.9% - 60%
E	59.9%–0%

***Please call or e-mail the instructor if you have any questions about any of the assignments or grades.*

SPED 5260:

<i>Positioning and handling assignment (SS)</i>	25
<i>Feeding assignment (SS)</i>	25
<i>Fact sheet on diagnosis (SI)</i>	25
<i>Sensory assignment (SI)</i>	25
<i>Case study assignment (SI)</i>	50
<i>Weekly asynchronous activities 12 @10 pts each</i>	120
<i>Synchronous meeting participation 8 @ 5 pts each</i>	40
Total	310

SPED 6260:

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<i>Feeding assignment (SS)</i>	25
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<i>Sensory assignment (SI)</i>	25
<i>Case study assignment (SS)</i>	50
<i>Weekly asynchronous activities 12 @10 pts each</i>	120
<i>Synchronous meeting participation 8 @ 5 pts each</i>	40
<i>Diagnosis Presentation (graduate project) (SI)</i>	25
Total	335

All assignments for this course, including asynchronous module activities, will be due on Sundays by 11:59p. All assignments, unless otherwise announced, must be submitted to the designated area of Canvas. Do not submit assignments by email.

Late assignments will be accepted up to three weeks after the due date. 10% of the possible points will be deducted automatically from the total possible points during the first week after the due date, 20% during the second week after the due date, and 30% during the third week after the due date. The only exception to this policy will be if you had prior agreement on the part of your instructor that the extraordinary circumstances did not make it possible for you to turn in your assignment on time. Late assignments will not be accepted during finals week. Asynchronous module activities will not be accepted late as their purpose is to prepare you for class content and to contribute to class.

Your grade for this course will be determined according to the quality and timeliness (see late policy above) with which you complete the following assignments. Each assignment will be introduced during one of the course sessions. More specific information about each assignment and how it will be evaluated will be provided at that time. If you have any questions about an assignment or how it will be graded, please check with the instructor. Rubrics will be provided in advance and will be used to evaluate the quality of your work. The instructor will provide written feedback through Canvas within three weeks of the due date for major assignments. Weekly modules will be graded within one week.

Policy on Student Plagiarism

Students are expected to follow the University of Utah's Student Code including the policy on plagiarism. Misrepresenting someone else's work as your own is a violation of University policy. As per the University of Utah Student Code, *plagiarism* means "the intentional unacknowledged use or incorporation of any other person's work in, or as a basis for one's own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one's own, without attribution, any other individual's words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression." Sanctions for student plagiarism are at the discretion of the course instructor but may result in a failing grade for the course. The instructor is required to report in writing any act of plagiarism to the Department Chair with a copy to the student's file. The Student Code for the University of Utah can be found at: <https://regulations.utah.edu/academics/6-400.php>

Names & Pronouns:

Class rosters are provided to the instructor with the student's legal name as well as "Preferred first name" (if previously entered by you in the Student Profile section of your CIS account, which managed can be managed at any time). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class or on assignments. Please advise me of any name or pronoun changes so I can help create a learning environment in which you, your name, and your pronoun are respected. If you need any assistance or support, please reach out to the LGBT Resource Center. https://lgbt.utah.edu/campus/faculty_resources.php

Attendance, Participation, & Zoom Courtesy:

Attendance & Participation: Attendance and participation are expected for each of the scheduled class sessions (both synchronous and asynchronous). Participation is defined as being in class, engaging in discussions, answering questions, providing input, attending to lectures, appropriate use of devices (e.g. not texting, emailing, etc. during class), completing online modules, etc. If you need to miss a class or be late, you must contact the instructor prior to the start of class. Students will receive points for participation via completion of in-class related activities linked to weekly modules. Participation points cannot be made up. I acknowledge that sometimes, in spite of thoughtful planning, technology can go awry and may cause difficulty in joining either synchronous or asynchronous class content. However, this is where planning is important. I encourage you to work and plan ahead when possible in case of a technology difficulty on a due date. If you are unable to participate in class due to difficulty with technology, you must notify your instructor immediately and also work quickly to connect with University of Utah Technology to resolve the issue. Attendance, participation, and regular completion of the class content are required to ensure you gain knowledge needed as a teacher and educational team leader.

