EDSP 202 SYLLABUS
(Spring 2008)

Students with Severe & Multiple Disabilities: Characteristics and Educational Interventions

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Office Hours: By appointment

Prerequisites: Graduate Student Standing in the Special Education Program, Undergraduate Special Education Minor, or Instructor Permission

Credits: Three

Course Dates/Time: Tuesday evenings, January 15 - April 29, 2008, 4:00 - 7:00 p.m.

Location: Mann Hall 211 (Trinity Campus)

Required Readings: (a) On Electronic Reserve at Bailey-Howe Library
(b) Online at specified URLs listed throughout the syllabus
(c) Posted on WebCT www.uvm.edu/webct/

Required Text:

NOTE: This syllabus is a tentative plan of study; the instructor maintains the right to modify as needed.
I. Course Overview

EDSP 202 offers conceptual and practical information and skills to facilitate the education of students with severe and/or multiple disabilities in inclusive classrooms. This course follows two parallel and interrelated strands (see Figure 1): (1) student characteristics, and (2) educational interventions designed to provide them with an appropriate education. The first strand, student characteristics, addresses the: (a) physical, (b) intellectual, (c) sensory, (d) health, and (e) behavioral characteristics of students with severe and/or multiple disabilities. The emphasis of this strand is on understanding how these characteristics affect learning and the selection of educational interventions. The second strand, educational interventions, addresses various practical aspects of pursuing for students with severe and/or multiple disabilities an appropriate education by ensuring access to: (a) the least restrictive environment (LRE), (b) appropriately individualized curriculum (i.e., IEP goals, access to the general education curriculum), (c) appropriate instruction, and (d) appropriate supports. The emphasis of this strand is on learning practical skills that can be utilized in the classroom such as collaborative teamwork, curriculum planning tools, related services decision-making processes, instructional planning approaches, effective utilization of paraprofessionals, and assistive technology through class activities and assignments. Overall, the course focuses on supporting people with severe and/or multiple disabilities by promoting opportunities, participation, learning, and support that result in valued life outcomes.

Figure 1. Graphic organizer of EDSP 202

![Graphic Organizer of EDSP 202](image-url)
II. Course Objectives

Following successful completion of EDSP 202, in reference to students with severe and/or multiple disabilities (S/MD), students will:

1. Demonstrate knowledge about the: (a) physical, (b) intellectual, (c) sensory, (d) health, and (e) behavioral characteristics of students with S/MD and corresponding terminology.
2. Demonstrate familiarity with specific examples of S/MD and related resources.
3. Demonstrate knowledge of the impact of disability-related characteristics on educational access and programming (e.g., adaptations, physical management) for students with S/MD.
4. Articulate a conceptualization of how students with S/MD can be meaningfully included in the least restrictive environment, including chronologically age-appropriate, general education classes.
5. Demonstrate knowledge and skills to determine appropriately individualized curriculum content (e.g., IEP goals, access to general education curriculum) for students with S/MD using family-centered and team approaches (i.e., COACH).
6. Demonstrate knowledge and skills to plan instruction for students with S/MD in general education classes (e.g., curriculum overlapping, multi-level instruction).
7. Demonstrate knowledge of the roles of related services providers (e.g., physical therapists, occupational therapists, speech-language pathologists) to work effectively with them as team members and be knowledgeable consumers of related services for students with S/MD.
8. Demonstrate knowledge of a team model for making related services decisions that are educationally relevant and necessary for students with S/MD.
9. Demonstrate knowledge of current approaches to effectively utilizing paraprofessionals as a support to students with S/MD.
10. Demonstrate knowledge of a variety of alternatives to overreliance on paraprofessionals for students with S/MD.
11. Demonstrate knowledge of a variety of assistive technology devices and their application for students with S/MD.

