EDUCATION 353 - Spring, 2013
Characteristics of Individuals with Intellectual Disabilities
(3 hours credit)

Instructor: Denis W. Keyes, Ph.D. (keyesd@cofc.edu)
Mailbox – 2ND Floor of the SoEHHP
Office: 86 Wentworth (Room 233)
Office: 953-4840  Home: 762-3681

CLASS MEETING TIME
Tuesdays, 4 to 6:45 PM
Volpe Education Training Center – Room 213.

OFFICE HOURS
Mondays, 11:45 to 12:45 PM; Wednesdays, 2:00 to 5:00 PM; Thursday, 1:00 to 3:00 PM or by appt.
*Course Prerequisite: EDFS 345 - Introduction to Exceptional Children & Youth


(There is a PROFESSOR’S PACKET at SASS-E-INK – GET IT BEFORE THE NEXT CLASS!)
CREATE students should send a check to me in order to receive this material. You WILL NEED it… It costs about $6 – and I will let you know

2. SCOPE: This course is an introductory study of unique learning & behavioral characteristics of people with intellectual developmental disabilities. It includes theory & practice related to identification, educational programs/provisions, & community programs/provisions for this exceptionality.

3. COURSE OBJECTIVES

<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>
</tr>
</thead>
<tbody>
<tr>
<td>State, explain, compare, and contrast the various definitions of intellectual developmental disability (AAIDD, educational, behavioral, psychometric, sociological);</td>
<td>I, VI, VII</td>
<td>1, 2, 3, 8</td>
<td>B, E, F Lectures</td>
</tr>
<tr>
<td>Describe the social, emotional, physical (i.e., positioning/handling), medical, cognitive, adaptive, &amp; academic characteristics of learners w/IDD &amp; describe how these factors may influence the learning process from early childhood through career/vocational transitions;</td>
<td>I, II, III, IV, V, VI</td>
<td>1, 2, 3, 5, 6, 7, 8, 10</td>
<td>B, C, D Lectures</td>
</tr>
<tr>
<td>List and discuss systems used for the unbiased assessment, identification, classification of persons who are mentally disabled, including legal and specialized terminology, referral, testing &amp; placement procedures noted in South Carolina &amp; through AAIDD’S Systems of Support;</td>
<td>IV, VI, VII</td>
<td>2, 3, 6, 8</td>
<td>E, F Lectures</td>
</tr>
<tr>
<td>Discuss the incidence and prevalence of intellectual developmental disability and state several reasons for variations in these figures, including minority overrepresentation &amp; potential test bias;</td>
<td>IV, V, VI, VII</td>
<td>1, 2, 3, 5, 6, 8, 9</td>
<td>B, D, E, F Lectures</td>
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<td>1, 2, 3, 5, 6, 8, 9</td>
<td>B, D, E, F Lectures</td>
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<td>Discuss the etiology of intellectual developmental disability (biological &amp; psychosocial) and state preventive measures during the prenatal, perinatal, and postnatal periods;</td>
<td>I, V, VII</td>
<td>2, 3, 6</td>
<td>B, E, F Lectures</td>
</tr>
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<td>Discuss theoretical information &amp; empirical data regarding behavior, cognition, learning, &amp; memory to the education of children w/ IDD, including self abusive &amp; self-stimulatory behavior;</td>
<td>I, II, III, VI, V</td>
<td>2, 3, 4, 5, 6, 7, 8</td>
<td>A, B, E Lectures</td>
</tr>
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<td>Compare/contrast the total service delivery system for persons w/ IDD (i.e., continuum of services ranging from inclusion in regular classroom to placement in a residential facility),&amp; demonstrate ways to enhance child’s participation in family, social, &amp; community life;</td>
<td>II, III, V</td>
<td>3, 4, 5, 6, 7</td>
<td>D, E, F Lectures</td>
</tr>
<tr>
<td>Discuss present &amp; future impact of legislation &amp; litigation pertinent to people with intellectual developmental disability, as well as contemporary issues, trends, and problems related to intellectual developmental disability, and the role of professional organizations and literature;</td>
<td>IV, V</td>
<td>1, 9, 10</td>
<td>B, C, D, F Lectures</td>
</tr>
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<td>Discuss pros &amp; cons of historical and contemporary issues, trends, and problems related to IDD, as well as sources of advocacy and support materials.</td>
<td>IV, V, VII</td>
<td>1, 3, 7, 9, 10</td>
<td>C, D, E, F Lectures</td>
</tr>
<tr>
<td>Describe positive features in a classroom for children with severe or profound intellectual developmental disability as observed in three, one-hour observations in school</td>
<td>II, III, IV, V</td>
<td>1, 3, 5</td>
<td>Observations</td>
</tr>
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<td>IV, V, VII</td>
<td>1, 9</td>
<td>Lectures</td>
</tr>
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4. GRADING CONTINGENCIES: (Departmental "Policies & Procedures" sheet rules are in effect.) Please be aware that ten percentage points will be deducted for each day an assignment is late. Do not wait until the last minute to work on these assignments, as NO assignment will be accepted if submitted over 48 hours after they are due…

