

Medical and Physical Management of Individuals with Multiple Disabilities
EDPS 57300
 Fall 2011

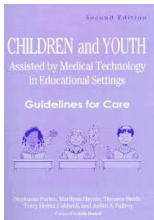
Instructor: Jordan Shurr, M. Ed.
Office: 5159 BRNG
Phone: 494-0090
Office Hours: By appointment
Email: jshurr@purdue.edu
Class days Mondays 4:30-7:20
Classroom BRNG B260

Required Texts:



- Heller, K.W., Forney, P.E., Alberto, P.A., Schwartzman, M.N., & Goeckel, T.M. (2000). *Meeting physical and health needs of children with disabilities: Teaching student participation and management*. Belmont, CA: Wadsworth.

- Journal articles (TBA) available via: <http://www.lib.purdue.edu/>



Recommended Text (not required):

- Porter, S., Haynie, M., Bierle, T., Caldwell, T. H., & Palfrey, J. S. (1997). *Children and youth assisted by medical technology in Educational settings: Guidelines for care*. (2nd Edition). Baltimore, MD: Paul H. Brookes Publishing Co.

Course Description:

This course is designed to provide students with an examination of the medical and physical aspects of multiple disabilities as well as a focus on the educational models of intervention and service delivery for individuals with multiple disabilities. Topics that will be covered include service delivery models, positioning and handling, instructional strategies, assessment, infection control, characteristics, individualized educational programming, and assessment.

Course Objectives:

Following this course, it is anticipated that students will be able to demonstrate knowledge of:

- 1) the roles and responsibilities of the educational team,
- 2) instructional strategies needed to promote independence,
- 3) motor tone and motor patterns,
- 4) proper positioning, lifting, and handling techniques,
- 5) feeding and toileting techniques,
- 6) infection control,
- 7) assessment and monitoring techniques of major health conditions, and

Course Content/Topics:

1. Characteristics of students with multiple disabilities
2. Service delivery methods
3. Instructional strategies
4. Physical adaptations and adaptive equipment
5. Positioning and handling methods
6. Assessment
7. Medications and their impact on children
8. Eating and feeding methods
9. Mobility skills
10. Self-care skills

****If you are taking this class for licensure: You MUST have a TaskStream account (www.taskstream.com) and submit the research paper in order to obtain credit for licensure.**

Assignments:

1. **Midterm and Final Exams:** These exams, in the form of short answer questions based, will be based on class lectures and readings. (100 points each, total= 200 points)
2. **Research Paper:** This typed written paper, no more than 10 pages in length, should focus on a physical or medical aspect of disabilities (to be assigned). This paper should thoroughly describe the disability and its implications on educational planning, programming, and placement. Topics which may be selected include: Traumatic Brain Injury, Spina Bifida, Spinal cord injury, spinal muscular atrophy, curvature of the spine, limb deficiency, juvenile rheumatoid arthritis, osteogenesis imperfecta, arthrogyriposis, visual impairments, AIDS, hemophilia, sickle cell anemia, congenital heart defects, asthma, cystic fibrosis, diabetes, chronic renal failure, hearing impairments. Students should use a minimum of five references from the professional journals and the paper should be written using the American Psychological Association 6th Edition (APA) style. (100 points) **Due: 10/17**
3. **Journal Article Summary/ Discussion:** Students will facilitate a class discussion on a pertinent journal article related to educating children with disabilities that have physical and/or health needs. Discussions will begin with a brief verbal summary of the article followed by two questions to the class regarding the article. Students will be responsible for leading this 10-20 minute discussion. (50 points)
4. **Observation Paper:** Students will be required to complete a two-hour (minimum) observation of a classroom with one or more special education students with physical or medical needs. The 2-3 page observation paper should include: a) student/ classroom description, b) activities observed c) descriptions of staff activities and roles, and d) your reactions to the experience. **Students should be prepared to discuss their experiences in class.** (50 points) **Due: 11/7**

GRADUATE STUDENTS (additional assignment)

