

Special Education 5210/6210
Service-Delivery Models for Students with Severe Disabilities
Spring 2003

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Credit Hours: 2

Time: Thursdays, 4:30 p.m.- 7:30 p.m. Location: MBH 311

Text: McDonnell, J., Hardman, M.L., & McDonnell, A. (2003). *Introduction to persons with severe disabilities (2nd edition)*. Boston: Allyn and Bacon, Inc.

Course Objectives

1. Understand the definitions and characteristics associated with persons who are identified as having severe disabilities.
2. Understand the history of educational and community services and the emerging values in service programs.
2. Compare and contrast the range of educational and social programs, services and supports for persons with severe disabilities across the lifespan.
3. Address controversial social and medical issues in the lives of persons with severe disabilities.

Topical Outline and Course Schedule Spring 2003

Session 1 January 16

Introductions
Course Overview, Objectives, and Evaluation Criteria

Understanding and Valuing People with Severe Disabilities
-Definitions, Prevalence, and Causes
-History of Services and Emerging Values

Readings for January 30: Chapters 1, 2, 3, and 4

No class January 23

Session 2 January 30

Supporting People with Severe Disabilities
-Formal and Natural Support Networks

Biomedical Issues
-Bioethics, Prevention, and Treatment

Readings for January 17: Chapters 5 and 6

Session 3 February 6

Multicultural and Diversity Issues
-Culturally Competent Services
-Enhancing Cultural Competence

Assistive Technology
-Importance and Need
-Use of Assistance Technology Devices and Services

Readings for February 13: Chapters 7 and 8

Session 4 February 13

Positive Behavioral Support
-Overview and Features of Positive Behavioral Support
-Models and Strategies for Conducting Functional Assessments

Early Intervention Programs
-Expected Outcomes
-Family-Centered Outcomes

Overview of In-Class Exam

Session 5 February 20

In-Class Exam

Readings for February 27: Chapters 9 and 10

Session 6 February 27

Preschool Programs
-Expected Outcomes
-Structure and Organization

Elementary School Programs
-Structure
-Effective Practices

Readings for March 6: Chapters 11, 12, 13

Session 7 March 6

Secondary Programs

- Structure
- Effective practices

Programs for Adults and Aging Individuals

- Structure of Employment and Residential Programs
- Structure of Services for Aging and Elderly

Overview of Exam #2

Session 8 March 13

In-Class Exam #2

Annotated Bibliographies or Topical Issues Papers Due on Thursday, April 17th.

Course Requirements and Grading

5210 Students

Two In-Class Examinations	50%
Critical Issues Annotated Bibliography	35%
Participation in Class Focus and Probe Activities	15%

6210 Students

Two In-Class Examinations	50%
Critical Issues Position Paper	35%
Participation in Class Focus and Probe Activities	15%

Two In-Class Examinations

Examinations will be open book with access to class notes. Essay, true-false, multiple choice, fill-in-the-blank questions will be based on class discussions and assigned readings. Grading criteria is based on the content, clarity and organization of the responses.

Critical Issues Annotated Research Bibliography for 5210 Students

The critical issues annotated research bibliography is to include a minimum of 10 published references on a student-selected topical area from relevant readings and class

discussion. APA (4th edition) style and referencing is required. Grading criteria is based on the content, clarity and organization of the bibliography. Each student will be required to designate his/her topic by the third class session. This bibliography should be structured to include (a) the purpose of the published article, (b) major research question(s), (c) research findings, and (d) author's implications and conclusions.

Critical Issue Position Paper for 6210 Students

The critical issue position paper is to be approximately 10 pages in length double-spaced. The paper topic is to be based on one of the issue(s) below. APA (5th edition) style and referencing is required. Grading criteria is based on the content, clarity and organization of the paper. Each student will be required to designate his/her topic by the third class session. This paper should be structured to (a) review relevant research on the topic selected by the student, (b) present their position on policy and/or practice in the targeted area, and (c) reference at least eight recently published journal articles, book chapters, or books on the topic (excluding book chapters assigned for the class).

Example Topics:

- Bioethical dilemmas: Withholding medical treatment from infants with severe disabilities
- The continued institutionalization of children, youth, and adults with severe disabilities
- The full and/or partial inclusion of students with severe disabilities in general education classes
- Issues of competence and the rights of adults with severe disabilities to make their own decisions (such as to marry and have children, manage financial affairs, choose where and with whom they live)
- The use of punishment and aversive stimuli to control the behavior of children and adults with severe disabilities

Accommodations

Students with identified disabilities who require accommodations to complete course assignments or activities are encouraged to contact the instructor during the first week of the quarter. Reasonable prior notice is needed to arrange accommodations. Questions regarding whether you may have a disability or requests for reasonable accommodations should be referred to the Center for Disabled Student Services (160 Olpin Union Building, University of Utah).