

GRANDE PRAIRIE REGIONAL COLLEGE
REHABILITATION SERVICES PROGRAM

RP10 - Intervention Methods: Multiple Disabilities

Fall 1991 - September 2 to November 1, 1991

Time: Mondays 8:30 - 9:50

Location: Room G118

Prerequisites: RP100 Human Services: Values and Issues
RP201 Health Issues
RP202 Program Design I

Instructor: Marsha C. Zalik

Office: Room H230

Phone: 539-2893

Course Description

This course is a fifteen hour module focussing 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

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 real-time skills, the safe enjoyment of meals, and nutritional balance amongst people with severe and multiple disabilities.
8. demonstrate familiarity with communication functions, modes, and systems.
9. 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

1. Assignments

50% Students will complete two assignments, each worth 25% of the grade.

Assignment #1 (25%)

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.

Assignment #2 (25%)

The second assignment will require that students identify a problem that can be resolved by the design of an individualized 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.

2. Test

40% There will be one test, worth 40% of the final grade.

3. Participation

10% Contributions to class discussions, facilitation of fellow students' understanding of the material, attendance, and punctuality all have bearing on the participation grade.