



Qatar University

College of Education: Psychological Sciences Department

Course Syllabus

➤ **Course Information:**

Course Title: Students with Physical, Health, and Sensory Disabilities

Course Number and CRN: SPED 431

Prerequisite: SPED 430

Credit Hours (CR HRS): 3 Hours

Department: Psychological Sciences

Class meeting time: M/W9.30-10.45

Location: B04 CED

➤ **Instructor Information:**

Instructor's name:

- Email:

Office Hours:

- Office Number:

➤ **College of Education Conceptual Framework:**

“Together We Shape the Future through Excellence in Teaching, Scholarship, and Leadership”.

College of Education Unit Learning Outcomes:

Teaching:

- 1. **Content:** Demonstrate understanding of the key theories and concepts of the subject matter.
- 2. **Pedagogy:** Plan effective instruction to maximize student learning.
- 3. **Technology:** Use current and emerging technologies in instructionally powerful ways.
- 4. **Diversity:** Foster successful learning experiences for all students by addressing individual differences.

Scholarship:

- 5. **Scholarly Inquiry:** Actively engage in scholarship by learning from and contributing to the knowledge base in education.
- 6. **Problem Solving:** Arrive at data-informed decisions by systematically examining a variety of factors and resources.

Leadership:

- 7. **Ethical Values:** Apply professional ethics in all educational contexts.
- 8. **Initiative:** Lead positive change in education.

➤ **Course Description:**

Introduction and an overview of characteristics of individuals with severe/profound disabilities, and educational and behavioral adaptations for these individuals in diverse educational and community-based settings for special education majors. A major emphasis of this course is placed on the practicum experience. These experiences will allow the student to observe and participate in the use of a variety of teaching models with diverse populations this course is offered each Fall Semester as part of the Collaborative Teacher Program (CTP).

➤ **Course Objectives:**

1. Demonstrate knowledge of the characteristics and service needs of individuals of varying ages and a variety of types of severe/profound
2. Demonstrate knowledge of administrative arrangements, service delivery systems, school-care giver relationships, and curricular content bases related to educational services for individuals' birth through 21 years of age who have severe/profound.
3. Describe the impact of cognitive and affective manifestations on learning, curriculum and program development, and needed services and supports for students with severe/profound
4. Identify the array of residential, vocational, and leisure services available for students with severe/profound behavior disorders, learning disabilities, mental retardation, and multiple disabilities.

➤ **Course Learning Outcomes:**

1. Demonstrate understanding of the current federal and state laws and regulations governing and/or impacting programs for exceptional children
2. Demonstrate understanding of the Student assessment instruments and techniques, including functional and vocational knowledge and skills
3. Demonstrate understanding of the skills and services which students need as they make the transition from school to the community, including community living, the world of work, and continuing education
4. Demonstrate understanding of the Student learning styles and instructional strategies, including collaborative teaching

➤ **Textbooks & Readings:**

• **Required textbook:**

- Westling, D. L., & Fox, L. (2008). *Teaching students with severe disabilities* (4th ed.). Upper Saddle River, NJ: Merrill.

• ياسر خليل، (2014). الإعاقات الجسمية والصحية والإعاقات المتعددة. الأردن: دار الفكر للنشر والتوزيع