III. Relationship of the Course to Professional Standards

The content, readings, and activities of this course are conceptually aligned with the mission of UVM’s College of Education and Social Services and its Professional Commitments & Dispositions. The course also is aligned with the Five Standards for Vermont Educators adopted by the Vermont Standards Board for Professional Educators (2003). EDSP 202 explicitly addresses a subset of 33 knowledge and skill-based competencies that are central to UVM’s Special Education Teacher Preparation Program and are based on the core curriculum specified by the Council for Exceptional Children (2003) in the document, “What Every Special Educator Must Know: Ethics, Standards, and Guidelines for Special Educators (5th ed.)”. The course adheres to the a set of Individual and Family Support Principles that were developed at the University of Oklahoma Health Sciences Center and guided by the six major principles underlying the IDEIA of 2004 (Individuals with Disabilities Education Improvement Act). Additional information on each of these professional standards and principles is located in Appendix A.
IV. Course Expectations & Policies

Respect & Dignity of All Persons
People with disabilities (especially those with severe and multiple disabilities) have historically been subjected to segregation and discrimination in virtually all aspects of community life (e.g., education, housing, work, recreation). Like many other minority groups of people, many stereotypes and unwarranted assumptions exist about individuals with disabilities that are reflected in terminology and other language that often serves to perpetuate unhelpful stereotypes and limit opportunities for these individuals. Our use of language is a powerful mitigating factor in coloring our experiences and perceptions. Therefore, students expected to be especially mindful that all class interactions and homework assignments are expected to reflect respectful and dignified language when referring to people with disabilities. In part, this means using "people first" language (see listed web sites) and avoiding antiquated terminology.
www.disabilityisnatural.com/peoplefirstlanguage.htm
www.wvddc.org/people_first.html

Confidentiality
Many members of the class are practicing professionals or otherwise are personally acquainted with people who have disabilities, their families, and service providers. In class discussions, homework, or other class communication, students may share personal experiences. In doing so, it is vital that all such communications respect the confidentiality of those individuals with disabilities, their families, and service providers. Class members should not use the names of individuals or other identifying information. If such identifying information is inadvertently disclosed, you are obliged to keep that information confidential.

Academic Integrity
In accordance with university policy, students are expected to adhere to UVM's Code of Academic Integrity. Refer to following web site for detailed information:
www.uvm.edu/~uvmppg/ppg/student/acadintegrity.pdf

Supports and Accommodations for UVM Students with Disabilities
If you are a person with a disability and require accommodations in order to access class information and/or activities, it is your responsibility to notify the instructor in writing of your accommodation or support needs prior to the second class so that appropriate actions can be taken. You may also wish to consider exploring supports through UVM ACCESS Office (656-7753) and online at: www.uvm.edu/~access/

The ACCESS Office also coordinates with the UVM Libraries to offer Services for Users with Special Needs. This information is online at:
library.uvm.edu/services/specialneeds/index.html

Homework Assignments
Spelling, grammar, and professional presentation matter! All assignments must be computer generated (please, no handwritten submissions). Unless otherwise noted in the directions for a specific assignment, all written work should be double-spaced in an easily-readable, 12-point font (e.g., Times, Palatino, Helvetica). Certain assignments will require file sharing with the instructor or classmates. To facilitate this sharing you
are encouraged to use widely available software, preferably MSWord. If that software is unavailable to you, be prepared to save and share your documents in other formats (e.g., rtf, pdf) so they may be accessed across platforms (i.e., Mac & PC) and are accessible (e.g., to screen readers).

All class assignments are to be received by the instructor no later than the beginning of class on the date an assignment is due. Late work will be accepted for up to two-days following an assignment’s due date; points will be deducted equivalent to one-half of a letter grade for each day an assignment is late. No credit will be awarded for assignments that are more than two days late.

If an assignment requires electronic submission, I will reply via email that I have received it. I encourage you retain any such emails until the end of the semester. If you do not receive a response from me, it means I did not receive your email. It is your responsibility to make sure that your assignment arrives (it’s not enough that it was sent -- at times things go wrong in cyberspace). So please retain electronic copies of all of your submitted work for the semester until you receive your final grade.

Small files (under 5 MB) can be attached to emails and sent to me at: Michael.Giangreco@uvm.edu

Larger files (over 5 MB) can be sent using the UVM File Transfer Form at: www.uvm.edu/filetransfer/

Citation Standard
Within the field of special education, the dominant reference citation style is the APA format based on the Publication Manual of the American Psychological Association (5th edition) (2001). All citations should be presented in this format.

