

EDSE 3346: Low Incidence Populations
Texas A&M University- San Antonio
Department of Educator and Leadership Preparation

A. MAJOR COURSE DESCRIPTION/REQUIREMENT

This course covers the characteristics of low incidence disability categories as well as the tools and strategies necessary to decrease barriers and improve participation for individuals with high-support needs. Pre/Corequisite: EDSE 3345

B. LEARNING OBJECTIVES

At the successful completion of this course, you will be able to:

- Describe the foundations of low-incidence disabilities and surrounding philosophies
- Identify appropriate environments and inclusive practices for low-incidence populations
- Compare and contrast high-incidence disabilities and low-incidence disabilities
- Create plans and strategies to best support students with low-incidence disabilities in home, school, and community settings
- Assess and measure progress of behavioral and academic skills for students with low-incidence disabilities
- Analyze best practices for transition to adulthood and post-secondary life and long-term community

C. LECTURE OR DISCUSSION TOPICS

- Educating Students with Severe Disabilities: Foundational Concepts and Practices
- Fostering Family–Professional Partnerships
- Assessment and Planning
- Measuring Student Behavior and Learning
- Arranging the Teaching Environment
- Individualized Instructional Strategies
- Creating and Implementing Inclusive Education
- Designing and Implementing Individualized Positive Behavior Support
- Understanding and Meeting the Health Care Needs of Students with Severe Disabilities
- Teaching Self-Care Skills
- Supporting Peer Interactions, Relationships, and Belonging
- Teaching Communication Skills
- Teaching Academic Skills
- Building Skills for Home and Community
- Transitioning from School to Employment and Postsecondary Education

D. REQUIRED TEXT

Westling, Fox, & Carter. 5th Ed. (2014). Teaching Students with Severe Disabilities.

TEExES and TEA Standards (Correlated to the 161 Exam)

- 1.3k current educational terminology and definitions of a variety of disabilities, including professionally accepted classification systems and current incidence and prevalence figures;
- 1.6k variations in beliefs, traditions, and values across cultures and their effects on the relationship among child, family, school, and community;
- 1.9k rights and responsibilities of parents/guardians, students, teachers and other professionals, and schools as they relate to individual learning needs; and
- 1.10k the roles of and relationships among federal, state, and local entities with regard to the regulation and provision of special education and related services, including specialized health care services.
- 3.3k the collaborative roles of individuals with disabilities, parents/guardians, teachers, and other school and community personnel in planning an individualized program;
- 3.5k collaborative and/or consultative roles of special education teachers with administrators, paraprofessionals, related service providers, and other school and community personnel in the integration of individuals with disabilities into general education settings;
- 4.1k differential characteristics of individuals with disabilities, including levels of severity and multiple disabilities across eligibility categories;
- 4.3k cognitive, physical, cultural, social, environmental, psychological, and emotional needs of individuals with and without disabilities;
- 4.4k characteristics of normal, delayed, and disordered communication patterns of individuals with disabilities;
- 4.5k physical development, physical disabilities, sensory disabilities, and health impairments as they relate to the development and behavior of individuals;
- 4.9k various ways to adapt instruction to meet unique learning needs of individuals with disabilities;
- 4.10k effects that one or more disabilities may have on an individual's life;
- 5.4k criteria used to determine eligibility for special education services;
- 5.5k the processes used for screening, pre-referral, intervention, referral, and determining eligibility for special education services;
- 7.8k strategies for preparing individuals to live cooperatively and productively in society, including social skills needed for educational and functional living environments;
- 7.11k how the communication skills of nonspeaking/nonverbal individuals affect their behavior;
- 8.1k the range and variety of assistive technology, devices, services, and resources;
- 8.6k the role of assistive technology, devices, and services in facilitating students' access to the general curriculum and active participation in educational activities and routines.
- 8.3k how to access school and community resources for meeting the assistive technology needs of individual students;