

**Eastern WV Community & Technical College
Master Course Record**

Course Prefix and Number: EDF 182
Course Title: Residential Care Specialist II
Recommended Transcript Title: Residential Care Specialist II
Date Approved/Revised: July 2005, July 2014; Sept. 2015
Credit Hours: 3 Contact hours per week (Based on 15 week term): Lecture: 3 Lab:
Prerequisite: EDF 181 Residential Care Specialist I or permission of instructor. Corequisite: Pre/Corequisite:
Grading Mode: Letter Grade
Catalog Description: This course for Residential Care Providers integrates learning outcomes with disability specific guided practicum activities. The third of six courses, this course focuses on ethics, universal precautions, nutrition, safety and health issues.
Course Outcomes: <ol style="list-style-type: none"> 1. Know and understand the North American Child and Youth Care Code of Ethics and able to apply it to their conduct in residential settings 2. Understand and demonstrate what it means to be a professional and work as part of a team in a residential setting 3. Know and understand the Expanded Core Curriculum for Students who are Blind/Low Vision especially in the areas of Independent Living Skills, Orientation and Mobility, and Self Determination 4. Know and understand the Expanded Core Curriculum for Students who are Deaf/Hard of Hearing especially in the areas of Self-Determination and Advocacy; Social and Emotional Skills; Technology; and Functional Skills for Academic Success (Study and Organization Skills) 5. Able to develop and implement effective and appropriate activities for DHH children and adolescents to meet target performance goals outlined in Expanded Core especially in the areas of Self-Determination and Advocacy; Social and Emotional Skills; Technology; and Functional Skills for Academic Success (Study and Organization Skills) 6. Able to develop and implement effective and appropriate activities for BLV children and adolescents to meet target performance goals outlined in Expanded Core especially in the areas of Independent Living Skills, Orientation and Mobility, and Self Determination. 7. Know and understand the importance of encouraging the development of independent living skills, orientation and mobility skills, study skills and self-advocacy skills in children and youth who are DHH, BLV, or who have multiple disabilities. 8. Know how to develop and implement effective and appropriate activities for teaching students who are DHH or BLV independent living skills, study skills and self-advocacy skills

<ol style="list-style-type: none">9. Understand the IEP process, the roles of all participants, and how to participate appropriately.10. Know, understand, and respect deaf culture and its importance in the lives of deaf students.11. Know, understand, and respect issues around blind culture and its importance in the lives and blind students.12. Understand the Federal Guidelines for Child Nutrition and how they apply in a residential setting13. Know and understand the nutritional needs of children and adolescents at different developmental stages14. Able to develop and implement effective activities to teach children and adolescents how to make good food choices.15. Know and understand the health and safety needs of children and adolescents at different stages in their development and the implications for residential settings.16. Know the symptoms of common childhood illnesses17. Know how to identify a sick child18. Develop a portfolio of effective and appropriate activities and strategies for enhancing the independent living skills, self-advocacy and physical well being of students in a residential setting
Implementation Cycle:
Role in College Curriculum: (Check all that apply) <input type="checkbox"/> General Education Core (Specify program) <input checked="" type="checkbox"/> Technical Core Residential Care Specialist <input type="checkbox"/> Restricted Elective (Specify program) <input type="checkbox"/> General Elective <input type="checkbox"/> Workforce Education <input type="checkbox"/> Other (Please specify)
Course Fee: None
Instructor's Qualifications: Masters Degree in special education with experience in teaching students who are blind/low vision, deaf /hard of hearing or who have multiple disabilities. Experience with these children in a residential setting is strongly preferred.
Expanded Course Description: This course is intended for staff working in a residential setting with children who are deaf/hard of hearing, blind/low vision or who have multiple disabilities. The focus of the course is on skills for enhancing the independent living skills, self-advocacy and physical well-being of these students in the residential settings.

Prepared by:

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July 21, 2014

Revised by Margaret Crutchfield, WV Schools for the Deaf & Blind June 2015

Name, Title

Date

Approved Per LOT Minutes

Dean, Academic and Student Services

Date

Resources:

This course does not have a required text book. However, the following resources provide a great deal of information and resources that address the topics covered in this course. This should not be considered an exhaustive list of resources. Links were active in June 2015.

Expanded Core Curriculum (Note: The ECC for BLV and DH are an important component of three courses: EDF 182, 183 and 284)

Expanded Core Curriculum for Students who are Blind/Low Vision

<http://www.afb.org/info/programs-and-services/professional-development/teachers/expanded-core-curriculum/the-expanded-core-curriculum>

Resources for Teaching the Expanded Core Curriculum (ECC) for Students who are Blind/Low Vision (BLV)

West Virginia Resource Guide:

<https://wvde.state.wv.us/osp/vi/WV%20ECC%20Book%20in%20PDF.pdf>

<http://www.tsbvi.edu/recc/> This web site has a search function to allow you to locate multiple resources for each of the areas of the ECC

<http://www.perkinslearning.org/scout/expanded-core-curriculum-ecc>

The teacher of this course may want to use this excellent book as a text but it is only applicable to students with visual impairments:

ECC Essentials: Teaching the Expanded Core Curriculum to Students with Visual Impairments. American Federation for the Blind Press (\$62.00)

Expanded Core Curriculum for Students who are Deaf and Hard of Hearing, downloaded from the Iowa Department of Education at

[https://www.educateiowa.gov/pk-12/special-education/special-education-programs-services/audiology-deaf-and-hard-](https://www.educateiowa.gov/pk-12/special-education/special-education-programs-services/audiology-deaf-and-hard-hearing#The_Expanded_Core_Curriculum_for_Students_Who_Are_Deaf_or_Hard_of_Hearing_ECC-DHH)