Grading
Assignments have been numerically weighted; a total score of 350 points is possible.

\[
\begin{array}{ccc}
A-, A, A+ &=& 315-350 \\
B-, B, B+ &=& 280-314 \\
C-, C, C+ &=& 245-279 \\
D-, D, D+ &=& 210-244 \text{ (pertains to undergrads only)} \\
F &=& \text{anything below 245 for graduate students} \\
F &=& \text{anything below 210 for undergraduates}
\end{array}
\]

Attendance & Participation
Students are expected to have completed assigned readings and be prepared to contribute to class discussions. Class attendance and participation is expected. Arriving late or leaving early is considered an absence. If you are absent on the day an assignment is due, you are still expected to submit the assignment on time (e.g., via email or file transfer). Points will be deducted from the final grade due to absences. Students will not be penalized for religious holidays (see policy below). Absences will be treated as follows:

\[
\begin{array}{cc}
1 \text{ Absence} &=& \text{No Point Loss} \\
2 \text{ Absences} &=& 25 \text{ Point Deduction} \\
3 \text{ Absences} &=& 50 \text{ Point Deduction} \\
4 \text{ Absences} &=& 75 \text{ Point Deduction} \\
\text{More than 4 Absences} &=& \text{See the Instructor ASAP!!!!}
\end{array}
\]

UVM Policy on Religious Holidays: Students have the right to practice the religion of their choice. Each semester students should submit in writing to their instructors by the
end of the second full week of classes their documented religious holiday schedule for
the semester. Faculty must permit students who miss work for the purpose of religious
observance to make up this work.

Technology & Internet Use
Email: Students are encouraged to check their UVM e-mail at least weekly for
communications about this course. You can forward your UVM e-mail to whatever
system you use at work/home by going to www.uvm.edu/cit/email/ and click on
“Forward your Email” under the To-Do List on the bottom right.

Electronic Reserve: As noted throughout the syllabus, many of the required readings are
available through the UVM Libraries Electronic Reserve system. In order to use this
system, you need:
1. Your UVM netid and UVM password
2. Adobe Acrobat Reader (version 7.0 or higher) on your computer. It can be
downloaded for free at either: www.adobe.com or www.uvm.edu/software/

Directions for Accessing Reading on Electronic Reserve:
1. Go to the following web site: library.uvm.edu/
2. In the top bar (green), click on the link labeled "Course Reserves"
3. Under the "Instructor" pull down menu, select "Giangreco"; then click on the
"Search" button; a list of the readings will appear.
4. Locate the article you wish to read and/or download and click on the linked title
of the document. This will bring you to a page with the citation information for
that specific document. NOTE: The Library uses an alphabetical system of posting the
articles, so the readings are not in the same order as they appear in the syllabus.
5. You will see a heading "Internet" followed by a URL such as:
   Click on this link and it will download the article to your
6. You can save the document to your computer using the "Save As" option in Adobe
Acrobat so that it can be printed.

WebCT: The course will use WebCT for a variety of functions (e.g., syllabus, calendar,
assignment information, grades, posting supplemental materials, posting student work,
news, discussions). In order to logon to WebCT go to www.uvm.edu/webct/ You will
logon using your UVM Net ID in the space labeled "WebCT ID" and your UVM
password in the space labeled "Password", then click on "Log In to MyWebCT". Once
logged in, click on "edsp202 - Students with Severe & Multiple Disabilities..." From
there you can explore and we will review some basic navigation in class. If you need
technical support, contact the Center for Teaching & Learning at 656-4460 or by email
at: ctldoc@uvm.edu

V. Assignments, Due Dates, and Point Totals

1. Disability Characteristics Quizzes
   This set of three quizzes will allow you provide evidence of your knowledge
   regarding the five major disability characteristics areas addressed in the course. All
   quizzes are available online on the EDSP 202 WebCT site. Each quiz is based on
   corresponding readings listed below (full citations found later in syllabus). All
quizzes will be available for a three to four week period preceding the due date and will become unavailable as of 4:00 p.m. on the due date.

