EDUCATION 353 - Spring, 2015
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 215.

OFFICE HOURS
Mondays – 1:00 to 4:00, Tuesdays 2:00 – 3:30 & Wednesdays, Noon to 2:00 PM; or by appointment.
* Co- or Prerequisite: EDFS 345 - Introduction to Exceptional Children & Youth


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

(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>1,4</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>1,2,3,6</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>1,3,4</td>
<td>E, F Lectures</td>
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<td>IV, V, VI, VII</td>
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<td>B, D, E, F Lectures</td>
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<td>I, V, VII</td>
<td>1,3</td>
<td>B, E, F Lectures</td>
</tr>
<tr>
<td>I, II, III, VI, V</td>
<td>1,2,3,4,5</td>
<td>A, B, E Lectures</td>
</tr>
<tr>
<td>II, III, V</td>
<td>1,2,3,5</td>
<td>D, E, F Lectures</td>
</tr>
<tr>
<td>IV, V</td>
<td>6,7</td>
<td>B, C, D, F Lectures</td>
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<td>1,5,6,7</td>
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</tr>
<tr>
<td>II, III, IV, V</td>
<td>1,2</td>
<td>Observations</td>
</tr>
<tr>
<td>IV, V, VII</td>
<td>6</td>
<td>Lectures</td>
</tr>
</tbody>
</table>

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 more than 48 hours after it’s due. Remember, graduate students have different requirements and expectations than undergraduates, please keep that in mind…

**Assignments must be typed, double space, in APA format, and must be in TIMES or TIMES NEW ROMAN - 12 point font ONLY!**

Any variations from the above will **NOT BE ACCEPTED - no excuses!**
5. LEARNING ACTIVITIES AND ASSOCIATED POINT VALUES:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Attendance/Participation (Don’t just sit like a stump – participate!)</td>
<td>25</td>
</tr>
<tr>
<td>B. Report on your observation of classroom with S/P disabilities</td>
<td>25</td>
</tr>
<tr>
<td>C. In-Class Exercises (no makeups – not there, lost points…)</td>
<td>40</td>
</tr>
<tr>
<td>D. Research Paper (exclusive to this course only – more on this soon)</td>
<td>50</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>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>350</strong></td>
</tr>
</tbody>
</table>

Total points and associated grades…

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>350 to 319</td>
<td>91%</td>
<td>A</td>
<td>318 to 294</td>
<td>84%</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 15 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, SC. 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 an ICE (20 points). Ergo, 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 1/27/15.

* 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 & it is late, you will lose points, and it will not be accepted after 48 hours. Remember, dogs don’t eat homework anymore…

* There is a list of possible topics for the paper in the Hymnal. However, if you have a strong interest in a specific topic, see me ASAP, as duplicate topics will not be permitted.
* You should keep in mind that all submissions will be graded for spelling & grammar, as well as content. There is important writing information on page 41 in the hymnal.

**ALL PROJECTS SHOULD BE IN BLACK TIMES FONT - 12 POINT - VARIATIONS WON'T BE GRADED!**

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 my 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 what you turn in is so bad it needs revision, the most you could hope for is 80% of the total grade.
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 (cell phones 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 that 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 tardiness 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.

If these rules seem Draconian, I’m sorry. That’s life, get used to it. I believe these rules are fair.
<table>
<thead>
<tr>
<th>Week</th>
<th>Content EDFS 353</th>
<th>Reading/Assignment Due</th>
</tr>
</thead>
</table>
| January 13thCLASS1   | **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 20thCLASS2   | **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 2 times weekly... | **Read Chapter 2**  
OAKS DISCUSSION BOARD |
| January 27thCLASS3   | **Module 3:** *Assessment of Intellectual Disabilities*  
Review PowerPoint & pose questions via OAKS Discussion Board  
If you do not get involved in the discussion on OAKS, your participation grade will not be as high as you would like... | **Research Project Description Due**  
**Read Chapter 3 of text** |
| February 3rdCLASS4   | **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 10thCLASS5  | **Module 5:** *Psychosocial Aspects of Intellectual Disabilities*  
Review PowerPoint & pose questions via OAKS Discussion Board | **Read Chapter 5 of text** |
| February 17thCLASS6  | **Module 6:** *Family Considerations*  
Review PowerPoint – pose questions via OAKS Discussion Board | **Read Chapter 7 of text** |
| February 24thCLASS7  | **Module 7:** *Characteristics Mild & Moderate IDD*  
Review PowerPoint & pose questions via OAKS Discussion Board | **Research Paper is DUE**  
**Chapter 8 of text** |
| March 3rd             | **SPRING BREAK – NO CLASS**                                                      |                                                            |
| March 10thCLASS8     | **Module 8:** *Characteristics of Severe & Profound IDD*;  
Review PowerPoint & pose questions via OAKS Discussion Board | **Chapter 9 of text**  
**RETARDED ISN’T STUPID, MOM! PAPER IS DUE** |
| March 17thCLASS9     | **Module 9:** *Programming: Infancy & Early Childhood*  
Review PowerPoint & pose questions via OAKS Discussion Board | **Quiz #2: Chapters 4, 5, 7, 8 & 9**  
**Read Chapter 10 of text** |
| March 24thCLASS10    | **Module 10:** *School Years*  
Review PowerPoint & pose questions via OAKS Discussion Board | **Read Chapter 11 of text** |
| March 31stCLASS11    | **Module 11:** *Adult Years*  
Review PowerPoint & pose questions via OAKS Discussion Board | **Read Chapter 12 of text**  
**3 hours of observation paper due** |
| April 7thCLASS12     | **Module 12:** *Assistive Technology Applications*  
Review PowerPoint & pose questions via OAKS Discussion Board | **Read Chapter 13 of text** |
| April 14thCLASS13    | **Module 13:** *Transition Issues*  
Review PowerPoint & pose questions via OAKS Discussion Board | **Quiz #3: Chapters 10, 11, 12 & 13** |
| April 21stCLASS14    | Complete *Transition Issues & Full Course Review*  
Review PowerPoint & pose questions via OAKS Discussion Board | **You must respond to at least one video posted discussion on OAKS by April 20th** |
| Saturday May 2nd     | **FINAL EXAM - FROM 4 TO 7 PM**                                                | **COMPREHENSIVE FINAL EXAM**                                  |