➤ **Supportive Textbooks and references**

- Gorman, J.C. (2004). *Working with challenging parents of children with special needs*. Thousand Oaks, CA: Corwin Press.
- Hallahan, D.P., & Kauffman, J.M., (2006). *Exceptional Learners: An introduction to special education* (10th ed.). Boston, MA: Allyn and Bacon. (له ترجمة عربية متوفرة في مكتبة أستاذ المقرر)
- Holcomb, E.L. (2001). *Asking the right questions: Techniques for collaboration and school change*. Thousand Oaks, CA: Corwin Press.
- Jaksec, III, C.M. (2005). *The difficult parent: An educator's guide to handling aggressive behavior*. Thousand Oaks, CA: Corwin Press.
- Kirk, S.A., Gallagher, J.J., & Anastasiow, N.J. (2003). *Educating exceptional children*. Boston, MA: Houghton Mifflin.
- McEwan, E.K. (2005). *How to deal with parents who are angry, troubled, afraid, or just plain crazy*. Thousand Oaks, CA: Corwin Press.
- Powell, T., & Ogle, P. (1985). *Brothers and sisters: A special part of exceptional families*. Baltimore, MD: Paul Brookes.
- Robins, K.N., Lindsey, R.B., & Terrell, R.D. (2002). *Culturally proficient instruction: A guide for people who teach*.
- Simon, R. (2003). *Riding the Bus with my Sister*. New York, NY: Penguin Group.
- Turnbull, A., Turnbull, R., Erwin, E., and Soodak, L. (2016). *Families, Professionals, and Exceptionality: Positive outcomes through partnerships and trust* (7th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

➤ **Supportive Websites:**

- <https://www.specialeducationguide.com/special-education-dictionary/>

➤ **Course Requirements:**

1. Commitment for QU dress code on campus.
2. Each candidate is expected to attend class on time, not to be late, and to remain in class the entire session.
3. Each candidate is expected not to exchange the electronic attendance secret code.
4. The student is considered “F Barred” if his absence exceeds 25%. This percentage includes sick leaves.
5. Each candidate is expected not to use his mobile phone during lectures, and not to record lectures without the instructor’s permission.
6. Each candidate is expected not to be absent for the tests and quizzes except with acceptable official papers.
7. The student is considered “F Absent” if he is absent for the final exam and does not provide an acceptable official excuse for his absence.
8. Each candidate is expected to participate in class discussions and group activities, and collect his textbook on specified date.
9. Each candidate is expected to hand in the required assignments on time. Assignments turned in later are subject to points’ deduction.
10. Each candidate is expected to check his assignments for any spelling or linguistic mistakes, and to consider the standards of academic integrity.
11. Each candidate is expected to consider academic honesty when copying and documenting the sources.
12. All submitted assignments must have a cover page, which includes the name of the assignment, the course name and number, the student’s name, his ID, the instructor’s name, the semester, and the submission date. Assignments should be typed in font Simplified Arabic size 12 and the headings should be typed in font size 14.
13. All required assignments must be uploaded on Safe Assign system. The Safe Assign percentage for each assignment must not exceed 25%.
14. The professor will upload the scores for all required assignments on Blackboard before the final exam.

➤ **Use of Blackboard:**

1. All students must access the Blackboard system at least three times a week, to check for updates, including the full course description and scoring rubrics for all assignments.
2. All assignments should be uploaded on Blackboard. CED students only will upload some of these assignments on Task Stream too.

➤ **Course Matrix:**

CED Unit Learning Outcomes	QNPS	Course Objectives	Course Learning Outcomes	Course Assessments (Assignments)
1, 2,4	1,2,3	1,2,3	1,2,3	Presentation – Exams IEP – Transition Plan
4	2,3,4	2	2, 4	
5-6	4-6	3	1, 3, 4	

➤ **Course Outline:**

Week	Topic	Assignment
1	Students with Severe Disabilities: Definitions, Descriptions, Characteristics, and Potential	Presentation – Exams
2	Philosophies and Practices for Teaching Students with Severe Disabilities	
3	Collaboration among Professionals and Paraprofessionals +	
4	Parents, Families, and Cultural Issues	IEP – Transition Plan
5	Planning Instructional Programs for Students with Severe Disabilities	
6	Determining Instructional Goals for Students with Severe Disabilities	
7	Midterm Exam	
8	Teaching Students to Acquire New Skills - Teaching Skills for Generalization and Maintenance	IEP – Transition Plan
9	Evaluating Student Progress	
10	Creating Inclusive Educational Environments- Teaching Communication Skills	
11	Providing Behavior Support to Improve Challenging Behavior	
12	Managing Sensory and Motor Systems - Providing Support for Health and Medical Needs	
13	Teaching Personal Care Skills- Fostering Friendships and Recreational Involvement	
14	Teaching Academic Skills- Teaching Community and Domestic Skills- Using Assistive Technology	
15	Meeting the Needs of Young Children- Transitioning to Adulthood	
16	Final Exam	

