

**COLLEGE OF EDUCATION
DEPARTMENTAL COURSE SYLLABUS**

**Department of Special Education
EMR 6052: Advanced Theories and Practices in Intellectual Disabilities**

The College of Education CAREs

The College of Education is dedicated to the ideals of **C**ollaboration, **A**cademic **E**xcellence, **R**esearch, and **E**thics/**D**iversity. These are key tenets in the Conceptual Framework of the College of Education. Competence in these ideals will provide candidates in educator preparation programs with skills, knowledge, and dispositions to be successful in the schools of today and tomorrow. For more information on the Conceptual Framework, visit: www.coedu.usf.edu/main/qualityassurance/ncate_visit_info_materials.html

1. **Course Prefix and Number:** EMR 6052 **Credit Hours:** 3
2. **Course Title:** Advanced Theories and Practices in Intellectual Disabilities
3. **Regular Instructor(s):** Dr. Ann Cranston-Gingras,
Dr. Michael Churton
Dr. Phyllis Jones
4. **Course Prerequisites:** Graduate standing, introductory course in exceptional student education
5. **Course Description:**

This course is designed to provide students with in-depth study of the complex social and biological aspects of intellectual disabilities with a particular theoretical emphases on the education of individuals with intellectual disabilities.
6. **Course Goals and Objectives:**
 - a. Students will gain an in-depth historical perspective of the field of intellectual disabilities and developmental disabilities with particular emphasis on contributions of key individuals and education related events. **(CF 2, NBPTS II)**
 - b. Students will identify and analyze the major components and theoretical underpinnings of the current and past AAMR definitions and classification systems for intellectual disabilities and developmental disabilities. **(CF 2, NBPTS II)**
 - c. Students will analyze factors influencing estimations of prevalence rates of intellectual disabilities and examine the factors related to overrepresentation of culturally diverse students in programs for individuals with intellectual disabilities. **(CF 2, 5, NBPTS II, IV)**

- d. Students will examine the specific procedures used to identify a person as having intellectual disabilities including IQ and adaptive behavior assessment. **(CF 6, NBPTS II, III, IX)**
- e. Students will examine the relationship of intellectual disabilities and biological/medical causes. **(CF 2; NBPTS II, V)**
- f. Students will identify and analyze environmental correlates and social variables related to intellectual disabilities. **(CF 5, 6; NBPTS I, II, IV)**
- g. Students will examine theories of cognitive development and cognitive processes among individuals identified as having mild and moderate intellectual disabilities. **(CF 6; NBPTS I, II, IV)**
- h. Students will examine theories of personal and social development of individuals identified as having intellectual disabilities and developmental disabilities. **(CF 6; NBPTS I, II, VIII)**
- i. Students will identify and discuss physical/medical characteristics and related disabilities and implications for student support including positioning, catheterization, tube feeding, seizure management and CPR for individuals identified as having intellectual disabilities. **(CF 2; NBPTS I, II)**
- j. Students will identify and discuss appropriate educational placement, curricular emphasis, materials unique instructional approaches and assistive technology for individuals identified as having intellectual disabilities. **(CF 1, 2,3, 6; NBPTS I, II, V, X)**
- k. Students will discuss issues related to individual rights and legal and ethical issues for individuals with intellectual disabilities. **(CF 5; NBPTS IV, XIV)**
- l. Students will identify and discuss trends related to community living and employment for individuals with intellectual disabilities. **(CF 1, 6; NBPTS II, VIII, XII)**
- m. Students will discuss elements related to current services and organizations, as well as future trends in providing services to individuals with intellectual disabilities. **(CF 1, 2; NBPTS II, XIV)**

7. Content Outline:

Week	TOPIC/ACTIVITES
1	Introduction, Historical Perspective <ul style="list-style-type: none"> • Time-line and historical period activity
2	Definition <ul style="list-style-type: none"> • Case study for revised definition activity
3	Classification and Prevalence <ul style="list-style-type: none"> • examination of data

4	Identification <ul style="list-style-type: none"> • Intelligence testing • Adaptive behavior
5	Biological/ Physiological Causes of Intellectual Disabilities
6	Psychosocial Factors and Prevention <ul style="list-style-type: none"> • early intervention • brain research
7	Midterm Examination
8	Cognitive Development and Cognitive Processes
9	Personal and Social Development
10	Physical Characteristics and Related Disabilities Positioning Orthotic, prosthetic and assistive devices
11	Educational Programming Service delivery models and instructional practices
12	Instructional Practices and Assistive Technology
13	Community Living and Employment
14	Legal and Ethical Issues
15	Emerging and Future Issues
16	Examination II

8. Evaluation of Student Outcomes:

[Note to instructor – Each instructor will determine and insert the appropriate strategies to assess student achievement in this course (e.g., see possible examples below). No Program Key Assessment for this course.] The following assessment strategies may be used to evaluate student achievement of course goals and objectives:

- completion of in-class mid-term examination consisting of recall, recognition, synthesis and application questions **(CF 2; NBPTS)**
- completion of in-class final examination consisting of recall recognition, synthesis and application questions **(CF 2; NBPTS)**

- submission of an 8 – 10 page individual research paper that deals with functional characteristics of a subgroup of individuals with intellectual disabilities /developmental disabilities and levels of support needed. **(CF 2; NBPTS V)**
- group presentation of topic related to individual paper **(CF 2; NBPTS V)**
- thoughtful participation in class discussions and activities about current issues and trends **(CF 2; NBPTS V)**

9. Grading Criteria:

Grades will be determined based on the following scale:

- A = 90% - 100%
- B = 80% - 89%
- C = 70% - 79%
- D = 65% - 69%
- F = below 65%

Assignment of plus or minus grades may be implemented per university guidelines.

