SPECIAL EDUCATION 547
PHYSICAL AND HEALTH DISABILITIES

COURSE DESCRIPTION
The 547 course is designed to provide up-to-date information on the needs of students in school who have medical disorders that could negatively affect educational outcomes. This course provides an understanding of how students’ illnesses or disabling conditions affect the multiple aspects of their lives across domains.

TEXT

OVERALL COURSE OBJECTIVE
The student will demonstrate knowledge of the theoretical-research base and service-delivery models and options concerning the education of students with physical and health disabilities. Competencies demonstrated will include assessment tools and methods, adaptations and modifications, clinical assessment of learning modalities, and evaluating and implementing medical data.

MINNESOTA BOARD OF TEACHING STANDARDS FOR TEACHER OF PHYSICAL AND HEALTH DISABILITIES
(Standards address in this course are italicized in bold)

A. Foundational knowledge. A teacher of special education: physical and health disabilities understands the foundations of special education services for students with physical or health disabilities on which to base practice. The teacher must demonstrate knowledge of the:

1. the historical and philosophical foundations, legal bases, and contemporary issues pertaining to the education of children with physical and health disabilities;
2. etiology and characteristics of physical and health-related diagnoses and their functional and developmental implications on academic, communication, cognitive, physical, social, and emotional outcomes;
3. the educational definitions related to identification and eligibility criteria for services pertaining to students with physical or health disabilities, including those from culturally or linguistically diverse backgrounds; and
4. body mechanics to ensure student and staff safety in transferring, lifting, positioning, seating, and mobility.

B. Referral, evaluation, planning, and programming. A teacher of special education: physical and health 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 physical or health disabilities. The teacher must be able to:

1. apply referral and evaluation procedures for determining eligibility;
(2) understand the use, limitations, ethical concerns, administration, and interpretation of formal and informal assessments for students with physical or health disabilities and how to communicate the results to students, families, and other professionals;

(3) assess and identify structural, environmental, attitudinal, and communication factors to ensure accessibility, participation, and engagement for students with physical or health disabilities;

(4) consider a range of educational services and placements and participate as a member of the individualized education program team; and

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

(1) interpret, integrate and apply sensory, motor, perceptual, and medical information to create appropriate individualized educational program plans for students with a physical or health disability;

(2) design, implement, monitor, and adjust strategies, including assistive technologies, to ensure accessibility, participation, and engagement, as well as promote academic achievement and positive behavior, for students with physical or health disabilities; and

(3) design, implement, modify, and adjust curriculum and instruction and adapt environments, applying the principles of fine-, gross-, and sensori-motor development;

(4) design, implement, monitor, and adjust multiple communication methods and social interaction strategies, in collaboration with other providers, that meet the on-going communication needs of students with a range of physical and health disabilities;

(5) design, implement, monitor, and adjust instructional programs that take into consideration individual strengths, interests, skills, health and medical needs, including post-secondary transition planning; and

(6) instruct, coach, and monitor students’ use of self-advocacy skills, including contextual and medical implications, to develop resilience and maintain self-determination.

D. Collaboration and communication. A teacher of special education: physical and health 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:
(1) collaborate with children and youth and their families for transitions among environments, and connect children and youth, families, and professionals to educational and community agencies that provide support and resources across the lifespan;

(2) understand and communicate educational roles and shared responsibilities in the areas of educational, medical, vocational, rehabilitation, and related services, including social and county services, when implementing individualized physical, medical, positive behavior supports, and academic instruction across environments;

(3) identify and address medical, health, and educational issues and strategies needed to integrate care and transition children and youth with physical or health disabilities among home, hospital, rehabilitation, and school settings;

(4) provide and receive consultation and collaborate in a variety of settings regarding development and implementation of the comprehensive evaluation process, individualized education program planning, delivery of instruction and accommodations, and transition with individuals and agencies;

(5) promote collaborative practices that respect the individual’s and family’s culture and values related to the impact that physical and health disabilities may have on the individual and family across the lifespan;

(6) understand the impact of terminal illnesses and assist in providing supports related to bereavement for children and youth, families, and staff;

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

(8) 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.

