



**CHARACTERISTICS OF LEARNERS WITH MODERATE TO SEVERE DISABILITIES  
SPED 526.01W  
COURSE SYLLABUS: SUMMER I 2024 ONLINE**

**INSTRUCTOR INFORMATION**

**Instructor: Dr. Beth A. Jones**

Office: Henderson 238

Telephone: (903) 886-5940

Fax: (903) 886-5510

Email: [Beth.Jones@tamuc.edu](mailto:Beth.Jones@tamuc.edu) (preferred method of contact)

Office Hours: by appointment; Please do not hesitate to contact me, preferably through e-mail, if an appointment is needed.

**COURSE INFORMATION**

**Materials – Textbooks, Readings, Supplementary Readings**

**Required Text:**

Loftin, M. (2006). Making evaluation meaningful. TSBVI. Austin, TX.

<https://www.tsbvi.edu/publications/1038-making-evaluation-meaningful>

**Text (you may choose one of the following for your research report):**

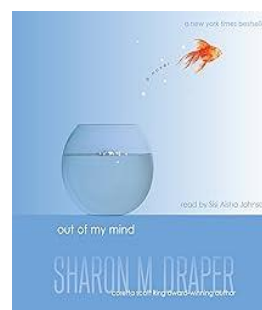
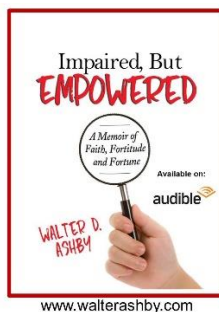
Ashby, W. (2017). Impaired, but Empowered. Up-Words Press.

ISBN-10: 0998398705

ISBN-13: 978-0998398709

OR

Draper, S. M. (2010). *Out of my mind*. New York, NY: Athenum Books for Young Reader.



*The syllabus/schedule are subject to change.*

**\*There will be supplemental readings to accompany topics within the course.**

## **Course Description**

### **Course Description:**

SPED 526 examines the characteristics of students with moderate to severe disabilities. Emphasis is placed on etiology, ethics, contributing factors, conditions that affect learning, the challenges of identifying students with disabilities, and the need for academic, social, and emotional accommodations, assistive technology, and support.

**Student Learning Outcomes** (Should be measurable; observable; use action verbs)

### **Essential Skills:**

- **IDEA eligibility criteria for special education and related services for students with moderate to severe disabilities**
- **Texas Education Agency procedural rights and safeguards**
- **Procedures and timelines for evaluation, service implementation, and dismissal**

### **Texas Special Education Competencies**

#### **EC-6 and 6-12:**

1. Standard B. Legal and Ethical Guidelines. The Early Childhood-Grade 6 special education teacher demonstrates knowledge of all applicable state and federal laws, including Individuals with Disabilities Education Act (IDEA) of 2004; Section 504 of the Rehabilitation Act of 1973; The Americans with Disabilities Act (ADA) of 1990 and ADA Amendments Act (ADAAA) of 2008; Texas Education Code specific to students with disabilities; Texas Administrative Code specific to students with disabilities; and Family Education Rights and Privacy Act. The Early Childhood-Grade 6 special education teacher must:

3) demonstrate knowledge of IDEA 2004 eligibility categories;

EC-6 (19) 6-12 (24) demonstrate understanding that students served through special education may also have other special populations identifiers (i.e., gifted and talented, English learner, highly mobile and at risk, and dyslexia);

2. Standard C. Understanding and Addressing Each Individual's Developmental and Learning Needs. The Early Childhood-Grade 6 special education teacher must:

EC-6 (3) demonstrate knowledge of how exceptionalities can interact with development and learning;

6-12 (3) understand the impact of exceptionalities on developmental milestones, executive functioning, and social skills;

(8) demonstrate knowledge of a variety of assistive technologies to support individual developmental and learning needs;

(9) demonstrate knowledge of how developmental academic, social, and functional characteristics of individuals with high support needs impact levels of support needs;

*The syllabus/schedule are subject to change.*

## **6-12 Only:**

1. Standard B. Legal and Ethical Guidelines. The Early Childhood-Grade 6 special education teacher demonstrates knowledge of all applicable state and federal laws, including Individuals with Disabilities Education Act (IDEA) of 2004; Section 504 of the Rehabilitation Act of 1973; The Americans with Disabilities Act (ADA) of 1990 and ADA Amendments Act (ADAAA) of 2008; Texas Education Code specific to students with disabilities; Texas Administrative Code specific to students with disabilities; and Family Education Rights and Privacy Act. The Early Childhood-Grade 6 special education teacher must:

27) knowledge of IEP transition activities to build students' readiness for postsecondary transition;

## **Texas Educational Diagnostician Competencies**

1. Standard V. The educational diagnostician knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need.
  - (1) The educational diagnostician knows and understands:
    - (A) characteristics of individuals with disabilities, including those with different levels of severity and with multiple disabilities;
    - (B) educational implications of various disabilities; and
    - (C) the variation in ability exhibited by individuals with particular types of disabilities.

