

FOCUS ON EXCEPTIONAL CHILDREN

Curricula and Instructional Procedures for Severely Handicapped Students

Doug Guess and Mary Jo Noonan

Educational instruction among severely handicapped students is an effort barely 15 years old. During this brief history, curriculum development has followed several paths in attempting to identify content and methodology that will meet the needs of a population having severe skill deficits, maladaptive behaviors, and slow rates of achievement. After reviewing and analyzing the major curricula and instructional procedures that have evolved from various theoretical positions, we will give some suggestions for redirections in the field.

THE DEVELOPMENTAL APPROACH

Traditionally, curricula for the severely handicapped have been developmental — designed to replicate the normal sequence of development among handicapped students. Justification for the developmental approach rests on at least three assumptions: 1) normal development constitutes the most *logical* ordering of behaviors in a curriculum; 2) many behaviors within normal development are *prerequisite* behaviors; and 3) behaviors acquired at a particular age by a normal child are *appropriate* objectives for a severely handicapped student at the same level of development (Baldwin, 1976; Haring & Bricker, 1976; Stephens, 1977). On these premises, a multitude of chronologically sequenced behavior scales have been put forth as curricula for the severely handicapped. These curricula describe the "what to teach" and the order in which it should be taught.

Developmental Scales

Normal development serves as the outline of content in the developmental curriculum. Content is sequenced within behavior domains (e.g., gross motor, fine motor, language, social, and self-help) that function as both an assessment and the objectives of the curriculum. Because the assessment and objectives are one and the same, the curricula have been referred to as "assessment-linked" (Bricker, Bricker, Iacino, & Dennison, 1976; Gentry & Adams, 1978).

Doug Guess is a professor and Mary Jo Noonan a doctoral candidate in the Department of Special Education, University of Kansas.

Severely Handicapped Students An Instructional Design

David R. Mitchell



Severely Handicapped Students An Instructional Design:

Severely Handicapped Students Wayne Sailor, Doug Guess, 1983 Instructional Design for Special Education David Baine, 1982 **Generalization for Students with Severe Handicaps** Norris G. Haring, 1988 **A User's Guide to Community Entry for the Severely Handicapped** Ernest Pancsofar, 1986-01-01 Once warehoused in institutions many severely handicapped individuals are now living in community residences Yet there are few resource materials available for those who face the difficult task of planning and operating these residences A User's Guide to Community Entry for the Severely Handicapped offers practical guidance for creating the most home like least restrictive residential settings Committed to the right of all individuals to live in their home community Pancsofar and Blackwell address topics of vital concern to residential planners administrators and direct care personnel The Guide covers administrative and programmatic issues offering a wealth of suggestions examples forms and checklists It is a valuable special education textbook and reference work and an excellent resource for families **Handbook of Intellectual Disabilities** Johnny L. Matson, 2019-09-03 This handbook offers a comprehensive review of intellectual disabilities ID It examines historical perspectives and foundational principles in the field The handbook addresses philosophy of care for individuals with ID as well as parent and professional issues and organizations staffing and working on multidisciplinary teams Chapters explore issues of client protection risk factors of ID basic research issues and legal concerns In addition chapters include information on evidence based assessments and innovative treatments to address a variety of behaviors associated with ID The handbook provides an in depth analysis of comorbid physical disorders such as cerebral palsy epilepsy and seizures and developmental coordination disorders DCD in relation to ID Topics featured in this handbook include Informed consent and the enablement of persons with ID The responsible use of restraint and seclusion as a protective measure Vocational training and job preparation programs that assist individuals with ID Psychological and educational approaches to the treatment of aggression and tantrums Emerging technologies that support learning for students with ID Key sexuality and relationship issues that are faced by individuals with ID Effective approaches to weight management for individuals with intellectual and developmental disabilities The Handbook of Intellectual Disabilities is an essential reference for researchers graduate students clinicians and related therapists and professionals in clinical child and school psychology pediatrics social work developmental psychology behavioral therapy rehabilitation child and adolescent psychiatry and special education **Psychomotor Domain Training and Serious Disabilities** Paul Jansma, 1999 To find more information on Rowman Littlefield titles please visit us at www.rowmanlittlefield.com **Handbook of Special Education** James M. Kauffman, Daniel P. Hallahan, 2011-05-15 Special education is now an established part of public education in the United States by law and by custom However it is still widely misunderstood and continues to be dogged by controversies related to such things as categorization grouping assessment placement funding instruction and a variety of legal issues The purpose of

