



**I. COURSE OUTCOMES:****A. General:**

1. Students will create/build appropriate adaptations for positioning and functional skills (toileting, feeding, dressing, grooming, etc.) of students with severe disabilities.
2. Students will assess/screen children with special health needs for nutritional status and needs, and design intervention programs.
3. Students will assess/screen children with special health needs for feeding skills and needs and design intervention programs.
4. Students will assess/screen children with special health needs for receptive and expressive communication skills and needs and design intervention programs.
5. Students will refine their skills in documentation and communication with educational and health teams around children with special health care needs.

**B. Specific:**

1. Students will create/build appropriate adaptations for positioning and functional skills (toileting, feeding, dressing, grooming, etc.) of students with severe disabilities.

Student Learning Outcomes	Recommended Assessment Strategies
1.a. Assess a child's need for adaptive equipment.	Student writes an assessment of adaptive equipment needs as part of the Current Levels of Performance (CLOP).
1.b. Work on a team to design an adaptation that meets the needs of a particular child.	Student works with a team to design an adaptation including a drawing, materials list, directions to build/make the adaptation, and outline of the steps to build/make the adaptation.
1.c. Build/create an adaptation that is safe, durable, and appropriate for a particular child using locally available materials.	Student works with a team to build the adaptation. A rubric will be used to assess durability, appropriateness, safety, and quality of fit of the adaptation.
1.d. Evaluate children's use of adaptations and refine the design or use as needed.	Student evaluates child's use of the adaptation in writing.

2. Students will assess/screen children with special health needs for nutritional status and needs, and design intervention programs.

2.a. Screen a child's nutritional status using a 24-hour or 3-day diet recall and a nutritional screening tool.	Student completes nutritional screening tool. Student evaluates diet recall and nutritional screening tool in writing on CLOP.
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2.b. Interview family members about child's nutritional status.	Student includes family members' information on nutritional screening tool.
2.c. Adapts texture, type, and quantity of food to meet a child's nutritional needs.	Student makes specific written recommendations regarding a child's nutritional needs including types of food, quantity of food, and texture of food in a written assessment.
2.d. Applies knowledge of measuring height, weight, and head circumference to a particular child with special health care needs.	Student accurately measures the weight and height of a child, using appropriate tools and methods as observed by instructor or mentors. Student documents measurements on nutrition assessment form.
2.e. Applies knowledge of growth charts to a specific child.	Student collects medical data of height and weight over time, plots growth charts, calculates BMI, and assesses a child's growth over time in a written assessment.
2.f. Identifies appropriate goals and objectives for nutrition to facilitate participation in school, home, and community settings for children with disabilities.	Student develops appropriate goals and objectives for nutrition for individual children to facilitate participation in school, home, and community settings, and includes them on the Current Levels of Performance.
2.g. Discusses nutrition recommendations appropriately with family members.	Student discusses nutrition recommendations with family members as observed by mentor.

3. Students will assess/screen children with special health needs for feeding skills and needs and design intervention programs.

3.a. Screen a child's feeding skills including oral-motor skills.	Student completes feeding screening tool accurately and completely.
3.b. Interviews family members about a child's feeding skills.	Student completes family interview portion of feeding screening tool.
3.c. Applies knowledge of feeding adaptations to specific child.	Student makes specific recommendations regarding any adaptations needed for child including adapted utensils, feeding techniques, food texture, positioning, timing and quantity of meals, etc. in the written feeding assessment. Student makes a feeding adaptation for a specific child.
3.d. Administers a diet recall to a particular child, through interviewing a caregiver.	Student includes diet recall information in overall written feeding assessment.
3.e. Applies knowledge of feeding skills by	Student makes specific recommendations

ED/RS 311: Related Services Practicum II

making specific recommendations for a particular child based on assessment data.	to improve feeding for a particular child on the feeding assessment. Student includes information about positioning, texture, and progression of feeding skills.
3.f. Identifies appropriate goals and objectives for feeding to facilitate participation in school, home, and community settings for children with disabilities.	Student develops appropriate goals and objectives for feeding for individual children to facilitate participation in school, home, and community settings, and includes them on the Current Levels of Performance.
3.g. Demonstrates skills in feeding children with disabilities including using appropriate positioning, feeding techniques, and working appropriately with family members.	Student demonstrates appropriate positioning, feeding techniques, and working appropriately with family members of a child with a disability during a home or school visit as observed by instructor or mentor and documented on clinical check off list.
3.h. Discusses recommendations for feeding with family members and other team members.	Student meets with family members to discuss recommendations regarding feeding as observed by mentor or instructor and documented on clinical check off list.

