APPLICATION FOR NEW COURSE

1. Submitted by College of Education ___________________________ Date 10/04

Department/Division offering course Department of Special Education & Rehabilitation Counseling

2. Proposed designation and Bulletin description of this course

a. Prefix and Number IEC 546  
b. Title* Transdisciplinary Services for Young Children

*NOTE: If the title is longer than 24 characters (including spaces), write a sensible title (not exceeding 24 characters) for use on transcripts

c. Lecture/Discussion hours per week 3 hours  
d. Laboratory hours per week ________________________

e. Studio hours per week ________________________  f. Credits 3 hours

g. Course description

This course will focus on the philosophical issues related to teaching young children with multiple disabilities. Topics related to planning for the population of children, participants in the areas of communication, physical and motor development, health, vitality and sensory input will be presented. Strategies presented for planning will include transdisciplinary assessment, persons centered planning and activity based instruction.

h. Prerequisites (if any)

EDS 375 or EDS 600

i. May be repeated to a maximum of ________________________ (if applicable)

4. To be cross-listed as

EDS 546  
Prefix and Number Prefix and Number  
Signature, Chairman, cross-listing department

5. Effective Date Fall '05 (semester and year)

6. Course to be offered  

☐ Fall  ☐ Spring  ☐ Summer  

7. Will the course be offered each year?  
(Explain if not annually)  

☐ Yes  ☐ No

8. Why is this course needed?

Program revision and to provide flexibility in staffing

9. a. By whom will the course be taught? IEC Faculty  

b. Are facilities for teaching the course now available?  
If not, what plans have been made for providing them?  

☐ Yes  ☐ No
APPLICATION FOR NEW COURSE

10. What enrollment may be reasonably anticipated? 15-20

11. Will this course serve students in the Department primarily? yes □ No

Will it be of service to a significant number of students outside the Department? yes □ No

Will the course serve as a University Studies Program course? yes □ No

If yes, under what Area?

12. Check the category most applicable to this course:
   □ traditional, offered in corresponding departments elsewhere;
   □ relatively new, now being widely established
   □ not yet to be found in many (or any) other universities

13. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky? yes □ No

14. Is this course part of a proposed new program? yes □ No

If yes, which?

15. Will adding this course change the degree requirements in one or more programs?* yes □ No

If yes, explain the change(s) below

16. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.

17. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted. □ Check here if 100-200.

18. If the course is 400G or 500 level, include syllabi or course statement showing differentiation for undergraduate and graduate students in assignments, grading criteria, and grading scales. □ Check here if 400G-500.

19. Within the Department, who should be contacted for further information about the proposed course?

   Name Katherine McCormick Phone Extension 7-9573

*NOTE: Approval of this course will constitute approval of the program change unless other program modifications are proposed.
APPLICATION FOR NEW COURSE

Signatures of Approval:

[Signatures]

Date: 1/23/04

Date: 12/20/04

UNDERGRADUATE COUNCIL

*Undergraduate Council

*University Studies

*Graduate Council

*Academic Council for the Medical Center

*Senate Council (Chair)

*If applicable, as provided by the Rules of the University Senate

Date of Notice to the Faculty: 2/1/05

Date of Notice to University Senate

ACTION OTHER THAN APPROVAL

Rev 3/04
COURSE: Transdisciplinary Services for Students with Multiple Disabilities

SCHEDULED: Thursdays 7:15 – 9:45 p.m.

LOCATIONS: Campus: Dickey Hall – Room 33
Off-Campus:
Northern Kentucky University,
Mcdowell Center (Louisville),
Morehead State University,
Ashland Community College

INSTRUCTOR: Diane Haynes, M.Ed.
State Coordinator
Kentucky DeafBlind Project
University of Kentucky
Department of Family Studies
Office: 502-897-1583, ext. 279
E-mail: dhaynes@ksb.k12.ky.us

COMPETENCY:

Upon completion of this course, the student will identify and discuss critical philosophical issues related to teaching students with deafblindness and other multiple disabilities. Students will discuss pertinent information related to planning for this population of students particularly in the areas of communication, physical, health, sensory input and vitality. Students will utilize information obtained to plan for a student with deafblindness or other multiple disabilities. Strategies used for planning will include: transdisciplinary assessment, person-centered planning, and activity-based instruction.

