

**CIEP M32 Section 001  
Exceptional Lives II  
Fall 2011**

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**Class Meeting Schedule:** Thursdays from 4:15pm to 6:45pm @ Mundelein Center, Room 205

**Required Textbook:**

Collins, B.C. (2007). *Moderate and severe disabilities: A foundational approach*. Upper Saddle River, NJ: Merrill Prentice Hall.

**Course Description**

The purpose of this course is to provide a foundation in best practices for working with students with moderate to severe disabilities and their families across the life span. It will examine trends and current issues in the field of special education including: the debate on the educability of persons with significant cognitive disabilities; progress that has been made in education persons with significant cognitive disabilities; the importance of providing education in the least restrictive environment; the need to teach for generalization to life skills through continual transition planning; planning for the involvement of these students in the larger community; the right of students with moderate to severe disabilities to practice self-determination; and the importance of searching for positive approaches to challenging behaviors. The CEC ethical standards for special education teachers and teacher preparation standards will be addressed.

For more information about CEC standards, go to  
<http://www.cec.sped.org/>

**The Mission of the Loyola University Chicago, School of Education**

The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area.

### **Conceptual Framework**

The conceptual framework of the School of Education is “Professionalism in Service of Social Justice.” This framework has been a guide for the development of the curriculum, instruction, and assessment of this course. The knowledge, skills, and professional dispositions of special educators outlined in this syllabus are scaffold by a strong commitment to ethical teacher behaviors with a goal of providing equitable educational services to all students in our school communities. Discussion of the mission of the school of education and the framework can be found online at:

<http://www.luc.edu/schools/education/programs/>

### **Framework Domains Include Context, Critical Thought and Reflection**

Students will develop their understanding of how context impacts exceptionality.

### **Experience and Action**

Students will have the opportunity to apply the educational concepts they have learned and reflected upon during their formal course work through activities such as class role-plays, class presentations, and literature assessment.

### **Authentic Assessment**

Students will be provided with feedback from multiple sources (e.g., feedback from peers, course activities). The purpose of this type of assessment is to provide feedback to the student that accurately reflects their ability level, integration of social justice and the conceptual framework, and ultimately the effectiveness of the course. All four domains of the conceptual framework are embedded within the goals, objectives, activities, and course content areas to be discussed below.

### **Objectives**

At the conclusion of this course students will:

1. Develop a personal philosophy for working with students who have moderate to severe disabilities that will lead to successful collaboration with general educators.
2. Identify the unique needs of families of children with moderate to severe disabilities.
3. Examine the difficult issues related to the basic human rights of persons with moderate to severe disabilities.
4. Identify challenges or barriers to a successful transition process experienced by students with moderate to severe disabilities and their families.
5. Identify strategies for supporting community inclusion for adults with moderate to severe disabilities.
6. Develop guidelines for delivering community based and simulated instruction to young adults with moderate to severe disabilities.
7. Develop a rationale for teaching a functional and chronological-age appropriate curriculum for students with moderate to severe disabilities.
8. Design an appropriate school day for students with moderate to severe disabilities.

9. State the principle of partial participation and tell how it can be used to select adaptations in the classroom for students with moderate to severe disabilities.
10. Describe a functional curriculum for students with moderate to severe disabilities who are being served in an inclusive setting.
11. Develop systematic instruction for a specific skill or behavior that is based on applied behavior analysis.
  
12. Describe ways that self-determination can be incorporated into the education of students with moderate to severe disabilities.
13. Identify common health care needs of students with moderate to severe disabilities.
14. Identify legal decisions regarding the responsibility of school districts for providing health related services to students with moderate to severe disabilities.

### **Professionals In Service Of Social Justice**

Jesuit education is founded on a 400- year tradition of academic excellence emphasizing the unique bond between teachers and learners. The School of Education prepares educators, administrators and school psychologists to be competent in the exercise of professional skills, to display a respect for diversity, to embrace distributive justice as social justice, and to recognize that education is a life-long process. Loyola University's School of Education seeks to develop professionals who use their scholarship to evaluate actions and decisions in light of their ramifications and impact on students, school organizations, and the broader community. We see the professionals of the future as thoughtful persons able to analyze situations, set goals, plan and monitor actions, evaluate results, and reflect on their own professional thinking. Professionals are responsive to the long-term social and ethical implications of their decisions and actions. The School of Education seek to develop professionals able to develop and offer education opportunities for children, adolescents and adults that enable them to contribute to and benefit from the social, political, and economic opportunities in their lives and to promote social justice. Professional educators in service of social justice will know the subjects they teach and how to convey content of those subjects to learners; engage in disciplined inquiry based on informed reason, reflect on experiences of self and others, consider alternative perspectives, and pursue a problem-solving orientation; evidence respect for and ability to respond to differences in learners' personal, social, economic and cultural experiences; evaluate the effects of their decisions on others (learners, families, and other professionals in the learning community); provide learning opportunities to support all learners' intellectual, social, and personal environment that promotes positive social interaction, active engagement in learning and self-motivation; and maintain standards of professional conduct.

