

“Preparing Professionals for Changing Educational Contexts”
Department of Special Education
College of Education, University of Nevada, Las Vegas
Syllabus

- I. Prefix & Number:** ESP 702
- II. Title:** Psychological and Social Problems in Intellectual Disabilities
- III. Credit:** 3 hours
- IV. Semester:**
- V. Instructor:**
- VI. Office Location:**
- VII. Office Hours:**
- VIII. Telephone:**
- IX. Prerequisite Course(s):** None
- X. Course Description:**
 A study and interpretation of theories and research on the learning characteristics of those with intellectual disabilities; psychological and social contributions to the educative/habilitative solutions in intellectual disabilities. Major emphasis placed upon the impact of societal values on the care, treatment, education, and current trends and issues for those with intellectual disabilities.

XI. Course goals/objectives:

CEC Standards Addressed

- MR 1: Philosophical, Historical, and Legal Foundations of Special Education
- MR 2: Characteristics of learners
- MR 3: Assessment, Diagnosis, and Evaluation
- MR 4: Instructional Content and Practice
- MR 7: Communication and Collaborative Partnerships
- MR 8: Professionalism and Ethical Practices

Knowledge

(Subject matter of discipline(s), Professional field of study, Pedagogical knowledge, Pedagogical content knowledge, Professional knowledge)

Upon completion of this course, the candidate will:

1. The historical foundations and classic studies, including the major contributors, that undergird the growth and improvement of knowledge and practices in the field of intellectual disabilities/developmental disabilities. (CEC MR1:K4)
2. Current educational definitions of students/individuals with intellectual developmental/developmental disabilities, including identification criteria, labeling issues, and current incidence and prevalence figures. Major perspectives on the definition/etiology of intellectual developmental/developmental disabilities. (CEC MR1:K1,2)
3. Legal provisions, regulations, and program standards regarding unbiased assessment and use of instructional assessment measures with students with intellectual developmental/developmental disabilities. (CEC MR3:K1)

4. Psychological characteristics of students with intellectual developmental/developmental disabilities, including cognition, perception, memory, and language development. The social-emotional aspects of intellectual developmental/developmental disabilities, including adaptive behavior, social competence, social isolation, and learned helplessness. (CEC MR2:K4,5)
5. Current educational definitions of students/individuals with intellectual developmental/developmental disabilities, including identification criteria, labeling issues, and current incidence and prevalence figures. Major perspectives on the definition/etiology of intellectual developmental/developmental disabilities. (CEC MR2:K1,2)
6. Conditions and assessment instruments that ensure maximum performance for students with intellectual developmental/developmental disabilities. Adaptive behavior assessment. Specialized policies regarding referral and placement procedures for students with intellectual developmental/developmental disabilities. (CEC MR3:K3,4,5)
7. Continuum of placement and services available for students with intellectual developmental/developmental disabilities. (CEC MR1:K3)
8. Consumer and professional organizations, publications, and journals relevant to the field of intellectual developmental/developmental disabilities. (CEC MR8:K1)
9. Approaches to create positive learning environments for individuals with special needs. (CEC MR4:K3)
10. Sources of unique services, networks, and organizations for students/individuals with intellectual developmental/developmental disabilities. (CEC MR7:K1)
11. Medical complications and implications for student support needs, including seizure management, tube feeding, catheterization, and CPR. (CEC MR2:K3)
12. Model programs, including career/vocational and transition that have been effective for individuals with intellectual developmental/developmental disabilities. (CEC MR5:K1)

Skills

(The ability to use content, professional and pedagogical knowledge effectively and readily in diverse teaching settings in a manner that ensure that all students are learning.)

Upon completion of this course, the candidate will

1. Articulate the pros and cons of current issues and trends in special education and the field of intellectual developmental/developmental disabilities. (CEC MR1:S1)
2. Articulate the factors that influence the overrepresentation of culturally/linguistically diverse students in programs for individuals with intellectual developmental/developmental disabilities. (CEC MR1:S2)
3. Teach students with extensive disabilities, focusing on ability and similarities to children without disabilities. (CEC MR1:S3)
4. Describe and define general developmental, academic, social, career, and functional characteristics of individuals with intellectual developmental/developmental disabilities as they relate to levels of support needed. (CEC MR2:S1)

5. Use exceptionality-specific assessment instruments such as adaptive skills assessments and developmental screening assessments. (CEC MR3:S1)
6. Adapt and modify existing assessment tools and methods to accommodate the unique abilities and needs of students with intellectual developmental/developmental disabilities, including ecological inventories, portfolio assessments, functional assessments, and future-based assessments. (CEC MR3:S2)
7. Utilize research-supported instructional strategies and practices, including the functional embedded skills approach, community-based instruction, task analysis, multisensory, and concrete/manipulative techniques. (CEC MR4:S1)
8. Integrate selected related services into the instructional day of students with intellectual developmental/developmental disabilities. (CEC MR4:S5)
9. Assist students, with the support of parents and other professionals, in planning for transition to adulthood including employment and community and daily life, with maximum opportunities for full participation in community and decision-making. (CEC MR7:S1)
10. Participate in the activities of professional organizations relevant to the field of intellectual developmental/developmental disabilities. (CEC MR8:S1)
11. Teach culturally responsive functional life skills relevant to independence in the community, personal living, and employment, including accessing public transportation, cooking, shopping, laundry, functional reading, and sexuality. (CEC MR 4:S3)
12. Provide instruction in community-based settings. (CEC MR 4:S6)

Dispositions

(Values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth—guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility and social justice.)

