

## LABETTE COMMUNITY COLLEGE BRIEF SYLLABUS

### **SPECIAL NOTE:**

This brief syllabus is not intended to be a legal contract. A full syllabus will be distributed to students at the first class session.

### **TEXT AND SUPPLEMENTARY MATERIALS USED IN THE COURSE (if any):**

Please check with the LCC bookstore <http://www.labette.edu/bookstore> for the required texts for this class.

### **COURSE NUMBER:**

PARA 123

### **COURSE TITLE:**

PARAEDUCATOR IV

### **SEMESTER CREDIT HOURS:**

1

### **DEPARTMENT:**

Paraprofessional and Developmental  
Disabilities

### **DIVISION:**

Workforce Education/Community Service

### **PREREQUISITES:**

PARA 108 Paraeducator I, PARA 109 II, &  
PARA 122 III Employed by  
School district or interlocal

### **COURSE DESCRIPTION:**

This one credit-hour course is divided into thirteen topical areas: Understanding Students with Severe and/or Multiple Disabilities, Autism: Diagnosis and Characteristics, Autism: Social Interactions and Skill Development, Autism: Communication Objectives, Autism: Behavioral Issues, Asperger's Syndrome: Understanding the Diagnosis, Prevalence, and Characteristics of Students with Asperger's Syndrome, Asperger's Syndrome: Best Practices for Supporting Students, Gifted Students: Characteristics, Gifted Students: Best Practices, Assisting Students in the Development of Social Skills, Transition: Building Skills for a Successful Adulthood, Assistive Technology, and Feeding Students with Severe and Multiple Disabilities.

### **COURSE OUTCOMES AND COMPETENCIES:**

**Students who successfully complete this course will be able to:**

1. Identify the characteristics of severe and/or multiple disabilities.

- Definitions of severe and/or multiple disabilities
- Identification of causes of severe and/or multiple disabilities and the prevalence of students having this diagnosis
- Identification of traits associated with severe and/or multiple disabilities
- Related medical implications of severe and/or multiple disabilities

2. Relate the underlying issues of autism in order to implement effective programming.

- Definition of autism
- Definition and characteristics of social interaction
- Information pertaining to how learning issues impact social interactions
- Instructional approaches for social skills training
- Tips for making social interactions more effective

3. Provide effective and meaningful programming within the area of communication needs to autistic student.

- Definition and function of communication
- Communication characteristics associated with autism
- How learning issues impact communication
- Different modes of communication used by children with autism
- Tips to make communication with autistic children more effective

4. Prevent and manage challenging behaviors in relation to children with autism.

- Behavioral characteristics associated with autism
- The needs and functions of behavior in student with autism
- Implementing positive behavioral supports
- Replacing challenging behavior
- Tools to support the student with autism
- Tips to manage behavioral issues

5. Identify the characteristics of Asperger's Syndrome

- Facts regarding the diagnosis and prevalence of Asperger's Syndrome
- Common characteristics of students with Asperger's Syndrome

6. Implement effective strategies for supporting students and enhancing their opportunities for school success.

- Characteristics of Asperger's Syndrome which have an effect on a student's success in school
- Effective strategies for enhancing school success for students with Asperger's Syndrome

7. Explore services designed for educating the gifted student.

- Identify the characteristics of the gifted
- Myths and corresponding realities regarding the gifted population
- Services designed for educating the gifted

8. Discover the appropriate interventions for assessing and meeting the needs of high-ability students.

- Appropriate assessments for identification of the gifted
- Appropriate interventions for assessing and meeting the needs of the gifted
- Best practices for delivering of services to the gifted
- Differentiation as a key to meeting the needs of gifted students

9. Recognize the basic manners expected of students and how students should interact with people with physical disabilities.

- The need for students to have good social skills
- Basic manners that should be expected
- How students should interact with people with physical disabilities
- The importance of good manners
- Important communication skills and ways to assist students in gaining important social skills

10. Assist students to become independent workers and to develop self-advocacy skills.

- Identify transition services
- The three most important components of transition services
- Goals of transition services
- Building self-esteem, self-identity, and dreams for adulthood

11. Identify the purpose of assistive technology

- Goal or purpose of assistive technology
- Federal law of assistive technology, assistive technology devices, and assistive technology services
- Low, medium, and high assistive technology
- Facilitating assistive technology

12. Effectively engage and feed a student who needs maximum assistance.

- Four conditions that interfere with normal feeding and how to respond to each condition
- Preventive exercises to minimize feeding and swallowing problems
- How to position a student for maximum benefit in feeding
- Adaptive equipment for feeding
- Ways to cue a student that it's time to eat
- How to use exercise to help a student prepare for the feeding process