Zoom Courtesy: Synchronous Zoom sessions are intended to be interactive. Therefore, having video on and engaging throughout the session with colleagues, the instructor, and guests is highly encouraged. In these unique times, we do not have as many opportunities to engage with other professionals. However, if we are intentional about being present during our times together it is amazing the connections we can make, even via technology such as Zoom.

COVID-19 Campus Guidelines

The University of Utah has implemented reasonable health and safety protocols, taking into account recommendations by local, state and national public health authorities, in response to the COVID-19 pandemic.

For the most up-to-date information on COVID-19 protocol, please refer to
<https://coronavirus.utah.edu/>

Other resources are:

1. [Student Guidance: What Steps to Take for a Possible or Confirmed COVID-19 Exposure](#)
2. [Registrar's Office COVID-19 Information and FAQ's](#)
3. [Housing & Residential Education](#)

Some courses may require attendance due to hands-on coursework. Please read the syllabus and attendance requirements for the course thoroughly.

Some students may qualify for accommodations & exemptions from these guidelines through the Americans with Disabilities Act (ADA). Accommodations should be obtained prior to the first day of class. If you believe you meet these criteria, contact:

Center for Disability & Access
801-581-5020
disability.utah.edu
162 Union Building

200 S. Central Campus Dr.
Salt Lake City, UT 84112

Accommodations / Adaptations

Americans with Disabilities Act (ADA)

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 801-581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All information in this course can be made available in alternative format with prior notification to the Center for Disability Services. <https://disability.utah.edu>

Wellness Statement

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness; 801-581-7776; <https://wellness.utah.edu>

Addressing Sexual Misconduct

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information.

If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801 Dean of Students, 270 Union Building, 801--581--7066.

For support and confidential consultation, contact the Center for Student Wellness, SSB 328, 801-581-7776.

To report to the police, contact the Department of Public Safety, 801-585-2677(COPS)

University Safety Statement

The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at [801-585-COPS](tel:801-585-COPS) ([801-585-2677](tel:801-585-2677)). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.

Writing Support

The University of Utah offers free writing lab support both in person and via e-tutoring through the University Writing Center located in the Marriot Library. You can visit them in person or at this link: <https://writingcenter.utah.edu>

Student Support

Your success at the University of Utah is important to all of us here. If you feel like you need extra support in academics, overcoming personal difficulties, or finding community, the U has a range of resources.

Undocumented Students

Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles to engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center. Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families. To learn more, please contact the Dream Center at 801.213.3697 or visit dream.utah.edu.

Student Support Services (TRIO)

TRIO federal programs are targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities.

Student Support Services (SSS) is a TRIO program for current or incoming undergraduate university students who are seeking their first bachelor's degree and need academic assistance and other services to be successful at the University of Utah. For more information about what support they provide, a list of ongoing events, and links to other resources, view their website at trio.utah.edu or contact:

Student Support Services (TRIO)

801-581-7188

Room 2075

1901 E. S. Campus Dr.

Salt Lake City, UT 84112

American Indian Students

The AIRC works to increase American Indian student visibility and success on campus by advocating for and providing student centered programs and tools to enhance academic success, cultural events to promote personal well-being, and a supportive “home-away-from-home” space for students to grow and develop leadership skills. For more information about what support they provide, a list of ongoing events, and links to other resources, view their website at diversity.utah.edu/centers/airc or contact:

American Indian Resource Center

801-581-7019

Fort Douglas Building 622

1925 De Trobriand St.

Salt Lake City, UT 84113

Black Students

Using a pan-African lens, the Black Cultural Center seeks to counteract persistent campus-wide and global anti-blackness. The Black Cultural Center works to holistically enrich, educate, and advocate for students, faculty, and staff through Black centered programming, culturally affirming educational initiatives, and retention strategies. For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Black Cultural Center