Physical & Intellectual Disabilities  **Due Date: February 19**  
**Readings:**  
Kennedy (2004)  
Schalock, R.L. et al. (2007)  
Palisano & Lally (2007); Palisano et al. (1997); & Illustrations  
Wehmeyer, Sands, et al. (2002)

Sensory Disabilities  **Due Date: March 25**  
**Readings:**  
Heller et al. (1996) Hearing…  
Heller et al. (1996) Vision…

Health & Behavioral Disabilities  **Due Date: April 22**  
**Readings:**  
Janney & Snell (2000)  
Rues et al. (2006)

2. **Disability Web Explorations**  
This assignment is designed to provide you with opportunities to explore the web and report basic information on three low incidence disabilities. You will complete three of the “Disability Web Exploration Summary” forms for: (1) a disability that will be randomly selected the first night of class, (2) a different disability of your choosing from an instructor-provided list, and (3) another disability of your choosing from the same list. Detailed information on this assignment and a worksheet format are provided on the WebCT site. Early bird submissions will be accepted on Feb. 26, prior to Town Meeting Day/Spring Break.  
**Due Date: March 18**  
90 points

3. **Multi-Level (ML) and Curriculum Overlapping (CO) Activity Planning**  
This assignment is designed to allow you to demonstrate your ability to plan inclusive educational activities that account for the unique needs of students with severe or multiple disabilities by developing classroom activities that can be used when a target student’s learning outcomes differ significantly from those of his or her classmates. You will be provided with three case examples, one each at the elementary, middle and high school levels. Depending on your interest, you will select one of the age-level case examples and develop two activities, integrating a variety of class components. The activities should be presented in a practical format useful to other teachers. With instructor permission, you may use a real case if you have such access available to you. This option will require some additional components that would typically be provided by the instructor (e.g., description of the student, list of priority learning outcomes, portions of the general education curriculum being accessed). On the day the assignment is due you should be prepared to share some of your work with your classmates. A detailed ML/CO Checklist is provided on the WebCT site.  
**Due Date: April 8**  
100 points
4. **Application of Educational Interventions**

This assignment is designed to summarize some of your main learning outcomes from class regarding the four *educational interventions* categories from Figure 1 (i.e., LRE/Inclusive Education, Curriculum, Instruction, Supports) and Assistive Technology. For each of these five categories you will be asked to list key ideas, strategies, or insights you gained from the class (at least three per category). Additionally, for each of the five categories you will be asked to generate a list of practical actions (at least three per category) you can take as a teacher to apply what you have learned to improve educational opportunities and quality for students with disabilities with whom you work or plan to work. *This should not list what you already do, but rather future steps you could take to apply what you have learned from class.* On the day the assignment is due you should be prepared to share some of your work with your classmates. A suggested format is provided on the WebCT site.

**Due Date: April 29**

100 points

**VII. Outline of Class Sessions (Content Focus, Readings & Assignments)**

*NOTE:* Each reading is coded indicating where it is found using the following key: (ER) = Electronic Reserve (OL) = Online (URL provided) (RT) = Required Text (WebCT) = EDSP 202 WebCT Site

**January 15, 2008 (Class #1)**

Content Focus:
- **Characteristics:** Introductory Activities
- **Educational Intervention:** Quality Educational Components & Resources

Required Readings due for this class: None

**January 22, 2008 (Class #2)**

Content Focus:
- **Characteristics:** Severe Disabilities
- **Educational Intervention:** Foundational Concepts & Practices
- **Other:** Social Construction of Humanness & Least Dangerous Assumption

Readings due for this class:


January 29, 2008 (Class #3)

Content Focus:
- Characteristics: Physical Disability:
  Guest: Debbie O'Rourke, Ph.D., PT
- Handling & Positioning Practice
  Preparation for class: Bring a doll if you have one (like Raggedy Anne)
- Educational Intervention: Access to the LRE/Assistive Technology

Readings due for this class:


February 5, 2008 (Class #4)

Content Focus:
- Characteristics: Physical Disability:
  Guest: Ruth Dennis, Ed.D., OTR, Ph.D.
- Five Most Important Things About Feeding & Activities
- Educational Intervention: Access to LRE/Inclusive Education/COACH Prep

Readings due for this class:

COACH (pp. 1-37) (RT)
February 12, 2008 (Class #5)