5. **Grad Student Presentation:** Graduate students will be responsible for reporting on 1) a single disability not covered in class, 2) a classroom procedure to assist in managing medical and physical management of a disability, 3) how to work with parents, medical staff and personnel in the school to manage medical issues, or 4) another aspect of medical disabilities and their impact on teaching and learning (with instructor approval). This should be a 15-20-minute Powerpoint presentation to the class with a brief write up of the presentation to turn in to the instructor. (100 points) **Due: 12/5**

Evaluation:

	Available points	Your Points
Midterm Exam	100	
Final Exam	100	
Research Paper	100	
Article Discussion	50	
Observation Paper	50	
Total Points	400	
Presentation <i>(grad students only)</i>	100	
Grad Total Points	500	

Undergrad Points	Grad Points	Grade
400	500	A+
372-399	465-499	A
360-371	450-464	A-
348-359	435-449	B+
332-339	415-434	B
320-331	400-414	B-
308-319	385-399	C+
292-307	365-384	C
280-291	350-364	C-
268-279	335-349	D+
252-267	315-334	D
240-251	300-314	D-
below 240	below 300	F

Late Work Policy

All assignments are due no later than the end of the indicated class period (unless arranged with prior approval). All assignments turned in late are **subject to a 10% deduction per day**. Late assignments will **not be accepted after five days** past the due date.

Attendance

Students are expected to attend and participate in each class session. Students missing more than two days (without prior approval) may have their final grade dropped by one letter for every two days missed.

IF YOU HAVE A DISABILITY AND REQUIRE ACCOMMODATIONS

- Students with disabilities must be registered with Adaptive Programs in the Office of the Dean of Students before accommodations can be provided. If you are eligible for academic accommodations because you have a documented disability that will impact your work in this class, please schedule an appointment with me as soon as possible to discuss your needs.
- If you have a documented disability that requires the use of a "script" of lectures and videos, please let your instructor know as soon as possible. A script of all lectures and videos will be made available to you.

ACADEMIC DISHONESTY STATEMENT

****When work is considered suspect, I will check for plagiarism.***

Purdue prohibits "dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty." [Part 5, Section III-B-2-a, University Regulations] Furthermore, the University Senate has stipulated that "the commitment of acts of cheating, lying, and deceit in any of their diverse forms (such as the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest."

[University Senate Document 72-18, December 15, 1972]

EMERGENCY STATEMENT

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances. Here are ways to get information about changes in this course: the course web page, my email address: tabert@purdue.edu, and my office phone: 494-7345.

Course Schedule

Date	Topic	Readings <i>(for date listed)</i>	Assignments Due <i>(on date listed)</i>
8/22	Introduction, course requirements, APA style review <ul style="list-style-type: none"> • Definitions, supports, issues, and services in schools 		
8/29	Conditions resulting in physical disabilities <ul style="list-style-type: none"> • Physical Disabilities • Health Impairments and Infectious Diseases • Cerebral Palsy 	Chapter 1	
9/5	Labor Day: No Class		
9/12	Curricular options <ul style="list-style-type: none"> • Instructional Strategies • Assistive Technology 	Chapter 2 & 3	
9/19	Medications	Chapter 4	
9/26	Positioning & Handling Mobility	Chapter 5, 6, & 7 Article: Rees	
10/3	Mid Term Exam		
10/10	October Break: No Class		
10/17	Infection Control/Health Plans	TBA	Research Paper Due
10/24	Eating and Feeding	Chapter 8 & 9	
10/31	Toilet Training	Chapters 10 & 11	
11/7	Ostomies	Chapters 12 & 13	Observation Paper Due
11/14	Respiratory Procedures and final review	Chapters 14, 15, & 16	
11/21	Thanksgiving Break		
11/28	Paraprofessional Training	Article: French	
12/5	Grad Student Presentation		Grad Students: Presentation Due