Upon completion of this course the candidate will display the following dispositions:

1. Articulate the factors that influence the overrepresentation of culturally/linguistically diverse students in programs for individuals with intellectual developmental/developmental disabilities. (CEC MR1:S2)
2. Teach culturally responsive functional life skills relevant to independence in the community, personal living, and employment, including accessing public transportation, cooking, shopping, laundry, functional reading, and sexuality. (CEC MR4:S3)
3. Participate in the activities of professional organizations relevant to the field of intellectual developmental/developmental disabilities. (CEC MR8:S1)

Results

ESP 702 is an introductory class and is intended to build basic knowledge. Direct results to students with intellectual disabilities will be minimal because of the introductory nature of the class.

XII. Texts, readings, and instructional resources:

Required Text(s):

Wehmeyer, M. L. (2013). *The story of intellectual disability: An evolution of meaning, understanding, & public perception*. Baltimore, MD: Brookes.

Supplemental text:

Richards, S. B., Brady, M. P., & Taylor, R. L. (2015). *Cognitive and intellectual disabilities: Historical perspectives, current practices, and future directions*. New York: Routledge.

Journals in Intellectual disabilities

American Journal on Intellectual and Developmental Disabilities

Exceptional Children

Intellectual and Developmental Disabilities (formerly Mental Retardation)

Education and Training in Autism and Developmental Disabilities

Research and Practice for Persons with Severe Disabilities

UNLV Policies

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

Copyright—The University requires all members of the University Community to familiarize themselves **with** and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor **within the first 14 calendar**

days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

Rebelmail—By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

Library - Students may consult with a librarian on research needs. For this class, the subject librarian is https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

XIII. Assignments, evaluation procedures, and grading policy:

Course Requirements:

1. Class Attendance: Because this course is so brief, class attendance is essential. One absence of no more than 3 clock hours will be excused. Each subsequent absence will result in an automatic lowering of the final grade by 10 points.
2. Class Participation: Each student is expected to read assigned material prior to class and participate in class discussions. **You may NOT use class time to be on any social networking site, read email, or any other form of inattention to the course.** Students will lose 10 points for each violation of this rule. **ALL ASSIGNMENTS ARE TO BE DONE INDEPENDENTLY. YOU MAY NOT WORK TOGETHER ON ASSIGNMENTS, INCLUDING PAPERS OR PRESENTATIONS UNLESS OTHERWISE INSTRUCTED.**
3. Projects
 - a. Research Paper
The research paper will relate to a professor-approved topic (e.g., euthanasia, deinstitutionalization, residential care, human sexuality, criminal justice system, program options, aging) as they relate to an aspect of intellectual disabilities. Papers should be between 8 and 10 pages, excluding reference list and cover page. Prior to beginning the paper, the instructor must approve research topics. Research papers will be a review of the research literature prepared in accordance with the guidelines of the Publication Manual of the American Psychological Association. Please note this is a graduate level paper, and graded with respect to content, style, research, and appropriate synthesis of data – see attached grading rubric. **Plagiarism in any form will not be tolerated. Some class time will be allotted for you to do your research.**
 - b. Class Presentations Each student is responsible for delivering a 10-minute presentation on their research paper. Appropriate PowerPoint, handout materials, or other instructional media are suggested for use during the presentations.
 - c. Philosophy Papers. Each student is required to develop and explain their philosophy of teaching people with intellectual disabilities.
 - d. Behavioral Objectives Each student will write **ten** (10) behavioral objectives, according to the form given in class. You may have numerous attempts to write these objectives but are due on the date listed below. You must achieve 80% accuracy for credit to be given.
4. Examinations There will be one examination. The examination will be multiple choice, short answer and essay. Exam questions will be taken from the lectures.

Grading Policy:

Papers and presentations will be graded on the rubric below.

Summary of Points/Grade Distribution

| | | | |
|-----------------------|------------|----|----------------------|
| Philosophies | 50 | A | = 516 or more points |
| Examination | 100 | A- | = 495-515 |
| Research Paper | 200 | B+ | = 484-494 |
| Presentation of Paper | 100 | B | = 451-483 |
| Behavioral Objectives | <u>100</u> | B- | = 440-450 |
| | 550 | C+ | = 429-43 |
| | | C | = 393-428 |

