

SOUTHEASTERN LOUISIANA UNIVERSITY
SPECIAL EDUCATION 658

ADVANCED STRATEGIES OF WORKING WITH PARAPROFESSIONALS AND MEDICAL
AND RELATED SERVICE PERSONNEL/HEALTH AND SAFETY PROCEDURES FOR
INDIVIDUALS WITH SEVERE/PROFOUND HANDICAPS.

PREREQUISITES: Special Education 650 or permission of the Department Head.

COURSE DESCRIPTION:

The study and exploration of the roles of paraprofessionals and medical/related service personnel, and the existence of the various medical problems and the need for appropriate safety precautions and noneducational therapeutic procedures in working with a person with severe/profound handicaps. Includes methods and techniques for obtaining appropriate support personnel and supervising and coordinating the paraprofessional. Topics such as transportation, physical management, adaptive equipment and medical procedures will be covered.

In order to successfully plan, develop, and implement curricula to meet the needs of diverse learners in today's world and to prepare students for the future, the College of Education and Human Development (COEHD) has identified four critical components of **The Effective Educator: standards-based instruction (SBI), knowledge of the learner (KL), best pedagogical practices (PP), and content knowledge (CK).**

TEXTS:

Friend, M., & Cook, L. (2000). Interactions (3rd ed.). New York: Longman.

Snell, M. (2000). Instruction of students with severe disabilities (5th ed.). Columbus: OH: Charles E. Merrill.

COURSE OBJECTIVES:

By the conclusion of this course, the student will have developed knowledge and understanding of:

- Development of individual student programs working in collaboration with team members. (CC:7,K3) (SBI, KL, PP, CK)
- Roles of individuals with exceptionalities, parents, teachers, and other school and community personnel in planning an individualized program. (CC:7,K4) (SBI, KL, PP, CK)
- Roles and responsibilities of the paraprofessional related to instruction, intervention and direct services. (CC:7,K6) (SBI, KL, PP, CK)
- Family systems and the role of families in supporting child development and educational progress. (CC:7,K7) (KL, PP, CK)
- Describe strategies for: working with paraprofessionals, management, communication, inclusion, and evaluation. (KL, PP, CK)
- Discuss and evaluate new training techniques for paraprofessionals. (SBI, PP, CK)
- Employ strategies for facilitating effective communication with paraprofessionals, related service personnel, and parents. (PP, CK)
- Explain techniques for bladder and bowel management (KL, PP).
- Discuss the role of the teacher as an educational synthesizer (SBI, KL, PP, CK).
- Discuss such issues as: withholding treatment, sterilization, institutionalization and therapeutic abortion (KL, CK).
- Discuss the different types of therapeutic equipment and medical/rehabilitation equipment (KL, PP, CK).
- Discuss orthopedic and neurological disorders (SBI, KL, PP, CK).
- Describe lifting and transfer techniques (SBI, KL, PP, CK).
- Describe feeding /dressing/ toileting techniques (KL, PP, CK).
- Describe positioning / handling techniques(KL, PP, CK).
- Discuss orthopedic and neurological disorders(KL, CK).
- Compare and contrast the following team models in service provision to students with disabilities: multidisciplinary,interdisciplinary and transdisciplinary (SBI, KL, PP, CK).
- Examine possible roles for parents as team members (KL, PP).
- Explore various team member roles in the assessment of persons with severe disabilities. Explore various team member roles in program planning, program implementation, and program evaluation for students with severe disabilities (SBI, KL, PP, CK).

20. Identify technology, assistive and augmentative devices available for designing more appropriate individualized programs for students with severe disabilities.

