Educational Procedures for Individuals with Mental Disabilities
EDFS 422 – Fall 2010
(3 hours credit)
Instructor: Denis W. Keyes, Ph.D.
Office: School of Education Building – room 233
Office: 953-4840 Home: 762-3681 email: keyesd@cofc.edu
Class Hours: Tuesdays & Thursdays 12:15 to 1:30 PM in Room 201 of the Education Center
Office Hours: Tuesdays – 1:30 – 3:00 PM - Thursdays - 1:30 – 5:00
*** or by appointment ***

Prerequisites: EDFS 345 - Introduction to Exceptional Children and Youth
EDFS 353 - Characteristics of Individuals with Mental Disabilities
Co-Requisite: EDFS 450 Field Experience II


2. SCOPE: An in-depth study of educational procedures, curriculum, methods and materials used to teach children and youth with varying degrees of mental disabilities. This includes teaching procedures, systems of support, development and use of materials, technology and classroom management techniques.

COURSE GOALS & OBJECTIVES: Upon successful completion of this course, the student will display the ability to:

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>SOE Objectives &amp; Dispositions</th>
<th>CEC</th>
<th>Assignment and Lecture</th>
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</thead>
<tbody>
<tr>
<td>Remember, understand and apply the implications of the characteristics of educational programming for individuals with mild to moderate mental retardation (including individuals with self-injurious and/or stereotypic self-stimulation behaviors)</td>
<td>I, II, III</td>
<td>2, 3, 7</td>
<td>A, B, F All</td>
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<tr>
<td>Remember, understand, apply and analyze the relationship of learning theory research to educational practices and strategies used with individuals who have mental retardation;</td>
<td>I, II, III, VI</td>
<td>3, 4</td>
<td>A, B, C, F All</td>
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<tr>
<td>Remember and understand various service delivery systems &amp; environments for people with mild to moderate mental retardation;</td>
<td>II, II, III, IV, VII</td>
<td>5, 7, 10</td>
<td>A, B, F All</td>
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<tr>
<td>Remember, understand, apply, analyze and create instructional goals and objectives, as well as model &amp; design age and developmentally appropriate activities (i.e., all levels), and potential material sources for these instructional areas: motor skills, cognitive development, language &amp; communication, social/emotional skills, self-care skills, daily living skills, functional skills, academic skills, career &amp; vocational skills</td>
<td>I, II, III, IV, V, VII</td>
<td>2, 3, 4, 6, 7, 8</td>
<td>A – F All</td>
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</table>
OBJECTIVE

| Analyze and create appropriate materials and teaching procedures for all levels of individuals with MR, considering factors including cultural diversity, linguistic variations (i.e., augmentative & alternative communication systems and other assistive devices), multiple disabilities, age, and environments | I, II, III | 1, 3, 5, 6 | A – F | All |
| Create a basic data management system which allows for direct measurement of behavior associated with student performance on the instructional tool and/or thematic unit created for individuals with MR in a self-contained setting | I, II, III, IV | 7, 8 | D – E | All |
| Demonstrate the ability to work individually and in a group in analyzing and creating materials appropriate for individuals with MR | I, II, III, IV | 8, 9 | A, D, E | All |
| Demonstrate conceptual knowledge and apply it to the development of appropriate strategies for enhancing child participation and assisting families of persons w/ MR | V, VI, VII | 4, 7, 10 | A – F | All |
| Survey & evaluate research literature relating to procedures for teaching/training persons w/ MR | I, II, III, IV, VII | 1, 3, 4, 7, | A, C | All |
| Design a thematic unit for students with mild to moderate intellectual disabilities | III | 7 | E | All |

LEARNING ACTIVITIES AND ASSOCIATED POINT VALUES:

A. Attendance & Class Participation | 50 |
B. Activities (in class and assignments - unannounced/no make-ups) | 50 |
C. Lesson Plans (six - one for each curricular area, emailed to each class members)* | 60 |
D. Presentation of Methods & Instructional Materials (To be assigned in class three…) | 85 |
E. Thematic Unit (Each part will be graded separately, with a final grade at the end…) | 100 |
F. Final Examination – mostly essay, based upon lesson plan & management | 75 |
G. Resource File (You will submit this with your Unit on Nov. 12) | Pass/fail |

Total Points: 420

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
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<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93 – 100%</td>
<td>C</td>
<td>79 – 81%</td>
</tr>
<tr>
<td>A-</td>
<td>91 – 92%</td>
<td>C-</td>
<td>77 – 78%</td>
</tr>
<tr>
<td>B+</td>
<td>89 – 90%</td>
<td>D+</td>
<td>75 – 76%</td>
</tr>
<tr>
<td>B</td>
<td>86 – 88%</td>
<td>D</td>
<td>72 – 74%</td>
</tr>
<tr>
<td>B-</td>
<td>84 – 85%</td>
<td>D-</td>
<td>70 – 71%</td>
</tr>
<tr>
<td>C+</td>
<td>82 – 83%</td>
<td>F</td>
<td>69 – 0%</td>
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Typically, I round fractionated grades up, unless the student has not participated, or is frequently tardy or absent.
GRADING CONTINGENCIES: Lesson plans must be typed and submitted in first draft and final versions. They will be returned to you as quickly as possible with editorial suggestions, and then you should submit a final version – all electronically. The grading rubrics will be distributed in class. Powerpoints and presentation assignments must be submitted in advance via email, as appropriate, and will be graded as part of the assignment.

