

## Curriculum Guide

Course Name: Multiply Disabled

Course Number: 11

Date Revised: March 25, 2008

Prerequisites: One must be classified by CST (in accordance to IEP) as Multiply Disabled or found to benefit (according to IEP) from the self contained class. The student must have completed their elementary school experience and is transitioning to high school (as per IEP).

Level and Number of Credits:

Grade Levels Offered To: Ungraded; serves ages 14 – 21 (as per IEP). 21 by June 30th

The Self-Contained class runs eleven months and is in accordance with the New Jersey state Department Board of Education's Core Curriculum Content Standards. The Multiply Disabled class adheres directly to each student's Individual Educational Plan (cognitive, medical, social needs). Specialists are present as mandated by individual IEP's including the following: Speech therapist, Adaptive Physical Education teacher, Occupational therapist, Physical therapist, Commission of the Blind specialist. Core Curriculum Content Standards are addressed and APA's (Alternate Proficiency Assessments) are compiled in their Junior year (third year of the program). High Point Regional High School's curriculum and instruction are aligned to the state's Core Curriculum Content Standards and address the elimination of discrimination by narrowing the achievement gap, by providing equity in the educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socio-economical status.

The course objectives are to meet individual student's IEP's while adhering to CCCS. Each student (during their third year) participates in an Alternate Proficiency Assessment dealing with CCCS in Math, Language Arts and Science. These extensive APA's measure proficiencies in the above subject areas utilizing appropriate modifications in various settings.

All CCCS are addressed (with modifications as IEP's deem necessary). Severe learning disabilities do not eliminate exposure and participation in standards.

Units include Language Arts, Math, Social Studies, Science, Art, Adaptive Physical Education and Music. All are incorporated into daily lessons based on goals and objectives of the IEP's and CCCS.

Lesson plans are created daily and individually for each student and they represent the Goals and Objectives of the IEP's and CCCS. Schedules are set up which involve daily work and specials. A master schedule is produced for each new school year listing a detailed overview of all class members' individual schedules inclusive of specialists.

Each student will be provided with augmentative communication devices as per IEP. Step by Step communicators, Dynovox Dynamite communicators, Cheap Talk, Photo Communicators, switches (head, hand or arm), all size jellybean switches, computer with touch screen and switch capabilities and also programs for cause and effect, visual and auditory stimulation and CCCS. Devices such as the Able Net; switch activates mixers, electric scissors, blenders, electric knife and pourers.

Any equipment or device as deemed by the IEP will be provided, including but not limited to: augmentative devices for communication, standers, wheelchairs, medical equipment, hoist lift, double locked medicine cabinet, suctioning device, portable oxygen, changing table and dressing area, kitchen work station and appliances, Rifton chairs and equipment, braces, computers including appropriate programs and accessories, sensory devices, TV, VCR, DVD, headsets and life skills equipment.

The evaluation criterion used is parent/teacher/aide/nurse observation. Method of informing parents of progress towards annual goals are daily communication logs, quarterly report cards and narratives and annual IEP review and Back to School Night.

#### Course Policies / NA

References: web page, NJ Fair Rights, CST members, school nurse, SCARC transition services, Commission of the Blind and Parental Rights in Special Education.

Optional Elements include:

Field trips: a shopping trip to the mall during holidays to purchase family gifts/ exposure to the community, visiting former schools for socialization, picnic near end of year for interaction with other students, adult/senior center to combine populations.

Community Involvement – each year an appropriate project is chosen for students and families to participate in the National Make A Difference Day. Additionally the class will collect items, bake and prepare Thanksgiving baskets for those in need during the Thanksgiving holiday and finally the class will also participate in a charitable fundraiser.

Maintaining daily communication with homes via communication books serve as an additional resource.

School involvement is very important but difficult for this population of students so Reverse Inclusion (instead of class going to others, others come to them) activities are included in all the students' schedules. Other classes come and combine for an activity or students and teachers come to share talents and interests with the class.

The Music Department and MD class have created a Music Outreach Program and music students sign up to perform and visit three to five times a week.

Each student will also have the opportunity to attend their Prom with a non-disabled peer as an escort. All arrangements will be made for them including transportation, photos and assistance

as needed. It is encouraged to attend after school activities and also help ( ex. collecting tickets or giving out programs at concerts or event). All can participate no matter what the disability. Additionally, Buddy –Up is a program to help pair students up with non- disabled peers in hopes of encouraging friendship and support; it is a learning experience for both the disabled and non-disabled student.