this 13 part 57 chapter handbook is to help profile and bring greater clarity to this sprawling and growing field To ensure consistency across the volume chapter authors review and integrate existing research identify strengths and weaknesses note gaps in the literature and discuss implications for practice and future research Key features include Comprehensive Coverage Fifty seven chapters cover all aspects of special education in the United States including cultural and international comparisons Issues Trends In addition to synthesizing empirical findings and providing a critical analysis of the status and direction of current research chapter authors discuss issues related to practice and reflect on trends in thinking Categorical Chapters In order to provide a comprehensive and comparative treatment of the twelve categorical chapters in section IV chapter authors were asked to follow a consistent outline Definition Causal Factors Identification Behavioral Characteristics Assessment Educational Programming and Trends and Issues Expertise Edited by two of the most accomplished scholars in special education chapter authors include a carefully chosen mixture of established and rising young stars in the field This book is an appropriate reference volume for anyone researchers scholars graduate students practitioners policy makers and parents interested in the state of special education today its research base current issues and practices and future trends It is also appropriate as a textbook for graduate level courses in special education

Teaching the Moderately and Severely Handicapped Student and Autistic Adolescent Elva Durán,1988 **Don't Accept Me as I am** Reuven

Feuerstein,Ya'acov Rand,John E. Rynders,2013-11-11 **Critical Issues in Educating Autistic Children and Youth**

,1981 **Including Learners with Low-Incidence Disabilities** Elizabeth A. West,Chris Forlin,2015-02-13 This important book highlights the need to include learners with low incidence disabilities and provides information related to supports and services to achieve that goal across a variety of contexts Exceptional Children Ronald L. Taylor,Les Sternberg,2012-12-06

Exceptional Children Integrating Research and Teaching provides a comprehensive introduction to the constantly changing area of special education The book is research based and its title reflects our opinion regarding the important link between research and classroom practice There is one feature of Exceptional Children Integrating Research and Teaching that warrants attention and perhaps justification it was written specifically to address the graduate student or sophisticated undergraduate student market As such the book is written at a higher level and with a greater concept density than typical introductory special education texts We feel that this type of book is very much needed and will be received favorably by the special education community There are also several unique features of Exceptional Children Integrating Research and Teaching that we feel will be quite valuable First we have emphasized the area of teaching practices and not simply included basic facts about definitions characteristics and causes Although some introductory texts include information about teaching considerations that area is not discussed as in depth as it is in our text We feel that it is important that readers not only understand the educational needs of exceptional children but also can identify the best educational practices to meet those needs **Teaching English Learners in Inclusive Classrooms** Elva Duran,2020-08-11 This newly revised text Teaching

English Learners in Inclusive Classrooms updates and expands upon issues of great concern to those working with students who are English learners as well as having special learning challenges. Given the unacceptable school drop out rates of these students, this book provides practical tools and strategies for educators to approach the unique learning needs of these students. It draws upon the most current laws and research in the interconnected fields of bilingual and multicultural education, language and literacy, and special needs. Additionally, Dr. Durán draws upon her extensive experiences via classroom teaching, university level instruction, and textbook writing in these fields to present a highly useful compendium of ideas. The range of chapters exemplifies the width and breadth of this material. A sampling of these chapters include topics such as functional language teaching, students with more extensive needs, working with cross cultural and linguistic diverse students in the U.S. and Central America, helping students with autism, and includes information in the area of transition for mild, moderate, and students with more extensive needs. There is also information as before on literacy and a chapter in the content subjects as it relates to social studies as well as a chapter on families of cross cultural students. Many of the chapters look to use of direct instruction approaches that have proven to be successful strategies in addressing these educational areas. Teachers and teacher trainers will find this clear well written text to be an invaluable resource in addressing the needs of myriad and unique students.

