Course Description:
In this course, candidates will develop their understanding of individuals with developmental disabilities. Students will learn about functional life-skills curriculum and educational planning according to individual needs. An examination of modification of state standards will be addressed. In addition to literacy instruction, math instruction will be addressed in depth. This class will also address the instruction of students with severe disabilities. The student will demonstrate knowledge of the theoretical-research base and service delivery models and options concerning the education of students with severe disabilities.

Text and Reading Sources:

1. Functional Curriculum for Elementary, Middle, and Secondary Age Students with Special Needs. Wehman, Paul; Kregel, John
2. MN Department of Education Website: [http://education.state.mn.us/mde/Learning_Support/Special_Education/index.html](http://education.state.mn.us/mde/Learning_Support/Special_Education/index.html)

Assessments to be discussed within the course:

- Choosing Outcomes and Accommodations for Children (COACH)
- School Function Assessment
- Vineland Adaptive Behavior Scales
OUTLINE OF MAJOR CONTENT AREAS

1. History of cognitive disabilities
2. Review of criteria for qualification
3. Review of principles of curriculum design
4. Review of instructional programming methods
5. Instructional units
6. Self determination
7. Functional academics
8. Math Skills Instruction
9. Social skills
10. Life skills curriculum
11. Community participation
12. Access across environments

LEARNING OUTCOMES

1. Describe curriculum needs for a student with developmental disabilities
2. Understand the role of assessment in curriculum planning
3. Understand student/child development and learning
4. Identify effective instructional strategies for various ages of learning
5. Demonstrate multicultural, gender-fair, and disability sensitive values:
6. Describe assessment processes which are ethical and sensitive to the needs of a person of disability
7. Assess curriculum for sensitive values
8. Employ appropriate group and individual instructional strategies:
9. Investigate assessment materials
10. Identify components of functional curriculum planning and teaching
11. Integrate curriculum across environments
12. Establish and maintain a productive learning environment
13. Describe functional needs of students with special needs
14. Effectively use communication and interpersonal skills
15. Design an organized, effective, and appropriate curriculum including literacy and math
16. Identify sources for curriculum development
17. Write long and short term goals and objectives which are clear and specific
18. Develop teaching objectives, activities, and lesson plans to address goals/objectives
19. Use appropriate group and individual assessment strategies
20. Develop process and strategies to monitor progress towards IEP outcomes
21. Demonstrate collaboration, ethical behavior, and leadership
22. Demonstrate knowledge of the implications of limited physical movement and environment stimulation on the learning processes of students with physical disabilities.
23. Demonstrate knowledge of definitions, characteristics, and sequence of motor development.
24. Demonstrate knowledge of the characteristics of movement dysfunction in tone, quality, and quantity.
25. Demonstrate knowledge of positioning and handling students with movement dysfunction to facilitate normalized tone, postures, and movement, and to enhance optimal learning and functional abilities.

26. Demonstrate knowledge of dysfunction and interventions in assessing and programming for the development of eating skills.

27. Demonstrate knowledge of assessing and teaching toileting and dressing skills including positioning techniques and adaptations.

28. Demonstrate knowledge of current technological aids and equipment available for use with concomitant physical handicaps.


30. Demonstrate the ability to expand student awareness of the environment and to elicit appropriate student responses reflecting environmental needs.

31. Demonstrate an understanding of sensory processing, the effect on development, and intervention techniques to use with students with sensory impairments.

32. Demonstrate the ability to plan for the physical aspects of the classroom environment.

33. Demonstrate the ability to provide cognitive instruction using functional life activities for students with profound mental retardation.

34. Demonstrate the ability to implement recommended mobility techniques and resolve architectural barriers in the educational setting.

Response to Reading / Discussion Board Scoring Guide & Course Grade System:

**Score 10 points** A 10 point project commands attention because of its insightful development and mature style. It presents an exceptional analysis of or response to the reading or writing sample/case study with clearly supported rationale and mastery of methodology.

**Score 8 points** An 8 point project is clearly competent. It presents a thoughtful analysis of or response to the reading or writing sample/case study, elaborating with appropriate examples and sensible reasoning; presents accurate use of methodology and

**Score 6 points** A six point project is satisfactory, sometimes marginally so. It presents an adequate analysis of or response to the reading or writing sample as well as a basic understanding of rationale/methodology.