**Course Outline**

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<tr>
<th>Units</th>
<th>Readings/Assignments</th>
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<tr>
<td><strong>Foundations</strong>—history, philosophical, legal, identification, eligibility</td>
<td><strong>Readings:</strong> Best, Hiller &amp; Bigge, Chapter One, Definitions, Supports, Issues, and Services in Schools and Communities MN State manuals for PI, OHD, and TBI—definitions, criteria, labeling issues, entrance/exit criteria  <strong>Assignments:</strong> Quiz One; Discussion, Online Discussion, history of educating students with physical impairments or health</td>
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<td><strong>Etiology, Characteristics, Physical and Health Diagnosis with Implications on Programming</strong></td>
<td>Best, Hiller &amp; Bigge, Chapter Two, Physical Disabilities, Chapter 3, Health Impairments and Infectious Diseases, Chapter 4, Cerebral Palsy, Chapter 5, Curricular Options for Individuals with Physical or Multiple Disabilities  <strong>Assignments:</strong> Quiz 2; Summary Table (specific disability, etiology/characteristics, edu-</td>
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| Assessment--Referral and Evaluation | MN State manuals for PI, OHD, and TBI  
| Limitations and Adaptations of Assessment Procedures; Sensory, Motor, Perceptual, Medical Issues | Best, S., Heller, K., & Bigge, J. CHAPTER 5, Curriculum and Individualized Educational Planning; CHAPTER 6, Task and Situation Analysis  
| Assignments: Quiz 3, Discrepancy Analysis, Discussion, Practicum Assignment: Evaluation/IEP Development (see practicum syllabus) | B1, B2  
| Program Development | Best, S., Heller, K., & Bigge, J. CHAPTER 5, Curriculum and Individualized Educational Planning; CHAPTER 6, Task and Situation Analysis; Supplementary Outline: Curriculum and Assessment of Personal Cares and Self-Determination; MN State manuals for PI, OHD, and TBI (accommodations/modifications)  
| IEP Development | Assessment: Quiz 4; PHD Case Study; PHD Transition Planning  
| Range of Services | Practicum Assignment: Evaluation/IEP Development (see practicum syllabus)  
| Sensory, Motor, Perceptual, Medical Issues | P/HD Consultation Model | B7, C2, C5  
| Program Delivery—curriculum design, implementation, modification, instructional design, assistive technology | Reading: PART IV Core Curriculum, CHAPTER 13 Reading Instruction and Adaptations; CHAPTER 14 Writing Instruction and Adaptations; CHAPTER 15 Science and Social Studies Instruction and Adaptations; CHAPTER 16 Mathematics Instruction and Adaptations Supplementary: Outline: Curricular Accommodations and Adaptation; MN State manuals for PI, OHD, and TBI—definitions, criteria, labeling issues, entrance/exit criteria  
| Assignments: Quiz 5 – Curricular Issues; Curricular Accommodations Chart - Discussion Posting – Accommodations and Adaptations  
| Assistive Technology (AT) Resource Review | Practicum Assignments: Utilization of materials, equipment and adaptive, augmentative, and assistive technologies. (see practicum syllabus)  
| Technology Plan. (see practicum syllabus) | Lesson Plans (see practicum syllabus) | C4 C5  
| Accessibility/Barriers/Participation/Engagement (structural, environmental, attitudinal_ | Readings:  
4. Part III (Essential Knowledge and Skill Domains for Personal Self-Reliance) and Part IV (Core Curriculum )of Best, Hller & Bigge | B6 |
**Assignment:** Discussion—Barriers—Attitude, structure, environment; PHD Resource Tool  
**Practicum Assignment:** Behavioral/Structural Barriers: Survey a school environment to conduct an assessment of environmental and structural barriers. Summarize your methodology for conducting the assessment as well as your findings of identified environmental and structural barriers.

**Integration of Care and Planning for Transitions**

http://www.childwelfare.gov/outofhome/casework/children/physical_health.cfm  

**Discussion Posting – Early Childhood Special Education and the Psychosocial Impact of Disability Assignment:** In your graduate practicum interview with your cooperating teacher regarding educational issues and strategies regarding integration of care and planning for transitions across services. Under the guidance of your supervising teacher make connections to providers that you can interview as well as connections to parents and family to identify barriers, wishes, strategies.

**GRADING AND ASSIGNMENTS**

**Grading:** Traditional: 90-100=A, 80-89=B, 70-79=C, 60-69=D, <59=F

| Total Points | 400 |

**ASSIGNMENTS**

A. Knowledge – Examination  
(1) Five quizzes  
   a. Due at the end of each unit  
(2) Chapter reflections - Readings are summarized in weekly chapter outlines. Students are expected to reflect on chapter readings and incorporate into all discussion postings.