Strategies for Educating Students with Severe Handicaps Robert Gaylord-Ross, Jennifer F. Holvoet, 1985. Assessment and target selection. Instructional design for skill acquisition. Making the curriculum natural and functional. Measurement. Behaviour management. Curriculum. Environmental and classroom organization. Home school interactions. Past, present and future directions.

Special Educational Needs and Inclusive Education:

Inclusive education David R. Mitchell, 2004. Demonstrates how the fields of special education and inclusive education have evolved philosophically and technically over the past 30 years.

Alternative Futures in Special Education Samuel Alexander Kirk, 1986. Twelve author contributed papers from a 1984 conference examine the future of special education. The following titles and authors are represented: The Institute for Research on Exceptional Children at the University of Illinois; S. Kirk and W. Spalding, *The Family with a Child Who Is Handicapped*; Research Focus for the 1980's; J. Gallagher, *Families with Mentally Retarded Members*; An Agenda for Research, 1985-2000; B. Farber, *Future Directions in Early Childhood Education for Exceptional Children*; M. Karnes, *The Future of Early Childhood Special Education: A Perspective on Prevention*; K. Scott and D. Carran, *Technology and Special Education: Futures Paradigm Shift*; S. Ashcroft, *Technology: A Look Into the Future for Special Education*; L. Stolurow, *The Center for Studies in Education and Human Development: A Programmatic Approach to Research in the Area of Deafness*; D. Moores, *Leadership Training Models for the Future*; C. Howe, *A Proposed American Academy of Scholars in Education of the Handicapped*; L. Dunn, *The Future of Legislative Advocacy for Exceptional Children*; E. Boggs, *Public Policy and Special Education: An Unfinished Agenda*; E. Martin, CL.

Educating Students with Severe Or Profound Handicaps Les Sternberg, 1988

Concise Encyclopedia of Special Education Cecil R. Reynolds, Elaine

Fletcher-Janzen,2004-03-25 The Concise Encyclopedia of Special Education Second Edition is a comprehensive resource for those working in the fields of special education research and practice Featuring reviews of assessment instruments and teaching approaches legal issues overviews of specific learning disabilities dozens of biographies and more this complete desk reference is an indispensable guide for professionals academics and students alike Named an American Library Association Top 25 Reference of the Year in its First Edition The Concise Encyclopedia serves as an important reference for the education of handicapped and other exceptional children Written and edited by highly regarded and respected experts in the fields of special education and psychology this authoritative resource guide provides a reference base for educators as well as professionals in the areas of psychology neuropsychology medicine health care social work and law Additionally this acclaimed reference work is essential for administrators psychologists diagnosticians and school counselors as well as parents of the handicapped themselves What s new in this edition Comprehensive coverage of new legislation such as Individuals with Disabilities Act IDEA and the Americans with Disabilities Act Cultural competence in Special Education including new material on culturally linguistically diverse students Many new entries including notable biographies new service delivery systems special education laws new assessment instruments cross cultural issues neuropsychology and use of the Internet in research and service delivery Some of the topics covered Academic assessment Achievement tests Addictions Bilingual education Child and adolescent behavior management Counseling with individuals and families with disabilities Early childhood education Gifted education Intelligence tests Mathematics disabilities Psychoeducational methods Rehabilitation Socioeconomic status Special education parent and student rights Traumatic brain injury Resources in Education ,1997 **Topical Bibliography on Inclusive Schools** ,1994

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