

**Dewar College of Education and Human Services
Valdosta State University
Department of Early Childhood and Special Education**

**SEAC 5500
Characteristics of Students with Low Incidence Disabilities
3 SEMESTER HOURS**

Guiding Principles (DEPOSITS)

(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

InTASC Model Core Teacher Standards*

(To be used for all teacher preparation program courses. Identify those that apply specifically to this course.)

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

*Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

COURSE DESCRIPTION

A study of current and future historical, philosophical, social, legal, medical, and educational perspectives of students with low incidence disabilities. The identification, classification and unique characteristics of these individuals is included in the course content.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS (*subject to change*)

Taylor, R. L., Richards, S.B., & Brady, M.P. (2005). *Mental retardation: Historical perspectives, current practices, and future directions*. Boston: Pearson Education, Inc.

COURSE OBJECTIVES (*Show alignment to InTASC Model Core Teacher Standards for all educator preparation courses*).

1. describe in writing the historical viewpoint of society towards persons with disabilities from prior to the 18th century through the 21st century. (InTASC 1, **DL**_{1.3})
2. list and discuss in writing a time-line for the major philosophical changes that helped pave the way for political changes for persons with low incidence disabilities. (InTASC 1, **DL**_{1.3})
3. discuss in writing the pros and cons of the major components of legal and legislative mandates that effect individuals with low incidence disabilities. (InTASC 2, **EDL**_{1.1})
4. compare and contrast in writing the various names and definitions that have been used to include or exclude individuals with low incidence disabilities.(InTASC 1, **EDL**_{1.1})
5. use multiple assessment methods for classifying individuals with low incidence disabilities based on current legal criteria. (InTASC 6, **AL**_{1.2})
6. compare and contrast in writing the major reasons for using multiple assessment measures when making a diagnosis for individuals with low incidence disabilities. (InTASC 6, **AL**_{1.2})
7. explain in writing the concept of adaptive behavior and use some of the scales that were developed to measure this area. (InTASC 6, **AL**_{1.3})
8. compare and contrast in writing the positive benefits or negative situations that could arise from knowledge regarding genetic and chromosomal factors associated with individuals with low incidence disabilities. (InTASC 2, **EDL**_{1.1}).
9. compare and contrast in writing the positive benefits or negative situations that could arise from knowledge regarding environmental and psychosocial factors associated with individuals with low incidence disabilities. (InTASC 3, **EDL**_{1.1}, **DL**_{1.1}, **DL**_{2.1, 2.2, 2.3}).
10. describe in writing the cognitive and learning characteristics of individuals with low incidence disabilities and identify how those characteristics impact instructional planning. (InTASC 7, **DL**_{1.1, 2.2, 2.3}, **FL**_{1.1})
11. describe in writing the educational, psychological, and behavioral characteristics of individuals with low incidence disabilities and identify how those characteristics impact instructional planning. (InTASC 7, **DL**_{1.1, 2.1, 2.2, 2.3}, **FL**_{1.1})

12. describe in writing the societal, family, and multicultural characteristics of individuals with low incidence disabilities and identify how those characteristics impact instructional planning. (InTASC 7, **DL**_{1.1}, **DL**_{2.1, 2.2, 2.3}, **FL**_{1.1})

13. describe in writing current and future philosophical, social, legal, medical, and educational perspectives that impact the lives of individuals with low incidence disabilities and their families. (InTASC 9, **EDL**_{1.1}, **DL**_{1.1, 1.2, 1.3, 2.2, 2.3})

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Students will:

*1. write a perspectives paper supporting current and future philosophical, social, legal, medical, and educational perspectives that impact the lives of individuals with low incidence disabilities/mental retardation and their families (CO 1, 2, 3, 13).

2. write a case study describing one student in their class with low incidence disabilities (CO 4, 5).

3. enter responses, score, and write a report using the Vineland Adaptive Behavior Scales (VABS) protocol for one student (same as in Assignment 2) in their class with low incidence disabilities (CO 6, 7)

4. enter responses, score, and write a report using the AAMR Classification System protocol for one student (same as in Assignment 2) in their class with mental retardation (CO 6, 8, 9, 10)

5. enter responses, score, and write a report using functional assessment protocol for one student (same as in Assignment 2) in their class with mental retardation (CO 6, 8, 9, 10, 11, 12).

*6. write a “legally correct” IEP PLOP and Annual Goals that reflect the educational, psychological, and behavioral characteristics attained from the data from Assignments 2, 3, 4 and 5 above and reflect societal, family, and multicultural characteristics of individuals and identify how those characteristics impact instructional planning (CO 6, 8, 9, 10, 11).

7. write reflections to other class members assignments (1-6 above) and respond to class members who reflected on their assignments. (CO 1-13)

8. submit responses to two examinations. (CO 1-13)

Examination 1 Midterm over material covered in first half of semester

Examination 2 Final over material covered in second half of semester

*submit graded assignment submitted to student’s LiveText portfolio

ASSIGNMENTS WILL NOT BE ACCEPTED LATE—DO NOT ASK

Course Professor reserves the right to change tentative due dates on course schedule— please check General Course Discussion Board (DB) and individual Learning Modules (LMs) for notice of changes/updates.

NOTE: The course schedule represents a general outline of due dates for Learning Modules, Assignments and Examinations, it is not part of the Course Syllabus and can be found on the front page of the Course and will be updated there—please check DB and individual LMs at least weekly for notice of change and specific times and updates.

COURSE EVALUATION

6 Online Assignments @ 20 each	120 points
6 Reflections Posted online @ 10 each	60 points
2 Exams over content (midterm & final) @ 50	<u>100 points</u>

Grading Scale

A = 280 - 252
B = 251 - 224
C = 223 - 196
D = 195 - 168
F = 167 and below

ATTENDANCE POLICY

Students are required to participate in all course activities—and to check course website at least weekly--[computer or internet failure DO NOT excuse a student from participation in any class activities](#)--students are required to have a back-up in the event of any such problems or failures.

PROFESSIONALISM

Students are expected to abide by the [Code of Ethics](#) developed by the Georgia Professional Standards Commission while engaged in all aspects of their teacher training experiences.

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: access@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification

through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.