Class Schedule

| Date | Topics | Readings/Assignments Due |
|----------|---|--------------------------------------|
| Sept. 8 | Introduction/Syllabus Review/ requirements Historical foundations of intellectual multicultural/Multicultural aspects of ID | Syllabus |
| Sept. 9 | Defining Intellectual classification/Terminology/Classification Systems/Labeling Practices/ Incidence/Prevalence | Chapters 1-2 |
| Sept. 10 | Etiology, Prevention, Biology, Psychosocial and nature/nurture of ID Assessment | Chapter 3 Philosophies due |
| Sept. 15 | Legal Rights for those with intellectual disabilities | Chapters 4-5 |
| Sept. 16 | Characteristics of people with milder forms of intellectual disability Characteristics of people with severe intellectual disability | Chapter 6 |
| Sept. 17 | Exam | Chapter 7 |
| Sept. 22 | Educational Programming | Chapter 8 |
| Sept. 23 | Inclusion of Students with Intellectual disabilities Families and Intellectual disabilities/ Assistive technology MAPS | Chapter 9 Papers Due |
| Sept. 24 | Presentations | Presentations |

Rubric for Content-Specific Paper and Presentation

| <u>Proficiency</u> | <u>Format & Organization</u> | <u>Completeness of Information</u> | <u>Presentation</u> |
|----------------------------|--|--|--|
| <u>TARGET</u> | <u>PAPER</u> <ul style="list-style-type: none"> <input type="checkbox"/> Consistent organization <input type="checkbox"/> Consistent use of APA style <input type="checkbox"/> Correct spelling & grammar (1-2 errors) <input type="checkbox"/> Cited all references in text & in references correctly <input type="checkbox"/> Contained the required number of pages 90-100 points | <u>PAPER</u> <ul style="list-style-type: none"> <input type="checkbox"/> Contained 10 references (only 2 from the Internet, at least 8 from journals) <input type="checkbox"/> Used a variety of references <input type="checkbox"/> Presented unusual information about topic <input type="checkbox"/> Current information 90-100 Points | <ul style="list-style-type: none"> <input type="checkbox"/> Logical flow <input type="checkbox"/> Understandable to audience (voice tone, speed of speech, audible) <input type="checkbox"/> Sticks to topic <input type="checkbox"/> Professional <input type="checkbox"/> Stuck to time limit <input type="checkbox"/> Organized <input type="checkbox"/> Clear media <input type="checkbox"/> Variety of teaching strategies used <input type="checkbox"/> Based on research and not personal opinion 90-100 Points |
| <u>ACCEPTABLE</u> | <ul style="list-style-type: none"> <input type="checkbox"/> Frequently organized/ occasional lapses in organization <input type="checkbox"/> APA style with minor discrepancies <input type="checkbox"/> 4-5 spelling or grammatical errors <input type="checkbox"/> Not all references cited in text & in references correctly <input type="checkbox"/> Contained the required number of pages 80-89 points | <ul style="list-style-type: none"> <input type="checkbox"/> Did not contain 10 references <input type="checkbox"/> More than 3 references came from the Internet- non-journals <input type="checkbox"/> Variety of references not well represented <input type="checkbox"/> Information presented was only partially representative of new & Current information 80-89 points | <ul style="list-style-type: none"> <input type="checkbox"/> Flow was not logical <input type="checkbox"/> Speech was too loud or too slow at times <input type="checkbox"/> Did not stick to the topic <input type="checkbox"/> Errors on media <input type="checkbox"/> Lacked coherent organization <input type="checkbox"/> Stuck to time limit, but was not done <input type="checkbox"/> Became disorganized at times. 80-89 Points |
| <u>UNACCEPTABLE</u> | <ul style="list-style-type: none"> <input type="checkbox"/> Disorganized & difficult to follow <input type="checkbox"/> Minimal use of APA style with major discrepancies <input type="checkbox"/> Many spelling or grammar errors <input type="checkbox"/> References in text & reference list not cited correctly <input type="checkbox"/> Did not contain the required number of pages <80 points | <ul style="list-style-type: none"> <input type="checkbox"/> Did not contain 10 references <input type="checkbox"/> More than 3 references were from the Internet <input type="checkbox"/> Poor variety of references <input type="checkbox"/> Information not current <80 points | <ul style="list-style-type: none"> <input type="checkbox"/> Flow appeared to be illogical <input type="checkbox"/> Speech was difficult to understand (too slow, fast, low) <input type="checkbox"/> Rambled <input type="checkbox"/> Unorganized <input type="checkbox"/> Was over or under time limit <input type="checkbox"/> Not research based <80points |

Behavioral Objectives Assignment

Name _____

1. During vocational education class, Ramon will sit appropriately for five minutes.
2. When in the grocery store, Damitreus will purchase all items on his list 80% of the time.
3. During math, Margaritte will answer 10 one-digit addition facts within two minutes.
4. When asked where is the (coin), Myrtle will point to the named coin 4 of 5 trials.
5. Each student will answer the question: "What is your name?" by giving his/her first name within 5 seconds.
6. After lunch, Eulalia will sweep the floor with 80% accuracy.
7. During P.E., Max will hop on one foot for 30 seconds.
8. Just before recess, the teacher will make sure that each child is dressed appropriately with weather conditions (i.e. Coats/sweaters for cold weather).
9. During individualized P.T., Mario will bear weight (standing) 4 of 5 days.
10. Each day Prudence will use her wheelchair 80% of the time.