RATIONALE:

Teachers trained to teach students with moderate and severe disabilities are sometimes unprepared for the complexity of student needs they are presented with upon entering the classroom. Due to medical advances, there is an increase in the number of students who have not only mental disabilities, but accompanying sensory, physical and health needs. Given the certification requirements for teachers of students with moderate and severe disabilities, it is imperative that issues related to teaching this population be addressed. Given the complexity of
the needs of these students, a transdisciplinary model is essential for assuring that all of their needs are met in an educationally appropriate way.

**COURSE OBJECTIVES:**

Upon completion of EDS 546/RC 546, the student will:

1. Identify and discuss the physical and medical, educational, and social/emotional needs of learners with deafblindness and other multiple disabilities.

2. Identify and describe a service delivery model for teaching students with deafblindness or other multiple disabilities.

3. Develop a project related to some key issue for educating students with deafblindness or other multiple disabilities.

4. Participate in a simulated transdisciplinary assessment with a student who is deafblind or has multiple disabilities and conduct in-class exercises related to program planning for that student.

5. Obtain input from a parent to ascertain their learning priorities for a child who has severe/multiple disabilities or deafblindness using person centered planning.

6. Identify priority learning outcomes related to functional activities for a child who has severe/multiple disabilities or deafblindness.

7. Develop an IEP that reflects a transdisciplinary approach to providing instruction.

**Relationship to the Kentucky Education Reform Act (KERA)**

EDS 546/RC 546 is an upper division seminar course designed to focus on issues or topics of relevance to students in the Department of Special Education and Rehabilitation Counseling's Moderate/Severe Disabilities Personnel Preparation Program. As such, the course content focuses on students with the most intense learning needs. The course does not specifically or solely deal with educational issues in Kentucky but rather the assessment, program development, physical, health, communication and sensory needs of students who represent this population. However, as KERA raises significant issues with regard to equity of school services for all students regardless of ability, location of residence, socio-economic status of parents or guardians, gender, race, or religious preference, discussion in the course meetings will reflect the impact of KERA on school age individuals with multiple disabilities including deafblindness. Additionally, as KERA represents a major nationally recognized school reform effort, where appropriate and feasible, the major tenets of education reform in Kentucky will be a part of discussion during the semester, particularly as it relates to the applicability of education students with multiple disabilities.

The course most closely addresses the following KERA New Educator Outcomes:

**New Educator Outcome V:** The teacher reflects on and evaluates specific teaching/learning situations and/or programs. This outcome is addressed in part through the
course's focus on how professional education personnel deal with information and evaluative and performance data concerning the delivery of education programs and related services.

New Educator Outcome VI: The teacher collaborates with colleagues, parents, and other agencies to design, implement and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge. Outcome VI is directly addressed through course discussion concerning the collaborative/consultative role of the special educator, and the key role of parents and families in designing, implementing, and evaluating intervention and other educational services provided for school age individuals with multiple disabilities.

LEARNING ACTIVITIES:

1. Read all assigned readings and be able to apply the information during class lectures and discussions.

2. Take three (3) quizzes over content in assigned readings and from class lectures.

3. Complete in-class consensus-building activity based on simulated assessment.

4. Complete maps or visual graphics relevant to the establishment of learning outcome priorities based on an interview with a parent of a child with deafblindness or other multiple disabilities.

5. Write goals and objectives utilizing an activity-based model that reflect input from all members of the transdisciplinary team based on a case study approach.

6. Develop a project related to the education of students with deafblindness or multiple disabilities focused on any of the following areas: communication; physical; sensory; or health.

COURSE FORMAT:

A variety of teaching strategies will be utilized to present material in this course. Lectures/discussions will be based on assigned readings and individual experience with this population. Slides and videotapes of students with deafblindness/multiple disabilities will be used to supplement lectures. Additional class learning activities will include: simulations; small group activities; demonstrations; and student presentations. The focus of small group activities will be on simulations of team approaches to service delivery and strategies for working as a transdisciplinary team.

