

I. COURSE OUTCOMES:

A. General:

1. Students will demonstrate organization and clarity in designing and implementing plans of service.
2. Students will work as an effective team member in designing a service plan for a child.
3. Students will promote disability awareness and inclusion in the community.
4. Students will demonstrate effective teaching skills with children with disabilities.
5. Students will demonstrate professional comportment and accountability.

B. Specific:

1. Students will demonstrate organization and clarity in designing and implementing plans of service.

Student Learning Outcomes	Recommended Assessment Strategies
1.a. Demonstrates organization in collecting and maintaining information around a particular child.	Student compiles, organizes, and maintains a binder of information on a particular child that includes the Current Levels of Performance (CLOP), individual screening/assessments in communication, feeding, nutrition, lesson plans, adaptations, IEP, and goals and objectives.
1.b. Updates child’s assessments in areas of feeding, communication, motor, nutrition, current levels of performance, and mapping.	Student submits updated, complete information on feeding, communication, motor skills, nutrition, current level of performance, and mapping as part of a binder of information on a specific child.

2. Students will work as an effective team member in designing an inclusive academic and service plan for a child.

2.a. Works as part of a team to design a plan of service for a child.	Student functions as an active, participating team member around a child as observed by instructor or mentor and documented on clinical check off.
2.b. Works with a team to develop an appropriate Individual Educational Plan for a child.	Student includes the IEP in the child’s binder.
2.c. Creates a poster around a child to illustrate the child’s skills, needs, strengths, and goals that were identified by a team that is serving the	Student creates a poster around a child and presents the poster in class to peers.

child.	
2.d. Implements a plan of service for a child in home or school visits.	Student does at least 5 home/school visits as documented in a written plan of service.
2.e. Documents at least 5 home or school visits/interventions to a specific child using Subjective, Objective, Assessment, and Plan (SOAP) notes.	Student submits SOAP notes with binder.

3. Students will promote disability awareness and inclusion in the community.

3.a. Design a community awareness program about disability.	Students work in teams to design a community children’s fair that is inclusive and fun for children and families.
3.b. Conduct a community children’s fair that is inclusive.	Students work together to plan and conduct inclusive events (games, music, art activities, sports activities, etc.). Students plan for transportation needs, communication needs, and mobility needs of children with disabilities and their families so they can attend the fair.
3.c. Involve local business, service agencies and other community organizations in supporting the inclusive community event.	Students elicit support (transportation, financial support, prizes, food, publicity, etc.) from community organizations including special education, local businesses, and other agencies that support persons with disabilities.
3.d. Involve local media to publicize the children’s fair and increase awareness about disability.	Students work with local media to produce television, radio and newspaper spots to publicize children’s fair and increase local awareness about disability.
3.e. Evaluate the children’s fair.	Student submits a written evaluation of the children’s fair.

4. Students will demonstrate effective teaching skills with children with disabilities.

4.a. Adapts academic activities so children with disabilities can be successful.	Student writes a plan for academic adaptation of specific curriculum including goals and objectives, materials needed, and steps for implementation.
4.b. Develops lesson plans for specific children around topical areas.	Student writes 8 lesson plans for specific child that address 8 different objectives.
4.b. Demonstrates teaching skills with specific children.	Student works with individual children to implement lesson plans as documented by clinical check off.
4.c. Identifies appropriate goals and objectives for academics to facilitate	Student develops appropriate goals and objectives for academics for individual

participation in school for specific children with disabilities.	children to facilitate participation in school and includes them on the Current Levels of Performance.
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5. Students will demonstrate professional comportment and accountability.

5.a. Attends practicum assignments on time, and participates appropriately.	Student documents attendance.
5.b. Participates in IEP meeting around a specific child.	Student participates in an IEP meeting around a specific child as documented in clinical checklist.
5.c. Documents productivity as an RSA student using productivity form.	Student completes productivity form for all clinical visits to child.
5.d. Conducts self professionally (dress, language, preparedness, timeliness of documentation, communication skills).	Student meets or exceeds standards for professionalism as documented on clinical checklist.

I. 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.

II. Reference Material:

None

III. Course Contents

Disability awareness in community

Inclusion in school, home, community

Academic adaptations

Lesson plans

Children's fair

Collaboration with community agencies

Professionalism

Accountability

Refining Current Levels of Performance, Mapping, and SOAP documentation skills

IV. Instructional Cost

None

V. 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

VI. Evaluation

Student presentations
Written assignments
Checklists of skills by mentors
Observations and check-offs by instructor and mentors
Reflections/evaluations
Student binders

VII. Attendance Policy

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

X. Academic Honesty Policy

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