[hearing#The_Expanded_Core_Curriculum_for_Students_Who_Are_Deaf_or_Hard_of_Hearing_ECC-DHH](https://www.educateiowa.gov/pk-12/special-education/special-education-programs-services/audiology-deaf-and-hard-hearing#The_Expanded_Core_Curriculum_for_Students_Who_Are_Deaf_or_Hard_of_Hearing_ECC-DHH)

Students with Multiple Disabilities

Course Number & Title: EDF 182 – Residential Care Specialist II

Date Prepared: /Revised: April 2004; July 29, 2005, July 22, 2014, June 2015

Date Course Approved by LOT: July 2005: 00/22/14: 00/21/15

This web site has a wealth of resources and links for professionals who work with students with multiple disabilities: <http://www.perkinselearning.org/scout/multiple-disabilities-educational-resources>

Teaching Life Skills: The following two books could be excellent resources for teaching life skills, promoting health and wellness, independent living, etc. Each contains multiple activities that RCSs could use with their students but these would have to be brailled for blind students. Perhaps the RCS could purchase the book appropriate to the age of the students they are working with or have copies available as a resource.

Life Skills Activities for Special Children, 2nd edition, Darlene Mannix, (\$23.43 on Amazon) ISBN: 978-0-470-25937-5, 400 pages, September 2009, Jossey-Bass

- Includes 190 complete activities with reproducible worksheets, discussion questions, and evaluation suggestions for developing independence
- Offers ideas for developing practical skills to deal with identity theft, cell phone manners, budgeting, eating healthy meals, using credit cards, time management, and much more

Life Skills Activities for Secondary Students with Special Needs, 2nd edition Paperback – December 30, 2009 (\$21.67 on Amazon) ISBN: 978-0-470-25939-9, 544 pages, Jossey-Bass

- Includes complete teaching units with reproducible worksheets and discussion questions that teach basic life skills
- Offers ideas for fostering skills like using the Internet, handling money, succeeding at school, getting and keeping a job, health and nutrition, and more

Code of Ethics: Standards for Practice of North American Child and Youth Care professionals. Downloaded from: <http://www.pitt.edu/~mattgly/CYCethics.html>

Nutrition:

Federal Guidelines for Child Nutrition. Regulations located at: <http://www.gpo.gov/fdsys/pkg/FR-2012-01-26/pdf/2012-1010.pdf>

Explanatory brochures found at:
frac.org/pdf/school_meal_nutrition_rule_summary.pdf

Nutrition Resources: Best Practices Center, USDA, Information on school nutrition requirements, programs, and nutrition education, <http://healthymeals.nal.usda.gov/nutrition-education-9>

Choosemyplate.gov Click on information for educators and teachers, provides multiple resources, lesson plans, and activities for teaching children good nutrition habits

Safety:

Safekids.org: Great deal of information on a variety of safety issues for children. This web site has some excellent fact sheets: <http://www.safekids.org/listing/fact-sheet>

Form revised June 2015

Teen Safety: <http://www.healthcommunities.com/adolescent-safety/children/sports-safety.shtml>

Health and Wellness:

www.webmd.com has multiple pages focused on child and adolescent health, illnesses, etc. For example: <http://www.webmd.com/childrens-health-experts-insights>

Interactive web site for children to investigate health and wellness:
<http://fit.webmd.com/default.htm>

Teaching Study Skills: The IRIS Center has developed two modules to train teachers how to teach study skills. These modules are self-directed and could be done during class or as homework assignments. Although they are designed for teachers of students with a variety of disabilities the strategies that are taught would be helpful for all students.

The IRIS Center for Training Enhancements. (2013). *Study Skills Strategies (Part 1): Foundations for Effectively Teaching Study Skills*. Retrieved on [month, day, year] from <http://iris.peabody.vanderbilt.edu/module/ss1/>

The IRIS Center for Training Enhancements. (2013). *Study Skills Strategies (Part 2): Foundations for Effectively Teaching Study Skills*. Retrieved on [month, day, year] from <http://iris.peabody.vanderbilt.edu/module/ss2/>

Self Advocacy for Students who are DHH:
<http://www.handsandvoices.org/needs/advocacy.htm>

The Individualized Education Program process:

<http://www.specialeducationguide.com/pre-k-12/individualized-education-programs-iep/the-iep-process-explained/>

<http://www2.ed.gov/parents/needs/speced/iepguide/index.html>

Deaf Culture

About American Deaf Culture:
[https://www.gallaudet.edu/clerc_center/information_and_resources/info_to_go/educate_children_\(3_to_21\)/resources_for_mainstream_programs/effective_inclusion/including_deaf_culture/about_american_deaf_culture.html](https://www.gallaudet.edu/clerc_center/information_and_resources/info_to_go/educate_children_(3_to_21)/resources_for_mainstream_programs/effective_inclusion/including_deaf_culture/about_american_deaf_culture.html)

Deaf Culture, History and Importance
<http://www.oregon.gov/dhs/odhhs/pages/tadoc/deaf7.aspx>

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Is there such a thing as Blind Culture?

No Such Thing as Blind Culture

<https://nfb.org/images/nfb/publications/bm/bm08/bm0810/bm081007.htm>

The Culture of Blindness

<http://www.blindcanadians.ca/publications/cbm/14/culture-blindness>

The IRIS Center is an remarkable resource for videos, course modules, case studies and other resources for teaching students with disabilities. The Instructor for this course can find wonderful resources there to help supplement instruction.

<http://iris.peabody.vanderbilt.edu/iris-resource-locator/>

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