801-213-1441

diversity.utah.edu/centers/bcc

Fort Douglas Building 603
95 Fort Douglas Blvd.
Salt Lake City, UT 84113

Students with Children

Our mission is to support and coordinate information, program development and services that enhance family resources as well as the availability, affordability and quality of child care for University students, faculty and staff. For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Center for Childcare & Family Resources

801-585-5897

childcare.utah.edu

408 Union Building
200 S. Central Campus Dr.
Salt Lake City, UT 84112

Students with Disabilities

The Center for Disability Services is dedicated to serving students with disabilities by providing the opportunity for success and equal access at the University of Utah. They also strive to create an inclusive, safe, and respectful environment. For more information about what support they provide and links to other resources, view their website or contact:

Center for Disability Services

801-581-5020

disability.utah.edu

162 Union Building
200 S. Central Campus Dr.
Salt Lake City, UT 84112

Students of Ethnic Descent

The Center for Ethnic Student Affairs offers several programs dedicated to the success of students with varied cultural and ethnic backgrounds. Their mission is to create an inclusive, safe campus community that values the experiences of all students.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Center for Ethnic Student Affairs

801-581-8151

diversity.utah.edu/centers/cesa/

235 Union Building
200 S. Central Campus Dr.
Salt Lake City, UT 84112

English as a Second/Additional Language (ESL) Students

If you are an English language learner, there are several resources on campus available to help you develop your English writing and language skills. Feel free to contact:

Writing Center

801-587-9122

writingcenter.utah.edu

2701 Marriott Library
295 S 1500 E
Salt Lake City, UT 84112

English for Academic Success (EAS) Program

801-581-8047

linguistics.utah.edu/eas-program

2300 LNCO

255 S. Central Campus Dr.

Salt Lake City, UT 84112

English Language Institute

801-581-4600

continue.utah.edu/eli

540 Arapeen Dr.

Salt Lake City, UT 84108

LGBTQ+ Students

The LGBTQ+ Resource Center acts in accountability with the campus community by identifying the needs of people with a queer range of [a]gender and [a]sexual experiences and responding with university-wide services. For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

LGBTQ+ Resource Center

801-587-7973

lgbt.utah.edu (Links to an external site.)

409 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

Veterans & Military Students

The mission of the Veterans Support Center is to improve and enhance the individual and academic success of veterans, service members, and their family members who attend the university; to help them receive the benefits they earned; and to serve as a liaison between the student veteran community and the university. For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Veterans Support Center

801-587-7722

veteranscenter.utah.edu (Links to an external site.)

418 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

Women

The Women's Resource Center (WRC) at the University of Utah serves as the central resource for educational and support services for women. Honoring the complexities of women's identities, the WRC facilitates choices and changes through programs, counseling, and training grounded in a commitment to advance social justice and equality. For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Women's Resource Center

801-581-8030

womenscenter.utah.edu

411 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

Inclusivity at the U

The Office for Inclusive Excellence is here to engage, support, and advance an environment fostering the values of respect, diversity, equity, inclusivity, and academic excellence for

students in our increasingly global campus community. They also handle reports of bias in the classroom as outlined below:

Bias or hate incidents consist of speech, conduct, or some other form of expression or action that is motivated wholly or in part by prejudice or bias whose impact discriminates, demeans, embarrasses, assigns stereotypes, harasses, or excludes individuals because of their race, color, ethnicity, national origin, language, sex, size, gender identity or expression, sexual orientation, disability, age, or religion.

For more information about what support they provide and links to other resources, or to report a bias incident, view their website or contact:

Office for Inclusive Excellence

801-581-4600

inclusive-excellence.utah.edu (Links to an external site.)

170 Annex (Wing D)

1901 E. S. Campus Dr.

Salt Lake City, UT 84112

Other Student Groups at the U

To learn more about some of the other resource groups available at the U, check out:

getinvolved.utah.edu/ and studentsuccess.utah.edu/resources/student-support

Weekly Course Schedule

IMPORTANT: Following is a tentative course outline with objectives and readings listed for each week. Please note that we may modify it with reasonable notice to you. Therefore, please always reference Canvas for up-to-date content (e.g., required readings) and assignment descriptions and due dates.