**Score 4 points** A four point project is unsatisfactory in one or more of the following ways. Although the work was completed in good faith, it may analyze or respond to the reading or writing sample illogically; it may lack coherent structure or elaboration with examples; it may reflect an incomplete understanding of the method or the topic

- 92 - 100 A
- 83 - 91 B
- 74 - 82 C
- 65 - 73 D
- Below 64 Fail

Standards addressed in this course:
A. Foundational knowledge. A teacher of special education: developmental disabilities understands the foundations of special education services for students with developmental disabilities on which to base practice. The teacher must demonstrate knowledge of the:

(2) etiology, characteristics, and classifications of developmental disabilities;
(3) educational definitions, issues related to identification, and eligibility criteria pertaining to students with developmental disabilities; including those from culturally and linguistically diverse backgrounds;
(4) general developmental, academic, social, and functional characteristics of students with developmental disabilities as they relate to levels of support needed;
(5) impact of research-based theories of cognition, communication, and behavior on the education of students with developmental disabilities;
(6) social-emotional aspects of developmental disabilities, including supports necessary to foster adaptive behavior, social competence, social participation, and self determination;
(7) impact of co-existing conditions on multiple disabilities

B. Referral, evaluation, planning, and programming. A teacher of special education: developmental disabilities understands and applies principles of prevention and intervening early and procedures for referral, assessment, evaluation, individualized planning, programming, and placement specific to teaching students with developmental disabilities. The teacher must be able to:

(1) collect and interpret data and information specific to research-based interventions and supports provided prior to referral and integrate into the special education evaluation processes;
(3) integrate multiple methods of collecting data from students, parents, families, teachers, and other professionals for the purpose of evaluation and planning, developing, implementing, and evaluating individualized education programs;
(4) adapt and modify data collection procedures to accommodate the abilities and needs of students with developmental disabilities;
(5) assess, accommodate, and modify the environmental conditions that impact academic achievement and functional performance;
(6) support the use and maintenance of orthotic, prosthetic, assistive, and adaptive equipment in collaboration with parents and specialists;
(8) design individualized education program plans, considering a range of educational placement options and required levels of support in the least restrictive environment, that integrate student strengths, needs, assessment results, and student and family priorities, incorporating academic and nonacademic goals; and
9) address factors that influence the disproportional identification of culturally, linguistically, and/or socio-economically diverse students as students with developmental disabilities.

C. Instructional design, teaching, and ongoing evaluation. A teacher of special education: developmental disabilities understands how to use individualized education program plans to design, implement, monitor, and adjust instruction for students with developmental disabilities. The teacher must be able to:

(1) integrate knowledge of evidence-based instruction, including scientifically-based research interventions when available, in language development, reading, writing, and math with characteristics of developmental disabilities in order to design, implement, monitor, and adjust instruction aligned with grade-level content standards;
(2) apply evidence-based instructional strategies and practices, including functional, community-based instruction, task analysis, multisensory, and concrete or manipulative techniques, to promote acquisition of academic and functional skills in the least restrictive environment;
(4) provide instructional, curricular, and physical accommodations across environments to meet the physical, cognitive, sensory, cultural, and expressive and receptive communication needs of students with developmental
disabilities;
(5) implement positioning and movement techniques and reinforce and support instruction in orientation and mobility provided by certified specialists

(8) make decisions about the participation of students with disabilities in the full range of state assessment options including necessary accommodations; and

(9) provide sequential instruction on grade-level content standards, adjusting when necessary for breadth, depth, and complexity, for students participating in alternate assessments.

D. **Collaboration and communication.** A teacher of special education: developmental disabilities cultivates and maintains positive, collaborative relationships with children and youth, families, educators, other professionals, and the community to support development and educational progress. The teacher must be able to:

(3) select and plan for the integration of related services personnel and other service providers into the instructional programs and settings for children and youth utilizing a transdisciplinary team approach;

(4) direct, structure, support, and monitor the activities of paraprofessionals regarding student instruction and intervention with an emphasis on supporting student independence and achievement;

(5) understand and communicate educational roles and shared responsibilities of educators, paraprofessionals, and other staff when collaborating for the consistent implementation of academic instruction, support for student independence, and individualized positive behavior supports across environments;

(8) promote collaborative practices that respect the individual’s and family’s culture and values relative to the impact that developmental disabilities may have on the individual and family across the lifespan;

(9) access and evaluate information, research, and emerging practices relevant to the field of developmental disabilities through consumer and professional organizations, peer-reviewed journals, and other publications; and

(10) engage in continuing professional development and reflection to increase knowledge and skill as a special educator and inform instructional practices, decisions, and interactions with children and youth and their families.

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**Unit One: Foundations**

**Instruction:**
Foundational knowledge. Reading materials assigned and course-based instruction provided on the foundations of special education services for students with developmental disabilities on which to base practice. Instruction will include lectures, in-class small group discussions, completion of study guides and graphic organizers, and reflective quick writes. Small group instruction addressing the general developmental, academic, social, and functional characteristics of students with developmental disabilities as they relate to levels of support needed.

