

College of Micronesia-FSM

COURSE OUTLINE COVER PAGE

ED/RS 304
Course Title

Intermediate Related Services
Department and Number

Course Description: Builds on skills learned in introductory RSA courses to develop skills in supporting children with feeding, nutrition, and communication disabilities. Addresses designing and constructing assistive technology and adaptations for positioning and mobility and communication.

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	<u>3</u>	<u>16</u>	<u>48/16</u>	<u>3</u>
Laboratory	<u> </u>	<u> </u>	<u> </u>	<u> </u>
Workshop	<u> </u>	<u> </u>	<u> </u>	<u> </u>
	<u> </u> x	<u> </u> x	<u> </u> =	<u> </u>
		Total Semester	Credits	<u>3</u>

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 identify appropriate adaptations for positioning and functional skills of students with severe disabilities.
2. Students will be familiar with assistive technology for the related services assistant.
3. Students will be knowledgeable about basic concepts in nutrition for the child with special health needs.
4. Students will be knowledgeable about basic concepts of feeding the child with special health needs.
5. Students will be familiar with the scope of receptive and expressive communication needs for the child with special health needs.

B. Specific:

1. Students will identify appropriate adaptations for positioning and functional skills of students with severe disabilities.

Student Learning Outcomes	Recommended Assessment Strategies
1.a. Evaluate the appropriateness of adaptations for positioning and functional skills.	Student evaluates different adaptations for positioning and functional skills on written exam.
1.b. Be familiar with commercially and locally available equipment and materials for positioning and functional skills.	Student completes study guide on adaptations.
1.c. Be aware of local resources and skills, including the range of personal skills, for constructing/creating adaptations for children.	Student reflects on personal skills and on local resources for creating adaptations in a journal reflection.
1.d. Develop ideas for activities-based instruction based on children's individual needs and skills.	Student completes Program Planning worksheets based on children seen on videotaped case studies.

2. Students will be familiar with assistive technology for the related services assistant.

2.a. Identify the scope of assistive technology from low to high tech.	Student discusses the range of assistive technology during written exam, and during class discussions. Student completes study guide on aids in the community.
2.b. Be familiar with computers and computer software to support the child	Student uses computer technology to design adaptations for children.

with disabilities at home and school.	Student identifies uses of computers and software on written exam.
2.c. Create and use digital photos to develop learning materials	Student creates and uses digital photos to develop learning materials for specific children.
2.d. Create and use assistive technology supports for vision and hearing impairments	Student makes specific recommendations to support hearing and vision in a comprehensive book created for a particular child.

3. Students will be knowledgeable about basic concepts in nutrition for the child with special health needs.

3.a. Recognizes the qualities and characteristics of the three major food groups.	Student correctly identifies the characteristics and qualities of the three food groups on a written examination.
3.b. Discuss the local diet and the local, regional, and other influences on changing diets.	Student reflects on changes in local diets, and in personal diet in a written journal assignment.
3.c. Identifies three ways to measure height/length of a child.	Student explains different methods of measuring height and weight on written examination.
3.d. Plot and use growth charts including BMI, height, weight, and head circumference.	Student uses data provided to plot and evaluate growth charts on a written examination.
3.e. Assess food intake including quantity and quality.	Student assesses personal food intake using a 24-hour diet recall, and reflects on the data in a written journal assignment.
3.g. Make nutritional recommendations based on assessment data.	Student makes specific recommendations to improve nutrition in a comprehensive book created for a particular child.
3.g. Be familiar with the nutritional qualities of local foods.	Student creates a healthy recipe using locally available foods.

4. Students will be knowledgeable about basic concepts of feeding the child with special health needs.

4.a. Determine normal versus abnormal oral motor skills	Student describes normal and abnormal oral motor skills on a written examination.
4.b. Explain the progression of feeding skills in typically developing children.	Student explains the progression of feeding skills in typically developing children on a written exam.
4.c. Identify appropriate and inappropriate positions for feeding children with specific disabilities.	Student identifies appropriate and inappropriate positions for feeding during class activity.

4.d. Explain the typical progression of food textures and how to progress textures for children with disabilities.	Student explains how to progress food textures for children with disabilities on a written check out.
4.e. Identifies common problems with feeding (e.g., head extension, tongue thrusting, munching), and strategies to address them.	Student explains common problems with feeding for children with special health care needs on a written exam.
4.e. Identify respectful practices for feeding individuals with disabilities.	Student will identify and practice respectful practices during class activity as observed by instructor.
4.f. Identify the typical feeding problems encountered by children with specific disabilities.	Students will identify feeding problems for children with specific disabilities on written exam.
4.g. Make specific recommendations for improving feeding skills in a specific child.	Student makes specific recommendations to improve feeding in a comprehensive book created for a particular child.

5. Students will be familiar with the scope of receptive and expressive communication needs for the child with special health needs.

5.a. Explain the impact of disabilities including motor, cognitive, hearing, and visual skills on communication skills.	Student discusses the impact of specific disabilities on communication skills in a comprehensive book created for a particular child.
5.b. Describe typical development of receptive and expressive communication skills.	Student demonstrates knowledge of normal receptive and expressive communication skills on a written examination.
5.c. List the structures involved in speech production, and their major functions.	Student identifies oral structures on a written check out.
5.d. Explain visual support strategies to facilitate communication.	Student chooses and explains the choice of a visual support system for a particular child in a comprehensive book created for a specific child.
5.e. Describe the range of augmentative and alternative technologies for communication.	Student will demonstrate knowledge of a range of augmentative and alternative technologies for communication on a written examination.
5.f. Make specific recommendations for improving speech and communication for a specific child.	Student makes specific recommendations to improve speech and communication in a comprehensive book created for a particular child.

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

Adaptations for positioning and mobility
Low-tech adaptations
Positioning
Functional skills
Assistive technology
Nutrition for children with special needs
Nutritional value of local foods
Progression of texture for children with disabilities
Feeding for children with special needs
Respectful feeding practices
Adaptive devices for feeding
Speech and language development
Receptive and expressive language
Visual aids for communication

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
Study guides
Program planning forms
Student authored books about specific children
Student presentations
Classroom discussion
Student authored recipe

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.