

College of Micronesia-FSM

COURSE OUTLINE COVER PAGE

ED/RS 302a
Course Title

Introduction to Related Services
Department and Number

Course Description: Provides students with the basic skills required to provide related services to children with a focus on legal requirements for special education, normal and abnormal development in motor and self-help skills, characteristics of disabilities, and beginning documentation of related services.

Course Prepared by: Dr. Kathy Ratliff/Education Division **State** CDS/COM-FSM National Campus

	Hours per Week	No. of Week	Total Hours	Semester Credits
Lecture	3	16	48/16	3
Laboratory				
Workshop				
		x	x	=
			Total Semester Credits	3

Purpose of Course:

Degree Requirement	_____
Degree Elective	_____
Certificate	x
Other	_____

Prerequisite Course(s): Accepted into the RSA third-year program.

Signature, Chairperson, Curriculum Committee

Date Approved by Committee

Signature, President, COM-FSM

Date Approved by President

I. COURSE OUTCOMES:

A. General:

1. Students will demonstrate a basic understanding of the role of the educational team in special education, public policy as it relates to children with disabilities in school and in the community, the roles of related services personnel, cultural context of special education, and best practices in related services including family centered care.
2. Students will be familiar with typical developmental skills in gross motor, fine motor, communication and language, social, and adaptive skills.
3. Students will be familiar with the characteristics of different disabilities encountered in public schools.
4. Students will compare typical and atypical gross and fine motor skills of the developing child.
5. Students will identify the scope of self-care needs of students with special health care needs.
6. Students will communicate effectively with parents and other team members through verbal and written documentation of related services supports and needs.

B. Specific:

1. Students will demonstrate a basic understanding of the role of the educational team in special education, public policy as it relates to children with disabilities in school and in the community, the roles of related services personnel, cultural context of special education, and best practices in related services including family centered care.

Student Learning Outcomes	Recommended Assessment Strategies
1.a. Describe the educational team including discipline perspectives of different team members (physical therapist, occupational therapist, special educator, general educator, speech-language pathologist, nutritionist, administrator, parent, health professional, others).	Student identifies roles of different team members on written check out. Student discusses the roles of consultants in class discussions. Student describes the differences between team members and models in home jurisdiction and U.S. in a written journal entry.
1.b. Describe the function and process of different team models (interdisciplinary, multidisciplinary, transdisciplinary, and collaborative teamwork).	Student identifies/compares different team models on written exam.
1.c. Describe the requirements and implementation of IDEA, Section 504 of the Rehabilitation Act of 1973, and ADA as they related to services for children with disabilities in school and community settings in the U.S. and	Student identifies the requirements and implementation of each law on written exam. Student demonstrates facility with specific tenets of each law during class discussions.

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1.d. Describe the roles of Related Services Assistants in FSM.	Student describes the role of RSAs in written check out.
1.e. Describe the effects of the cultural context on the delivery of related services and special education.	Student demonstrates awareness of different cultural contexts and their effect on delivery of related services in written journal assignments. Student shares about his/her own culture during a class presentation, and participates in a class discussion about the delivery of related services and special education in Pacific jurisdictions.
1.f. Define “best practices” in related services.	Student describes “best practices” in related services on written examination.
1.g. Define principles of family centered care.	Student describes principles of family centered care to family members of children with disabilities. Student follows the principles of family centered care when working with a family.
1.h. Explain the purpose and process of the McGill Action Planning System (MAPS).	Students follow appropriate steps, interact appropriately with the family, and collaborate appropriately with fellow students during a MAPS activity in class. Students collaborate to write an appropriate action plan for a family. Student answers questions about the MAPS purpose and process on a written exam.

2. Students will be familiar with typical developmental skills in gross motor, fine motor, communication and language, social, and adaptive skills.

2.a. Identify the sequence of developmental skills in gross motor, fine motor, communication and language, social and adaptive areas.	Student sequences skills and identifies discontinuities in sequences of skills on a written exam. Student presents role play of developmental stages.
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3. Students will be knowledgeable about causes, characteristics, prevalence, and educational needs of different disabilities encountered in public schools.