**Readings:**

1. Minnesota Department of Education Website content pages pertaining to DD: [http://education.state.mn.us/mde/Learning_Support/Special_Education/index.html](http://education.state.mn.us/mde/Learning_Support/Special_Education/index.html)
2. Promising Practices for Students with DCD, State of Minnesota online document (all including levels of support)
3. Chapter 3, Self-Determination by Paul sale and James Martine, Wehman & Kregel text
Assessment:

A. Candidates will write an 8-10 page paper addressing each of the following:

etiology, characteristics, and classifications of developmental disabilities; educational
definitions, issues related to identification, and eligibility criteria pertaining to students with
developmental disabilities including those from culturally and linguistically diverse backgrounds;
impact of research-based theories of cognition, communication, and behavior on the
education of students with developmental disabilities;

Standards Addressed: A 2, A3, A5

B. Candidates will create a graphic organizer accurately contrasting the general
developmental, academic, social, and functional characteristics of students with
developmental disabilities as they relate to levels of support needed.

Standard Addressed: A 4

C. Candidates will create a teaching material or presentation addressing social-emotional
aspects of developmental disabilities, including supports necessary to foster adaptive behavior,
social competence, social participation, and self determination. Candidates must address
definitions for each and examples of how supports can foster growth in each.

Standards Addressed: A 6

Unit Two: Referral, evaluation, planning, and programming

Instruction: Direct instruction on the principles of prevention and intervening early, procedures
for referral, assessment, evaluation; and individualized planning, programming, and placement
specific to teaching students with developmental disabilities. Instruction will include lectures, in-
class small group discussions, completion of study guides and graphic organizers, and reflective
quick writes.

Reading:
(1) examination of area school district procedures for referral, assessment, and evaluation
(2) Chapter 2, Wehman & Kregel: Designing Instructional Programs
(3) articles addressing the disproportional identification of culturally, linguistically, and/or socio-
economically diverse students as students with developmental disabilities: to be
located and submitted by candidates with reflection papers

Assessment:

A. After identifying a student in the field and after gaining permission to view his or her case file
including assessments and individual education plans, candidates will identify research-based
interventions and supports provided to a student and will collect/interpret data and information
specific to those interventions & supports as part of the student’s referral process; candidates will
discuss how this process was integrated into the special education evaluation. Candidates will
then read a case study and will identify research-based interventions and supports provided to
a student, hypothesizing how data resulting from these interventions and supports could be
integrated into the student’s special education evaluation. Standard Addressed: B1
B. After identifying a student in the field, candidates will interview the student’s case manager and will review the student’s case file and will document ways multiple methods of collecting data from students, parents, families, teachers, and other professionals contribute to the evaluation, planning, development, implementation, and evaluation of the student’s individualized education plan and program. A written report will follow the interview and the file review. Standard Addressed: B3

C. Candidates will create a document accurately teaching best practice on how to adapt and modify data collection procedures to accommodate the abilities and needs of students with developmental disabilities and will identify the means to assess, accommodate, and modify environmental conditions that impact academic achievement and functional performance. Standard Addressed: B4, B5

D. When provided with a case study and student-related data, candidates will design an individualized education program plan, considering a range of educational placement options and required levels of support in the least restrictive environment, that integrate student strengths, needs, assessment results, and student and family priorities, incorporating academic and nonacademic goals. Standard Addressed: B8

E. After locating a peer-reviewed article on the topic, candidates will write a 2 page reflection paper which correctly addresses factors that influence the disproportional identification of culturally, linguistically, and/or socio-economically diverse students as students with developmental disabilities. Standard Addressed: B9

Unit Three: Collaboration and Communication

Instruction: Direct instruction on how to cultivate and maintain positive, collaborative relationships with children and youth, families, educators, other professionals, and the community to support development and educational progress. Instruction will include lectures, in-class small group discussions, completion of study guides and graphic organizers, and reflective quick writes. Examination of scheduling, directing tasks and monitoring activities of para-educators in small-groups with large group presentation by instructor.

Reading:
(1) Chapter 1, Wehman and Kregel, Principles of Curriculum Design: interagency planning, what educators need to know about adult services, and the schools’ role in implementing transition planning (21 – 27);
(2) Chapter 10, Wehman and Kregel, Community Participation;
(4) para-educator resource manual: selected readings with contributions by course participants

Assessment:
A. Candidates will locate (from the field and from the literature) 4 – 6 practices & resources which aid in helping a lead teacher direct, structure, support, and monitor the activities of paraprofessionals regarding student instruction and intervention with an emphasis on supporting student independence and achievement; resources must address the educational roles and shared responsibilities of educators, paraprofessionals, and other staff when collaborating for the consistent implementation of: (1) academic instruction, (2) support for student independence, and (3) individualized positive behavior supports across environments. Candidate work will be compiled and dispersed to course members as a supplement to the para-educator resources shared in class by the instructor.