**Assignments must be typed, double space, in APA format, and must be in TIMES or TIMES NEW ROMAN - 12 point font ONLY! Handwritten &/or single-spaced submissions will NOT BE ACCEPTED - no excuses!**
5. LEARNING ACTIVITIES AND ASSOCIATED POINT VALUES:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Point Value</th>
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<tbody>
<tr>
<td>Severe/Profound Classroom Observations (minimum 3 hours)</td>
<td>p/f</td>
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<tr>
<td>A. Attendance/Participation (Don’t just sit like a stump – participate!)</td>
<td>35</td>
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<tr>
<td>B. Discussion Exercises - Q&amp;A (Blog requiring at least weekly participation)</td>
<td>25</td>
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<tr>
<td>C. In-Class Exercises (no makeups – not there, lost points…)</td>
<td>50</td>
</tr>
<tr>
<td>D. Research Paper (exclusive to this course only – more on this soon)</td>
<td>70</td>
</tr>
<tr>
<td>E. Three quizzes (33 points each) quizzes taken during classtime – no makeups!</td>
<td>100</td>
</tr>
<tr>
<td>F. Final Exam – this will be during the class exam time – no makeups!</td>
<td>70</td>
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<tr>
<td>Total Points</td>
<td>350</td>
</tr>
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Total points and associated grades…

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>350</td>
<td>A</td>
</tr>
<tr>
<td>325</td>
<td>A-</td>
</tr>
<tr>
<td>318</td>
<td>B+</td>
</tr>
<tr>
<td>311</td>
<td>B</td>
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<tr>
<td>300</td>
<td>B-</td>
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<tr>
<td>293</td>
<td>C+</td>
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<tr>
<td>286</td>
<td>C</td>
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<td>276</td>
<td>C-</td>
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<tr>
<td>269</td>
<td>D+</td>
</tr>
<tr>
<td>262</td>
<td>D</td>
</tr>
<tr>
<td>251</td>
<td>D-</td>
</tr>
</tbody>
</table>

6. ABSENCE POLICY: Students are expected to attend ALL class sessions. Material not included in the text will be presented in the lecture & you are accountable for ALL information on exercises & exams. Also, material presented in class will be necessary to the completion of the paper & tests. Perfect attendance will be rewarded; one absence takes 5 points from the ‘Attendance’ points, and I typically do not offer make-up quizzes. Also, if you sit like a stump in class and make no contribution to the discussion, don’t expect to get any attendance/participation points.

If you have more than one absence, you will be dropped from this class, NO EXCEPTIONS!

*We will be taking a field trip to the Coastal Center in Ladson, if it can be arranged. I will try to set it up so that ALL students to be able to attend. Please let me know if there are scheduling problems, and let me know if you can help drive people out there. If you miss this trip, you will be unable to successfully complete one In-Class Exercise. Thanks for NOT missing the trip. Work conflicts do not constitute a valid excuse, so please take care of that as soon as the date is announced. Thanks!

7. ASSIGNMENT INFORMATION: You have a 3-hour classroom observation requirement for this course, which will be discussed in class. Research papers must be original work for this course only, based upon topics which relate specifically to people with intellectual developmental disability (i.e., methodology, research, behavioral, cognitive, etc. This will be discussed in class and students with specific interests (such as severe/profound disabilities) should let me know ASAP. In the Hymnal, there is a page to assist in determining a topic for the paper topic.
* Turn in a typed one-page description/proposal of a RESEARCH PAPER on 1/29/13.

* The research paper’s maximum length is 12 pages, and minimum length is 9 pages. (The reference list & cover sheet do not count as pages!) Do not put this off! Back up all work you do on this assignment, because if you have to redo it at the last minute when your hard drive dies, it will NOT be accepted after the date and time it is due.

* There is a list of possible topics for the paper in the hymnal. If you have a strong interest in a topic, see me ASAP, as duplicate topics will not be permitted.

* ANYTHING TURNED INTO DR. KEYES SHOULD BE IN BLACK TIMES FONT / SIZE 12 - VARIATIONS WILL NOT BE GRADED!

* You should keep in mind that all submissions will be graded for spelling & grammar, as well as content. There is important writing information on a page in the hymnal.

• If you need to contact me for concerns/questions/problems, feel free to call me at home (762-3681), but not after 10 p.m., please! (I am old and need sleep!)

A WORD OF ADVICE:

1. Don’t wait until the last minute to complete assignments. It will show and you will not be given opportunities to fix problems… If you come to me for help, I will happily give it.
2. Please contact me immediately if you have a problem with any aspect of the course!
3. Don’t sit in the back of the room and check your cell phone for text messages (cells should be turned off – if they go off in class, I will NOT be happy; nor will you be, either).
4. The first time I find anyone using their computers to check email will be the last time any student may use a computer to take notes in class. No exceptions, so don’t try me on this.
5. This course has a great deal of crucial information that will help prepare you for your teaching career. The great sin in any area of education is lack of a strong commitment - which inevitably results in ineffectual teachers & poor teaching. Believe me, I am very pleased you are interested in working with people who have intellectual disabilities - provided that you're willing to make the commitment required of this career. SO, get involved, make comments, challenge what you are listening to, make ME do MY job! This is your one chance to learn as much as you can, don’t waste it! Good luck, have fun, ask questions & LEARN all you can!!!

