COURSE SYLLABUS

COURSE: EDSP 202: Students with Significant Disabilities: Characteristics and Educational Interventions: ISE

LOCATION: Castleton State College (in coordination with Camp Gizmo)

DATES & TIMES:
- Thursday, June 15 10-6
- Friday, June 16 9-4
- Saturday, June 17 9-4
- Monday, June 19 9-4 & 7-8
- Tuesday, June 20 9-4 & 7-8
- Wednesday, June 21 9-4
- Wednesday, June 28 9-4

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COURSE SUMMARY:

This course provides a hands-on experience with students with severe and multiple disabilities and an introduction to best practices in intensive special education. Historical and current perspectives will be explored along with conceptual frameworks for educating children with severe disabilities. Students will conduct research, record reviews, interviews and observations, and document information about a student and implications for the educational program as members of a transdisciplinary team around an individual child. Instruction and guided experiences will be provided at Camp Gizmo, a hands-on camp where parents, caregivers, educational team members and students learn how assistive technology and adaptations can
help children with significant and multiple disabilities including deaf-blindness. Students will work collaboratively using the Specialized Instruction Model, Communication Guidelines, and other state of the art tools for providing exemplary services for children with severe and multiple disabilities.

REQUIRED TEXTS:

COURSE REQUIREMENTS:

1. Participation: Attendance and participation in all class sessions and in all assigned Camp Gizmo sessions is required.

2. Readings and Study Questions: Specific readings and study questions will be assigned. All study questions are due on the last day of class.

3. Research Paper: Each student will be required to research a disability and write a 2-page paper on characteristics and implications for education. The assigned disability will be correlated with the Camp Gizmo child to whom you will be assigned.

4. Record Reviews: At the first class, each student will receive a packet of information about their assigned child at Camp Gizmo along with information about the school's policies and protocols relevant to that child. You will conduct a record review, and document information about the child and the school using the Communication Guidelines as a framework. This documentation will be presented to the child's Bright Ideas Team at Camp Gizmo.
AT CAMP GIZMO

5. Bright Ideas Teams: Attend and document outcomes of all Bright Ideas clinics for your assigned child.

6. Food For Thought Workshops: Attend 3-4 Workshops and write a one-page paper describing potential applications for your professional practice at your school.

7. Kids Camp: Observe the assigned child in one recreational Kids Camp activity and conduct one Relationship Building activity with the child.

8. All Camp: Observe the child at least one meal, one all camp activity and during one transition.

9. IEP: Write the “What Do We Know About the Student” portion of the IEP using the Valued Life Outcomes and Communication Guidelines as a framework. Ascertain what additional information is needed to develop the student’s educational program and identify where/how to get it (e.g., additional assessments).

10. Reflection journal: Document each activity you complete at Camp Gizmo and record your observations, reflections, questions and ideas for each.

All outputs are due on the last day of class.

OUTLINE OF CLASS SESSIONS

June 15

Conceptual Framework - Historical and Current Perspectives

• Service delivery models: Segregated - inclusive, pros and cons; Developmental, prerequisite model, ISE Best Practices; Strengths based, holistic approach vs deficits approach
• Circle of Courage
• Valued Life Outcomes as the basis of ISE
• Core Concepts from Supportive Classrooms
• Advocating for students in ISE
• Participation ethics

Introduction to Students with Severe Disabilities
• Who are these students and what makes them ISE? Justification for ISE
• Medical information: What educators need to know in order to design an educational program for a child.
• Guidelines for researching a disability and determining its impact on a child’s needs for educational programming. Linking characteristics of disabilities (e.g., sensory, motor, seizures, movement, medications) to impacts on educational methods, contexts, social/belonging, supports, etc.
• Introduction to the Communication Guidelines as a format for learning about the student
• General guidelines for interacting with people with severe disabilities

Assignment:
1. Readings and study questions:
   Chapters 1-3 Rainforth & York-Barr
2. Research the child’s disability and suggest implications for educational programming
   Recommended readings: Orelove and Sobsey Chapters 6-8. 10
3. Conduct record review and document using Communication Guidelines

June 16

Jigsawing of record reviews to prepare for Bright Ideas Teams

Roles of Service Providers for Students in ISE
• Collaboration and coordinated service delivery
• Collaborative teams: what, why and how
• Determining what services are needed, who provides them, how are they accessed and coordinated.

Overview of Specialized Instruction Model
Emphasis on Section 1: The Student and Context
Assignment:
Attend Camp preparation activities and training

June 17

Building A Relationship with a Student with Severe Disabilities
Individual and Family Support Principles
Facilitating peer relationships
Communication Guidelines

Monday, June 19

Creative Problem Solving
Guided experiences throughout Camp Gizmo
Class time to prepare for and process experiences.

Tuesday, June 20

How persons with severe and multiple disabilities experience the world
Guided experiences throughout Camp Gizmo
Class time to prepare for and process experiences
Assistive Technology for ISE

Wednesday, June 21

Specialized Instruction Model: Student and Context
Guided Experiences throughout Camp Gizmo
Class time to prepare for and process experiences
Principles of Partial Participation

Assignment: Prepare final project presentation

Wednesday, June 28
Process Camp Gizmo experiences
Final Project Presentations
Creative Problem Solving