## **COURSE REQUIREMENTS**

### **Minimal Technical Skills Needed**

Enrolled students will need a working knowledge of how to access the course online, access materials and resources the instructor posts, recording/posting videos, and the use of Microsoft Word for submitting assignments.

### **Instructional Methods**

This course will be facilitated using D2L, the learning management system used by Texas A&M University-Commerce. The instructor has included various forms of instructional tools in the course such as recorded lectures, videos, helpful websites/resources, scholarly articles, and discussion topics.

### **Student Responsibilities or Tips for Success in the Course**

Enrolled students are responsible for logging into the course several times a week. The instructor may post announcements that need to be seen and responded to in a timely manner. Additionally, please be aware that you should be spending the equivalent to three hours a week of class time (listening to lectures/accessing class materials) on a three-hour course, with additional time being required to complete assignments.

## **GRADING**

*The syllabus/schedule are subject to change.*

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

### Assessments

**\*\*For all assignments that say to be turned in to the DropBox, you find the appropriate DropBox by going to Activities-Assignments in D2L.**

#### **Discussions (115 points):**

Students are expected to participate actively in assigned discussions. For each discussion, you are to contribute at least one original thought by posting your **reflection** to a thought-provoking question based on assigned readings / videos, etc. Discussions will be posted to a discussion forum as specified in each assignment. For some discussion forum posts, you may be required to respond to one or more postings of one of your classmates (**peer response**).

**Digital Literacy Module (25 points):** As part of this course, you will participate in a training related to digital literacy. This is a TEA mandated training. The verification of completion must be submitted to the DropBox to get credit.

#### **Functional Scheme Reflection (25 points):**

<http://activelearningspace.org/assessment> Video at bottom of page on Functional Scheme – Students will write reflection on Functional Scheme; Reflections must contain students it would address and impact on services in the classroom. Submit it to the DropBox with the name of this assignment.

**Assistive Technology Case Study (25 points):** Enrolled students will complete a study of AT videos, documents for including AT in the IEP, and applying the SETT framework to select appropriate AT. Students will work through a training case study that is provided and then apply the knowledge to a different case study. Submit it to the DropBox with the name of this assignment.

**Transition Google Site (50 points):** Students will create a Google Site for educators and parents to aid in the transition process. Remember that transition doesn't have to be from high school to post-secondary/a vocation.

This Google Site is intended to be something to inform your practice, but also to be shareable with parents in order to give them resources/guidance for how to maneuver the transition process. If you have already started another Google Site in one of my other classes, you may add to that one. Feel free to customize it with information

*The syllabus/schedule are subject to change.*

relevant to practices in your individual ISD. However, your Google Site must include:

1. Definition of the transition process and examples of transition points in education; why parent involvement is crucial
2. Two of the Information Briefs (student-selected from a collection provided) with an explanation of each.
3. Two research-based articles for fostering successful transitions/transition-related skills
4. Embed High Leverage Practices for collaboration and how they can be implemented to foster successful transition (this means do more than just hyperlink to the HLP document)
5. Coordination of agency services/Long-term planning tips—are there waiting lists that parents need to be on now to be able to get their student needed services?

Are there any waivers students are eligible for (i.e. Deaf-Blind waiver)? The Workforce Commission and agencies to help with the provision of assistive technology (i.e., Computers for the Blind, Sight Savers) for home would be pertinent here.

**PLEASE FOLLOW THE DIRECTIONS AT THIS LINK TO MAKE SURE YOUR GOOGLE SITE AND ALL THE PAGES/CONTENT IS VIEWABLE:**

<https://support.google.com/sites/answer/6372880?hl=en#zippy=%2Cchoose-who-can-see-your-site>

### **Special Education Critical Concepts Outlines (50 points)**

One of the crucial elements of this course is for enrolled students to leave with mastery of basic information about each IDEA eligibility category, especially the category definition and eligibility criteria. Each student will create outlines containing information about disabilities emphasized in this course. Information should be presented as headings with bullets of information. There is a template posted in D2L that you may choose to use (or you can do it in another format, such as a power point, that best matches you learning preferences) to complete your outlines. There is an example posted in D2L as well, and these are to complement the pages you have/will complete in 524.

