EDFS 750 – FALL SEMESTER, 2010

Characteristics of Individuals with Mental Disabilities
(3 credit hours)

Instructor: Denis W. Keyes, PhD
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Office: 86 Wentworth Street (Room 233)
Office: 843-953-4840
Home: 843-762-3681 (before 10 PM, please!)

Office Hours: Tuesdays 1:30 p.m. to 3:00 p.m. Thursdays 1:30 to 5:00 p.m., or by appt.

Prerequisite: EDFS 710 - Introduction to Exceptional Children & Youth (or permission of the instructor)


(The Kaufman book is available, new or used, on Amazon, or check your local library.)

*There is a supplemental packet of readings and information (I call it the “HYMNAL”) that all students must purchase. It is available at Sass-E-Ink on Calhoun Street. Distance students should contact Dr. Keyes and he will arrange to get this book to you by mail. CREATE students who live far away will need to purchase this on their own, $4.79 (tax included). You may pay with check or money order made out to SASS-E-INK. It will make the material much clearer, I assure you!

Class Meeting Times: This course will be taught, primarily, as a "Distance Education" course. Beginning at 4 PM on Tuesday (Aug. 31) and on every Tuesday after, at 4 PM, there will be a video lecture and discussion broadcast online - in real time. The time of the course is Tuesday evenings from 4 to 6:30 (give or take a few minutes). Broadcast lectures will begin on Tuesday, August 31. However, online course information will be available beginning today, Tuesday, August 24. Another email will be sent by Monday afternoon (Aug. 30) that will explain the procedures of the course and its content. Video meeting outlines on Powerpoint will be posted on Web CT each Tuesday by noon, and students are encouraged to print them out as a guide to the discussion/lecture.

During the online video lecture sessions - which you will view on your computer screen through the MediaSite catalog (instructions for access will come to you soon), you will be able to ask questions via email or possibly by instant messaging. Technology willing, I should be able to answer these questions as they are received. Local students (living in Charleston, Dorchester or Berkeley counties) are asked to attend the lectures live at the North Campus of CofC. One of these students will be asked to act as “reader” of incoming instant messages. I have sent out the information on how you will be able to connect with the online lecture sessions. While I would very much prefer that ALL students attend ALL lecture/discussion sessions in real time, if you cannot attend a lecture (you are permitted to miss only 2 during the semester – if you miss three, you will be dropped for non-attendance), you may still view them later through the web - they will be available for ONE WEEK after presentation. Again, we will meet individually, but still as a class, ONLINE through a video hookup weekly for approximately 2 hours, Tuesday evenings from 4 to 6 PM. Quizzes and the final exam must also be taken online. Papers, in APA format, must be submitted online in MS Word ONLY, in 12 point Times or New Times Roman font ONLY, & are due no later than 4 PM on the date noted, late submissions will be penalized 10 points for every day they are late, beginning at 4:01 PM on the date due.

Scope: This course is an in-depth study of the unique learning and behavioral characteristics of individuals with mental (intellectual) disabilities, with a focus on mild to moderate disabilities. The
course includes theory and practice related to identification, educational programs/provisions, transition programs/provisions, and community programs/provisions for this population.

Goal and Objectives:
The student will become familiar with learning & behavioral characteristics of persons who have mild to moderate mental retardation (hereafter referred to as intellectual and developmental disabilities, or IDD). The student will also become aware of the differences in adaptive behavior skills of individuals with IDD ranging from mild to profound. Upon successful completion of the course, the student will be able to:

<table>
<thead>
<tr>
<th>Upon successful completion of this course, students will be able to:</th>
<th>Unit Standards</th>
<th>CEC Standards</th>
<th>Corresponding Assignment</th>
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<tbody>
<tr>
<td>Remember and understand the various definitions of intellectual disabilities (historical perspective);</td>
<td>I, VI, VII</td>
<td>1, 2, 3, 8</td>
<td>A, B, H</td>
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<td>Remember, understand, apply, and analyze the social, emotional, physical, medical, intellectual, language, adaptive, &amp; academic characteristics of learners w/IDD and describe how these factors may influence the learning process from early childhood through career/vocational transitions at the end of the public school experience;</td>
<td>I, II, III, IV, V, VI</td>
<td>1, 2, 3, 5, 6, 7, 8, 10</td>
<td>A, B, C, F, H</td>
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<td>List and discuss systems used for the unbiased assessment, identification, classification of persons who are intellectually disabled, including legal and specialized terminology, referral, testing &amp; placement procedures;</td>
<td>IV, VI, VII</td>
<td>1, 2, 3, 5, 6, 8</td>
<td>A, B, D, E, H</td>
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<td>Evaluate the adaptive behavior skills of an individual with mild to moderate intellectual disabilities;</td>
<td>IV, VI, VII</td>
<td>2, 3, 6, 8</td>
<td>A, E, H</td>
</tr>
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<td>Remember and understand the incidence and prevalence of intellectual disabilities;</td>
<td>IV, V, VI, VII</td>
<td>1, 2, 3, 5, 6, 8, 9</td>
<td>A, B, H</td>
</tr>
<tr>
<td>Remember and understand the etiology of intellectual disabilities (biological &amp; psychosocial) and state preventive measures during the prenatal, perinatal, and postnatal periods;</td>
<td>I, V, VII</td>
<td>1, 2, 3, 6</td>
<td>A, B H</td>
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<td>Understand and evaluate a self-selected community based instruction site designed to meet the needs of individuals with intellectual and/or developmental disabilities while in school or in post school employment;</td>
<td>V, VII</td>
<td>5, 7, 9, 10</td>
<td>A, B, F, H</td>
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<tr>
<td>Based on knowledge of the characteristics of students with mild to moderate intellectual disabilities, create a resource list of school-based and community services that are available to families in meeting the academic, social and vocational needs of their children;</td>
<td>II, III, V</td>
<td>3, 4, 5, 6, 7</td>
<td>A, G</td>
</tr>
<tr>
<td>Remember, understand, and evaluate legal decisions that impact students with intellectual disabilities;</td>
<td>IV, V</td>
<td>1, 9, 10</td>
<td>A, B, D, H</td>
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<td>Analyze the research literature regarding the characteristics of individuals with mild to moderate intellectual disabilities. In doing so, discuss the changes noted in the literature regarding this population over the past 90 years;</td>
<td>IV, V, VII</td>
<td>1, 3, 7, 9, 10</td>
<td>A, B, H</td>
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<tr>
<td>And, Apply the knowledge gained through this course by analyzing a piece of literature concerning an individual with intellectual and/or developmental disabilities.</td>
<td>I, V, VII</td>
<td>1-10</td>
<td>A, B</td>
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Learning Activities and Associated Point Values:

| A. WebCT video meetings, discussions based on all course readings & assignments (weekly) | 70 |
| B. Book Analysis (historical perspective/analysis of content learned in course) due 11/9/10 | 60 |
| C. Research Project (topic list will be distributed – research summary paper) – due 10/5/10 | 50 |
| D. Response to Research Article (assessment & identification – WebCT) – due 10/26/10 | 20 |
| E. Evaluate adaptive behavior skills of an individual with an IDD (based on characteristics of individuals with IDD – assessment, analysis and discussion) – paper due 11/16/10 | 50 |
| G. Online Quizzes (3 quizzes worth 25 points each) – these must be taken at any time during the day noted, but they must be completed in a 1.5 hour period, with no breaks... | 75 |
| H. Final Examination – must be taken at the same time by all class members – no breaks – probably on a weekend afternoon would be best, or 7 to 10 on a non-school night? | 75 |
| **Total Possible Points** | 420 |

**Grading Scale:**

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<tr>
<th>Grade</th>
<th>Percentage of Points</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
<td>B+</td>
<td>88-92%</td>
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<tr>
<td>B</td>
<td>83-87%</td>
<td>C+</td>
<td>78-82%</td>
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<tr>
<td>C</td>
<td>74-77%</td>
<td>F</td>
<td>0-73%</td>
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**Learning Activity Descriptions (Brief):**

A. **Live Video Discussion & Lecture based on all course readings and assignments:** Each week of this course will include reading and discussion of content through video hookup on the Internet. Activities on WebCT, include Discussion Forums, Chatroom options, and Emails. Students who wish to discuss the readings or lecture can arrange (via email or discussion forum) with other students to meet in the chatroom. Each student will be expected to read the required text and assigned outside readings by the posted due date in the course calendar (page 5 & 6 below). The textbook, *Mental Retardation (7th ed.)*, includes Objectives and Key Terms at the beginning of each chapter, as well as summaries at the end of each chapter. Students should review the objectives & key terms in preparation for discussion and online quizzes. Additionally, lecture outlines are generally supplemental to the text, and do not just regurgitate the information in it. The instructor will post discussion questions for information from the supplemental packet (also called the “Hymnal”) and from outside readings. Initial question responses and/or discussion items must be posted by midnight on Tuesday mornings, to give the instructor time to review these prior to class meeting online. Additionally, open discussion/responses in the Discussion Forum of WebCT will be available at any time. It is expected that all of you can meet on Tuesday evenings from 4 to 6:30, since it is the time this course was planned to meet. If this time period is a problem for anyone, please email me no later Thursday, Aug. 26 - ASAP! Other possible class times are - Monday, 4 to 6:30 OR Wednesday, 4 to 6:30 – but ALL students must agree and be able to meet at the same time for the live video lecture.
B. **Book Analysis:** After reading *Retarded isn’t Stupid, Mom!*, Students will complete an analysis of the main character in the book with respect to the adaptive behavior components concerning the characteristics of individuals with intellectual disabilities covered in this course. This will be explained later in the course...