Week 1: Jan 9 (Stegenga)
Collaborative Teaming & Transdisciplinary Approaches
Asynchronous + Synchronous (4:35 – 5:45 pm)

****Note** - Asynchronous content available January 3, 2023 to prepare for Jan. 9 class. Will be due January 8, 2023 by 11:59pm.

Specific Objectives for Today's Session:

1. Demonstrate an understanding of the importance of a collaborative approach for use with children and youth with severe, multiple disabilities,
2. Discuss the roles and service delivery models of collaborative team members.
3. Identify and discuss research-based strategies for teaming and collaboration across the lifespan.

Reading Assignment: Orelove, Sobsey, & Giles (2017): Chapter 1 (p. 1-25)

Week 2: January 16
Break – Martin Luther King Jr. Holiday
NO MODULES DUE! 😊

Week 3: Jan 23 (Ivy)
Sensorimotor Development
Asynchronous only

Specific Objectives for Today's Session:

1. Describe each of the sensory systems.
2. Discuss how the sensory system and motor system work together to coordinate movement responses.
3. Describe basic positioning and anatomical positions used in the classroom.
4. Discuss the basic developmental milestones that occur within the first three years of life with regards to gross motor and fine motor development.
5. Describe the importance of reflexes and reactions on development.
6. Define terms used in describing disorders of muscle tone.
7. Define terms commonly used to describe movement (motor terminology).
8. Discuss atypical sensorimotor development and its effect on a child in an educational setting.

Reading Assignment: Orelove, Sobsey, & Giles text: Chapter 3: (p. 61-71) (From the beginning of the chapter and ends at Interventions and Supports)

Week 4: Jan 30 (Stegenga)
Positioning & Handling
Asynchronous + Synchronous (4:35-5:45p)

Specific Objectives for Today's Session:

1. Discuss the various theories on positioning and handling.
2. Describe ideal positioning for functional activities.
3. Explain the goals of physical management in the classroom.
4. Demonstrate the application of physical management in the classroom, including positioning, preparing the student, carrying out activities, and scheduling of positioning throughout the day.
5. Apply elements of activities that enhance motor learning, including active participation, goal directed activities, repetition & problem solving, practice in meaningful contexts, and optimal state of readiness.
6. Demonstrate an ability to evaluate the need for compensatory approaches, including adaptations and assistance.
7. Become familiar with positioning equipment that is used within an educational setting. (Wheelchairs, standers, etc.)
8. Describe considerations for safe transfers.
9. Describe ideal positioning for functional activities.

Reading Assignments (3):

Orlelove, Sobsey, & Giles (2017): Chapter 3 (p. 71-98)

Orelove, Sobsey & Giles (2017): Chapter 4 (p. 110-112)

Kangas, K. M. (2000). The task performance position: Providing seating for accurate access to assistive technology. *Physical disabilities special interest section quarterly*, 23(3), 1-3.

Week 5: Feb 6 (Ivy)
Grieving
Asynchronous + Synchronous (5:55-7:05p)

Specific Objectives for Today's Session:

1. Have an understanding of how parents of children who dies can be supported
2. Have an understanding of how to support classmates of children who dies.
3. Have an understanding of how to support yourself when a student in your class dies.
4. Have an understanding of assessment methods for children and youth with severe multiple disabilities

Reading Assignment for Today's Session: Chapter 12 Orelove, Sobsey, & Giles text (pp. 437-464)

Week 6: Feb 13 (Stegenga)
Mealtime and Feeding
Asynchronous Only

Specific Objectives for Today's Session:

1. Describe the developmental sequence of feeding and self-feeding.
2. Describe how developmental problems can interfere with the development of feeding skills.
3. Describe the optimal position for feeding a child and how sensorimotor issues can influence positioning.
4. Describe the signs of aspiration and ways to prevent this problem.
5. Demonstrate an understanding of how to use adaptations within a feeding situation.

Reading Assignment for Today's Session (2):

Orelove, Sobsey, and Giles (2017): Chapter 8 (p. 273-306)

Homer, E. M., & Carbajal, P. (2015). Swallowing and feeding services in the schools: From therapy to the dinner table. *Perspectives on Swallowing and Swallowing Disorders (Dysphagia)*, 24(4), 155-161.