➤ **Course assessments (Assignments):**

- **(Debates, Discussions and Presentation (20%).** The instructor will choose two current trend issues related to special education in the State of Qatar. Students will be divided into two groups. Each group will address and discuss the issue supporting their argument with reliable peer-reviewed journal papers. First step, students will discuss the issue in the Blackboard thread, then write 1-2 pages of the most important information supporting their argument. Second step, both groups will have an official debate during the lecture time using their 1-2 pages they prepared. Third step, each group will write 7 pages about the issue following the APA formatting and presenting it in the class.
- **IEP (20%).** A real case study related to a high school student with severe or profound disabilities will be given to students in order to create a proper Individualized Education Plan.
- **Transition Plan (10%)** Students will create a school post transition plan based on the earlier case study they worked on. Choosing and following proper skills and subjects to be taught in order to ease the transition phase and help that student to hold and maintain an appropriate job based on his/her skills and needs which would help their independency as much as possible.
- **Midterm Exam (20%).** A mid-term exam will be given to assess candidates' comprehension of the information presented in weeks during the first half of the course. The exam will have multiple-choice questions and short answer questions.
- **Final Exam (30%).** A final exam will be administered at the end of the term. It will be comprehensive; assessing the candidate is comprehensive of all topics discussed in class or in the assigned reading. It will be a combination of multiple-choice questions, short answer questions, and possibly one or more essays.

➤ **Grades distribution:**

N	Assignment	Points	Due Date
1	Learning Activities (Debates, Discussions and Presentation)	20	
2	IEP	20	
3	Transition Plan	10	
4	Midterm Exam	20	
5	Final Exam	30	
Total 100			

➤ **Grading System:**

Grade Symbol	Description	Percentage
A	Excellent	90 to 100
B+	Very Good	85 to < 90
B	Very Good	80 to < 85
C+	Good	75 to < 80
C	Good	70 to < 75
D+	Pass	65 to < 70
D	Pass	60 to < 65
F	Fail	Less than 60

➤ **Academic Integrity:**

The University Code of Conduct aims at providing all students at QU with clear standards of behavior. By registering as a student, all students acknowledge their awareness and knowledge of the University Code of Conduct and its procedures. Moreover, they understand the consequences of the violation of these standards; violations may be of an academic or non-academic nature. Any attempt by students to present the work of others as their own or to pass an examination by improper means is regarded as a most serious offense and renders those students who do so liable to disciplinary action. Assisting another student in any such dishonesty, or knowing of this dishonesty and not reporting it, is also considered a grave breach of honesty. For more information about academic dishonesty and plagiarism, you may refer to: The Qatar University Student Catalog:

http://www.qu.edu.qa/static_file/qu/students/documents/students-undergraduate-catalog-2017-2018-en.pdf The Qatar University Code of conduct: <http://www.qu.edu.qa/students/code-of-conduct>

➤ **Intellectual Property (IP) violations / Plagiarism:**

Respect for original intellectual creativity is vital to academic discourse. This principle applies to works of all authors and publishers in all forms. This encompasses respect for the right to acknowledgement, the right to privacy and the right to determine the form, manner and terms of publication and distribution. As a general rule, copying, distributing, making derivative work, displaying, or performing copyright-protected work requires the permission of the copyright owner. Plagiarism applies to all student assignments or submitted work and it includes the use of the work, ideas, images or words of someone else without his/her permission; use of someone else's wording, name, phrase, sentence, paragraph or essay without referring to the source, and misrepresentation of the sources that were used. For more information, you may refer to the Qatar University Student Catalog, ps. 55 - 56.