EXPECTATIONS OF STUDENTS:

1. Attend all class sessions.

2. Read all assigned readings.

3. Take quizzes related to class discussions and assigned readings.
4. Participate in class discussions and activities and ask questions representative of critical thinking.

5. Complete all assignments by due date.

EVALUATION PROCEDURES AND CRITERIA:

1. **CLASS PARTICIPATION**

   Students will be graded on their ability to critically discuss and ask pertinent questions related to the learning activities. In addition, student comments and questions should reflect the student's openness to new ideas as opposed to resistance. Also, any dialogue about individuals with disabilities should reflect person-first language (i.e., “Amy, who has deafblindness” as opposed to the “deafblind child”). Each class session students will be evaluated on a 3-point scale regarding their professional participation, including attendance.

2. **QUIZZES**

   Students will take three (3) quizzes over material related to content issues in the course. The quizzes will occur at the beginning of the class period and will cover content presented in lectures and from course readings. Each quiz will be worth 10 points.

3. **IN-CLASS CONSENSUS BUILDING ACTIVITY**

   Students will view a videotape of an assessment of a student with deafblindness or other multiple disabilities in class. Following the viewing, a panel of professionals from the fields of vision, education, physical therapy, occupational therapy, and speech/language pathology and nursing will discuss the educational implications of planning for the student on the videotape. Afterward, students will be asked to assume the role of one of the specialists. From that specialist’s perspective, you will be asked to identify critical skills and supports relevant to “your” discipline area. In addition, you will be expected to complete an activity matrix for the target student. Ideally there will be one team at each site depending on the number of students enrolled. Each team will be asked to reach consensus on what the priority will be for the student. Teams will share their responses with the rest of the group.

4. **MAP DEVELOPMENT**

   Based on an interview with a parent and if possible other team members of a child with multiple disabilities, complete the following maps: Image for the future; Image for school; Gifts and Contributions; What Works and Doesn’t Work; Communication (receptive and expressive). Students will be responsible for selecting a child with multiple disabilities to complete this assignment. Those who do not have access to such children should see the instructor.
5. IEP DEVELOPMENT

Based on the team assessment you observed, develop IEP goals and objectives for the target student. Goals should sample all of the developmental areas (e.g., motor, communication, etc.). In addition, IEP goals and objectives should reflect an activity-based approach that demonstrates how target skills can be embedded into all daily activities and routines including caregiving and health maintenance routines. Also, students are required to develop an activity matrix that reflects the student's full daily schedule of activities and how IEP objectives will be embedded across the entire day. The matrix must identify the adaptations needed for the child to participate in the activity. Sample IEP goals and objectives as well as student matrixes will be disseminated in class.

6. PROJECT

Students will identify a topic area related to the education of students with deafblindness or multiple disabilities and develop a project related to that area. In keeping with the philosophy of the course, students will be asked to complete this project either with partner or a group of other students (4-5 to each team). A contract must be developed between the team and the instructor explaining: topic area; description of project; role of each team member in completing the project; and general outline. Equal distribution of effort amongst team members is an expectation of the completion of this project. Team members will be required to evaluate their own performance as well as the performance of other team members. If you are the only person attending this class at your site, the instructor understands that it will not be possible for you to complete this project as a member of a team.

Remember: Prior to beginning your project you will need to speak with the course instructor to develop a contract specifying the details of the project.

Project Options for Undergraduate Students:

- development of some type of adapted equipment
- development of a communication board for a child
- development of a calendar box for a child
- other

Project Options of Graduate Students:

- literature review
- integrated therapy manual
- development of a transdisciplinary assessment tool
- integrated therapy report
- development of article on related topic
- observe a transdisciplinary assessment and develop a program for the target child
* other

NOTES: Assignments must be typed. All written products must reflect person-first language.

