For more information:
Lesley University
29 Everett Street
Cambridge, MA
02138-2790
888.LESLEY.U
info@lesley.edu

Graduate School of Education
http://www.lesley.edu/prek-12-education-programs/

MEd in TEACHER OF STUDENTS with SEVERE DISABILITIES (All Levels)

Leading to Initial Teacher License in Teacher of Students with Severe Disabilities (All Levels)

The Teacher of Students with Severe Disabilities program is designed to prepare inspired professionals to support individuals with more complex learning and support needs. The program focuses on meaningful assessment; matching of needs to relevant and effective strategies; facilitation of access to the general education curriculum; systematic data-based instruction; facilitation of self-determination and self-advocacy skills; and facilitation of social understanding. The process and implementation of positive behavior support via functional behavior assessment and positive behavior support plans, as well as the foundational collaboration skills necessary to bring Quality of Life options to individuals with severe disabilities, are also emphasized.

The 14-week practicum experience provides practice and refinement of skills in settings serving students with special needs. Internship sites are also available. This program can be completed in one and a half years of full-time study (4-5 semesters) or two to two and a half years of part-time study (6-7 semesters).

This program has been approved by the Massachusetts Department of Elementary and Secondary Education for Initial Teaching Licensure in Teacher of Students with Severe Disabilities (All Levels) in the Commonwealth of Massachusetts.

Program Prerequisite: EEDUC 5122 Development and Learning: Psycho-social Perspectives in Education, or equivalent

Courses may have prerequisites for registration; please check course descriptions before registering.

Course Number	Course Title	Course Credits
ESPED 5100	Contemporary Perspectives in Special Education*	3
ESPED 6130	Speech, Language, and Communication: Development, Disorders, and AAC*	3
EECLD 6115	Sheltered English Instruction (PreK-6)*	4
ESPED 5113	Functional Curriculum and Educational Planning: Severe Special Needs*	3
ESPED 5116	Curriculum Frameworks and Inclusive Strategies*	3
ESPED 6134	Designing Effective Individualized Education Programs*	3
ESPED 6135	Prevention and Intervention: Severe and Challenging Behavior*	3
ESPED 6127	Literacy and Numeracy for Learners with Significant Special Needs*	3
ESPED 6119	Technology in Communication and Curriculum*	3
ESPED 6107	Assessment and Educational Planning: Severe Special Needs*	3
ESPED 6132	Collaboration with Professionals, Families, and Community*	3
Practicum		
ESPED 7719	Practicum and Seminar in Severe Disabilities	6

This full-time, full-semester experience is accompanied by a weekly seminar and requires a field experience fee.
Practicum prerequisites: Successful completion of a 75-hour early field experience** and required pre-practicum courses; satisfactory completion of appropriate Massachusetts Tests for Educator Licensure (MTEL)*** requirements.

TOTAL CREDITS	*Courses may be waived based on previous coursework. Courses waived may reduce the total number of program credits.*	**36-40**

** Must be completed prior to the practicum, and many courses include field-based assignments.*
*** As early in the program as possible, and prior to the practicum, graduate students must complete a 75-hour Early Field Experience in a classroom appropriate to the license sought. In some cases, recent appropriate classroom experience may be used to document this requirement. (This is not a credit-bearing course, and there are no fees required.)*
**** For current information on state testing requirements for initial licensure programs, Massachusetts Test for Educator Licensure (MTEL) test administration dates, and the Lesley University test policy, see Lesley's Certification Office web page at www.lesley.edu/certification.html.*

Accreditation:
Lesley University is accredited by the New England Association of Schools and Colleges and is authorized to offer degree programs in many states.

For more information, please visit our website lesley.edu

Please Note: Lesley University reserves the right to unilaterally add, withdraw, or revise any course offering in the above mentioned program of study including policies, provisions, requirements, and fees.

Lesley University is an Affirmative Action/Equal Opportunity institution and does not discriminate on the basis of age, race, religion, color, creed, national or ethnic origin, sex, sexual orientation, handicap or disability in its education programs, employment, or in admissions to, access to or treatment in its programs or activities.

Prerequisite Course Description

EEDUC 5122 Development and Learning: Psycho-social Perspectives in Education
This course focuses upon constructivist-interactionist views of child development, spanning the preschool years through adolescence and young adulthood. Topics include early development, play, children's art, cognitive development and learning, family systems and social learning, classroom instruction and organization, communication, curriculum and cognition, evaluation and assessment, language development and literacy, moral development, gender differences, and developmental diversity among individuals and across cultures including race, ethnicity, linguistic background, and economic conditions.

Required Course Descriptions

ESPED 5100 Contemporary Perspectives in Special Education
This course provides an introduction to the profession of Special Education. From an inclusive perspective, the course examines the characteristics of disabling conditions, as well as the effects of societal attitudes, the historical context of special education, and state and federal law. The range of service delivery provided by schools and agencies will be addressed.

