

College of Micronesia-FSM

COURSE OUTLINE COVER PAGE

ED/RS 307
Course Title

Related Services Skills & Applications
Department and Number

Course Description: Provide information on advanced related services skills and applications.

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 identify the role of Federal and local agencies and policies in the formulation and delivery of services to children with disabilities and their families.
2. Students will understand “best practices” for inclusion of children with disabilities in home, school, and community.
3. Students will develop teaching strategies to promote inclusion of children with disabilities in the classroom.
4. Students will promote community awareness about disability and inclusion.
5. Students will be familiar with teaching strategies for children who are deaf, blind, and deaf and blind.
6. Students will understand “best practices” for transition planning and implementation.

B. Specific:

1. Students will identify the role of Federal and local agencies and policies in the formulation and delivery of services to children with disabilities and their families.

Student Learning Outcomes	Recommended Assessment Strategies
1.a. Identify the funding agencies involved in funding services to children in home state.	Student creates a poster about a local or Federal funding agency.
1.b. Take the role of an advocate for an individual with a disability.	Student presents the outcomes of advocating for a child to the class during a case study presentation.
1.c. Demonstrates an understanding of IDEA, ADA, Section 504 of the Rehabilitation Act of 1973, NCLB legislation and their effects on special education services.	Student reflects on legislation and legislative requirements for special education in a journal entry.

2. Students will understand “best practices” for inclusion of children with disabilities in home, school, and community.

2.a. Defines “inclusion” as discussed in IDEA.	Student defines inclusion in a written inclusion plan for a particular student based on IDEA law and best practices.
2.b. Describes three different methods for promoting social inclusion in school including circle of friends, buddy system, big brother/sister programs.	Student develops a written inclusion plan for a particular student.
2.c. Assists parents to develop routines and activities at home to facilitate	Student includes written recommendations for routines and activities to promote

inclusion of children with special needs at home.	inclusion at home in the Current Levels of Performance (CLOP).
2.d. Assists IEP team to develop routines and activities in the community to facilitate inclusion of children with special needs in community activities (church, sports activities, clubs, etc.).	Student includes written recommendations for routines and activities to promote inclusion in community events in the CLOP.

3. Students will develop teaching strategies to promote inclusion of children with disabilities in the classroom.

3.a. Identify children's individual interests and skills and use their internal and external motivation strategies for developing needed skills.	Student identifies interests and skills of particular children on Current Levels of Performance. Student identifies “motivators” for specific children on CLOP.
3.b. Modify assignments for students to account for different skill and ability levels.	Student demonstrates modification of regular curriculum assignments for specific children with disabilities in written lesson plans.
3.c. Use principles of functional academics including functional reading to promote academic skills in children with disabilities.	Student authors a storybook tailored to a specific child’s skills and abilities. Student uses the storybook to develop a lesson for a specific child in functional reading and literacy.
3.d. Set high but alternative expectations that are suitable for individual students.	Student writes appropriate goals and objectives for child based on classroom curriculum and child’s skills and abilities in the CLOP.
3.e. Develop alternative assessments as needed in the classroom.	Student designs appropriate alternative assessments for academic goals for a particular academically included child in the CLOP.

4. Students will promote community awareness about disability and inclusion.

4.a. Work collaboratively in teams to design and create materials to promote increased disability awareness or skills in the community such as videos, in-service presentations, posters, television spots, public service announcements, an inclusive playground, etc.	Teams of students produce outcome products that are evaluated using a rubric.
4.b. Teaches parents, teachers, administrators or the general public	Student works either alone or on a team to design and deliver an in-service on specific

about an aspect of disability covered in the RSA curriculum.	aspects of disability to a specific demographic group (e.g., students, teachers, administrators, parents).
4.c. Presents medical and educational information about a child's disability to others in an organized and professional manner.	Student does a formal case presentation about a particular child to peers while being videotaped.
4.d. Explain the function of different local agencies, the population(s) the agency serves, the funding base, services, and strengths and weaknesses.	Student gives an oral presentation to peers about a local service agency including demographics served, services, funding base, strengths and weaknesses.

5. Students will be familiar with teaching strategies for children who are deaf, blind, or deaf and blind.

5.a. Explain educational implications of deafness, blindness, and deaf blindness.	Student completes study guide on readings.
5.b. Can reproduce at least 20 functional signs (ASL or home signs) in context.	Student uses functional signs in class discussion with peers and is checked off on checklist.
5.c. Lists specific teaching strategies to assist blind, deaf, or deaf blind students to access curriculum.	Student identifies specific teaching strategies in lesson plans for specific children seen on video.
5.d. Knows how to support mobility and communication skills in children with sensory disabilities.	Student demonstrates mobility and communication teaching skills during class activities.

6. Students will understand "best practices" for transition planning and implementation.

6.a. Identifies the law as stated in IDEA about transition and transition planning.	Student describes the legal requirements of the law in a transition planning document.
6.b. Considers community resources, skills and capabilities of the child, and child's desires when writing a transition plan.	Student writes a comprehensive transition plan for a particular child.

II. Texts and Material:

Werner, David (1987). *Disabled Village Children*. Berkeley, CA: Hesperian Foundation.
 Niemann, S., Greenstein, D., & David, D. (2004). *Helping Children Who Are Deaf: Family and Community Support for Children Who do not Hear Well*. Berkeley, CA: Hesperian Foundation.

Niemann, S., & Jacob, N. (2000). *Helping Children Who Are Blind: Family and Community Support for Children with Vision Problems*. Berkeley, CA: Hesperian Foundation.

III. Reference Material:

None

IV. Course Contents

Academic adaptations
Community awareness
Inclusion
Teaching strategies
Functional literacy
Functional academics
Deaf
Blind
Mobility and orientation
Deaf and blind
American Sign Language
Transition
Transition planning

V. Instructional Cost

None

VI. Methods of Instruction

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

VII. Evaluation

Journal assignments
Collaborative project
Storytelling book
In-service presentation
Case study presentation
Study guides
Lesson plans

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.