Rubrics for Task Stream

573 Observation Paper

<i>Levels:</i>				
<i>Criteria:</i>	Excellent	Acceptable	Unacceptable	Score
Observation time	Observes for two or more hours. Provides documentation time sheet of hours	Observes for two hours. Provides documentation time sheet of hours	Observes for less than two hours. Documentation may or may not be provided.	
Student description	Clearly and thoroughly describes the student and his/her medical and physical needs	Provides a good overall and more generic description of the student and his/her medical and physical needs	Description is poor or missing	
OT/PT objectives	Objectives are provided with accompanying information on how these are being addressed	Objectives are provided with some accompanying information on how these are being addressed	Objectives are incomplete or missing. Little to no information is provided for how they are being addressed.	
Teaming	A clear discussion is provided on how the PT/OT works as part of a team	General teaming information is provided	Little to no information on how teaming occurs is provided	
Better sharing between parents and all professionals	Provides concise recommendations on how better teaming and sharing of information between and amongst professionals and parents can occur.	Provides some recommendations on how better teaming and sharing of information between and amongst professionals and parents can occur.	Unclear or no recommendations are provided.	
Increased student participation	Clear and appropriate recommendations are provided for how student participation can be increased	Some recommendations are provided.	Few to no recommendations are provided	

573 Research Paper

<i>Levels:</i>					
<i>Criteria:</i>	Exceeds expectations	Meets expectations	Below average	Does not meet expectations	Score
References	Use of references indicate substantial research	Use of references indicate some research	Few references or some incorrect references	No references or incorrect references	
Meaningful Development of Ideas	Depth and complexity of thought supported by rich, pertinent details; supporting evidence leads to high-level idea development	Depth of thought supported by elaborated, relevant supportive evidence provides clear vision of the idea; contains details	Unelaborated ideas that are not fully explained or supported; repetitive details	Ideas are unclear and/or not well-developed	
Organization of Paper	Careful and relevant organization of ideas	Logical organization of ideas	Somewhat unfocused and/or unclear	Weak organization of ideas	
Person-first language	Uses person-first language throughout	Two errors in person-first language	Three errors in person-first language	More than three errors in person-first language	
APA Style throughout	No more than three errors in the following: <ul style="list-style-type: none"> •Referencing in body •Reference page •Headers •Pagination 	No more than five errors	More than 5 errors	More than 7 errors.	

Start: _____ End: _____

Article Discussion Rubric

Student: _____

Date: ____ / ____ / ____ Topic: _____

Area	Unacceptable	Acceptable	Excellent
Content	1) Provided an inadequate summary of the article 2) Presented a personal perspective on the topic with minimal clarity 3) Did not initiate class discussion	1) Provided an adequate summary of the article 2) Presented a personal perspective on the topic with moderate clarity 3) Offered one question of statement to initiate a class discussion.	1) Provided a very clear summary of the article and included any additional related information as appropriate 2) Presented a clear personal perspective on the topic. 3) Offered two questions or statements to initiate a class discussion on the topic.
Comments:			
Organization	1) Presentation was less than 5 minutes long 2) Presentation was difficult to follow 3) The presenter exhibited minimal knowledge of the topic and article	1) Presented was within less that 10 minutes long 2) Presentation was somewhat difficult to follow at times 3) The presenter exhibited moderate knowledge of the topic and article	1) Presentation was within the 10-20 minute time frame 2) Presentation was easy to follow 3) The presenter exhibited knowledge of the topic and article
Comments:			
Delivery	1) The presenter had considerable difficulty using eye contact and speaking clearly 2) The presenter displayed minimal energy and interest in the topic.	1) The presenter had some difficulty using eye contact and speaking clearly 2) The presenter displayed moderate energy and interest in the topic	1) The presenter spoke clearly and used eye contact with the class. 2) The presenter displayed energy and an interest in the topic
Comments:			

Standards Addressed in Course:

INTASC Principles Addressed:

Principle #1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Principle #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Principle #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills.

