

I. EDUC 316: Teaching Students with Moderate Disabilities

II. Academic Credit: 3 semester hours

III. Prerequisite: PSY 324

IV. Course Description:

This course examines the various approaches to working with students who have mental retardation, autism, or other moderate disabilities. Specific topics addressed include history, characteristics, assessment, curriculum and adaptations, appropriate school placement, transition, and support into adulthood.

V. Place of Course in the Curriculum: Upper level standing for special education endorsement or concentration candidate, either undergraduate or graduate level.

VI. Course goals:

- a. Define exceptionalities related to mental retardation and describe the AAMR system of diagnosis and classification
- b. Define exceptionalities related to autism and describe the DSM-IV system of diagnosis
- c. Outline the major historical periods in provision of services for persons with mental retardation and autism
- d. Identify the cognitive, physical, cultural, social, emotional, and sensory needs of persons with moderate disabilities
- e. Discuss general characteristics, etiologies, and learning styles of persons with mental retardation, autism or other moderate disabilities
- f. Describe current theories and research for education of students with mental retardation, autism, or other moderate disabilities
- g. Demonstrate knowledge in facilitating least restrictive environment and developing the individualized education programs (IEPs)
- h. Identify steps in the referral, assessment, and identification process
- i. Describe medical and health needs commonly found among special populations and their impacts on learning
- j. Identify and describe programs and assistive technology that could enhance functioning
- k. Identify curriculum and necessary adaptations and modifications that might be made for those with moderate disabilities
- l. Describe and critique transition services and adult service delivery options

VII. Course Objectives:

The instructional objectives of this course are to provide students with theory, general principles, and procedures for serving the academic and psychosocial needs of persons with mental retardation. The purpose of this course is to understand mental retardation, autism and other moderate disabilities both from a functional and systems perspective. To meet this goal, this course is

organized accordingly: (a) mental retardation from a historical and legal perspective, (b) characteristics of persons with mental retardation, (c) autism from a historical and legal perspective, (d) characteristics of persons with autism (e) educational considerations and curriculum adaptations, and (f) programming and issues across the lifespan.

VIII. Content:

- a. Characteristics of Mental Retardation, Autism and other moderate disabilities
- b. Historical Perspectives
- c. Definitional Perspectives
- d. Assessment of Mental Retardation, Autism and other moderate disabilities
- e. Etiology and Preventative Efforts
- f. Programming for infancy and early childhood
- g. Educational Programming – School Years
- h. Transitional Years – Preparing for adulthood
- i. Adult Years
- j. Family Considerations
- k. Individual Rights and Legal Issues
- l. Institutional and Community Living
- m. Emerging and Future Issues

IX. Methodology:

- a. Lecture
- b. Discussion
- c. Small group
- d. Cooperative learning
- e. Video
- f. Demonstration
- g. Individual presentation
- h. Case study
- i. On-site experience

X. Student Roles:

- a. Attend all class sessions
- b. Read all assignments
- c. Complete and submit written assignments on designated dates
- d. Participate in all class activities

XI. Evaluation:

- a. Attendance
- b. Participation
- c. Analysis of written work
- d. Group and individual presentations

XII. Bibliography

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