



COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Multiple Disabilities	

Academic staff	Core academic unit(s)
Coordinating: senior lecturer dr. Simas Garbenis Other:	Vilnius University Šiauliai Academy, Institute of Education

Study cycle	Type of the course unit
First cycle	Compulsory

Mode of delivery	Semester or period when it is delivered	Language of instruction
Blended learning	Spring semester	English

Requisites	
Prerequisites: Intellectual, sensory, motor and posture, and pervasive developmental disorders	Co-requisites (if relevant):

Number of ECTS credits allocated	Student's workload (total)	Contact hours	Individual work
5	133	53	80

Purpose of the course unit		
To analyse the developmental characteristics of children with multiple disabilities; to identify and meet educational, psychological and social needs.		
Learning outcomes of the course unit	Teaching and learning methods	Assessment methods
Describe the concept and indicators of multiple disability, and the key special educational needs and special support needs of pupils with multiple disabilities.	Video analysis; discussion; information-search task; interactive lecture; analysis of scientific literature.	Written task: formulating an educational aim in view of the pupil's needs and capabilities.
Based on pedagogical and psychological evaluation reports and recommendations, evaluate a pupil's strengths and special educational needs.	Case analysis; discussion; information-search task; analysis of scientific literature; practical tasks.	Analysis of an educational skill and a draft Individual Programme (IP).
Develop an Individual Educational Programme and select the most appropriate personalised teaching methods; define expected learning outcomes.	Case analysis; discussion; information-search task; analysis of scientific literature; practical tasks; video analysis.	Role-play.
Reflect on one's practice and self-assess the capacity to create innovative teaching methods and strategies for problem-solving or prevention.	Discussion; interactive lecture; analysis of scientific literature.	Activity reflection.

Content	Contact hours	Individual work: time and assignments
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	Lectures	Tutorials	Seminars	Workshops	Laboratory work	Internship	Contact hours, total	Individual work	Tasks for individual work
1. Multiple disabilities: concept and causes. Developmental characteristics of persons with multiple disabilities. Unique developmental profile.	2			2			4	5	Analysis of scientific literature (Hallahan & Kauffman): formulating guiding questions.
2. Diversity of multiple disabilities (combinations). Synergy of disorders and the challenge of diverse special educational needs.	3		2				5	6	Lecture materials; Hallahan & Kauffman chapter on multiple disabilities. Choose a multiple disability, describe it, and formulate an educational goal for a child with this disability.
3. Interaction of multiple disabilities and the challenge of recognising needs. Methods for assessing pupils' abilities and needs; assessment problems. Ethical dilemmas in assessment.	3		2				5	20	Analysis of scientific literature (Orlando & Ruppert); lecture materials. Watch the Nordic Office seminar recording and propose ways to assess the observed child's abilities across learning areas.
4. General principles for educating pupils with multiple disabilities. Development of individual and adapted programmes. Education in special schools. Inclusive education. A pupil's psychosocial situation in different educational settings.	3	2		4			9	15	Analysis of scientific literature (Orlando & Ruppert); lecture materials. Conduct a skill analysis.
5. Principles of adapting the learning environment for children with multiple disabilities. Adaptation of instructional materials.	2		2	2			6	5	Lecture materials. Watch the Nordic Office seminar recording and design programme guidelines for the observed child.
6. Principles for developing special educational tools. Alternative teaching and communication methods. Use of assistive technology for learning.	2	2	2	2			8	5	Prepare a proposal/project for a learning tool for a child with a selected multiple disability.
7. Problem behaviour: concept, function and reduction. Reinforcement. Recreation skills.	2		2	2			6	4	Lecture materials; Hallahan & Kauffman chapter on multiple disabilities. Select literature for the written assignment and present it during the seminar.
8. Collaboration between the special pedagogue and parents of pupils with multiple disabilities. Principles and content of counselling.	1		2	2			5	10	Hallahan & Kauffman; lecture materials. Prepare recommendations for

									parents on developing their child's independence. Prepare for the role-play.
9. Developing the social skills of a pupil with multiple disabilities. Fostering positive community attitudes. The importance of self-reflection for professional development of the special pedagogue.	2	1		2			5	10	Lecture materials; Hallahan & Kauffman chapter on communities. Prepare a self-reflection based on the provided questions.
Total	20	5	12	16			53	80	

Assessment strategy	Weight %	Deadline	Assessment criteria
Self-reflection	20	June	1 point: identifies personal strengths and weaknesses as a teacher and outlines ways to transform weaknesses into competencies; 0.5: identifies strengths and weaknesses without linking them to teaching practice; 0: task not completed.
Skill analysis	50	June	5 points: the skill is decomposed clearly, coherently and measurably; 4: clear but not fully measurable; 3: not entirely coherent but measurable; 2: measurable but not all steps are clearly formulated; 1: incoherent and not measurable.
Written assignment	30	June	3 points: comprehensive literature analysis linking the topic to the education of children with multiple disabilities; 2: comprehensive analysis but limited linkage; 1: analysis conducted but not linked to the education of children with multiple disabilities.

Author (-s)	Publishing year	Title	Issue of a periodical or volume of a publication	Publishing house or web link
Required reading				
Hallahan, D. P.; Kauffman, J. M.	2011	Exceptional Learners: An Introduction to Special Education		Pearson Education.
Orlando, A. M.; Ruppar, A.	2016	Literacy Instruction for Students with Multiple and Severe Disabilities Who Use Augmentative/Alternative Communication		University of Florida: The CEEDAR Center.
Recommended reading				
Mednick, M.	2007	Supporting Children with Multiple Disabilities		New York: Continuum.
Cortiella, C.; Horowitz, S. H.	2014	The State of Learning Disabilities: Facts, Trends and Emerging Issues		New York: National Center for Learning Disabilities.
Browder, D. M.; Wood, L.; Thompson, J.; Ribuffo, J.	2014	Evidence-Based Practices for Students with Severe Disabilities		University of Florida: The CEEDAR Center.