Principle #7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Principle #8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

CEC Knowledge and Skill Base for All Beginning Special Education Teachers of Students in Individualized Independence Curriculum

Special Education Standard #1: Foundations

Common Core

Knowledge:		Artifacts
CC1K1	Models, theories, and philosophies that form the basis for special education practice.	Class participation
CC1K2	Laws, policies, and ethical principles regarding behavior management planning and implementation.	Quizzes Class participation Article Summary
CC1K3	Relationship of special education to the organization and function of educational agencies.	Observation paper Article Summary
CC1K4	Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.	Observation paper
CC1K5	Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.	Observation paper Class participation
CC1K8	Historical points of view and contribution of culturally diverse groups.	Class participation Quizzes
CC1K10	Potential impact of differences in values, languages, and customs that can exist between the home and school.	Class participation Article Summary Observation paper
IC1K1	Definitions and issues related to the identification of individuals with disabilities ¹ .	Quizzes Article Summary

Special Education Standard #2: Development and Characteristics of Learners

Common Core

Knowledge:	Artifacts
------------	-----------

CC2K1	Typical and atypical human growth and development.	Quizzes Research paper
CC2K2	Educational implications of characteristics of various exceptionalities.	Research paper Class participation Observation paper Article Summary Research paper
CC2K3	Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family.	
CC2K5	Similarities and differences of individuals with and without exceptional learning needs.	Observation paper Quizzes
CC2K6	Similarities and differences among individuals with exceptional learning needs.	Class participation Quizzes
CC2K7	Effects of various medications on individuals with exceptional learning needs.	Class participation Quizzes Article Summary
IC2K1	Etiology and diagnosis related to various theoretical approaches	Class participation quizzes
IC2K2	Impact of sensory impairments, physical and health disabilities on individuals, families and society.	Class participation Quizzes Article Summary Research paper
IC2K3	Etiologies and medical aspects of conditions affecting individuals with disabilities ₁ '.	Class participation Quizzes Research paper
IC2K4	Psychological and social-emotional characteristics of individuals with disabilities ₁ '.	Class participation Quizzes Research paper
IC2K5	Types and transmission routes of infectious disease.	Class participation Quizzes

Special Education Standard #3: Individual Learning Differences

Common Core

	Knowledge:	Artifacts
CC3K1	Effects an exceptional condition(s) can have on an individual's life.	Class participation Quizzes Research paper Article Summary
IC3K1	Complications and implications of medical support services.	Class participation Quizzes Research paper Article Summary
IC3K2	Impact of disabilities may have on auditory and information processing skills.	Class participation Quizzes Research paper Article Summary
IC3K3	Impact of multiple disabilities on behavior.	Class participation Quizzes Research paper Article Summary
IC3S1	Relate levels of support to the needs of the individual.	Class participation Quizzes Research paper

Article Summary

Special Education Standard #4: Instructional StrategiesCommon Core

Skill:		Artifacts
CC4S1	Use strategies to facilitate integration into various settings.	Class participation Observation paper Article Summary
CC4S3	Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.	Quizzes Observation paper
CC4S4	Use strategies to facilitate maintenance and generalization of skills across learning environments.	Quizzes Observation paper
CC4S6	Use strategies that promote successful transitions for individuals with exceptional learning needs.	Quizzes Observation paper
IC4K1	Specialized materials for individuals with disabilities ₁ '.	Quizzes Observation paper Article Summary
IC4K2	Prevention and intervention strategies for individuals with disabilities	Quizzes Observation paper Article Summary
IC4K3	Strategies for integrating student initiated learning experiences into ongoing instruction.	Quizzes Observation paper Article Summary
IC4K4	Resources, and techniques used to transition individuals with disabilities into and out of school and post-school environments.	Quizzes Observation paper Article Summary
IC4S1	Use research-supported instructional strategies and practices.	Research paper Quizzes Observation paper Article Summary
IC4S3	Use a variety of nonaversive techniques to control targeted behavior and maintain attention of individuals with disabilities ₁ '.	Quizzes Observation paper Article Summary
IC4S4	Identify and teach basic structures and relationships within and across curricula.	Quizzes Observation paper Article Summary
IC4S6	Use responses and errors to guide instructional decisions and provide feedback to learners.	Quizzes Observation paper

Special Education Standard #5: Learning Environments and Social InteractionsCommon Core