ABSENCE POLICY - Students are expected to attend every class session. In-class exercises will be unannounced and unable to be made-up. Material not included in the text will be presented in class, and you will be accountable for this information. If you have an emergency - call me immediately!

This class only meets twice weekly. More than 3 absences will result in your being dropped from the course with a Withdrawn/Absence grade (which counts as an ‘F’).

COURSE SCHEDULE: (Subject to change at the discretion of the instructor)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Aug. 24 &amp; 26 Class #1 &amp; 2</td>
<td>Introduction to the course – what we’ll do… Review thoughts &amp; theories &amp; characteristics Educational Review of EDFS 353</td>
<td>Get the texts Discuss assignments</td>
</tr>
<tr>
<td>Aug. 31 &amp; Sept. 2 Class #3 &amp; 4</td>
<td>Mental retardation learning characteristics; Effective Teaching and the MR Learner Teaching Assistants, Collaboration</td>
<td>Chapters One &amp; Two Assign Academic Areas for Presentation</td>
</tr>
<tr>
<td>Sept. 7 &amp; 9 Class #5 &amp; 6</td>
<td>Strategies for the Classroom – Curriculum Development, Organizing, Planning Strategies (Classroom Adaptation) Classroom &amp; Behavior</td>
<td>Chapters Three &amp; Four</td>
</tr>
<tr>
<td>Sept. 14 &amp; 16 Class #7 &amp; 8</td>
<td>CURRICULAR CONCERNS &amp; AREAS Overview – Types; Differentiated Instruction; Standards-based Education; Programs – orientations &amp; decision-making, IEPs &amp; methods</td>
<td>This is a model for your presentations. You should begin thinking of ways to present methods and materials, &amp; cover the basic information included in your area.</td>
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<tr>
<td>Sept. 21 &amp; 23 Class #9 &amp; 10</td>
<td>CBI, CBM, CBA and you.</td>
<td>Chapter Six (Student presentations will begin next week)</td>
</tr>
<tr>
<td>Sept. 28 &amp; 30 Class #11 &amp; 12</td>
<td>PRESENTATION #1 Spoken (Oral) Language A brief lecture and activity will follow…</td>
<td>Chapter 5</td>
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<tr>
<td>Oct. 5 &amp; 7 Class #13 &amp; 14</td>
<td>PRESENTATION #2 Reading (Mechanics &amp; Methods) A brief lecture and activity will follow…</td>
<td>Chapter 6</td>
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</table>
| Oct. 12 & 13  
Class #15 & 16 | Fall Break – I will be at a conference this week, but you will have a substitute presenter. | No Class on Tuesday |
|-----------------|-------------------------------------------------|----------------------|
| Oct. 19 & 21  
Class #17 & 18 | PRESENTATION #3  
Reading (Comprehension)  
A brief lecture and activity will follow… | Chapter 7 |
| Oct. 26 & 28  
Class #19 & 20 | PRESENTATION #4  
Written Language & Writing  
A brief lecture and activity will follow… | Chapter 8 |
| Nov. 2 & 4  
Class #21 & 22 | PRESENTATION #5  
Mathematics, Money & Time  
A brief lecture and activity will follow… | Chapter 9 |
| Nov. 9 & 11  
Class #23 & 24 | PRESENTATION #6  
Applied Practical Science  
A brief lecture and activity will follow… | Chapter 10 |
| Nov. 16 & 18  
Class #25 & 26 | PRESENTATION #7  
Social Studies and Related Skill Areas  
A brief lecture and activity will follow… | Chapter 10  
FINAL UNIT DUE |
| Nov. 23 & 25 | PRESENTATION #8  
Social Competence & Adaptive Learning  
Thanksgiving Holiday (Thursday only)  
A brief lecture and activity will follow… | Chapter 13  
No class Thursday |
| Nov. 30 & Dec. 2  
Class #27 & 28 | PRESENTATION #9  
Transitioning (The Spectrum of Skills)  
A brief lecture and activity will follow…. | Chapter 15 |
| December 14  
Noon to 3 PM | FINAL EXAM | |

**Partial Bibliography of Sources Used in Course Development:**