<p>3.a. Identify verbally and in writing the causes, characteristics, prevalence, and educational needs of specific disabilities including learning disabilities, mental retardation, emotional and behavioral disorders, communication disorders, hearing impairments, visual impairments, physical and health impairments, traumatic brain injury, severe and multiple disabilities, and autism.</p>	<p>The student creates a “Fact Sheet” about one disability explaining the causes, characteristics, prevalence, and educational needs. A scoring rubric will be used.</p> <p>Student creates a poster highlighting the essential facts of one disability including prevalence, causes, characteristics, and educational needs. A scoring rubric will be used.</p> <p>Student will complete written study guides on different disabilities.</p>
<p>3.b. Identify categories of disabilities and service needs of children with disabilities in the various categories.</p>	<p>Student assigns disabilities to appropriate categories and identifies service needs of children on a written examination.</p>

4. Students will compare typical and atypical gross and fine motor skills of the developing child.

<p>4.a. Define relevant motor concepts including gross motor, fine motor, range of motion, muscle tone, primitive reflexes, and planes of joint movement including flexion, extension, abduction, adduction, and internal and external rotation.</p>	<p>Student defines motor concepts on written examination.</p> <p>Student uses language relating to motor concepts appropriately during class activities and discussions.</p>
<p>4.b. Explain the importance of positioning to promote skin care, prevent secondary disabilities, and promote learning in children with neuromotor disabilities.</p>	<p>Student explains the purposes and importance of positioning on written examination.</p> <p>Student will complete written study guide on pressure sores and other aspects of skin care for people with disabilities.</p>
<p>4.c. Identify the gross and fine motor development of typical children from birth to adulthood.</p>	<p>Student demonstrates knowledge of gross and fine motor development on written exam.</p> <p>Student demonstrates developmental levels during an in-class activity.</p>
<p>4.d. Identify atypical gross and fine motor skills of children with disabilities.</p>	<p>Student identifies atypical gross and fine motor needs of children in written program plans.</p>
<p>4.e. Plan appropriate intervention for children with atypical gross and fine motor development.</p>	<p>Student will write program plans for children, focusing on the skills needed, activities to teach the skills, and adaptations needed for the children to be successful.</p>

5. Students will be knowledgeable about the scope of self-care needs of students with special health care needs.

5.a. Define the steps in toilet training for typical children.	Student will identify sequence of toilet training steps on a written exam.
5.b. Explain adaptations to typical toilet training to support the needs of a child with disabilities.	Student will write a toilet training plan for a child with a disability.
5.c. Explain the typical development of self care skills involved in grooming, dressing, and bathing.	Student will identify sequence of skills in grooming, dressing, and bathing on a written exam.
5.d. Explain adaptations to typical grooming skills, including physical adaptations such as built up handles, hook and loop, and special bathing tools.	Student will write a plan for learning grooming skills for a child with a disability. Student will identify appropriate adaptations for children on a written exam.

6. Students will communicate effectively with parents and other team members through verbal and written documentation of related services supports and needs.

6.a. Write effective IEP/IFSP goals and objectives using measurable timelines and criteria for success.	Student will write goals and objectives as part of the Current Levels of Performance.
6.b. Demonstrate skills to interview and build partnerships with families	Student will interview family members to develop the Current Levels of Performance and the MAPS. Student will maintain positive relationships with family members as observed by instructor, and as reported by family.
6.c. Explain in writing the eligibility criteria for special education in home jurisdiction.	Student will explain in writing the eligibility criteria for special education on written checkout.
6.d. Identify the components of the IEP and how related services fit into the overall service plan.	Student will identify the components of the IEP/IFSP and how related services fit into the overall service plan on a written exam.
6.e. Identify components of Subjective, Objective, Assessment, and Plan (SOAP) documentation.	Student will identify components of SOAP documentation on written exam.
6.f. Document a family/child intervention using SOAP format.	Student will rewrite a written description of a family intervention using SOAP format.

II. Texts and Material:

Werner, David (1987). *Disabled Village Children*. Berkeley, CA: Hesperian Foundation.
Other materials as provided by instructor.

III. Reference Material:

Federated States of Micronesia Department of Health, Education, and Social Affairs, National Division of Education (2000). Handbook of Special Education Procedures, Guidelines, and Forms, revised. Author.

IV. Course Contents

Federal and local policies and procedures regarding disability
Related services and the roles of related services assistants
Child typical and atypical development
Working with children and families
MAPS
Identification of disabilities
Characteristics of disabilities
Cultural context and disabilities
Motor disabilities
Designing intervention for motor disabilities
Self-help skills in children
Designing intervention to improve self-reliance in children
IEP/IFSP
Writing criteria-based, measurable goals and objectives

V. Instructional Cost

None

VI. Methods of Instruction

Lecture
Classroom hands-on activities
Student presentations
Video
Individual and group assignments

VII. Evaluation

Midterm and final examinations
Journal assignments
Student authored fact sheets
Student posters
Study guides
Program planning forms
Student presentations
Class discussions

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.