You may only turn in two pages for each of the disability categories. Make sure to delete any blank pages. ALL PAGES SHOULD BE TYPED AND TURNED IN IN ONE FILE WITH YOUR NAME AS A HEADER. S Submit it to the DropBox with the name of this assignment.

### **Info to Include on Each Page of the Exceptionalities Handbook:**

1. IDEA Definition, including types as appropriate. In preparation for comps, you may choose to include your study technique for remembering the definition, such as the example in D2L of the 5 components of the ED definition illustrated as

*The syllabus/schedule are subject to change.*

fingers on a hand. (You can use this one for ED if you choose, but you will need to come up with the remainder on your own.)

2. Causes
3. Prevalence (provide percentages/numbers as much as possible)
4. Prevention
5. Characteristics
6. Teaching strategies/Accommodations
7. Assistive Technology
8. Resources

You will have ONE handbook page for each of the following topics:

2. Intellectual Disabilities (focus on moderate and severe)
3. Orthopedic Impairments (Physical Disabilities)
4. Traumatic Brain Injury
5. Deaf and Hard of Hearing
6. Low Vision and Blindness

**GRADING: 5 pages @ 10 points each = 50 points total**

**\*\*Note:** The other disabilities that fall within these categories can be listed as part of the definition. For example, on the sheet for orthopedic impairments, cerebral palsy can be listed as part of the definition as types of disorders in this category.

### **Research Report: (50 points)**

Each student will demonstrate ability to summarize, apply, analyze, synthesize, and evaluate research-based findings from professional sources by developing one written report. Required components are (1) sources, short summary of selected book, and topic selection, (2) summary of information/literature review [knowledge & comprehension/*Bloom's Taxonomy*], (3) relevance of information for 21<sup>st</sup> century schools [application, analysis & synthesis/*Bloom's Taxonomy*], and (4) personal reaction [evaluation/*Bloom's Taxonomy*]. There is a rubric and template posted in D2L. Submit it to the DropBox with the name of this assignment.

## **TECHNOLOGY REQUIREMENTS**

### **Browser support**

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

*The syllabus/schedule are subject to change.*

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

### Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

### Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest

*The syllabus/schedule are subject to change.*

Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or <b>point</b> release of that major version) and the previous major version of iOS (the latest minor or <b>point</b> release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required courses are heavily video intensive
  - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
  - Sound card, which is usually integrated into your desktop or laptop computer
  - Speakers or headphones.
  - \*For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)
- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.  
Pop-ups are allowed.  
JavaScript is enabled.  
Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:

*The syllabus/schedule are subject to change.*



- [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
  - [Adobe Flash Player \(version 17 or later\)](https://get.adobe.com/flashplayer/) <https://get.adobe.com/flashplayer/>
  - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
  - [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

## ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

## COMMUNICATION AND SUPPORT

### Brightspace Support Need Help? Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

### Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words "[click here](#)" to submit an issue via email.



### System Maintenance

*The syllabus/schedule are subject to change.*

D2L runs monthly updates during the last week of the month, usually on Wednesday. The system should remain up during this time unless otherwise specified in an announcement. You may experience minimal impacts to performance and/or look and feel of the environment.

## Interaction with Instructor Statement

### ***Contacting the Instructor***

If you have a question that you feel others in the class would benefit from the answer to, please post your question in the virtual office. For all other inquiries, email is my preferred method of communication. Please give me 48 hours to respond to your emails before resending. In addition, please be aware that I will not respond to emails on Saturday or Sunday, and emails received on Friday could potentially be responded to the following Monday.