➤ **Dishonesty:**

“Cheating is an academic offense in accordance with the laws and regulations of Qatar University. In some cases, this violation may result in student’s dismissal from the university. Students must refrain from taking part in or participating in any work that contravenes the University's code of conduct and academic integrity and testing procedures”. Cheating may include any attempt of cheating or disruption during testing sessions, submitting any material prepared by or purchased from another

person or company including reports and research papers, or work completed for one course and submitted to another. For more information, you may refer to the Qatar University Student Catalog, p. 55.

➤ **Student Learning Support:**

The Student Learning Support Center (SLSC) provides comprehensive academic support services to all students at Qatar University. The SLSC has a nurturing environment where students can seek assistance with academic coursework, writing assignments, transitioning to college life, and many other academic aspects. SLSC programs and services include tutoring sessions, supplemental instruction, writing support along with academic coaching and workshops. Information about the Learning Center may be found at: <http://www.qu.edu.qa/students/support-and-development/student-learning-support>

➤ **Success Oasis at the College of Education:**

The Success Oasis at the College of Education aims at strengthening and supporting the students to continue the success and excellence in their courses and overcome the obstacles that face them. In addition, it creates a supportive climate and encourages growth and development. This is achieved in several ways, such as peer tutoring programs which emphasize the key role of the students to support their peers continuously during their undergraduate studies, as well as providing other forms of support which may include basic personal academic skills workshops, and other services. For more information, please contact us by the official e-mail: cedso@qu.edu.qa

➤ **Special Needs Support:**

In accordance with Law No 2 of the year 2004, and Article 49 in the Constitution of Qatar: "Education is the right of all.", and "the State shall extend efforts to achieve fair and appropriate access in education for all". Qatar University welcomes students with special needs in all educational programs. We urge students with special needs, including visible and invisible special needs, such as physical disability, temporary injuries, chronic diseases, learning disabilities, brain and nerves injuries, attention deficit / hyperactivity disorder, or psychiatric disorders, to contact the Inclusion and Special Needs Support Center and provide their documented disabilities. Information about the Inclusion and Special Needs Support Center may be found at: <http://www.qu.edu.qa/students/support-and-development/special-needs>

➤ **Student Complaints Policy:**

Qatar University is committed to a policy of fair treatment for its students/faculty/staff in their relationships with student, administration, faculty, staff and other members of the University community. The purpose of this policy is to establish and implement a complaint procedure. For more information about the policy and processes related to this policy, you may refer to the following link: <http://www.qu.edu.qa/students/services/complaints>

A student teacher who has difficulty in learning, or needs some assistance, such as clarifying some information, implementing some tasks, or any other assistance, may contact his professor to get the appropriate support.

➤ **Qatar National Professional Standards for Teachers:**

1. Planning for student progress and achievement.
2. Engaging students and developing them as learners.
3. Creating safe, supportive and challenging learning environments.
4. Assessing students' learning and uses assessment data to improve achievement.
5. Demonstrating high professional practices and engaging in continuous professional Development.
6. Maintaining effective partnerships with parents and community.

Assignment Rubrics

Oral Presentation

Category	Scoring Criteria	Total Points	Score
Organization	The type of presentation is appropriate for the topic and audience.	1/5	
	Information is presented in a logical sequence.	1/5	
	Presentation appropriately cites requisite number of references.	1/5	
Content	Introduction is attention-getting, lays out the problem well, and establishes a framework for the rest of the presentation.	1/5	
	Technical terms are well-defined in language appropriate for the target audience.	1/5	
	Presentation contains accurate information.	1/5	
	Material included is relevant to the overall message/purpose.	1/5	
	Appropriate amount of material is prepared, and points made reflect well their relative importance.	1/5	
	There is an obvious conclusion summarizing the presentation.	1/5	
Presentation	Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.).	1/5	
	Speaker uses a clear, audible voice.	1/5	
	Delivery is poised, controlled, and smooth.	1/5	
	Good language skills and pronunciation are used.	1	
	Visual aids are well prepared, informative, effective, and not distracting.	1	
	Length of presentation is within the assigned time limits.	1	
	Information was well communicated.	1	
Score	Total Points	10	