4. Students will assess/screen children with special health needs for receptive and expressive communication skills and needs and design intervention programs.

4.a. Applies knowledge about vision and hearing to screen gross hearing and vision deficits in children with disabilities.	Student screens children with disabilities for hearing and vision deficits, and includes results in a communication and language written assessment.
4.b. Identifies non-verbal, speech, and language strengths and needs in target children.	Student completes individualized functional communication screening on target child.
4.c. Identifies appropriate goals and objectives for communication to facilitate participation in school, home, and community settings for children with disabilities.	Student develops appropriate goals and objectives for communication for individual children to facilitate participation in school, home, and community settings, and includes them on the Current Levels of Performance.
4.d. Applies knowledge of communication skills by making specific recommendations for a particular child based on assessment data.	Student makes specific recommendations to improve communication for a particular child on the communication assessment. Student includes information about positioning, vocabulary, and progression of communication skills.
4.e. Discusses recommendations with	Student meets with family members to

family members.	discuss recommendations about communication needs as observed by mentor or instructor and documented on clinical check off list.
4.f. Identify and use appropriate strategies to facilitate communication for individual children using speech, sign language, and picture-based systems.	Student will demonstrate using appropriate strategies to facilitate communication for individual children using speech, sign language, and picture-based systems during home and school visits as observed by instructor or mentor and documented on clinical check off list.
4.g. Plan and develop appropriate picture-based communication system for individual child.	Student will demonstrate appropriate picture-based communication system for individual target child in class.

5. Students will refine their skills in documentation and communication with educational and health teams around children with special health care needs.

5.a. Uses effective interviewing skills.	Student interviews family members for the different assessments and screenings using appropriate skills as observed by instructor or mentors and documented on clinical check off lists.
5.b. Uses appropriate Subjective, Objective, Assessment, and Plan (SOAP) documentation in practicum sites.	Student adequately completes at least six SOAP notes on home or school visits to a specific child.
5.c. Uses Current Levels of Performance form to document assessment results for target child.	Student completes Current Levels of Performance form including sections on communication, nutrition, and feeding on target child.
5.d. Applies information obtained during family Mapping to services given to families.	Student completes written summary of Mapping done with family, and integrates this information with the goals and objectives section of the CLOP form.

## II. Texts and Material:

Werner, David (1987). *Disabled Village Children*. Berkeley, CA: Hesperian Foundation.

Taylor Baer, M., Tada, W., Robinson, N., Ichiho, H. (1999). *Topics in Nutrition and Feeding for Children with Special Health Needs in the Pacific Islands: A Handbook for Health and Education Service Providers*. Los Angeles, CA: USC University Affiliated Program.

**III. Reference Material:**

None

**IV. Course Contents**

- Making adaptations for positioning and mobility
- Making low-tech adaptations
- Developing goals and objectives for feeding, nutrition, and communication
- Assessing nutrition needs for children with special needs
- Assessing feeding skills and needs for children with special needs
- Assessing speech and language skills and needs for children with special health needs
- Picture-based communication systems
- Interviewing family members
- Making recommendations for feeding, nutrition, and communication
- Applying skills in nutrition, feeding, and communication areas
- Refining Current Levels of Performance, Mapping, and SOAP documentation skills

**V. Instructional Cost**

None

**VI. Methods of Instruction**

Community-based activities in schools and homes  
One-on-one mentoring of students  
Practice applying skills with children and families  
Practice with writing and oral communication  
Working on community-based teams  
Designing and providing intervention with children with support  
Classroom-based presentation

**VII. Evaluation**

Student presentations  
Written assignments  
Checklists of skills by mentors  
Observations and check-offs by instructor and mentors  
Project outcomes (adaptations)

**VIII. Attendance Policy**

The standard COM-FSM attendance policy applies to this course.

**IX. Academic Honesty Policy**

The standard COM-FSM academic honesty policy applies to this course.