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### **Course Specific Procedures/Policies**

- All assignments/discussions must be turned in on the assigned due date. ***Unexcused assignments turned in after the due date will be returned ungraded.***
  - **A note about timeliness:** it is highly advised that you **DO NOT** wait until the deadline for turning in an assignment. I have set the deadlines for assignments to be Sunday nights, in order to give you the weekends for completion. However, this does not mean you can email me over the weekend with questions---it is my weekend with my family, too. Also, if you wait until 11:00 pm on Sunday to turn in an assignment due at midnight and the electricity goes out, you have missed the deadline and will **NOT** get credit for the assignment. you need to plan ahead for questions/completion of assignments.
- Ensure that the assignment guidelines presented in the syllabus are followed. It is important that all assignments are organized according to headings and subheadings delineated in the guidelines. ***Failure to do so will result in an ungraded assignment or a lower evaluation.***
- **Please always submit your assignments in a word document, so that I can use track changes to provide comments if so needed. In other words, don't submit a whole assignment in D2L by simply cutting and pasting. Always attach your assignments as their own file.**
- **Written Assignments.** Written assignments **MUST** be typed using double spaced lines, include your name, and have page numbers. In addition, work submitted should reflect a professional quality in terms of scope, depth, writing mechanics, and appearance that would be expected of students at a prestigious university. Proofread all assignments as only materials with minimal or no errors will receive high scores.
- **Person First Language:** Our language is a reflection of our attitudes. Always

*The syllabus/schedule are subject to change.*

refer to persons with disabilities with respect. ***Degrading terminology will not be tolerated.*** In this class we will strive to use “people first” language at all times. “People First” language always refers to the person first and not as a label or a category. For example, refer to “a student with autism” and not “an autistic” or “students with disabilities” and not “disabled students”. In addition, avoid such stigmatizing terminology as “confined to a wheelchair” (say “uses a wheelchair” instead.).

- *If you have suggestions, comments, questions, or concerns about the class or the assignments, please call or see the instructor. Please do not save your suggestions for the evaluation at the end of the term when it is too late to implement your suggestions.*

**A Note About the Virtual Office:** The Virtual Office is a public forum. If you need to contact me about something of a personal nature, feel free to e-mail me. Also, please note that I do not receive an alert when something is posted in the virtual office, so if you need immediate assistance, it might be better to email me directly.

**Three Before Me Rule:** The 3 before me rule simply means, before you e-mail me with a question, (when an assignment is due, how do I turn it in, how many points is it worth, etc.), you are to attempt 3 times to answer your question. What are some suggested ways you can do this? You could: read your syllabus, review Virtual Office to see if someone else has asked this question, post a question for your peers in the Virtual Office, or contact other members of your class.

**As a student enrolled at Texas A&M University-Commerce, you have access to an email account via MyLeo. ALL class emails from your instructor WILL GO TO YOUR MyLeo ACCOUNT. Please be sure to check this email account frequently and regularly.**

### **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

### **University Specific Procedures**

#### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

<http://www.albion.com/netiquette/corerules.html>

*The syllabus/schedule are subject to change.*

**A&M-Commerce requires the use of face-coverings in all instructional and research classrooms/laboratories. Exceptions may be made by faculty where warranted. Faculty have management over their classrooms. Students not using face-coverings can be required to leave class. Repetitive refusal to comply can be reported to the Office of Students' Rights and Responsibilities as a violation of the student Code of Conduct.**

### **TAMUC Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

**Students should not attend class when ill or after exposure to anyone with a communicable illness. Communicate such instances directly with your instructor. Faculty will work to support the student getting access to missed content or completing missed assignments.**

### **Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

### **Policy on Artificial Intelligence**

- Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, Chatbots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.
- Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

*The syllabus/schedule are subject to change.*

- Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. **If no instructions are provided the student should assume that the use of such software is disallowed.**
- In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

## **ADA Statement**

### **Students with Disabilities**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

### **Office of Student Disability Resources and Services**

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

### **Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### **Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

*The syllabus/schedule are subject to change.*

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

**COURSE OUTLINE / CALENDAR**  
**Tentative Course Schedule**

<b>Section</b>	<b>Topic</b>	<b>Readings/Materials</b>	<b>Assignments</b>
<b>One</b>	<p><b>Introductions</b></p> <p><b>Instructional Environment</b></p> <p><b>School/Home Partnerships</b></p> <p><b>Digital Literacy</b></p>	<p>Pennington, R., Courtade, G., Jones Ault, M., &amp; Delano, M. (2016). Five Essential Features of Quality Educational Programs for Students with Moderate and Severe Intellectual Disability: A Guide for Administrators. <i>Education And Training In Autism And Developmental Disabilities</i>, 51(3), 294-306.</p> <p>TEACCH Method</p> <p>Curriculum for Students who are Deaf- Blind: <a href="http://www.perkins.org/school/day-residential/deafblind/curriculum">http://www.perkins.org/school/day-residential/deafblind/curriculum</a></p>	<p><b>Discussion—book selection for Research Report DUE 6/4/24</b></p> <p><b>Discussion—Pennington et al article What are the five essential features of quality programs and describe each? (10 points) DUE 6/6/24</b></p> <p><b>Discussion—Choose ONE of the instructional strategies from the Florida School for the Deaf and the Blind to watch. Write a ½ page summary of each strategy and how you could implement it DUE 6/9/24</b></p>
<b>Two</b>	<p><b>Assistive Technology</b></p> <p><b>Digital Literacy</b></p> <p><b>Functional Scheme</b></p>	<p>Chinedu I, O. (2014). Effective home-school partnership: Some strategies to help strengthen parental involvement. <i>South African Journal of Education</i>, 34(3), 1-9.</p> <p>James, S. (2014). Giulio E. Lancioni, Jeff Sigafoos, Mark F. O'Reilly, and</p>	<p><b>Discussion—topic selection for Research Report DUE 6/11/24</b></p> <p><a href="http://activelearningspace.org/assessment">http://activelearningspace.org/assessment</a> Video at bottom of page on Functional Scheme –</p>