### **Social Justice and Exceptionalities**

The proposed philosophy of social justice for working with individuals with exceptionalities is adapted from TASH (a national organization for individuals with disabilities).

**Teachers should use innovative educational strategies, cutting-edge research, and support grassroots, personal, and collaborative advocacy for people with disabilities.**

(These are the qualities that have come to symbolize TASH's work (<http://www.tash.org/>). Describe by many as pioneers of social change for persons with disabilities who have been underserved and undervalued in our society, the members of TASH are strong advocates of people who have traditionally been denied access to education, work, and community living.)

**Academic Honesty**

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at: [http://www.luc.edu/education/academics\\_policies\\_integrity.shtml](http://www.luc.edu/education/academics_policies_integrity.shtml). For additional academic policies and procedures refer to: [http://www.luc.edu/education/academics\\_policies\\_main.shtml](http://www.luc.edu/education/academics_policies_main.shtml)

**Accessibility**

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd>

**Harassment (Bias Reporting)**

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to

the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

### **Technology**

All students must access course materials on Blackboard, do database research in the library, and use resources needed to prepare for class.

### **Diversity**

Loyola University and its faculty and staff serve the needs of a diverse population of students. We strive to be sensitive to issues related to race, language, culture, and social class. If the content of the course, the direction of classroom discussion, or interaction in the class between students and students/instructors are insensitive or inappropriate, first notify the faculty member and give them an opportunity to respond. If you do not get the response that you need, please contact Dean Bev Kasper.

### **Language**

In course discussions and in your writing please adhere to the recommendations in the TASH “People first Language” article.

### **Evaluation Procedures:**

Grades will be based on the following measures:

1. **Personal philosophy statement-** Develop a written statement describing your personal/ professional beliefs about the education of students with moderate to severe disabilities in the least restrictive environment. Also discuss how you intend to work with their families or your students/ clients. - **20%**
2. **Journal-** Respond weekly to textbook readings, complete chapter activities and performance based assessments listed at the end of each chapter, do quick writes in class. – **25%**
3. **Parent project-** Complete one of the following:
  - Develop a three-fold pamphlet informing parents of community and school-based resources
  - Develop a videotape to teach parents a skill for working with their children
  - Monitor a parent support listserv and give weekly updates to class about the issues that are on the minds of parents who have children and young adults with moderate to severe disabilities. Write a 2-3 page summary of the activity on the listserv- **20%**
4. **Student project-** Complete one of the following
  - Develop a self-determination role play and present to class
  - Conduct an ecological assessment of a key environment in the community to determine the range/type of stimuli a student would need to respond to
  - Read and critique an article about one of the following areas: preschool age students with moderate to severe disabilities, the health care need of moderate-severe students, use of AAT with students who

have moderate / severe disabilities, another topic pre-approved by you professor- **25%**

5. **In class mini- assignments:** including writing IEP goals, presentation of current events in the area of Special Education, doing a task analysis of an academic or social or self-determination activity, completing activities in pairs, contributing to class conversation- **10%**

### TOPIC OUTLINE

The following topics will be covered in this sequence. This is a tentative schedule and might change so don't get too far ahead. Students are expected to have read the appropriate material prior to the class discussion.

Session Date	TOPIC	Homework for next week
September 1	Introductions, Course Overview, syllabus, Mini lecture on Chapter 1	Read chapter 2, journal entry, Activity 2.2 & Performance Based Assessment p.43
September 8	Chapter 2: Working with Persons with Significant Cognitive Disabilities	Read chapter 3, journal entry, Activity 3.1
September 15	Chapter 3: Working with the Families of Children with Moderate to Severe Disabilities	Read chapter 4, journal entry, Performance Based Assessment p. 90
September 22	Chapter 4: Providing an Appropriate Education for Students with Moderate to Severe Disabilities: A Foundation	Read chapter 5, journal entry, Activity 5.2, 5.3
September 29	Chapter 5: Identifying Functional and Age-Appropriate Skills	Review Chapters 1-5
October 6	<b>Review</b>	Read Chapter 6, journal entry, Activity 6.1, 6.2 <b>Parent Project Due</b>
October 13	Chapter 6: Systematic Instruction	Read chapter 7, journal entry, Activity 7.2,
October 20	Chapter 7: Inclusion and Collaboration	Read chapter 8. journal entry, Activity 8.1
October 27	Work on Inclusion project, Chapter 8: Community-Based Instruction	Read chapter 9. journal entry, Performance Based Assessment p. 220-221
November 3	Chapter 9: Working with	Read chapter 10, journal

	Students with Medical Needs	entry, Performance Based Assessment p. 245
November 10	Chapter 10: Functional Assessment and Behavioral Intervention.	<b>Project Due</b>
November 17	Present project to class. Present and discuss resources for curriculum development.	Technology and instruction. Locate websites that contain appropriate lessons for building literacy and functional language
December 1	Share website information. Discuss ways of integrating curriculum. Class review.	.
December 8	<b>STUDY DAY FOR EXAMS- NO CLASS</b>	Study for Final
December 15	Final Exam	<b>Philosophy Statement Due 12/15. Submit electronically by 4 p.m.</b>