Content Focus:
• Characteristics: Intellectual Disability
• Educational Intervention: Access to Appropriate Curriculum (COACH Prep)

Readings due for this class:
COACH (pp. 40-115 & 203-207) (RT)


February 19, 2008 (Class #6)

Content Focus:
• Characteristics: Various Disabilities
• Educational Intervention: Access to Appropriate Curriculum
  Guests: Parents
  • COACH Practice (Step 1: Family Interview)

Readings due for this class:
COACH (pp. 118-165) (RT)

*Assignment due: Online Quiz #1 Due: Intellectual and Physical Disabilities

February 26, 2008 (Class #7)

Content Focus:
• Characteristics: Various Disabilities
• Educational Intervention: Access to Appropriate Curriculum
  (a) Guest: Parents
  • COACH Practice (Steps 2 & 3: ALO & G5)

Readings due for this class:

COACH (pp. 118-165). (RT)

Assignment due: Disability Web Exploration (3) (early bird submissions)

March 4, 2008
(No Class -- Town Meeting Day)
March 11, 2008
(No Class UVM Spring Break)

March 18, 2008 (Class #8)

Content Focus:
- **Characteristics:** Vision & Hearing Impairments
- **Educational Intervention:** Access to Appropriate Curriculum & Instruction

Readings due for this class:
- COACH (pp. 167-191). (RT)
- [www.uvm.edu/~mgiangre/ProblemsolvingmethodsCreativity.pdf](http://www.uvm.edu/~mgiangre/ProblemsolvingmethodsCreativity.pdf)

*Assignment due for this class: Disability Web Explorations (3)*

March 25, 2008 (Class #9)

Content Focus:
- **Characteristics:** Vision & Hearing Impairments
  - Guest: Susan W. Edelman, Ed.D., PT
  - Five Most Important Things about CVI (Cortical Visual Impairment)
- **Educational Intervention:** Access to Appropriate Instruction

Readings due for this class:
- [www.tr.wou.edu/tr/dbp/pdf/may06.pdf](http://www.tr.wou.edu/tr/dbp/pdf/may06.pdf)

*Assignment due: Online Quiz #2 Due: Sensory Disabilities*

April 1, 2008 (Class #10)

Content Focus:
- **Characteristics:** Health & Behavioral Impairments
• **Educational Intervention:** Access to Appropriate Instruction (Curriculum Overlapping)

Readings due for this class:


April 8, 2008 (Class #11)

Content Focus:
• **Characteristics:** Health & Behavioral Impairments
• **Educational Intervention:** Access to Appropriate Supports (Related Services)

Readings due for this class:
www.uvm.edu/~cdci/iepservices/pdfs/decision.pdf

www.uvm.edu/~mgiangre/Rolesofrelatedservicespersonnel.pdf


*Assignment due: Multi-Level and Curriculum Overlapping Activity Planning*

April 15, 2008 (Class #12)

Content Focus:
• **Characteristics:** Various Impairments
• **Educational Intervention:** Access to Appropriate Supports (Paraprofessionals)
• Wheelchair safety and assisting those who use them

Readings due for this class:
www.uvm.edu/~cdci/parasupport/reviews/EC0571(4)415-430.pdf
www.uvm.edu/~mgiangre/paraprofessional.html (click on the corresponding citation, 8th one down the list)


April 22, 2008 (Class #13)

Content Focus:
• Characteristics: Various Impairments
• Educational Intervention: Access to Appropriate Supports (Paraprofessionals)

Readings due for this class:
www.uvm.edu/%7Ecdci/evolve/JSEL0417%282%2982-90.pdf

*Assignment due: Online Quiz #3 Due: Health and Behavioral Disabilities

April 29, 2008 (Class #14)

Content Focus:
• Educational Intervention: Access to Appropriate LRE/Inclusion, Curriculum, Supports, and Assistive Technology

Readings: None

*Assignment due: Application of Educational Interventions (be prepared to share in class)
APPENDIX A

This course addresses the UVM College of Education and Social Services' Professional Commitments & Dispositions. That is, creating learning environments wherein all learners are included, respected and valued and experience belonging, mastery, independence (self-determination) and generosity. This course focuses on the College of Education outcomes numbers 1 through 3, 6, and 8 listed below.

