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

   - 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 lay 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