Standards Addressed: D4, D5

B. Candidates will access and evaluate information, research, and emerging practices relevant to the field of developmental disabilities through consumer and professional organizations, peer-reviewed journals, and other publications which promote trans-disciplinary, collaborative practices that respect the individual’s and family’s culture and values relative to the impact that developmental disabilities may have on the individual and family across the lifespan. Candidates will engage in a mini-research project, locating 4 peer reviewed articles on the aforementioned topic(s) and will summarize the contents into a reaction paper, the primary contents of which will (a) address integration of related services personnel and other service providers into the instructional programs and settings, and (b) be shared with peers in small group presentations. Candidates will close their individual presentations with a philosophy statement reflecting how they intend to engage in continuing professional development regarding collaboration with related services, and a reflection on how they intend to continue to increase professional knowledge and skill as a special educator.

Standards Addressed: D3, D8, D9, D10

Unit Four: Instructional design, teaching, and ongoing evaluation

Instruction: Direct instruction on how to use individualized education program plans to design, implement, monitor, and adjust instruction for students with developmental disabilities. Instruction will address curriculum approaches and domains. Instruction will include lectures, in-class small group discussions, completion of study guides and graphic organizers, and reflective quick writes. Focus of lectures will address evidence based practice in instruction. An overview and presentation of the lesson plan format for the TPA will be shared. Guest speaker & topic: participation of students with disabilities in the full range of state assessment/accommodations

Reading:
(1) Chapter 2, Wehman and Kregel, Designing Instructional Programs
(2) Chapter 4, Wehman and Kregel, Accessing the General Curriculum
(3) Chapter 5, Wehman and Kregel, Functional Academics
(4) Brigance Inventory of Essential Skills
(5) survey of grade - level academic standards State of Minnesota: language arts, mathematics

Assessment: Candidates will write a series of lesson plans based upon a case study IEP within an instructional unit. Lesson plans will follow a modified TPA lesson plan format. Lessons (2 per academic skill
area) will reflect sequence in instruction and will address language development, math
development, reading development, and writing development based upon state standards.
One lesson must be community based and must address a functional life skill. Lesson plans will
include but are not limited to:
(a) evidence based instructional methods and interventions;
(b) task analysis
(c) multisensory instruction
(d) use of manipulatives/hands-on activities and prompts
(e) assessment for progress monitoring purposes

Candidates will teach one of these lessons in the field and will write a 2-part reflection: (1) what
does it mean to adjust instruction for breadth, depth, and complexity for students participating
in alternate assessments, and (2) what are the determining factors which influence the decision
for a student to participate in a range of state assessments with accommodations.

Standards Addressed: C1, C2, C8, C9

Unit Five: Overcoming Barriers
Instruction: Candidates will view several video clips from Freedom Resources of educational
settings and barriers for students with multiple disabilities. Lecture: impact of co-existing
conditions and multiple disabilities on learning and behavior & the educational environment.
Discussion in small groups with instructor feedback on appropriate instructional, curricular, and
physical accommodations across environments to meet the physical, cognitive, sensory,
cultural, and expressive and receptive communication needs for students birth to twenty one
with developmental and multiple disabilities.

Assessment:
Quiz: review of multiple disabilities, environmental conditions/overcoming physical barriers.

Environmental Accommodation:
Candidates will complete an environmental analysis of an education setting (home, school, rec.
leisure, etc.) for students with multiple disabilities to examine the impact of co-existing conditions
& multiple disabilities on learning and behavior.
Candidates will select an activity for the setting and will describe the learning and behavioral
needs relevant to students with developmental and multiple disabilities.
Candidates will consider the environment, complete the analysis, and describe appropriate
instructional, curricular, and physical accommodations required to meet the physical, cognitive,
sensory, cultural, and expressive and receptive communication needs for the student with
multiple needs to be independent, included, and productive in this environment.
Assistive technology project: students will research one type of assistive technology and describe its application to students birth to twenty one with multiple disabilities and developmental disabilities.

Standards Addressed:
DD: A7, B6, C4, C5

Graduate students: In addition to the assignments within the course outline, graduate students will conduct a literature review on functional curriculum and best practice approaches to instruction; students will write a 5 – 7 page paper on their findings. Papers will be presented to class with handouts.

Students with disabilities who believe they may need an accommodation in this class are encouraged to contact Greg Toutges, Coordinator of Disability Services at 477-2652 (phone) or 477-2047 (TTY), CMU 222 as soon as possible to ensure that accommodations are implemented in a timely fashion.