Evaluation Summary:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>40</td>
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<tr>
<td>Quizzes</td>
<td>30</td>
</tr>
<tr>
<td>In-Class Consensus Building Activity</td>
<td>10</td>
</tr>
<tr>
<td>MAPS</td>
<td>50</td>
</tr>
<tr>
<td>IEP Development</td>
<td>50</td>
</tr>
<tr>
<td>Project</td>
<td>100</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>280</strong></td>
</tr>
</tbody>
</table>

The basis of final grades is as follows:

\[
252 - 280 = A \\
224 - 251 = B \\
196 - 223 = C \\
168 - 195 = D \text{ (Undergraduates Only)} \\
Below 167 = E
\]

REQUIRED READINGS:


COURSE SCHEDULE AND READINGS: EDS 546 (Transdisciplinary Services)
January 15  
U.K. sites – Course Review and Guidelines

January 22  
OVERVIEW OF TRANSDISCIPLINARY SERVICES
COMPONENTS/QUALITY INDICATORS OF TRANSDISCIPLINARY SERVICE DELIVERY
ON-GOING TRANSDISCIPLINARY TEAMING
CONSIDERATIONS
- TEAM MEETINGS
- COMMUNICATION
- ROLE RELEASE

Readings: Chapters 8 and 9, Rainforth, et. al.
Lecturer: Diane Haynes

January 29  
CHARACTERISTICS OF THE POPULATION
Readings: Chapter 1, Orelove & Sobsey
Chapter 1 and 2 Rainforth, et.al.

Lecturer: Diane Haynes

February 5  
FUNCTIONAL ASSESSMENT
Readings: Chapters 4 & 5, Rainforth, et.al.
Lecturer: Jennifer Grisham-Brown

February 12  
QUIZ #1

PERSON-CENTERED PLANNING
Readings: Chapter 10, Orelove and Sobsey
Lecturer: James Knoll

February 19  
FAMILY ISSUES
Readings: Chapter 3, Rainforth, et.al
Lecturer: Panel of Parents
James Knoll

February 26  
PROGRAM IMPLEMENTATION FOR STUDENTS WITH
SEVERE/MULTIPLE DISABILITIES and/or DEAFBLINDNESS
- ACTIVITY-BASED PROGRAMMING
- IEP DEVELOPMENT

Readings: Chapter 10, Orelowe & Sobsey
Chapters 6&7, Rainforth, Et.Al.

Lecturer: Diane Haynes

March 4

SIMULATED TRANSDISCIPLINARY ASSESSMENT
CONSENSUS-BUILDING ACTIVITY (IN-CLASS)

Readings: None

Lecturer: Diane Haynes

March 11

PHYSICAL THERAPY
GROSS MOTOR DEVELOPMENT – NORMAL/ABNORMAL
PHYSICAL MANAGEMENT
ADAPTED EQUIPMENT
APPROACHES TO INTERVENTION

Readings: Chapter 2 & 3, Orelowe & Sobsey

Lecturer: Diane Haynes

March 18

SPRING BREAK – University of Kentucky students
and UK sites

March 25

QUIZ #2
COURSE REVIEW TO DATE

MAP ASSIGNMENT DUE

Lecturer: UK sites - Diane Haynes

April 1

OCCUPATIONAL THERAPY:
FINE MOTOR DEVELOPMENT – NORMAL/ABNORMAL
SENSORY INTEGRATION

Readings: Review Chapter 2, Orelove & Sobsey
          Chapter 4, Orelove & Sobsey

Lecturer: TBA

April 8

RECEPTIVE COMMUNICATION
IDENTIFY & FACILITATE NON-VERBAL
FORM/FUNCTION
PROVIDING CONSISTENT INPUT

Readings: Chapter 7, Orelove & Sobsey

Lecturer: Diane Haynes

April 15

EXPRESIVE COMMUNICATION
FORM/FUNCTION
TEACHING WITHIN ROUTINES

Readings: Review Chapter 7, Orelove & Sobsey

Lecturer: Diane Haynes

APRIL 22

QUIZ #3

VISION:
TYPES OF VISUAL LOSSES/IMPAIRMENTS
EMBEDDING SKILLS INTO ROUTINES
ADAPTATIONS

Lecturer: Diane Haynes

HEARING:
HEARING IMPAIRMENTS ASSOCIATED WITH THIS POPULATION
EMBEDDING SKILLS INTO ROUTINES
ADAPTATIONS

Readings: Chapter 4, Orelove & Sobsey

Lecturer: TBA
April 29

INCLUSION

Lecturer: James Knoll

May 6

GROUP PROJECT DUE

PUTTING IT ALL TOGETHER
SITE WRAP-UP