FOUR POINTS TO PLEASE REMEMBER:

1. Occasional tardies happen, don’t sweat it too much. Consistent tardiness is a problem!
2. This class meets only once a week. You are allowed ONE absence. More than one absence and you WILL be dropped from class… NO EXCEPTIONS.
3. If you crack your gum, don’t even consider arguing it, it goes in the trash. IMMEDIATELY.
4. If you have a cell phone – turn it off. NOW. If it rings during class, it won’t be pretty. If you text in class, I will consider it cheating… So DON’T.

COURSE CALENDAR – Subject to minor changes, when necessary…
<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
<th>Reading/Assignment Due</th>
</tr>
</thead>
</table>
| **January 15**<sup>th</sup>  
**CLASS 1** | Module 1: **Historical Perspective**  
Review PowerPoint of essential content posted on OAKS.  
Pose questions via Discussion Board OR during class... | **Read Chapters 1**  
BE PREPARED TO DISCUSS IDD HISTORY! |
| **January 22**<sup>nd</sup>  
**CLASS 2** | Module 2: **Definition and Terminology**  
Review PowerPoint on OAKS. We will cover this information in class, and you may pose questions during class, or via Discussion Board; **Fellow students are encouraged to respond to these questions.** You’re required to check this at least 3 times weekly... | Research Project Description Due  
**Read Chapter 2** |
| **January 29**<sup>th</sup>  
**CLASS 3** | Module 3: **Assessment of Intellectual Disabilities**  
Review PowerPoint of essential content posted on OAKS.  
Pose questions via Discussion Board OR during class... | Read - Mesibov article (on OAKS) due.  
**Read Chapter 3 of text** |
| **February 5**<sup>th</sup>  
**CLASS 4** | Module 4: **Individual Rights & Legal Issues**  
Review PowerPoint & pose questions via OAKS Discussion Board | **Quiz #1: Chapters 1, 2, 3**  
**Read Chapter 4 of text** |
| **February 12**<sup>th</sup>  
**CLASS 5** | Module 5: **Psychosocial Aspects of Intellectual Disabilities**  
Review PowerPoint & pose questions via OAKS Discussion Board | Read Chapter 5 of text |
| **February 19**<sup>th</sup>  
**CLASS 6** | Module 6: **Family Considerations**  
Review PowerPoint – pose questions via OAKS Discussion Board | Read Chapter 7 of text |
| **February 26**<sup>th</sup>  
**CLASS 7** | Module 7: **Characteristics Mild & Moderate IDD**  
Review PowerPoint & pose questions via OAKS Discussion Board | **Research Project Paper is DUE**  
**Chapter 8 of text** |
| **March 5**<sup>th</sup>  
**CLASS 8** | SPRING BREAK – NO CLASS | Chapter 9 of text |
| **March 12**<sup>th</sup>  
**CLASS 9** | Module 8: **Characteristics of Severe & Profound IDD**;  
Review PowerPoint & pose questions via OAKS Discussion Board | **Quiz #2: Chapters 4, 5, 7, 8 & 9**  
**Read Chapter 10 of text** |
| **March 26**<sup>th</sup>  
**CLASS 10** | Module 9: **Programming: Infancy & Early Childhood**  
Review PowerPoint & pose questions via OAKS Discussion Board | Read Chapter 11 of text |
| **April 2**<sup>nd</sup>  
**CLASS 11** | Module 10: **School Years**  
Review PowerPoint & pose questions via OAKS Discussion Board | Read Chapter 12 of text |
| **April 9**<sup>th</sup>  
**CLASS 12** | Module 11: **Adult Years**  
Review PowerPoint & pose questions via OAKS Discussion Board | IDD Resource File due **electronically**  
**Read Chapter 13 of text** |
| **April 16**<sup>th</sup>  
**CLASS 13** | Module 12: **Assistive Technology Applications**  
Review PowerPoint & pose questions via OAKS Discussion Board | **Quiz #3: Chapters 10, 11, 12 & 13**  
**Read Chapter 13 of text** |
| **April 23**<sup>rd</sup>  
**CLASS 14** | Module 13: **Transition Issues**  
Review PowerPoint & pose questions via OAKS Discussion Board | 3 hours of observation paper due  
Respond to **at least one** video posted discussion on OAKS by April 20<sup>th</sup> |
| **April 30**<sup>th</sup> | Complete **Transition Issues & Full Course Review**  
Review PowerPoint & pose questions via OAKS Discussion Board | COMPREHENSIVE FINAL EXAM |