- Explain issues related to cultural diversity and the significance in team planning and team membership (SBI, KL, PP, CK).
- Evolution and major perspectives from medicine, psychology, behavior, and education on the definitions and etiologies of individuals with disabilities. (GC:1, K2) (KL, PP, CK)
- Issues, resources, and techniques used to integrate students with disabilities into and out of special centers, psychiatric hospitals, and residential treatment centers. (GC:5, K2) (SBI, KL, PP, CK)
- Rights to privacy, confidentiality, and respect for differences among all persons interacting with individuals with disabilities. (GC:8, K2) (SBI, KL, PP, CK)
- Maintain confidentiality of medical and academic records and respect for privacy of individuals with disabilities. (GC:8, K4) (SBI, KL, PP, CK)
- The various etiologies and medical aspects of conditions affecting individuals with disabilities. (IC:2, K2) (KL, PP, CK)
- Medical complications and implications for student support needs, including seizure management, tube feeding, catheterization, and cardiopulmonary resuscitation (CPR). (IC:2, K4) (KL, PP, CK)
- Specialized health care practices, first-aid techniques, and other medically relevant interventions necessary to maintain the health and safety of individuals with disabilities in a variety of educational settings. (IC:5, K4) (KL, PP, CK)
- Parent education programs and behavior management guides, including those commercially available, that address the management of severe behavioral problems and facilitate communication links applicable to individuals with disabilities. (IC:7, K2) (SBI, KL, PP, CK)
- Collaborative and/or consultative roles of the special education teachers and paraeducators in the integration of individuals with disabilities* into general classrooms. (IC:7, K3) (SBI, KL, PP, CK).
- Types and importance of information generally available from family, school officials, legal system, community service agencies. (IC:7, K4) (SBI, KL, PP, CK)
- Roles and responsibilities of school-based medical and related services personnel, professional groups, and community organizations in identifying, assessing, and providing services to individuals with disabilities. (IC:7, K5) (PP, CK)
- Rights to privacy, confidentiality, and respect for differences among all persons interacting with individuals with disabilities. (IC:8, K2) (SBI, KL, PP, CK)
- Types and transmission routes of infectious disease. (IC:8, K3) (SBI, PP)

LEARNER OUTCOMES:

By the conclusion of this course, the student will be able to:

- Maintain a safe environment where universal precautions are practiced. (CC:5,S10) (SBI, KL, PP, CK)
- Use collaborative strategies in working with individuals with exceptional learning needs, parents, and school and community personnel in various learning environments. (CC:7,S1) (SBI, KL, PP, CK)
- Communicate and consult with individuals, parents, teachers, and other school and community personnel. (CC:7,S2) (KL, PP, CK)
- Foster respectful and beneficial relationships between families and professionals. (CC:7,S3) (PP)

- Encourage and assist individuals with exceptional learning needs and their families to become active participants in the educational team. (CC:7,S4) (KL, PP)
 - Plan and conduct collaborative conferences with individuals with exceptional learning needs and families or primary caregivers. (CC:7,S5) (SBI, PP)
 - Collaborate with regular classroom teachers and other school and community personnel in integrating individuals with exceptional learning needs into various learning environments. (CC:7,S6) (SBI, KL, PP, CK)
 - Communicate with regular teachers, administrators, and other school personnel about characteristics and needs of individuals with specific exceptional learning needs. (CC:7,S7) (SBI, KL, PP, CK)
 - Demonstrate positive regard for the culture, religion, gender, and sexual orientation of individual students. (CC:8,S2) (SBI, KL, PP, CK)
 - Demonstrate proficiency in oral and written communication. (CC:8,S5) (SBI, KL, PP, CK)
 - Use copyrighted educational materials in an ethical manner. (CC:8,S8) (SBI, KL, PP, CK)
 - Practice within the CEC Code of Ethics and other standards and policies of the profession. (CC:8,S9) (SBI, KL, PP, CK)
 - Adapt and modify ecological inventories, portfolio assessments, functional assessments, and future-based assessments to accommodate the unique abilities and needs of individuals with disabilities. (GC3, S3) (SBI, KL, PP, CK)
14. Integrate related services into the instructional settings of learners. (GC:4, S16) (KL, PP, CK)
- Integrate related services into the instructional settings of learners. (IC:4, S11) (PP)
16. Use appropriate physical management techniques, including positioning, handling, lifting, relaxation, and range of motion. (IC:4, S14) (KL, PP,CK)
- Select and use media, materials, and resources required with learners whose disabilities interfere with communications. (IC:4, S16) (SBI, KL, PP, CK)
 - Facilitate learner's use of orthotic, prosthetic, and adaptive equipment. (IC:4, S15)
 - Adapt lessons that minimize the physical exertion of individuals with specialized health care. (IC:4, S19) (SBI, KL, PP, CK)
 - Design and implement strategies for medical self-management procedures. (IC:4, S21)
(SBI, KL, PP, CK)
21. Coordinate activities of related services personnel to maximize direct instruction time for individuals with disabilities* who are studying an individualized independence curriculum. (IC:5, S7) (SBI, KL, PP, CK)
- Use techniques of physical positioning and management of individuals with physical and health disabilities to ensure participation in academic and social environments. (IC:5, S8) (KL, PP, CK)
 - Demonstrate appropriate body mechanics to ensure student and teacher safety in transfer, lifting, positioning, and seating. (IC:5, S9) (KL, PP, CK)