Knowledge:		Artifacts
CC5K1	Demands of learning environments.	Quizzes Observation paper Article Summary
IC5K1	Specialized health care interventions for individuals with physical and health disabilities in educational settings.	Quizzes Observation paper Article Summary
IC5K2	Barriers to accessibility and acceptance of individuals with disabilities ₁ '.	Quizzes Observation paper Article Summary
IC5K3	Adaptation of the physical environment to provide optimal learning opportunities for individuals with disabilities ₁ '.	Quizzes Observation paper Article Summary
IC5K4	Methods for ensuring individual academic success in one-to-one, small-group, and large-group settings.	Quizzes Observation paper Article Summary
IC5K5	Advantages and disadvantages of placement options and programs on the continuum of services for individuals with disabilities ₁ '.	Class participation Quizzes Article Summary Observation paper
IC5S2	Use and maintain assistive technologies.	Quizzes Article Summary Observation paper
IC5S3	Structure the educational environment to provide optimal learning opportunities for individuals with disabilities ₁ '.	Quizzes Observation paper
IC5S6	Design learning environments that are Multisensory and that facilitate active participation self-advocacy, and independence of individuals with disabilities in a variety of group and individual learning activities.	Quizzes Observation paper Article Summary
IC5S7	Use techniques of physical positioning and management of individuals with disabilities to ensure participation in academic and social environments.	Class participation Quizzes Observation paper Article Summary
IC5S8	Demonstrate appropriate body mechanics to ensure student and teacher safety in transfer, lifting, positioning, and seating.	Class participation Quizzes Article Summary Observation paper
IC5S9	Use positioning techniques that decrease inappropriate tone and facilitate appropriate postural reactions to enhance participation.	Class participation Quizzes Observation paper
IC5S10	Use skills in problem solving and conflict resolution.	Observation paper Article Summary
IC5S11	Design and implement sensory stimulation programs.	Observation paper
CC5S2	Identify realistic expectations for personal and social behavior in various settings.	Observation paper
CC5S3	Identify supports needed for integration into various program placements	Observation paper
CC5S6	Use performance data and information from all stakeholders to make or suggest modifications in learning environments.	Observation paper

CC5S12	Design and manage daily routines.	Observation paper
CC5S15	Structure, direct, and support the activities of paraeducators, volunteers, and tutors.	Observation paper
CC5S16	Use universal precautions.	Class participation Quizzes

Special Education Standard #7: Instructional Planning

Common Core

Knowledge:

CC7K4	Technology for planning and managing the teaching and learning environment.	Class participation Quizzes
CC7S5	Use task analysis.	Class participation Discrepancy analysis
IC7S4	Select, design, and use medical materials, and resources required to educate individuals whose disabilities interfere with communications.	Class participation Quizzes Article Summary
IC7S7	Design and implement curriculum strategies for medical self-management procedures.	Class participation Quizzes
IC7S8	Design, implement, and evaluate instructional programs that enhance social participation across environments.	Observation paper

Special Education Standard #9: Professional and Ethical Practice

Common Core

Knowledge:

CC9K2	Importance of the teacher serving as a model for individuals with exceptional learning needs.	Artifacts Observation paper
CC9K4	Methods to remain current regarding research-validated practice.	Research paper Article Summary
CC9S2	Uphold high standards of competence and integrity and exercise sound judgment in the practice of the professional.	Quizzes Class participation Article Summary
CC9S3	Act ethically in advocating for appropriate services.	Article Summary
CC9S5	Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.	Quizzes Class participation Article Summary
CC9S6	Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals.	Quizzes Class participation
CC9S7	Practice within one's skill limit and obtain assistance as needed.	Observation paper Class participation
CC9S8	Use verbal, nonverbal, and written language effectively.	Quizzes Research paper
CC9S10	Access information on exceptionalities.	Research paper Article Summary

Special Education Standard #10: Collaboration

CC10S1	Maintain confidential communication about individuals with exceptional learning needs.	Observation paper
--------	----------------------------------------------------------------------------------------	-------------------

CC10S2

Collaborate with families and others in assessment
of individuals with exceptional learning needs.

Observation paper