



SPED 526.01W CHARACTERISTICS OF LEARNERS WITH MODERATE TO SEVERE DISABILITIES

COURSE SYLLABUS: FALL 2024

INSTRUCTOR INFORMATION

Instructor: Dr. Beth Jones
Office Location: Henderson 228
Office Hours: Zoom link Tuesdays 3-5:30pm
Office Phone: (903)-886-5940
Office Fax: (903) 886-5510
University Email Address: beth.jones@tamuc.edu
Preferred Form of Communication: **email**
Communication Response Time: 48 hours

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required:
Loftin, M. (2006). Making evaluation meaningful. TSBVI. Austin, TX.
<https://www.tsbvi.edu/publications/1038-making-evaluation-meaningful>

Software Required: none

Optional Texts and/or Materials:

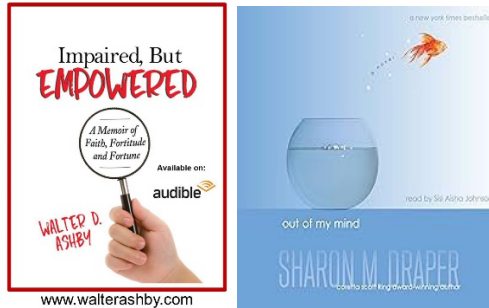
Choose one of the following for your research report):

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.



Course Description

Student Learning Outcomes:

1. Students will synthesize information on the IDEA eligibility criteria for special education and related services for students with moderate to severe disabilities, as well as corresponding information related to that eligibility.
2. Students will be exposed to and incorporate information regarding Texas Education Agency procedural rights and safeguards into parent information.
3. Students will demonstrate and understanding of procedures and timelines for evaluation, service implementation, and dismissal.

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.

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GRADING

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

Total points corresponding to the final letter grades

- A = 320- 355 Points
- B = 284- 319 Points
- C = 249- 283 Points
- D = 213- 248 Points
- F = 212 & > Points

Weights of the assessments in the calculation of the final letter grade.

Example:

Discussions.....	37%
Digital Literacy Module.....	7%
Assistive Technology Case Study...	7%
Functional Schema Reflection.....	7%
Transition Google Site.....	14%
Critical Concept Pages.....	14%
Research Report.....	14%
TOTAL.....	100%

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:

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**).

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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 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

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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. 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 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:

1. Intellectual Disabilities (focus on

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- moderate and severe)
2. Orthopedic Impairments (Physical Disabilities)
 3. Traumatic Brain Injury
 4. Deaf and Hard of Hearing
 5. 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 21st 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

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

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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.

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.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

COMMUNICATION AND SUPPORT

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

Interaction with Instructor Statement

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

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**

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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 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

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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 can be found at <https://www.tamuc.edu/student-code-of-conduct/>.

If you believe someone has engaged in behaviors that do not align with the Code of Student Conduct or you have other concerns, please visit the File a Report page at <https://www.tamuc.edu/office-of-student-rights-and-responsibilities/concerns-incident-reporting/>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:
<https://www.britannica.com/topic/netiquette>

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 student academic dishonesty policy
[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

Undergraduate student academic dishonesty policy
[Undergraduate Student Academic Dishonesty Form](#)

Graduate student academic dishonesty policy:
<https://inside.tamuc.edu/aboutus/policiesproceduresstandardsstatements/rulesProcedures/13students/graduate/13.99.99.R0.10.pdf>

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Graduate student academic dishonesty form:

<https://inside.tamuc.edu/academics/graduateSchool/faculty/GraduateStudentAcademicDishonestyForm.pdf>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage.

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).

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.

Students with Disabilities-- ADA Statement

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 Services

Velma K. Waters Library- Room 162

Phone (903) 886-5930

Fax (903) 468-8148

Email: StudentDisabilityServices@tamuc.edu

Website: <http://inside.tamuc.edu/campuslife/campusServices/StudentDisabilityServices/default.aspx>

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being,

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we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

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.

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>

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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.

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Counseling Center Services

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

Department or Accrediting Agency Required Content

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

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levels of support needs;

6-12 Only:

- 6. 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 OUTLINE / CALENDAR

Section	Topic	Readings/Materials	Assignments
One	Introductions Instructional Environment School/Home Partnerships Digital Literacy	Pennington, R., Courtade, G., Jones Ault, M., & Delano, M. (2016). Five Essential Features of Quality Educational Programs for Students with Moderate and Severe Intellectual Disability: A Guide for Administrators. Education And Training In Autism And Developmental Disabilities, 51(3), 294-306. TEACCH Method Curriculum for Students who are	Discussion—book selection for Research Report Discussion—Pennington et al article What are the five essential features of quality programs and describe each? (10 points) Discussion—Choose

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		Deaf- Blind: http://www.perkins.org/school/day-residential/deafblind/curriculum	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
Two	Assistive Technology Digital Literacy Functional Scheme	Chinedu I, O. (2014). Effective home-school partnership: Some strategies to help strengthen parental involvement. South African Journal of Education, 34 (3), 1-9. James, S. (2014). Giulio E. Lancioni, Jeff Sigafoos, Mark F. O'Reilly, and Nirbhay N. Singh: Assistive Technology: Interventions for Individuals with Severe/Profound and Multiple Disabilities. Journal Of Child & Family Studies, 23(1), 169-171. doi:10.1007/s10826-013-9723-4 Total Communication (including AT) for Students who are Deaf-Blind: http://www.perkins.org/school/day-residential/deafblind/total-communication Loftin, M. (2006). Making evaluation Meaningful. TSBVI. Austin, TX. VI Lecture HI Lecture IEP/AT Lecture	Discussion—topic selection for Research Report http://activelearningspace.org/assessment Video at bottom of page on Functional Scheme – write reflection on Functional Scheme; students it would address, impact on services in the classroom (25 points) SUBMIT TO THE DROPBOX Assistive Technology Case Study (15 points) DUE TO THE DROPBOX Discussion-Assessment of Students with Sensory impairments Digital Literacy Training Verifications (4)
Three	Motor Functioning / Health and Self-Care	Active Learning – sensory exploration (PPT in D2L shell) http://activelearningspace.org/ Learning Module https://www.region10.org/programs/low-incidence-disabilities-lid/overview/ Life Skills Bootcamp	Discussion-Biomedical Issues Discussion—Sensory Exploration PPT Discussion--TBI Lecture Response

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		https://www.youtube.com/playlist?list=PL2aWaC4-4MBJ4CzTotunmMClq-cx6Jj0a OI/OHI Lecture Multiple Disabilities Lecture ID Lecture TBI Guest Lecture—Dr. Borke	Disability Outlines
Four	<i>Transition and Wrap-up</i>	Michael Wehmeyer Lecture Series on Self-Determination: http://ngsd.org/everyone/what-self-determination Resource Guide: http://ngsd.org/everyone/resource-guide http://texasvitransition.org/	Discussion-Preparing Students for Postschool Outcomes (30 points) Transition Google Site DUE to DropBox Research Report DUE TO THE DROPBOX (shows in section 5 in D2L)

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