Instructor: Deborah Mood, Ph.D.
Credits: 3 semester hours
Dates of Classes:
- Friday 9/19/2014 6-10 PM
- Saturday 9/20/2014 9AM- 5PM
- Friday 10/24/2014 6-10 PM
- Saturday 10/25/2014 9AM- 5PM
- Friday 11/14/2014 6-10 PM
- Saturday 11/15/2014 9AM- 5PM
Room: Lowry

Course Description: Course addresses severe and low-incidence disabilities including chromosomal, sensory related, intellectual disability, motor disabilities, and autism spectrum disorder (ASD). Emphasis will be placed on ecologically valid and fair assessment, functional skills, consultation and family-professional partnerships.

Prerequisites: APCE 638, APCE 660, APCE 747, APCE 758

Standards Met:

NASP 2.1: Data-Based Decision Making and Accountability
2.2: Consultation and Collaboration
2.4: Socialization and Development of Life Skills
2.5: Student Diversity on Development and Learning
2.8: Home/School/Community Collaboration

CDE 11.06:7 Models of Effective Evidence-Based Programs
11.06:2 Informal and Formal Assessment
11.06:5 Individual Differences and Diversity

APA Objectives 1.1, 1.3, 4.1

Required Text:


** if you read Loving Rachel in APCE 648 please get the following book in lieu of Loving Rachael

Course Objectives:

- Recognize the physical and behavioral characteristics of a variety of severe and low-incidence disabilities.
- Understand the unique importance of family as a full and active member of the IEP team and demonstrate skills in facilitating this relationship.
- Define and demonstrate understanding of inclusion practices in schools and communities by discussing the pros and cons of LRE for individual students.
- Select and utilize a variety functional, developmentally appropriate and skills based evaluation strategies.
- Explain, describe and convey evaluation data in family friendly ways.
- Utilize data-based decision making and a problem solving process in consultation with teachers, administrators and parents with regard to services for children with severe and low incident disabilities.
- Demonstrate proficiency in selecting, adapting and modifying assessments for individuals with disabilities. Also demonstrate proficiency selecting, adapting/ modifying and curricula and teaching strategies, emphasizing functional skill development.
- Demonstrate competence in working collaboratively as a member of a team of parents, professionals and community members to meet the needs of children and families.
- Demonstrate knowledge of various forms of assistive technology, both high and low tech approaches that are appropriate for children with severe and low incidence disabilities
- Recommend essential community and school resources to meet student and family needs.

Course Requirements:

Students are to attend all class times as noted in the Schedule of Classes and to complete Blackboard tasks in a timely manner. Routine lateness or early leaving from the class will not be tolerated. More than 3 tardies or early class departures will be treated as an unexcused absence. Any unexcused absence is considered unprofessional behavior and will result in a lowering of the final grade by one full letter grade. This is a condensed course and therefore you are expected to be available for ALL of the course meeting times. If you must be absent you must inform the instructor in writing prior to the start of class. Only those absences that are excused in writing by the instructor will be considered excused. Absences will only be excused in the case of an emergency. Note that Blackboard participation is also required part of class, supplementing live instruction.

No Late assignments will be accepted without prior (must be before the start of class) written consent from the instructor. Extension may be given in extreme emergency and at the discretion of the instructor. Late assignments not approved for extension will result in a loss of full credit for the assignment (0 points).

1. Students will attend all class sessions and will actively participate in class activities, role-plays, discussions and assignments.
2. Read all required readings according to the class schedule. Readings listed for particular course dates should be completed PRIOR to attending class that weekend. Demonstration
of reading will be determined based on active class participation, written responses to self-reflections/probes and utilization of skills for in class assignments.

3. Students will complete Blackboard discussion items related to the book Loving Rachel as well as other supplementary Blackboard assignments related to readings/topics. Cumulative discussion/Blackboard assignments = 20 points. Students will read the book Loving Rachel or Rachael in the World according to the assigned timeline and will participate in ongoing Blackboard dialogue and/or journal entries integrating class material with the content of the book. The content of the book may also be utilized as prompts for class activities. Thus, students must be prepared for class having read and reflected on the assigned chapters. Reflection responses for book discussion will be completed in writing and submitted via Blackboard prior to the assigned class date. First reflection response due 10/5/2014.

4. Students will develop a resource guide pertaining to a particular disability, which will be chosen/assigned at the beginning of the class. The resource guide must include a reference list from peer-reviewed articles or scholarly books pertaining to assessment and intervention issues specific to the disability, which should serve as a professional resource in your future career. The resource guide should also contain a list of disability specific national and Colorado specific resources appropriate for sharing with families and school staff. This assignment will be submitted via Blackboard and will be made available to your peers to file away for later professional use. (Due Friday 10/10/2014 submitted via Blackboard)

5. Students will write a mock psychoeducational report based on a case study of an individual with a low incidence/developmental disability provided by the instructor. Case study will be a hypothetical case, derived from cumulative clinical experiences/case studies. Students will be expected to integrate course information in order to write sections of a report (e.g., background, behavioral observations, cognitive/academic/adaptive/social functioning, diagnostic impressions, summary, and recommendations). Students will also write sections of an IEP (e.g, present levels of performance, goals, recommended services, accommodations, behavioral plan/health plan if applicable). Students must support their project using readings/information presented during the course. (Due Friday 11/14/2014 at the beginning of class)

6. Students will complete in-class assignments (e.g., disability guide, ecological assessment, mock IEP meeting)

7. Students will complete a cumulative final exam (11/15/2014).

8. OPTION ASSIGNMENT: Students will select one of the following: 1) interview a parent of a child with a severe or low incident disability and complete 2 observations, 2) spend a day observing in a class for children with severe and low incident disabilities, or 3) spend a day with a family of a child with severe or low incident disabilities. Each student will complete a summary of their experience to be no more than 5 pages in length. Due Friday 11/21/2014 –submitted via Blackboard or email. No late papers will be accepted without prior written permission from the instructor. Permission for late papers given under extreme emergencies only.