**Research Project:** Each student will research a condition, behavior, or issue associated with intellectual disabilities. You need to inform the instructor of your topic choice ASAP, to prevent overlap in student projects. The student will then write an 8-to-10 paper on the topic, focusing on characteristics, behaviors, outcomes, and pros/cons of the issue. Finally, students will post a concise summary of the final paper (2 page max) on the WebCT Discussion Forum, and generate two discussion questions posting them there, each of which will facilitate a brief discussion. Students will be expected to read each summary paper and to respond to every student in the class... the student who generates the questions for his/her summary paper will serve as the facilitator for his/her discussion thread on WebCT. These may be turned in at any time over the next several weeks, but they are DUE on October 5. Each Summary posting should be on a NEW discussion thread. EACH STUDENT IS REQUIRED TO MAKE A THOUGHTFUL, INTERESTING RESPONSE TO EACH QUESTION (at least one response to each question). This writing project, like all assignments in this class, must be in APA format, double spaced, in 12 point Times or New Times Roman font. **It must be well written and original work for this course only!** A handout to assist in determining a topic for the project is in the hymnal (from Sass-E-Ink). **You must submit a one-page description/proposal of your project on 9/14/10.** Early submissions will reserve that topic – first come, first served, no duplicates.

C. **Response to Research Article:** each student will read this article:


Next, each student will respond to discussion questions provided by the instructor concerning assessment issues for individuals with intellectual and/or developmental disabilities. Responses will be posted on WebCT Discussion Forum; students will, again, be expected to read & respond to postings. This is not a difficult task – but it is a very important and interesting one!!

D. **Evaluate Adaptive Behavior Skills of a Student with Mild/Moderate IDD:** Each student will complete an adaptive behavior assessment documenting a child’s strengths and needs. This evaluation will address adaptive behavior skills typically measured using the *Adaptive Behavior Scales – School: 2*. Students will determine a child’s adaptive behavior strengths and weaknesses as related to his chronological age and as related to individuals without intellectual disabilities. The student will analyze & write his/her findings in a report and project possible instructional objectives for the child.

E. **IN SCHOOL OBSERVATION HOURS:** To facilitate the prior assignment, each student is required to complete **15 hours of observations of children/adults with IDD in schools.** You should try to include various different settings in this exercise, including elementary, middle and high school settings. You are encouraged to use classrooms of teachers you know, but with permission only! Before you begin this, we will discuss this in the weekly video seminar – probably next week (9/1 or 9/2). Three of these hours must include a visit to and observation of a community-based instruction (CBI) site. *(This may include an adult workshop setting, but actual enclaves of employment would be preferable!)* Students will write a one-page summary of each observation, describing the site, the students (or employees/participants with IDD in the CBI setting), and the tasks required of students (or
employee/participants), and a reasonably in-depth discussion of your general impressions. This summary will be posted on the Discussion Forum of WebCT. Each student will then serve as a facilitator for discussing his/her observation with the group. CREATE students should begin seeking two or three observation sites; CofC students will be informed of the process after class two.

F. **Resource File:** Each student will compile a resource file of services that address school-based and community services available to students/individuals with mild to moderate intellectual disabilities. (Service areas will be assigned by the course instructor to prevent an overlap in agencies/resources). A minimum of 25 resources will be listed that include contact information and a description. After completing the resource file, students will email a copy of their file to each student in the course and a copy to the instructor.

G. **Online Quizzes and Final Exam:** each student will complete posted online quizzes as assigned (based on course readings and discussions). The Final Exam will be comprehensive, and must also be administered online - at the same time for all students.

All work submitted or posted in this class must be original work for this course only, based upon topics which relate specifically to people with IDD, not Autism or any other disability, unless they exist co-morbidly. This will be discussed in seminar.

**ALL SUBMISSIONS TO DR. KEYES SHOULD BE ELECTRONIC, IN TIMES OR TIMES NEW ROMAN FONT /SIZE 12!**

* Please keep in mind that this is a graduate level course. As such, ALL material submitted will be graded for spelling and grammar, as well as content. See the Hymnal and WebCT for information on how to write for this course and for point allocations. I am devoted to the concept of good writing in graduate education. If you have difficulty writing, please get help before sending me your work. When it comes to grading on writing skills, I expect a lot from graduate students...

* Feel free to email me, or to call me at home (762-3681) for concerns/questions/problem (but not after 9 p.m., please).

