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C&I 594.00: Introduction to Low-Incidence and Severe Disabilities

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C & I 594: Introduction to Low-Incidence and Severe Disabilities (1 cr.)
Spring 2008
On-line @ <http://umonline.edu/>

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REQUIRED READING

Batshaw, M. L. (2002). Children with Disabilities, 5th ed. Baltimore, MD: Paul H. Brookes.

Additional readings as assigned.

COURSE DESCRIPTION.

Seminar: The seminar will introduce students to foundational knowledge and practices essential to meeting the needs of young children (birth through age 8) with low incidence and severe disabilities. Specifically, included in this course is information about developmental issues starting at birth and moving through the age range. Attention will be given not only given to description of disabilities but also to practical issues such as working with families and providing intervention.

COURSE OBJECTIVES

After successful completion of this seminar, students will be able to:

- 1) Describe societal and personal values and beliefs about inclusion for children with significant disabilities.
- 2) Identify child characteristics, needs and issues related to multiple disabilities including but not limited to mental retardation, autism, sensory disabilities, multiple health impairments, and traumatic brain injury
- 3) Describe medical care considerations for premature, low-birth-weight, and young children with medical and health conditions.
- 4) Understand and begin implementing core principles and strategies for working with children with severe disabilities including:
 - partnering with parents
 - least intrusive approaches in natural, community-based settings
 - promoting independence,
 - providing choices,
 - identifying and building on children's strengths and interests to promote interaction and learning
 - identifying resources, including specialists

EXPECTATIONS

Conduct Code:

Students are expected to know, understand and comply with the academic honesty policies as described in the University of Montana *Student Conduct Code*. An unabridged copy of this code is available at: <http://www.umt.edu/studentaffairs/policy/code.htm>. If there are questions about how the code applies to a class activity (i.e., group work), please consult with the course instructor prior to engaging in that activity.

People-first language:

As a field, we have adopted the use of “people-first language” when referring to people with identified disabilities. That means that we emphasize the person before the disability. For example, we would say, “child with autism” not “autistic child”. For a more elaborate description of the language to use when describing people with disabilities, please consult page 69 of the *Publication Manual of the American Psychological Association, 5th edition* (APA, 2001).

Accommodations:

We are more than happy to work with students and Disability Services for Students (DSS) to make accommodations that will facilitate student’s class participation and learning. Please talk with one of the instructors individually at the beginning of the term to make a plan for these accommodations.

Student Behavior:

In general, students are expected to participate in each synchronous on-line class session. Students should have completed assignments prior to the class session (this includes assigned reading). Students should be prepared to participate in a variety of learning activities including on-line discussions.

There may be guest content specialists in this course. These volunteer specialists may be people from the University or the community with expertise in a particular area. Whenever there are guest speakers, students are expected to be attentive, courteous, and polite. Failure to behave accordingly will affect the student’s class participation grade.

All written assignments are due **at the start of the discussion** on the assigned day. If a student is unable to meet this deadline, the student should make an alternate arrangement with the instructor--*this needs to be done prior to the actual due date*. **No late assignments will be accepted.**

All written work must be: typed (unless completed in the context of a class session or otherwise specified), double-spaced (unless completed in the context of a class session or otherwise specified), use people-first language, use APA style guidelines, be fully referenced, and be clearly and concisely written.

COURSE FORMAT

This is an on-line class that will include a weekly synchronous meeting. Students will be expected to engage in several types of learning activities including on-line discussions, participation in the virtual classroom, postings to bulletin boards, reflections on readings, and the completion of individual assignments. Class sessions will include instructor and student lead topics. All course activities have been designed to facilitate student learning and thus the acquisition of the course objectives. For this reason, student *participation* will be reflected in the student’s final course grade.

PARTICIPATION RESPONSIBILITIES, ASSIGNMENTS, AND WEIGHTING

The assignments for this class are follows:

Class Participation	(300 points)
Discussion Leader	(450 points)
Thought paper	(250 points)

Class Participation: 300 Points (15 weeks/20 points each)

For the synchronous class meeting each week, you will be responsible for the following:

- 1) Completing the assigned reading *prior* to the discussion.
- 2) Participate in a weekly synchronous class meeting.