- Use appropriate adaptive equipment such as wedges, seat inserts, and standers to facilitate positioning, mobility, communication, and learning for individuals with physical and health disabilities. (IC:5, S10) (SBI, KL, PP, CK)
- Use positioning techniques that decrease inappropriate tone and facilitate appropriate postural reactions to enhance participation. (IC:5, S11) (SBI, KL, PP, CK)
- Define and use skills in problem-solving and conflict resolution. (IC:6, S4) (SBI, KL, PP, CK)
- Use strategies to work with chronically ill and terminally ill individuals and their families. (IC:7, S2) (KL, PP)
- Articulate the teacher's ethical responsibility to individuals who function similarly to individuals with disabilities* (e.g., individuals at risk). (IC:8, S2) (SBI, KL, PP, CK)
- Maintain confidentiality of medical and academic records and respect for privacy of individuals with disabilities*. (IC:8, S4) (SBI, KL, PP, CK)

COURSE OUTLINE:

I. Perspectives on collaboration

- A. Historical overview
- B. Definitions and concepts
- C. Characteristics

II. Interactive teaming and consultation

- A. Characteristics of consultation
- B. Consultation models
- C. Purpose and objectives of teams
- D. Aspects of teaming functioning
- E. Implementation of interactive teaming

III. Co-teaching and staff development

- A. Co-teaching
 - I. Concepts

- 2. Approaches
- 3. Co-teaching and collaboration
- B. Staff development
 - 1. Concepts
 - 2. Principals for staff development

- IV. Collaboration: Pragmatic issues
 - A. Factors affecting collaboration
 - B. Planning time and scheduling
 - C. Program development tasks
- V. Interactive problem solving
 - A. Reactive and proactive problem solving
 - B. Problem solving models and techniques

- VI. Interpersonal communication
 - A. Models of communication
 - B. Communication skills
 - 1. Listening
 - 2. Nonverbal communication
 - 3. Verbal behaviors
 - a. Statements
 - b. Feedback
 - c. Questions
 - C. Hindrance to effective communication
 - D. Suggestions for effective communication

- VII. Difficult interactions
 - A. Conflict management
 - 1. Causes of conflict
 - 2. Conflict management styles
 - 3. Suggestions for resolving conflict

- B. Managing resistance
 - 1. Causes of resistance
 - 2. Indicators of resistance
 - 3. Suggestions for managing resistance

VIII. Collaboration: Perspectives and issues

A. Paraprofessionals as team members

1. Teacher training
2. Teacher roles/responsibilities
3. Effective partnerships

B. Families as team members

1. Family systems perspectives
2. Roles and responsibilities
3. Barriers to family participation
4. Strategies for communication with families
5. Factors impacting families who are culturally diverse

C. Working with administrators

D. Working with general educators

E. Working with other professionals

IX. Specific disabilities/factors in working with students with severe disabilities

A. Handling and positioning

B. Respiratory management

C. Seizure disorders and medications

D. Infection control

X. Developing instructional adaptations

A. Assistive devices for mobility

B. Assistive equipment

C. Mealtime skills

D. Toileting and dressing skills

E. Communication skills

COURSE REQUIREMENTS:

1. Class attendance and participation
2. Midterm and final exam
3. Project
4. Presentation

* NOTE: Nongraded assignments may be given. Students will receive feedback on these

assignments. Ten points will be deducted from the final grade for assignments not completed.

