

GRANDE PRAIRIE REGIONAL COLLEGE  
REHABILITATION SERVICES PROGRAM

1993 - 1994

**RP2310 INTERVENTION SKILLS: MULTIPLE DISABILITIES**

**FALL 1993 - SEPTEMBER 7, 1993 TO OCTOBER 29, 1993**

**Time:** Thursday 8:30 - 10:20 a.m.

**Location:** T.B.A.

**Prerequisites:** RP1100 Human Services: Values and Issues  
RP1201 Health Issues  
RP1202 Program Design I

**Credits:** 1 (15 hours)

**Instructor:** Marsha Zalik

**Office:** Room H230

**Phone:** 539-2894

**Office Hours:** Tuesdays/Thursdays  
1:00 - 2:30 p.m. or by appointment.

**COURSE DESCRIPTION**

This course is a fifteen hour module focusing on intervention skills appropriate to value-based and normative programming for people who have severe/multiple disabilities. The advantages of transdisciplinary and integrated therapeutic approaches are stressed.

**TEXT**

Orelove, Fred P. and Sobsey, Dick. Educating Children with Multiple Disabilities: A Transdisciplinary Approach, Paul H. Brookes Publishing Co., Baltimore, Maryland, 1987 2nd Edition.

## **CLASS FORMAT**

Classes will consist of lectures and discussions.

## **COURSE OBJECTIVES**

Students will

1. differentiate between multidisciplinary and transdisciplinary approaches to service delivery and discuss the advantages and disadvantages of each as they apply to intervention with people who have severe and multiple disabilities.
2. demonstrate knowledge of cerebral palsy classifications, problematic reflexes and approaches to assessment and treatment.
3. demonstrate knowledge of handling and positioning techniques that facilitate normal posture and movement patterns and minimize the effects of abnormal reflexes and muscle tone in individuals with cerebral palsy.
4. demonstrate familiarity with physiological and functional approaches to the assessment of and intervention for sensory deficits of people with multiple disabilities.
5. discuss the advantages and disadvantages of developmental, environmental, and ICS curriculum models.
6. demonstrate familiarity with the development of individualized adaptations in domestic, recreational, and vocational environments.
7. demonstrate knowledge and procedures to facilitate the development of mealtime skills, the safe enjoyment of meals, and nutritional balance amongst people with severe and multiple disabilities.
8. demonstrate familiarity with concepts underlying the assessment of communication skills and the development of intervention plans to promote development of communication skills for learners with severe and multiple disabilities.

## GRADING

Marks will be assigned for this course as follows:

10%	Participation:	Contributions to class discussions, facilitation of fellow students' understanding of the material, attendance, and punctuality all have bearing on the participation grade.
25%	Assignment #1:	The first assignment will require that students design age appropriate activities that address a list of specified learning objectives. Students will be required to design two sets of activities, one for a young child and one for an older adolescent or adult.
25%	Assignment #2:	The second assignment will require that students identify a problem that can be resolved by the design of an individual adaptation and then design the required adaptation. The submission will include a description of the problem and either a plan, a model, or a prototype of the adaptation.
40%	Exam	

## GRADES

9	90-100%
8	80-89%
7	72-79%
6	65-71%
5	57-64%
4	50-56%
3	45-49%
2	26-44%
1	0-25%

In order to obtain credit for this course, students must achieve a minimum of 65% or a 6.

## **RULES AND REGULATIONS**

1. Assignments must be submitted ON or BEFORE the date they are due. Late assignments will be penalized at a rate of 5% per day. For instance, an assignment graded at 75% would be credited 70% after one day late, 65% after two days, etc.
2. Any student not able to write a test or exam on the date scheduled must indicate to the instructor the reason he/she is unable to do so. The instructor retains the right to determine the validity of the reason. Should it be agreed that the absence will be excused, an alternate date will be set. If the student fails to write on the alternate date, a grade of zero will be assigned.

**NOTE:** We all have responsibilities in addition to our academic commitments. Occasionally these responsibilities make it very difficult to meet specific deadlines. The instructor will consider requests for extensions without penalty **ONLY** if the student makes his/her needs known prior to the due date.

## **IMPORTANT DATES**

October 13 - Assignment #1 Due

October 20 - Assignment #2 Due

October 27 - Exam