

## Educ 591 Educating Students with Intellectual and Developmental Disabilities

3 semester credit hours, graduate credit

**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.

**Goals and Objectives:** The goals of this course are: (a) to introduce students to basic concepts related to definition, identification, etiology, and assessment of persons with moderate disabilities; (b) to introduce students to current models and research in the areas of residential, vocational, educational, and recreation-leisure programming in least restrictive settings; (c) to facilitate students' examination of their own attitudes, assumptions and stereotypes concerning persons with moderate disabilities and (e) to develop methods to include students in general education settings, teach relevant skills, and collaborate with general education teachers. The major premise of this course is that all students, regardless of disability, can be educated in the general classroom.

The course objectives will enable the student to do the following:

1. Demonstrate knowledge of the assessment procedures and programming considerations used with school age children with moderate disabilities including consideration of culture and linguistics.
2. Demonstrate knowledge of the continuum of educational placement and available services for children with moderate disabilities.
3. Explain the history of the development of services for persons with moderate disabilities and the present status of the deinstitutionalization movement in the United States.
4. Understand current "best practices", trends, and research in the areas of residential, vocational, educational, and recreation-leisure programming in least restrictive settings for persons with moderate disabilities.
5. Demonstrate knowledge of the characteristics that affect performance in school and the community including sociobehavioral, physical, and other learning characteristics.
6. Understand the causes and theories of moderate disabilities and implications for prevention.
7. Understand the key elements of educational programming for school-age learners with moderate disabilities, with special attention to the impact of specific characteristics on curricular and instructional issues.
8. Demonstrate knowledge of the learning, behavioral, and motor characteristics associated with various disorders that cause developmental delays or intellectual disabilities.
9. Identify the specialized materials necessary to meet individual needs including alternative and augmentative communication.

10. Be able to describe methods and issues related to planning and providing positive learning environments and integrated school and community programming for persons with moderate disabilities.
11. Demonstrate knowledge of the continuum of model programs for individuals with moderate disabilities across the lifespan including early childhood.
12. Be able to define the terminology used to assess moderate disabilities and specialized assessment procedures (environmental, adaptive behavior, formal and informal measures).
13. Define the key points of definitions that have been developed, the traditional levels of classification and implications of various definitions for moderate disabilities, and the basic concepts related to the identification of persons including relating the level of support to the needs of the person.
14. Understand current legal and ethical issues in the area of moderate disabilities and the organizations and publications related to the field.
15. Demonstrate knowledge of services and organizations designed to empower families and individuals with moderate disabilities.
16. Identify the different models of family functioning and the major forces influencing family functioning.

Recommended Text: Smith, Tom E. C., Polloway, Edward A., Patton, James R., Dowdy, Carol A. (2012). TEACHING STUDENTS WITH SPECIAL NEEDS IN INCLUSIVE SETTINGS (6<sup>th</sup> edition). Boston: Merrill/Pearson.

Additional Text: Beirne-Smith, M., Patton, J. R., & Kim, S.H. (2006). MENTAL RETARDATION: AN INTRODUCTION TO INTELLECTUAL DISABILITIES (7<sup>th</sup> edition). Upper Saddle River, NJ: Merrill/Pearson.

Course Content:

- a. Characteristics of mental retardation, autism, and other moderate disabilities
- b. Inclusive education
- c. Professional and home-school collaboration
- d. Identifying and programming for student needs
- e. Managing and differentiating classrooms
- f. Historical perspectives
- g. Definitional perspectives
- h. Assessment, both formal and informal
- i. Etiology and preventative efforts
- j. Transitional years
- k. Adult years
- l. Individual rights and legal issues
- m. Emerging and future issues

Course Requirements:

-Weekly quizzes on readings. Students will complete an online quiz over the text and assigned readings. The quiz must be completed by class times of the week it is scheduled.

- Examinations: Two exams will cover lecture material and information from the course readings, lecture, audiovisuals, and text.
- Summaries of required readings: A reading summary and analysis will be written for 6 assigned readings. Summaries should include terms and concepts of most relevance to your learning.
- Applied school observation assignments: These two assignments require observations of two students with moderate disabilities. Each observation will be documented and further assignments applying content from the observation will be provided.

Reviewed 07/12