Online at:  
www.uvm.edu/~cess/ncate/standards/conceptualframework/cfprofessionalanddevelopment.pdf

1. Knows content/ subject matter, understands connectedness with other disciplines, and translates curriculum into material and instructional strategies appropriate for the subject matter and learners. (Critical Thinking) [VT Learning]

2. Understands all learners as individuals, in the context of families and social groups, and creates safe and supportive environments that promote acceptance and belonging. (Problem Solver) [VT Advocacy]

3. Understands learning and ways of evaluating and enhancing it, including through the application of technology (Instructional Leadership) [VT Accountability]

4. Knows social, cultural, historical, legal and philosophical context of schools and practices culturally responsive pedagogy appropriate for subject matter and learners. (Reflective Practitioner) [VT Professional Knowledge]

5. Can create inclusive learning environments which meet diverse learning needs, incorporate and reflect all learners' experiences, and facilitate student's learning, including about their own biases and understands. (Reflective Practitioner/ Change Agent) [VT Advocacy]

6. Demonstrates effective collaboration and interpersonal skills in problem solving with students, families, colleagues and related professionals (Inter-Professional Practitioner) [VT Collegueship]

7. Examines own assumptions, beliefs and values in taking a professional stance. (Reflective Practitioner) [VT Professional Knowledge]

8. Demonstrates the belief that all students can learn and take responsibility for their own learning. (Student Advocate) [VT Advocacy, Professional Knowledge]
College of Education and Social Services Conceptual Framework

Online at:
www.uvm.edu/~cess/ncate/standards/conceptualframework/cfvissionmissionbeliefs.pdf

Aim
To prepare educators who foster belonging, personal excellence, respect and social responsibility to empower all individuals, schools and communities.

Theme
Construct learning communities that enable all learners’ to lead informed and contributing lives in a diverse and changing world.

Mission
Provides leadership in understanding and addressing the educational and human service needs of the state and nation; doing so by preparing teachers and other school professionals who are leaders and agents of change; conducting high quality engaged scholarship; and providing exemplary inter-professional service in partnership with schools and communities.

Philosophy
- All students can learn and have value in their communities (inclusion)
- Knowledge is socially constructed by teachers, students, parents and communities (constructivism)
- Learning communities demonstrate respect for, honor, knowledge and affirmation of diverse cultures (multiculturalism)
- Education facilitates development of human potential (developmentally appropriate practice)
- Teachers and other school professionals work collaboratively to problem-solve with stakeholders (interprofessional practice)
- Education should advance social justice and democracy (equity)

Five Standards for Vermont Educators
1. Learning
2. Professional Knowledge
3. Colleagueship
4. Advocacy
5. Accountability

Refer to the full description online at:
www.state.vt.us/educ/new/pdfdoc/pgm_prostandards/vsbpe/five_standards_03.pdf
CEC Competencies

As a result of successful completion of the course, you will meet the following knowledge and skill-based competencies that are central to UVM’s special education program and are aligned with the core curriculum specified by the Council for Exceptional Children.

www.cec.sped.org/ScriptContent/orders/ProductDetail.cfm?pc=R5644

Special Education Standard #1: Foundations
GC1K6 - Laws and policies related to provision of specialized health care in educational settings.

Special Education Standard #2 Development and Characteristics of Learners
CC2K1 - Typical and atypical human growth and development
CC2K2 - Educational implications of characteristics of various exceptionalities.
CC2K5 - Similarities and differences of individuals with and without exceptional learning needs
CC2K6 - Similarities and differences among individuals with exceptional learning needs.
CC2K7 - Effects of various medications on individuals with exceptional learning needs.
GC2K1 - Etiology and diagnosis related to various theoretical approaches.
GC2K2 - Impact of sensory impairments, physical and health disabilities on individuals, families and society.
GC2K3 - Etiologies and medical aspects of conditions affecting individuals with disabilities.
GC2K5 - Common etiologies and the impact of sensory disabilities on learning and experience.
GC2K6 - Types and transmission routes of infectious disease.