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<tr>
<th>Week</th>
<th>Content</th>
<th>Reading/Assignment Due</th>
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<tr>
<td>Aug. 31st</td>
<td>Review syllabus, rubrics, WebCT, Video Seminar</td>
<td>Obtain text book &amp; the Hymnal ASAP; download outside readings by 9/4</td>
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<tr>
<td>September 7th</td>
<td>Module 1: <strong>Historical Perspective</strong> Review PowerPoint of essential content posted on WebCT</td>
<td>Read Chapters 1 and the Mesibov article, post responses by 9/12; post discussion</td>
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<td>– you may pose questions to instructor via Discussion Forum, during video seminar, or by</td>
<td>threads for Historical Perspectives by 9/13</td>
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<td>email...</td>
<td>Research Project Description Due</td>
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<td>September 14th</td>
<td>Module 2: <strong>Definition and Terminology</strong> Review PowerPoint on WebCT. We will cover this</td>
<td>Read Chapter 2 and the Brockley and Elks articles and excerpts from Trent &amp; Doll,</td>
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<td>information in video seminar. you may pose questions to instructor via Discussion Forum,</td>
<td>post responses by 9/20; post discussion threads by 9/21</td>
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<td>during video seminar, or by email...</td>
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<td>September 21st</td>
<td>Module 3: <strong>Assessment of Intellectual Disabilities</strong> Review PowerPoint on WebCT. We will</td>
<td>Read Chapter 3 of text, post responses by 9/27; post discussion threads by 9/27</td>
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<td>cover this information in video seminar, and you may pose questions to instructor via</td>
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<td>Discussion Forum, during video seminar, or by email...</td>
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Module 4: Individual Rights & Legal Issues
Review PowerPoint on WebCT – same as above...

Module 5: Psychosocial Aspects of Individuals with Intellectual Disabilities
Review PowerPoint on WebCT – see above information...

Module 6: Family Considerations
Review PowerPoint on WebCT – pose questions on Discussion Forum, but no Seminar this week...

Module 7: Characteristics of Individuals with Mild & Moderate Intellectual Disabilities
Review PowerPoint on WebCT – see above information...

Module 8: Characteristics of Individuals with Severe Intellectual Disabilities
Review PowerPoint on WebCT – see above information...

Module 9: Programming: Infancy & Early Childhood
Review PowerPoint on WebCT – see above information...

Module 10: School Years
Review PowerPoint on WebCT – see above information...

Module 11: Adult Years
Review PowerPoint on WebCT – see above information...

Module 12: Assistive Technology Applications
Review PowerPoint on WebCT – see above information...

Module 13: Transition Issues & Full Course Review
Review PowerPoint on WebCT – see above information...

FINAL EXAM is SCHEDULED HERE...

Quiz #1: Chapters 1, 2, 3;
Read Chapter 4 of text, post responses by 10/4; post discussion threads by 10/4

Research Project Due – Post discussion questions by 4 PM - Friday, October 8!
Read Chapter 5 of text, post responses by 10/10; post discussion threads by 10/11

Read Chapter 7 of text, post responses by 10/17; post discussion threads by 10/18 – No Video Seminar this week...

Response to Research Article Due
Read Chapter 8 of text, post responses by 10/24; post discussion threads by 10/25

Quiz #2: Chapters 4, 5, 7 & 8; Read Chapter 9 of text, post responses by 10/31; post discussion threads by 11/1

Read Chapter 10 of text, post responses by 11/7; post discussion threads by 11/8

Course-Book Analysis Due
Read Chapter 11 of text, post responses by 11/14; post discussion threads by 11/15

Adaptive Behavior Analysis due
Read Chapter 12 of text, post responses by 11/21; post discussion threads by 11/22

Resource File due electronically;
Quiz #3: Chapters 10, 11 & 12; Read Chapter 13 of text, post responses by 11/28; post discussion threads by 11/29

15 hours of observation due

We have a few options on this issue...

Expectations and Requirements:
Policies and procedures from the College of Charleston, School of Education, Health and Human Performance will be in effect for this course. As a graduate student, you are expected to be prepared to participate in class discussions and activities. Consistent participation via WebCT will be essential for successful completion of this course. In the event of an issue with your Internet connection, you are responsible for any material missed – which you may view for one week following class.

Assignments should be turned into the instructor by the date due. If an assignment is turned in late, it will be docked 10 points per day. No late assignments will be accepted after the November 22nd class.
Performance data are collected on candidates in the MAT program using evaluative rubrics. In this course, these data will be collected from an average of course grades (average of grade from EDFS 710 and EDFS 750). These data will be reported to our accreditation organization, The Council for Exceptional Children, in aggregate form only. The full set of CEC standards can be viewed at: http://www.cec.sped.org/AM/Template.cfm?Section=Ethics_and_Practice_Standards&Template=/CM/ContentDisplay.cfm&ContentID=3458

Partial Bibliography of Sources Used in Course Development:


