

**MISSISSIPPI STATE UNIVERSITY  
COLLEGE OF EDUCATION**

**DEPARTMENT of CURRICULUM, INSTRUCTION, and SPECIAL EDUCATION  
COURSE SYLLABUS**

**Course Prefix & Number:** EDX 4503/6503

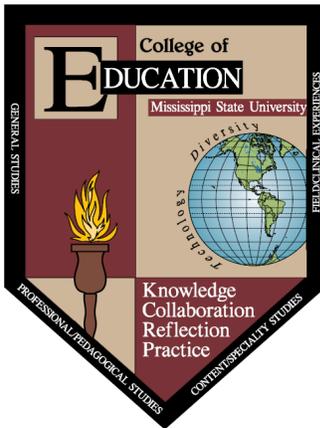
**Course Title:** Teaching Children with Severe/Profound Disabilities

**Credit:** 3 semester hours

**Course Type:** Lecture & Practicum

**Catalog Description:** Two hours lecture. One hour practicum. A survey of operational models and techniques to be implemented with the Severely/Profoundly Impaired; to include curriculum, methods and administrative educational adjustments.

**College of Education Conceptual Framework:**



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

## **Course Objectives:**

By the end of the semester, the student will:

1. The student will demonstrate a basic background knowledge of the conditions which result in a severe or profound disability. **INTASC #1, 2 CFPO #2**
2. When given an educational situation with an individual who has a severe/profound disability:
  - a. The student will interpret assessment data on the individual. **INTASC #8 CFPO #6**
  - b. The student will select and utilize appropriate observation/evaluation procedures for in-depth informal assessment. **INTASC #8 CFPO #6**
  - c. The student will select appropriate educational objectives for the individual. **INTASC #7 CFPO #5**
  - d. The student will select and/or design appropriate materials and techniques for the purpose of teaching selected educational objectives. **INTASC #5, 7 CFPO #4**
  - e. The student will select and utilize appropriate monitoring procedures for evaluating program and student effectiveness. **INTASC #8 CFPO #6**
3. The student will demonstrate knowledge of the available resources for teaching individuals with a severe/profound disability. **INTASC #7, 10 CFPO #2, 11**

## **Topics to Be Covered:**

1. The nature and needs of individuals with severe/profound disabilities including the pros and cons of teaching individuals with severe/profound disabilities. **(InTASC 1, 2; CFPO 2; 2 hrs)**
2. Demographic factors which may affect the functioning ability of individuals with severe/profound disabilities impaired, i.e. culture, socioeconomic background, etc. **(InTASC 1, 2; CFPO 2; 2 hrs)**
3. Basic components of instructional programs for individuals with severe/profound disabilities. **(InTASC 8; CFPO 6; 2 hrs)**
4. Model programs designed for individuals with severe/profound disabilities. **(InTASC 5, 7; CFPO 4; 3 hrs)**
5. Curriculum areas for individuals with severe/profound disabilities. **(InTASC 5, 7; CFPO 4; 3 hrs)**
6. Instructional strategies to be used with individuals with severe/profound disabilities i.e., contingency management, etc. **(InTASC 5, 7; CFPO 4; 2 hrs)**

7. Assessment of the functioning level of individuals with severe/profound disabilities. **(InTASC 5, 7; CFPO 4; 2 hrs)**
8. Selecting materials to be used in the teaching of individuals with severe/profound disabilities. **(InTASC 8; CFPO 6; 2 hrs)**
9. Adaptations of the physical environment and of the instructional materials. **(InTASC 5, 7; CFPO 4; 2 hrs)**
10. Organizing for effectiveness. **(InTASC 8; CFPO 6; 2 hrs)**
11. Therapeutic handling and positioning of individuals with severe/profound disabilities. **(InTASC 8; CFPO 6; 2 hrs)**
12. Facilitating language and communication with individuals with severe/profound disabilities. **(InTASC 7, 10; CFPO 2, 11; 2 hrs)**
13. Teacher competencies. **(InTASC 7, 10; CFPO 2, 11; 2 hrs)**
14. Current attitudes and trends toward the education of individuals with severe/profound disabilities. **(InTASC 8; CFPO 6; 1 hr)**
15. Future goals and trends of education for individuals with severe/profound disabilities. **(InTASC 8; CFPO 6; 1 hr)**

**Text:**

Westling, D.L., & Fox, L. (2009). *Teaching students with severe disabilities* (4th ed.). Columbus, OH: Merrill.

**Methods of Instruction:**

The methods of instruction include lecture, class discussion, small group activities, demonstrations, videos, laboratory experience.

**Suggested Student Activities:**

1. The student will complete 2 hours per week in a laboratory experience in a local school. **(INTASC 8; CFPO 6; All course objectives)**
2. The student will provide weekly lesson plans including evaluation procedures and results to be used in the lab experience. **(INTASC 5, 7; CFPO 4; Objectives 2 and 3)**
3. The student will complete an environmental assessment and a task analysis. **(INTASC 8; CFPO 6)**

4. The student will design and utilize appropriate materials in the education of individuals with a severe/profound disability. (**INTASC 5, 7; CFPO 4; Objective 3**)
5. The student will complete 5 abstracts on articles pertaining to the education of individuals with severe/profound disabilities. These abstracts are to be typed on standard size paper and include the following head: Author's name; title of article; title of journal; publication date; volume number; and page numbers. (**INTASC 1, 2; CFPO 2; Objective 1**)

\*Graduate students will be responsible for a presentation on an approved topic.

### **Honor Code:**

A. Mississippi State Honor Code:

**“As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.”**

B. The rules and procedures of the MSU Honor Code will be followed:

Misconduct in research or scholarship includes fabrication, falsification, or plagiarism in proposing, performing, reviewing, or reporting research or other academic work. It does not include honest error or honest differences in interpretations or judgments of data.

Mississippi State University students are responsible for authenticating any assignment submitted to an instructor or graduate committee, excluding examinations. If asked, a student must be able to produce proof that the assignment submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one's work, should the instructor or graduate committee request it, is sufficient grounds to initiate an academic dishonesty case.

### **Technology:**

Multiple assignments provide students with opportunities to integrate technology into instruction and critique technology applications. Technology is expected and required when exercising leadership in directing weekly seminars/class discussions and completing required extension activities.

### **Diversity:**

Students with disabilities are a heterogeneous population. As a result, courses in special education involve the full range of human diversity. Lecture examples, discussions, and classroom projects freely incorporate diverse populations.

### **Student with Disabilities:**

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act, Mississippi State University reasonably accommodates students who demonstrate, through appropriate documents, a qualified disability. The Department of Student Support Services (SSS) is the designated unit on campus where students with disabilities identify themselves when requesting academic accommodations. For additional information, contact SSS at 325-3335.

### **Field Component:**

This is a field based course. Teacher candidates work for two hours per week in a classroom or other setting with children with severe and profound disabilities.

### **Evaluation of Student Progress:**

The student's final grade will be determined on the basis of class projects, 3 tests, performance in laboratory experience, and class participation.

Note: Each student is responsible for providing an appropriate substitute for the laboratory in cases of emergency absence. Failure to comply will result in 5 points being deducted from the final grade for each occurrence.

1. Three 75-point tests will be given during the semester. Tests will contain multiple choice, matching, and/or essay items. Proficiency in written language will be required for full credit.
2. A class participation grade will be given (40 points). Attendance and preparation are essential for full credit.
3. Quality of paper from laboratory experience or practicum performance will be assessed (100 points).

### **Assignment of Final Grade:**

A = 90%-100% = 331 points 365 points  
B = 80%-90% = 330 points 330 points  
C = 70%-80% = 259 points 294 points  
D = 60%-70% = 220 points 258 points  
F = <59% = <219 points

### **Make-Up Policy:**

1. Assignments must be completed according to the class schedule. Late assignments will be penalized.
2. The first missed, unscheduled quiz will be the dropped grade. Any other missed quiz will be taken along with the final examination.

3. Any missed, scheduled quiz/examination will be taken along with the final examination.

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