Discussion Leader: 450 Points

Each student will be responsible for selecting one topic from the list of low-incidence and severe disabilities or issues that effect this population to research and develop a peer teaching session (i.e., a live synchronous virtual classroom session) for the rest of the group. Topics for this assignment include: substance abuse, HIV infection in children, vision, hearing, mental retardation, Down syndrome, fragile X syndrome, PKU and other metabolic disorders, pervasive developmental disabilities, attention deficits and hyperactivity, cerebral palsy or traumatic brain injury.

Your peer teaching session will include the facilitation of an on-line discussion during our synchronous meeting time. To complete this project, students will:

- 1) Locate and review multiple resources to develop expertise on the topic, including but not limited to the assigned text.
- 2) Develop an outline for your presentation that describes how you will introduce the topic and 3-5 questions you can pose to the group to facilitate discussion. Submit this outline to your instructor for review one week prior to your presentation.
- 3) Facilitate the on-line discussion with your colleagues. It is expected that you will have read widely on your topic so your expertise is broader than the content the chapter text. You will be responsible for posing 2-3 questions to facilitate discussion, responding to questions as they arise, and providing feedback to each student regarding their response to your question.

Thought Paper (250 points)

This is a brief (2-3 pages) paper that will allow you to explore another topic related to the general topic of children with disabilities. Topics for this paper include: PKU, chromosomes and heredity, birth defects, growth before birth, the first weeks of life, premature and small infants, brain development, muscles, bones and nerves, neural tube defects, epilepsy, technical assistance, evaluation and decision making, family-centered services, transition to adulthood, nutrition, feeding, dental care or health care. All of these topics are covered in the assigned text. For this paper, you are to describe the issues, why it is important for an early childhood/early childhood special educator to know about the topic, the thing that you learned that was most interesting to you about the topic and how you will use what you learned in you professional work. This paper is due in the digital drop box on **Friday, May 9th, 2008 MST**. No late assignments will be accepted. This assignment is given in lieu of a final exam.

GRADING POLICY

There 1,000 possible points for this course including the Seminar. Grades are earned as follows:

93%-100% (925-1000 points) = A
83%-92% (825-924 points) = B
73%-82% (725-824 points) = C
63%-72% (625-724 points) = D
62% or lower (fewer than 624 points) = F

Course Schedule

Date	Topic	To Do:
week of 1/21	Introduction to topic, course and Blackboard	Read syllabus, follow week one instructions
week of 1/28	Introduction to severe disabilities	read powerpoint posted on blackboard and participate in synchronous discussion
week of 2/4	Substance abuse	Read chpt. 2 and participate in/lead synchronous discussion
week of 2/11	HIV infection in children	Read chpt. 6 and participate in/lead synchronous discussion
week of 2/18	No Class	CRIEI conference in San Diego
week of 2/25	Sensory disorders (vision and hearing)	Read chpts. 10 and 11 and participate in/lead synchronous discussion
week of 3/3	mental retardation	Read chpt. 15 and participate in/lead synchronous discussion
week of 3/10	Down syndrome	Read chpt. 16 and participate in/lead synchronous discussion
week of 3/17	fragile x syndrome	Read chpt. 17 and participate in/lead synchronous discussion
week of 3/24	Spring Break	No class, have fun, be safe
week of 3/31	pervasive developmental disorders (aka autism spectrum disorders)	Read chpt. 20 and participate in/lead synchronous discussion
week of 4/7	Attention deficits	Read chpt. 21 and participate in/lead synchronous discussion
week of 4/14	Traumatic brain injury	Read chpt. 26 and participate in/lead synchronous discussion
week of 4/21	cerebral palsy	Read chpt. 23 and participate in/lead synchronous discussion
week of 4/28	Summary and application of concepts	Participate in synchronous discussion
week of 5/5-finals week	Student selected topic	Thought paper