Week 7: Feb 20
Break – Presidents Day
NO MODULES DUE! 😊

Week 8: Feb 27 (Stegenga)
Adaptations + Self-Care
Asynchronous + Synchronous (4:35-5:45p)

Part 1: Specific Objectives for Today's Session (Adaptations):

1. Apply evidence-based strategies for modifying and/or adapting environments (school, home, community, and work), curriculum, and/or instruction to increase student participation and performance in a collaborative educational program.
2. Describe the process for developing individualized adaptations.
3. Discuss interventions to address performance discrepancies, including teaching, modifying skills/activities, modifying environment, modifying rules/policies/procedures, providing assistance, and using adaptive materials/devices.
4. Discuss considerations for using adaptations, including teaching the skill, soliciting student preference, increasing participation, ensuring longitudinal use, physical movement demands, and design/construction demands.
5. Describe precautions for using adaptations.

Part 2: Specific Objectives for Today's Session (Self-Care):

1. Describe the intrinsic and environmental variables that affect a child's ability in self-care.
2. Describe special techniques and adaptive equipment to help a child self-dress.
3. Describe the factors that should be considered when determining readiness for toilet training.
4. Understand specific self-care issues with regards to specific disabilities and how to adapt the environment to help the student be successful.

Reading Assignment (2):

Orelove, Sobsey, & Giles (2017): Chapter 11 (p. 407-435)

Shepard, J. (2015). Activities of daily living and sleep and rest. In J. Case-Smith, A. S. & O'Brien, J.C. (Eds.), *Occupational therapy for children and adolescents* (7th ed., pp. 416-460). St. Louis, MO: Mosbey-Year Book, Inc.

Week 9: March 6
Break – Spring Break (March 5-12, 2023)
NO MODULES DUE! 😊

Week 10: March 13 (Ivy)
Visual Impairments
Asynchronous + Synchronous (5:55p-7:05p)

Specific Objectives for Today's Session:

1. Demonstrate an understanding of the visual system, types of visual impairment, and the potential impact of visual impairment.
2. Demonstrate an understanding of accommodations and adaptations for students with visual impairments.
3. Demonstrate an understanding of cortical visual impairment including strategies that can enhance the use of vision and considerations for students' educational program.

Reading Assignment:

Orelove, Sobsey, and Giles (2017): Chapter 4 (p. 99-141)

Shaman, D. (2009). A team approach to cortical visual impairments in the schools.

<http://www.nationaldb.org/documents/products/TeamApproachtoCVI.pdf>

Week 11: March 20 (Ivy)
Hearing Impairment
Asynchronous Only

Specific Objectives for Today's Session:

1. Demonstrate an understanding of the auditory system, types of hearing loss, and the potential impact of hearing loss.
2. Demonstrate an understanding of accommodations, adaptations, and assistive technology for individuals with hearing impairments.
3. Demonstrate an understanding of how to read an audiogram.

Reading Assignment:

Review Orelove, Sobsey, and Giles textbook with particular attention to chapter 4: Auditory sensory system, hearing loss and deafness sections, and impact of deafness and hearing loss on learning and development

Week 12: March 27 (Ivy)
Deafblindness
Asynchronous + Synchronous (4:35-5:45p)

Specific Objectives for Today's Session:

1. Define deafblindness, describe the population of children with deafblindness, and demonstrate understanding of the potential impact of deafblindness.
2. Describe adaptations, environmental modifications, and methods of intervention for individuals who are deafblind.
3. Describe the role of educational team members and resources available to support learners with deafblindness.

Reading Assignment for Today's Session:

Prickett, J. G., & Welch, T. R. (1995). Adapting environments to support the inclusion of students who are deaf-blind. In N. G. Haring, & L. T. Ramer (Eds.), *Welcoming students who are deaf-blind into typical classrooms: Facilitating school participation learning and friendships* (pp. 171-193). Baltimore, MD: Paul H. Brookes.