ESPED 6130 Speech, Language, and Communication: Development, Disorders, and AAC
This course examines speech and language acquisition and development from birth through adolescence, addressing typical and atypical language development as well as first and second language acquisition. Focus is on the neurological basis of communication, developmental milestones, verbal and non-verbal communication, and language diversity as differentiated from disorder. Connections between culture and communication, socialization language delays, and communication disorders will be studied. Augmentative and alternative communication (AAC) and assistive technology (AT) are described and modeled throughout the course.

EECLD 6115 Sheltered English Instruction (PreK-6)
This course prepares pre-service and in-service teachers with the knowledge and skills to effectively shelter content instruction for the growing population of bilingual students to access curriculum, achieve academic success, and contribute their multilingual and multicultural resources as participants and future leaders in the 21st century global economy. The course covers the bilingual students' world, second language acquisition process, academic language and literacy development in the Sheltered English Instruction (SEI) and bilingual classrooms.

ESPED 5113 Functional Curriculum and Educational Planning: Severe Special Needs
This course reviews curriculum content areas for students with intensive special needs, techniques to develop skills in functional domains, and also covers intervention in the motor, emotional, applied academics, and transition areas. Introduces IEPs and Individualized Transition Plans. Covers theories of active learning and supporting learners of all ages (3–22) in integrated settings.

ESPED 5116 Curriculum Frameworks and Inclusive Strategies This course is designed for students in the Teacher of Students with Severe Disabilities program. It will introduce and review the Massachusetts Curriculum Frameworks in the content areas so students are familiar with the frameworks. Students will work with the frameworks in developing adaptations and modifications for children with significant disabilities. Technology—both high-tech and low-tech—adaptations will be introduced. A focus on collaboration with classroom teachers to support included students in the general education curriculum is emphasized, as well as adapting the frameworks for students in highly specialized schools for students with severe disabilities.

ESPED 6134 Designing Effective Individualized Education Programs
This course will focus on the Individualized Education Program (IEP) process from referral to eligibility determination and placement, including legal rights and responsibilities. Based upon interpretation of case study assessment results, students will develop legally and educationally appropriate IEPs to meet identified needs and recommend appropriate accommodations, modifications, and specialized instruction. The roles and responsibilities of various education professionals and family members with regard to implementation, collaboration, documentation, and progress reporting will be explored. Specialized programs for students with disabilities will be investigated.

ESPED 6135 Prevention and Intervention: Severe and Challenging Behavior
This course will address prevention, assessment, and intervention of severe and challenging behaviour. Major behaviour change theories will be explored. Course focus will be on improving effective intervention, using appropriate and ethical practice for challenging behaviors, such as aggression, self-injurious behaviour, tantrums, and environmental destruction prevalent in individuals with severe and multiple disabilities. Use of interdisciplinary models, positive behavior supports, functional communication, and crisis management will be
primary. Strategies for support will be aligned to appropriate instructional and IEP goals and objectives. Required field component.

ESPED 6127 Literacy and Numeracy for Learners with Significant Special Needs
This course is designed to help teachers develop, adapt, and implement literacy and numeracy curriculum and assessment for students with intensive special needs. Students will learn methods and procedures of effectively teaching the core concepts of comprehensive literacy and numeracy instruction.

ESPED 6119 Technology in Communication and Curriculum
This course reviews the field of communication (verbal and augmentative), language development, and literacy for students with moderate and severely handicapping conditions. Connections between reading, writing, and communications are explored. Computer-assisted communication and instruction, adaptive devices, software, and dedicated communication devices are introduced. Instructional methods, designs, planning, and adaptations for students with a wide range of abilities and needs are implemented. This is a literacy/communication skills/social skills-based instructional methods and materials course for children with intensive special needs.

ESPED 6107 Assessment and Educational Planning: Severe Special Needs
A graduate-level seminar that examines a variety of assessment tools and strategies for use with individuals with intensive special needs. This course will explore formal and informal assessment procedures used with children and adults who manifest various low-incidence disabilities. Emphasis will be placed on informal and environmental assessment procedures that translate into functional curriculum. The course will also explore whole-life planning and how it relates to the planning and transitioning of students from school to the adult system of service delivery.

ESPED 6132 Collaboration with Professionals, Families, and Community
This course focuses on models and strategies for collaboration among general and special educators, families, outside evaluators, and the community to support students with and without disabilities and to help create positive educational change. Development of effective interpersonal communication skills in working with teachers, outside agencies, and families of students from culturally and linguistically diverse backgrounds will be emphasized. The teacher's roles and responsibilities as a professional and as a collaborative consultant will be explored. Use of outside agencies, services and community resources will be addressed.

ESPED 7719 Practicum and Seminar in Severe Disabilities
Full-semester, full-time practicum, 75 hours of which are in a general education classroom and the rest in a setting with students with severe disabilities in the role of teacher of children with severe disabilities. Practicum is under the supervision of a supervising practitioner and a University program supervisor and is accompanied by a seminar addressing issues in the field. *Prerequisite: Completion of a 75-hour early field experience, required pre-practicum courses, and MTEL requirements. Permission required.*