*The syllabus/schedule are subject to change.*

		<p>Nirbhay N. Singh: Assistive Technology: Interventions for Individuals with Severe/Profound and Multiple Disabilities. Journal Of Child &amp; Family Studies, 23(1), 169-171. doi:10.1007/s10826-013-9723-4 Total Communication (including AT) for Students who are Deaf-Blind: <a href="http://www.perkins.org/school/day-residential/deafblind/total-communication">http://www.perkins.org/school/day-residential/deafblind/total-communication</a></p> <p>Loftin, M. (2006). Making evaluation Meaningful. TSBVI. Austin, TX. VI Lecture HI Lecture IEP/AT Lecture</p>	<p>write reflection on Functional Scheme; students it would address, impact on services in the classroom (25 points) <b>SUBMIT TO THE DROPBOX BY 6/11/24</b></p> <p><b>Assistive Technology Case Study (15 points) DUE TO THE DROPBOX 6/13/24</b></p> <p><b>Discussion-Assessment of Students with Sensory impairments DUE 6/16/24</b></p> <p><b>Digital Literacy Training Verifications (4) DUE 6/20/24</b></p>
<b>Three</b>	<b>Motor Functioning / Health and Self-Care</b>	<p>Active Learning – sensory exploration (PPT in D2L shell) <a href="http://activelearningspace.org/">http://activelearningspace.org/</a></p> <p>Learning Module <a href="https://www.region10.org/programs/low-incidence-disabilities-lid/overview/">https://www.region10.org/programs/low-incidence-disabilities-lid/overview/</a></p> <p><b>Life Skills Bootcamp</b> <a href="https://www.youtube.com/playlist?list=PL2aWaC4-4MBJ4CzTotunmMClq-cx6Jj0a">https://www.youtube.com/playlist?list=PL2aWaC4-4MBJ4CzTotunmMClq-cx6Jj0a</a></p> <p>OI/OHI Lecture</p> <p>Multiple Disabilities Lecture</p> <p>ID Lecture</p> <p>TBI Guest Lecture—Dr. Borke</p>	<p><b>Discussion-Biomedical Issues DUE 6/23/24</b></p> <p><b>Discussion—Sensory Exploration PPT Due 6/23/24</b></p> <p><b>Discussion--TBI Lecture Response DUE 6/25/24</b></p> <p><b>Disability Outlines DUE TO THE DROPBOX 6/25/24</b></p>
<b>Four</b>	<b>Transition and Wrap-up</b>	<p>Michael Wehmeyer Lecture Series on Self-Determination: <a href="http://ngsd.org/everyone/what-self-determination">http://ngsd.org/everyone/what-self-determination</a></p> <p>Resource Guide: <a href="http://ngsd.org/everyone/resource-">http://ngsd.org/everyone/resource-</a></p>	<p><b>Discussion-Preparing Students for Postschool Outcomes (30 points) DUE 6/27/24</b></p> <p><b>Transition Google Site DUE to DropBox 6/30/24</b></p>

The syllabus/schedule are subject to change.

		<a href="#">guide</a> <a href="http://texasvitransition.org/">http://texasvitransition.org/</a>	<b>Research Report DUE TO THE DROPBOX (shows in section 5 in D2L) 7/3/23</b>
--	--	--	--

**Calendar:** Please note that the calendar is tentative and may change at any time and as many times as necessary during the semester. In case of any changes, you will be informed in a timely manner. It is your responsibility to regularly check your email and D2L for announcements regarding any changes.

*The syllabus/schedule are subject to change.*