DESCRIPTION OF COURSE REQUIREMENTS:

PROJECT:

Each student/group will be responsible for one emergency/health procedure.

TOPICS:

Infection Control

Catheterization

*Co-teaching approaches

Respiratory Management

Feeding-Eating

*Problem-solving strategies

Lifting and Transfer Toileting

Positioning Dressing

A. RESEARCH

You must gather information and thoroughly learn your topic. Using a video (if available), the Snell text, and additional information, prepare a "packet" of information for each member of the class. Include information in the packet that is "user friendly")e.g., steps in a procedure, causes, treatment(s), etc.). Detailed information will be provided in class.

B. PRESENTATION:

You will teach the class the procedure learned in your project. You will use a video (if available) and any other visual aids necessary to teach the class. Details will be provided in class

STUDENT EVALUATION:

Midterm Exam 100 pts.
Final Exam 100 pts.
Project 60 pts.
* Research (50 pts)
* Handout (10 pts)
Presentation 15 pts.
TOTAL 275 pts.

CRITERIA:

100% - 93% = 275-256 = A
92% - 85% = 255-234 = B
84% - 77% = 233-212 = C
76% - 66% = 211-182 = D
Below 66% = Below 182 = F

PROFESSIONAL STANDARDS:

INSTRUCTOR:

Dr. Gayle Melville
Campbell Hall, Room 117
(504) 549-2214
Office Hours: As posted.

TENTATIVE SCHEDULE
SPECIAL EDUCATION 658

August 27 Introduction/Overview

Sept. 3 Team approaches

10 Team approaches
Consultation vs collaboration

17 Communication skills

24 Communication skills/teaming

Oct. 1 Paraprofessionals

8 Families

15 MIDTERM EXAM

22 Specific factors for SPH

29 Specific factors for SPH

*Nov. 1 - Friday - Last day to drop/resign

Nov. 5 Adaptations

12 Team approaches to planning, implementation, and evaluation

19 Team approaches to planning, implementation, and evaluation

26 PRESENTATIONS

Dec. 3 Case management

10 Final exam

References SPED 658

Cramer, S. F.(1998). Collaboration : A success strategy for special educators. Boston : Allyn & Bacon.

Idol, L., Paolucci-Whitecomb, P., & Nevin, A.(1986). Collaborative consultation. Rockville, MD : Aspen Publishers.

Janney, R., & Snell, M. (1999). Behavioral support. Baltimore : Brookes.

Marks, E. S. (1995). Entry strategies for school consultation. New York : Guilford

Mostert, M. P. (1998). Interprofessional collaboration in schools : Practical action in the classroom. Boston : Allyn & Bacon.

Orelove, F. P., & Sobsey. R. N. (1999). Educating children with multiple disabilities : A transdisciplinary approach. Baltimore : Brookes.

Pugach, M. C. & Johnson, L. J. (1995). Collaborative practitioners, collaborative schools. Denver, CO : Love.

Rainforth, B., & York-Barr, J. (1997). Collaborative teams for students with severe disabilities. Baltimore : Paul H. Brookes.

Rainforth, B., & York- Barr, J. (1997). Collaborative teams for students with severe disabilities: Integrating therapy and educational services (2nd ed.). Baltimore: Brookes.

Snell, M., & Janney, R. (1999). Collaborative teaming. Baltimore : Brookes.

York-Barr, J. (1996). Creating inclusive school communities: A staff development series for general and special educators (Module 4 and 5). Baltimore: Paul H. Brookes.