IEP Rubric

	Not demonstrated or Unsatisfactory	Needs Improvement	Satisfactory	Target	Score/Level
Baseline Data	No data observational or measurable data or data was collected and analyzed incorrectly.	Only observational data stated, no measurable data stated OR measurement principles and practices were used ineffectively.	Use knowledge of measurement principles and practices to collect and interpret assessment results in baseline data may be inferred; Data analysis is stated.	Clearly shows use knowledge of measurement principles and practices to collect and interpret assessment results to produce baseline data; results are clearly and thoroughly presented.	
Standards USA- CEC Initial Level Special Educator Preparation Standards (2013) Standard: Standard 4: Assessment - 4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions. Key Element: 4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.					
Statement of Student's Strengths	No information about strengths.	A strength is stated but not related to goal area.	Statement of the child's strengths is related to goal area, but the description is unclear.	PLEP includes a clear statement of the child's strengths closely related to goal area.	
Needs Statement	No needs statement	Needs statement present, but not consistent with development and individual differences or responsive to the needs of the individual.	Needs statement is consistent with development and individual differences and is responsive to the needs of the individual.	Needs statement clearly demonstrates understanding of development and individual differences, response to the needs of the individual, AND is consistent with the data.	
Standards USA- CEC Initial Level Special Educator Preparation Standards (2013) Standard: Standard 1: Learner Development and Individual Learning Differences - 1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities. Key Element: 1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.					
General Curriculum Support	No statements or data about how the disability affects progress in the general curriculum	Briefly describes how the student's disability affects involvement and progress in general curriculum.	Describes how the student's disability affects involvement and progress in general curriculum and activities and targeted success in the general curriculum.	Clearly and thoroughly describes how the student's disability affects involvement and progress in general curriculum and activities, supports needed for success in general curriculum, AND the difference between the student's performance (baseline data) and targeted success in the general curriculum.	
Standards International- Qatar University CED Standards- Masters in Special Education (2013) PLO: PLO 4. Foster successful learning experiences for all students by addressing individual differences. USA- CEC Initial Level Special Educator Preparation Standards (2013) Standard: Standard 3: Curricular Content Knowledge - 3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. Key Element: 3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities					
Goals as Related to Needs	No relationship between the identified needs and goals.	Limited relationship to needs identified; many needs not represented in goals statements.	Most goals emerge from the data analysis; most needs represented in goals statements.	All goals clearly emerge from the data analysis and include all needs identified.	
Behaviors/Skills and Outcomes	The goal does not clearly describe the behavior/skill to be changed, nor does it relate to the measures/outcomes or to the characteristics of the individual.	The goal clearly describes the behavior/skill to be changed, but does not relate to the measures/outcomes or to characteristics of the individual.	The goal describes the behavior/skill to be changed and relates to the individual's abilities, interests, learning environments, or cultural and	The goal clearly describes the behavior/skill to be changed, and relates it to measures/outcomes and the individual's abilities, interests, learning environments, and cultural and linguistic factors.	

	Not demonstrated or Unsatisfactory	Needs Improvement	Satisfactory	Target	Score/Level
			linguistic factors. Measurable outcomes are discussed, but may not be clear.		
	Standards USA- CEC Initial Level Special Educator Preparation Standards (2013) Standard: Standard 5: Instructional Planning and Strategies - 5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. Key Element: 5.1 Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.				
Direction of Change	Goals are not appropriate to the needs of the student, not measurable; direction of change is not clear.	Most goals are appropriate to the individual needs of the student and indicate direction of change.	All goals are appropriate to the individual needs of the student, consistent and indicate direction of change. Some, but not all, are measurable.	All goals are clearly aligned with the individual needs of the student; all goals are measurable and clearly indicate direction of change.	
Student Performance Objective	Objective does not state the condition.	Objective clearly states a condition for student performance, although the statement may be lacking in clarity and appropriateness.	Objective states an appropriate condition for student performance, although the statement may be lacking in clarity.	Objective clearly states an appropriate condition for student performance.	
Targeted Skills / Behavior	Objective does not describe skill or behavior.	Objective describes skill or behavior, but description is poor in quality.	Objective describes skill or behavior, although clarity may be lacking.	Targeted behaviors/Skills	
Presentation of Student Progress	There are not any charts, graphs, and little or no data is collected on the student's IEP goals/objectives.	Each goal/objective does not have a chart, graph, or other method used in collecting data, but there is evidence of regular data collection or, each goal has a graph but no evidence of regular data collection.	Each goal/objective has a chart, graph, or other method used in collecting data on interventions used, data is collected and documented less often than according to the IEP.	Each goal/objective has a chart, graph, or other method used in collecting data on interventions used to promote progress, student performance on the objective. Data is collected and documented according to the IEP. Student progress is recorded on a chart, graph, or other method is used for each student goal/objective, included in the student's file. Data is collected and documented according to the IEP.	
	Standards USA- CEC Initial Level Special Educator Preparation Standards (2013) Standard: Standard 5: Instructional Planning and Strategies - 5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. Key Element: 5.6 Beginning special education professionals teach to mastery and promote generalization of learning.				