The summary must include:

- Brief schedule or summary of the events or topics covered in the interview
- Definition of the disorder
- Specific examples from your interactions and observations that illustrate the characteristics of the disorder
- Specific examples of parents’ comments that support the characteristics of the disorder
• Summary of what you learned from listening to the parents/teachers and observing.

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Total points 150

A = 139-150: (93% to 100%)
A- = 135-138: (90% to 92%)
B+ = 131-134: (87% to 89%)
B = 125-130: (83% to 86%)
B- = 120-124: (80% to 82%)
C+ = 116-119: (77% to 79%)
C = 110-115: (73% to 76%)
C- = 105-109 (70% to 72%)
D+ = 100-104 (67% to 69%)
D = 95-99 (63% to 66%)
D- = 90-94 (60% to 62%)
F = below 90 (Below 60%)

**Academic Conduct:** Cheating on examinations, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an “F” on an assignment to expulsion from the University.

**Professional Conduct:** Students are expected to adhere to the appropriate code of ethics for their particular program. Any behavior that is deemed unethical will be grounds for dismissal from the program.

**Participation:** Students are expected to attend each class and to participate in class discussions and demonstrations. Discussion includes the asking of questions and the presentation of one’s own views as well as interactive discussions with other class members. Students are encouraged to develop and utilize critical thinking skills. Class participation should foster discussion among colleagues and must be respectful, courteous, and professional at all times. Person centered language is required (e.g., “a child with autism” not “autistic children”). Students are expected to present with an open mind and a spirit of inquiry to foster successful interactive discussions.

**Plagiarism Statement:** Plagiarism and all forms of cheating are not tolerated by the school psychology program or the School of Applied Psychology and Counselor Education. Plagiarism is the act of appropriating the written, artistic, or musical composition of another, or portions thereof; or the ideas, language, or symbols of same and passing them off as the product of one's own mind. Plagiarism includes not only the exact duplication of another's work but also the lifting of a substantial or essential portion thereof. With regard to written work, statements that paraphrase or summarize the work of another, along with other information that is not considered common knowledge, must be properly cited in the text of a document, and the source included in
the reference list at the end of the product. If a direct quotation, the citation in the text must include the exact page numbers from the original source. The original source must also be listed at the end of work. All referencing is done according to APA Style. Regarding class projects, you are not to use *as the bulk of your presentation* the completed works of faculty members, imported documents from other authors, or works from websites, or any other body of work in which you are not the author. Of course, with proper referencing, you can import portions of such works and websites to enhance and illustrate your presentation, and you can provide references to these other works for students who have an interest in pursuing a topic further. Students who have engaged in the act of plagiarism will be given in an “F” in that course. After preliminary review by the school psychology faculty, cases of suspected or confirmed copying, cheating, or plagiarism will be referred to the School’s Review and Retention Committee or other appropriate action will be taken. The decision of the Committee with regard to plagiarism includes the possibility that the student will be dismissed from his or her respective program and from UNC.

**Disability Statement:** Students with disabilities who believe they may need accommodations in this class are encouraged to contact the Disability Support Services at 970-351-2289 as soon as possible to better ensure that such accommodations are implemented in a timely fashion.

*NOTE: The instructor reserves the right to modify the syllabus as appropriate. Course readings/topics covered are anticipated but will be adjusted as time allows.*
CLASS DATES AND ASSIGNED READINGS

September 19 and 20, 2014
Introduction
Parent Perspective
Developmental Disabilities

Readings (* must be read by Sept 19/20; all others must be read by 10/24/2014)

***First half of Loving Rachel should be read by 10/3 in order to complete online Blackboard discussion assignment

Introduction:
* Snell and Brown Chapters 1 and 2
* Batshaw et al chapter 14, 37
* Welcome to Holland (available on Blackboard)

**Intellectual Disability and Down Syndrome**
* Batshaw Chapter 17, 18, 19

**Autism Spectrum Disorders**
* Chapter 21

- Optional readings:

**Deaf/Hard of Hearing**
* Batshaw Chapter 10

**Vision**
* Batshaw Chapter 11

**Physical/Motor Disabilities**
Batshaw Chapters 13, 24 and 28

**Medical concerns**
Batshaw Chapters 1, 7, 9, 19, 25 and 27

October 24/25
Assessment and Intervention

Readings (must be completed by 10/24)

* Batshaw Chapters 15, 16, 32
* Snell and Brown Chapters 3, 5, 8-13

*select chapters/readings available on Blackboard from

**November 14/15**
**Readings (must be completed by 11/14)**

*Inclusion*

*Snell and Brown Chapters 4, 6

*select readings available on Blackboard
  - Wolf, P & Hall, T ( ). Making inclusion a reality for students with severe disabilities. TEACHING Exceptional Children, 35 (4), 56-60.

*Universal Design*

National Center for Curriculum Access: Curriculum Access for Students with Low-Incidence Disabilities: The Promise of Universal Design for Learning (on blackboard)

*Assistive Technology*

*Batshaw Chapter 36

*Transition*

*Batshaw Chapters 40, 41
*Snell and Brown Chapters 14-16