

## **EDSE 5325 Teaching Students with Low Incidence Disabilities**

### **A. MAJOR COURSE DESCRIPTION/REQUIREMENT**

This course includes a study of the methods, materials, and instructional strategies for low incidence populations. Addressed topics include etiology, educational needs, inclusive programs, family partnerships, and life span issues of individuals with cognitive impairments, physical and health impairments, and low incidence disabilities.

### **B. LEARNING OBJECTIVES**

Upon completion of this course, the learner will:

1. Discuss legal and ethical guidelines regarding instruction and programming for students with disabilities.
2. Describe and apply knowledge of professional roles and responsibilities and adhere to legal and ethical requirements of the profession.
3. Discuss rights and responsibilities of students, parents, teachers, and other professionals working with students with low incidence disabilities.
4. Examine collaborative practices with parents, families, and other professionals for increased student achievement and success.
5. Discuss assessment procedures in evaluating student competencies and making instructional decisions.
6. Apply knowledge of procedures for planning instruction and managing teaching and learning environments.
7. Apply learned concepts to real life scenarios analyzing for maximum effectiveness and possible adjustments to increase student achievement of personal and academic goals.
8. Practice reflection and self-evaluation to identify strengths and challenges for improvement in performance and achievement of professional goals.
9. Evaluate related current research in the field of special education and identify recommendations for practice.

### **C. LECTURE OR DISCUSSION TOPICS**

- Historic Perspectives
- Educating Students with Severe Disabilities
- Family-Professional Partnerships
- Assessment and Planning
- Measuring Student Behavior
- Teaching Strategies and Educational Environments
- Designing and Implementing Instruction
- Evidence-based Practices
- Designing and Implementing Individualized Positive Behavior Support
- Meeting Health Care Needs of Students
- Understanding Motor Disabilities
- Teaching Self-Care Skills
- Social Competence, Peer Relationships, and Communication Skills
- Transitioning from School to Adulthood

### **D. REQUIRED OR RECOMMENDED READINGS**

Brown, F., McDonnell, J., & Snell, M. E. (2020). *Instruction of students with severe disabilities* (9<sup>th</sup> ed.). Pearson Inc.

Other materials: Other materials and relevant articles will be posted on Blackboard.