ITP Rubric Matrix

	Unsatisfactory	Needs Improvement	Satisfactory	Target
Basic Information	Majority of the information is incorrect or missing.	A designation is provided for student name, birth date, date of IEP, and type of IEP, but there are many mistakes or omissions.	A designation is provided for student name, birth date, district, building site, date of IEP, and type of IEP. Majority of the information is correct.	A designation is provided for student name, birth date, date of IEP, and type of IEP. All of the information is correct.
Present Level of Educational Performance	Little to no information is provided about the present level of education performance, or information provided is clearly not accurate.	Objective statements about educational, behavioral and social strengths and needs are listed but are not consistently appropriate or do not directly link to the evaluation data. Existing standardized and informal evaluation data are inconsistently included with results showing effects of child's disability on educational performance. The impact of the disability on the involvement/? progress in general curriculum.	Objective statements about educational, behavioral and social strengths and needs are listed and directly relate to evaluation data, but are not consistently comprehensive. Existing standardized and informal evaluation data are included with results showing effects of child's disability on educational performance. The impact of the disability on the involvement/progress in general curriculum is provided	Objective statements about educational, behavioral and social strengths and needs are listed, directly relate to evaluation results, and are consistently comprehensive. Existing standardized and informal evaluation data are included with results showing effects of child's disability on educational performance. The impact of the disability on the involvement/progress in general curriculum is provided.
Long Term Goals	Little or no information is provided for long-term goals, or the information provided is clearly not appropriate.	Annual goals are selected and may or may not be based on present level of performance data. Priority of goals lacks alignment with learner strengths and needs. Goals are not written in measurable terms and/or do not show direction for growth.	Annual goals are selected and based on present level of performance data. Priority of goals lacks alignment with learner strengths and needs. Goals are written in measurable terms and show direction for growth. (minimum of 2)	Annual goals are selected and prioritized based on present level of performance data. Goals are written in measurable terms and show direction for growth.
Short Term Objectives/ Benchmark	Little or no information is provided for short term goals, or the information provided is clearly not appropriate.	Majority of short-term objectives/ benchmark (linked to annual goals) are not written in measurable terms (objectives contain 4 parts each: who will do what, under what conditions, and to what degree. Benchmarks may or may not be age-appropriate and correlate with past IEP benchmarks.	Majority of short term objectives/ are written in measurable terms (objectives contain 4 parts each: who will do what, under what conditions, and to what degree. Benchmarks written are age-appropriate and correlate with past IEP benchmarks.	Majority of short term objectives/ are written in measurable terms (objectives contain 4 parts each: who will do what, under what conditions, and to what degree.



Pledge

I am the student: -----

Course Title: -----

I have reviewed the content of the course syllabus, I pledge to commit myself to all policies and procedures, and I pledge to take complete responsibility in case of violating any one of them.

- Student's name: -----

- ID: -----

- Signature: -----

- Date: -----

(Please sign this part and hand it in to your instructor).