Miles, B. (1999). Conversation: The essence of communication. In B. Miles & M. Riggio (Eds.). *Remarkable conversations: A guide to developing meaningful communication with children and young adults who are deafblind*. Watertown, MA: Perkins School for the Blind

Review Chapter 4 of Orlove, Sobsey and Giles textbook with particular attention on deafblindness section and impact of deafblindness on learning and development.

Week 13: April 3 (Stegenga)
Health Care in the Schools
Asynchronous + Synchronous (5:55-7:05p)

Specific Objectives for Today's Session:

1. Discuss special considerations when working with students with health care needs.
2. Discuss the role of medical professionals in the educational setting.
3. Demonstrate an understanding of the impact of medication on student behavior and performance.
4. Demonstrate an understanding for how health care needs can affect the role of each family member.
5. Discuss elements of a healthy classroom environment.
6. Understand the nature and prevention of communicable diseases.
7. Discuss procedures for the development of a health care plan.

Reading Assignment for Today's Session (3):

Orlove, Sobsey & Giles (2017): Chapter 5 (p. 141-200)

Orlove, Sobsey & Giles (2017): Chapter 6 (p. 201-245)

Katsiyannis, A. & Yell, M. (2000). The Supreme Court and school health services: Cedar Rapids v. Garrett F. *Exceptional children*, 66, 317-326.

Week 14: April 10 (Stegenga)
Part 1: Foundations of Evidence Based Practices + Part 2: Current Research on Sensory
Integration
Asynchronous Only

Specific Objectives for Today's Session:

Part 1: Evidence-Based Practices: Doing the best for our students to optimize outcomes through use of practices that work!

1. Define evidence-based practices
2. Understand terminology, ethical, & legal obligations related to evidence-based practices
3. Identify sources for locating information on evidence-based practices and staying up to date
4. Understand roles and opportunities of educators for improving the knowledge and use of evidence-based practices in education

Part 2: Meeting Special Needs in the Classroom: Sensory Processing & Sensory Integration Practices

1. Understand the theory and history of sensory processing and sensory integration
2. Identify how sensory is linked to qualifying criteria (e.g. IDEA qualifying criteria, DSM-V)
3. Understand current research, critiques, & evidence-based practices related to sensory processing and sensory integration
4. Identify and discuss future directions for research and practice related to sensory processing (what to watch for)

Reading Assignment:

Council for Exceptional Children. (2015). What Every Special Educator Must Know: Professional Ethics and Standards. Arlington, VA: CEC. Retrieved from:

<https://www.cec.sped.org/Standards/Ethical-Principles-and-Practice-Standards>

Howe, Malia B., Lea Ann Brittain, and Rebecca B. McCathren. "Meeting the sensory needs of young children in classrooms." *Young Exceptional Children* 8.1 (2004): 11-19.

Barton, E. E., Reichow, B., Schnitz, A., Smith, I. C., & Sherlock, D. (2015). A systematic review of sensory-based treatments for children with disabilities. *Research in Developmental Disabilities*, 37, 64-80.

Week 15: April 17 (Ivy)
Raising Expectations to Improve Outcomes: Transition
Asynchronous + Synchronous (4:35-5:45p)

Specific Objectives for Today's Session:

1. Identify strategies for planning and implementing educational services to address students' needs (physical, medical, educational, and social/emotional) across natural environments and activities.
2. Explain the roles of various team members who provide services to students with severe disabilities.

Reading Assignment:

Barnhill, B. (2021). Raising Expectations and Improving Transition Outcomes for Students who are Deafblind. *Journal of Visual Impairment & Blindness*, 0145482X211061201.

Week 16: April 24 (Stegenga & Ivy)
Inclusion, Advocacy, & Partnering with Families and Communities
Asynchronous + Synchronous (4:35 – 7:05 pm)

Specific Objectives for Today's Session:

1. Identify strategies for planning and implementing educational services to address students' needs (physical, medical, educational, and social/emotional) across natural environments and activities.
2. Explain the roles of various team members who provide services to students with severe disabilities.
3. Understand lived experiences of individuals with disabilities

Reading Assignment:

None – view peers' presentations on common diagnoses associated with severe disabilities