B. Humanism – Knowledge application and professional collaboration  
(1) P/HD Resource Tool - Using textbook, state manuals, and online resources, students will create a resource tool in the format of a flier or brochure. The resource tool will describe the impact of physical and health disabilities (P/HD) on one of the transition areas from list below. Each student will be assigned to one transition area and collaborate with a partner
(see assigned areas on posted rubric) to create one document. The discussion board will be used to promote collaboration. Included in the resource tool will be the expectations and responsibilities related to the transition area, the impact of having a P/HD on student performance, and a list of available resources. Completed resource tools will be shared with classmates by uploading it on the discussion board.

   a. Post-secondary education and/or training
   b. Employment
   c. Independent living skills

(2) Assistive Technology (AT) Resource Review - Students will review at least 5 online resources related to AT. In a 2-3 page review, students will include a summary of the information provided on each site and describe how the site content relates to students with P/HD. URL addresses will be included for future reference. Completed resource reviews will be shared with classmates through the discussion board.

(3) P/HD Case Study - Using textbook and state manuals, and online resources describing P/HD conditions, students will create and present a case study of a student who best meets the physical or health disability criteria. The case study may describe a student currently attending school, a past student, or family member/friend. Case study criteria will include medical history and background, educational strengths and needs, family structures and supports, and available educational resources. Completed case studies will be presented on the discussion board for peer review and feedback.

(4) eFolio Development - Students who are seeking licensure in Physical/Health Disabilities (P/HD) will be expected to post completed assignments on an electronic portfolio using eFolioMinnesota. Go to http://www.efoliominnesota.com/ for assistance in setting up your personal eFolio. Points awarded for evidence of active eFolio.

C. Reflection – Class participation

(1) Discussion postings - Students will participate in weekly online discussions by responding to a discussion topic and providing a response to at least one other student’s posting. Students will be expected to review outlines and chapter readings for the week to support responses on the discussion board.

(2) Students will collaborate with a classmate on P/HD Resource Tool and Curricular Accommodations Summary assignments. Completed work will be posted to the discussion board to share as professional resources.

(3) Students will post AT Resource Review assignments will be posted to the discussion board for discussion and sharing of resources.

D. Creativity – Class projects

(1) Discrepancy Analysis - Students will complete a one page discrepancy analysis for one personal care activities (eating, grooming, hygiene, dressing, and toileting), using case study and template posted under supplementary materials in Unit Three. Analysis includes domain, environment, sub-environment, activity, and at least 5 steps. Additional information includes assessment of student ability, at least 3 (potential) student errors, assessment of performance discrepancy, and suggested adaptations/alternative performance options. Refer to the outline and textbook for examples and further clarifi-
cation. Considering the complexity of the child’s physical disability presented in the case study, you should be able to make assumptions regarding the child’s performance and level of independence.

(2) Curricular Accommodations Chart - Using textbook, state manuals, and online resources, students will complete a chart for curricular accommodations at three educational levels (preschool, elementary, secondary). A template is posted under supplementary materials in Unit Four. Each student will be assigned to one curricular area and collaborate with a partner (see assigned areas below) to create one document. The discussion board will be used to promote collaboration. Chart will include a description of the many tasks expected in assigned area (holding books, using eye-hand coordination, coloring maps, etc.), identify barriers that students with physical or health disabilities may face in the curricular area, and list at least five reasonable accommodations that could be used for a student with P/HD at each educational level. Completed charts will be shared with classmates through the discussion board.
   a. Reading and writing
   b. Math and science
   c. History and geography

(3) P/HD Transition Planning - Using textbook, state manuals, and online resources, students will create a transition plan for selected case study. Plans will address educational and health care needs for the future, related to each transition area below. Format will include the present level of performance, needs, goals/objectives, activities/coursework, and educational services, and community resources. At least 3 credible references are required.
   a. Post-secondary education and/or training
   b. Employment
   c. Independent living

(4) P/HD Consultation Model - Students will present a short case study of a child with P/HD, compile a resource list, and develop a plan for consultation with teachers and parents. Case study can be based on a personal or professional relationship. Case study posted in supplementary resources for Unit Five can be used if necessary. Resources may include credible web-sites, media recommendations (books, movies, brochures, etc.), support groups, and/or local and national advocacy groups, related to student’s particular disability. The plan for consultation will include a method for effectively collaborating with teachers and parents (timeline or schedule), recommendations (teaching methods, strategies, AT, etc.) and a description of data collection measures regarding student performance and progress (observations, grades, teacher report, assessment, etc.).

ACCOMMODATIONS
Students with disabilities who believe they may need an accommodation in this class are encouraged to contact Greg Toutges, Coordinator of Disability Services at 477-4318 V/TTY, FR 154C as soon as possible to ensure that accommodations are implemented in a timely fashion. See http://web.mnstate.edu/disability/ for additional resources.