Special Education Standard #3: Individual Learning Differences
GC3K1 - Impact of disabilities on auditory and information processing skills.
IC3K1 - Complications and implications of medical support services.
IC3K2 - Impact of disabilities my have on auditory and information processing skills.
IC3K3 - Impact of multiple disabilities on behavior.

Special Education Standard #5: Learning Environments and Social Interactions
GC5K2 - Adaptation of the physical environment to provide optimal learning opportunities for individuals with disabilities.
GC5S2 - Use and maintain assistive technologies.
IC5S7 - Use techniques of physical positioning and management of individuals with disabilities to ensure participation in academic and social environments.
IC5S8 - Demonstrate appropriate body mechanics to ensure student and teacher safety in transfer, lifting, positioning, and seating.
IC5S9 - Use positioning techniques that decrease inappropriate tone and facilitate appropriate postural reactions to enhance participation.
IC5S11 – Design and implement sensory stimulation programs.

Special Education Standard #6: Language
CC6K1 – Effects of cultural and linguistic differences on growth and development.
CC6K4 – Augmentative and assistive communication strategies.
GC6K2 – Communication and social interaction alternatives for individuals who are nonspeaking.
CC6S1 – Use strategies to support and enhance communication skills of individuals with exceptional learning needs.

Special Education Standard #7: Instructional Planning
CC7S9 – Incorporate and implement instructional and assistive technology into the educational program.
GC7S6 – Design and implement instructional programs that address independent living and career education for individuals.
IC7S3 – Select and plan for integration of related services into the instructional program.
IC7S4 – Select, design, and use medical materials, and resources required to educate individuals whose disabilities interfere with communications.

Special Education Standard #9: Professional and Ethical Practice
CC9S5 – Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.
CC9S6 – Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals.
CC9S10 – Access information on exceptionalities.

Special Education Standard #10: Collaboration
GC10K3 – Roles of professional groups and referral agencies in identifying, assessing, and providing services to individuals with disabilities.
Individual and Family Support Principles:
A Multicultural Framework for Developing Services and Educational Programs

The principles are based on the “Oklahoma Individual and Family Support Principles “developed by the Center for Learning and Leadership, Oklahoma Family Support Partnership, University of Oklahoma, Health Sciences Center.

When we engage with families we will:

1. **Honor Their Expertise** and right to make choices that they know to be in their own best interest

2. **Respect And Accept Their Values** that are based upon personal preferences, cultural beliefs and life-ways

3. **Support Individual And Family Relationships** that are safe, stable and long lasting

4. **Focus On The Entire Family** as defined by the family

5. **Promote Flexible Service And Funding** supporting individual and family control over who, what, when, where and how supports are provided

6. **Affirm Lifespan Planning And Self-Determination** that encourages decision-making and planning for independence beginning within the family when children are young, following the individual throughout life and including aging issues

7. **Assure Partnerships Which Actively Include Individuals And Families** in planning, development, implementation and evaluation of polices, practices and personal programs

8. **Practice Open Communication** promoting a clear understanding of all aspects of systems policy, procedure and other information regarding them

9. **Recognize The Importance Of The Community**, where individuals and families belong and realize their full potential.
Six Major Legal Principles Of IDEA That Underlie
Special Education And Support Inclusion

1. **Zero Reject.** Schools must educate all students with disabilities.

2. **Nondiscriminatory Identification and Evaluation.** Schools must use nonbiased, multi-factored methods of evaluation to determine whether a child has a disability and, if so, whether special education is needed.

3. **Free Appropriate Public Education (FAPE).** All children with disabilities, regardless of the type or severity of their disability, shall receive a free appropriate public education. The education must be provided at public expense – that is, without cost to the child’s parents.

4. **Least Restrictive Environment.** IDEA mandates that students with disabilities be educated with children without disabilities to the maximum extent appropriate and that students with disabilities be removed to separate classes or schools only when the nature or severity of their disabilities is such that they cannot receive an appropriate education in the general education classroom with supplementary aides and service.

5. **Due Process Safeguards.** Schools must provide due process safeguards to protect the rights of children with disabilities and their parents.

6. **Parent and Student Participation and Shared Decision Making.** Schools must collaborate with parents and students with disabilities in the design and implementation of special education services.