No grade below “C” will be accepted toward a graduate degree. This includes C-grades.

10. Recommended Texts and/Or Readings:

Beirne-Smith, M., Ittenbach, R. F., & Patton, J.R.; (2006). *Mental Retardation* (7th ed.). Upper Saddle River, NJ: Merrill Publishing Co.

Suggested Readings

- American Association on Mental Retardation (2002). *Mental retardation: Definition, classification and systems of support* (10th ed.). Washington, DC: AAMR
- Blatt, B. (1987) *The conquest of mental retardation*. Austin, TX: Pro-Ed.
- Alberto, P. A., & Troutman, A. C. (2003). *Applied behavior analysis for teachers* (6th ed.). Upper Saddle River, NJ: Merrill (Prentice-Hall).
- Baca, L. M., & Cervantes, H. T. (2003). *The bilingual special education interface* (4rd ed.). Columbus, OH: Merrill.
- Bos, C., & Vaughn, S. (2002). *Strategies for teaching students with learning and behavioral problems* (5th ed). Boston: Allyn and Bacon.
- Drew, C. J., & Hardman, M. L. (2000). *Mental retardation: A life cycle approach* (7th ed.). Upper Saddle River, NJ: Merrill (Prentice Hall).
- Hilton, A., & Ringlaben, R. (Eds.). (1998). *Best and promising practices in developmental disabilities*. Austin, TX: Pro-Ed.
- Scheerenberger, R. C. (1983). *A history of mental retardation*. Baltimore: Brookes.
- Kennedy, C. H., & Horn, E. (Eds.). (2003). *Inclusion of students with severe disabilities*. Boston: Allyn and Bacon.
- Schalock, R. L., Naker, P. C., & Croser, M. D. (Eds.). (2003). *Embarking on a new century: Mental retardation at the end of the 20th century*. Washington, DC: American Association on Mental Retardation.
- Smith, J. D. (1985). *Minds made feeble: The myth and legacy of the Kallikaks*. Rockville, MD: Aspen.

- Turnbull, A. P., & Turnbull, H. R. (2001). *Families, professionals, and exceptionality: Collaborating for empowerment* (4th ed.). Upper Saddle River, NJ: Merrill (Prentice Hall).
- Venn, J. J. (2000). *Assessing students with special needs* (2nd ed.). Upper Saddle River, NJ: Merrill (Prentice Hall).
- Westling, D., & Fox, L. (2000). *Teaching students with severe disabilities* (2nd ed.). Upper Saddle River, NJ: Merrill (Prentice Hall).
- Winzer, M. A., & Mazurek, K. (1998). *Special education in multicultural contexts*. Upper Saddle River, NJ: Merrill (Prentice Hall).

Internet URLs: Links related to Intellectual Disabilities

- **ARC** - The Arc is the national organization of and for people with intellectual disabilities and related developmental disabilities and their families
- **Council for Exceptional Children** - professional organization dedicated to improving education outcomes for students with disabilities.
- **National Early Childhood Technical Assistance System (NEC*TAS)** - A federally funded technical support program for early childhood education at the Frank Porter Graham Center at the University of North Carolina.
- **The National Early Childhood Transition Research and Training Center (NECTC)** - The Center's mission is to examine factors that promote successful transitions between infant/toddler programs, preschool programs, and public school programs for young children with disabilities and their families.
- **National Down Syndrome Congress** - Home page for a national advocacy organization on Down Syndrome.
- **The National Down Syndrome Society**
- **Down Syndrome Home Page** - Home page for the Down syndrome listserv.
- **Down Syndrome on the Internet - links to down syndrome web sites.**
- **National Fragile X Foundation** - A site with to information and resources about fragile X syndrome.
- **FRAXA Research Foundation** - national nonprofit organization providing information on Fragile X syndrome.
- **The Hydrocephalus Association** - Includes Hydrocephalus fact sheet.
- **Renee's Communique's** - Information on kids with special needs XXYY or Klinefelter Syndrome.
- **Prader-Willi Syndrome Association (USA)** - A national organization for families, professionals and service providers dedicated to improving the lives of people with Prader-Willi syndrome.
- **The Comprehensive Williams Syndrome Home Page**
- **World Association of Persons with Disabilities** - A website for persons with disabilities.

- **The Center on Human Policy** - A Syracuse University based policy, research and advocacy organization. Includes information about ordering Human Policy Press publications.
- **The Institute for Community Inclusion** - Advocates for the right of all people with disabilities to be full participants in their communities.
- **The Institute on Community Integration** - A University of Minnesota affiliated program dedicated to improving community services for people with developmental disabilities and their families.
- **National Home of Your Own Alliance** - A Technical Assistance Center at the University of New Hampshire Institute on Disability.
- **The Oaks Group** - Organization of people who believe persons with developmental disabilities should be fully included in the mainstream of community life.
- **Rehabilitation Research and Training Center** on Aging with Developmental Disabilities

Employment/Transition to Work

- **Office of Disability Employment Policy** - The web site includes PCEPD publications, press releases, general information on the Committee, and contact information for state liaison organizations.
- **Program on Employment and Disability** - Resources and information on employment of people with disabilities.
- **Employment Support Institute** - Helping people make better decisions about employment options and policies.
- **JAN** - Job Accommodation Network, accommodations for workers with disabilities.
- **Life Skills for Vocational Success** - A resource of trainers to improve life skills
- **The Transition Research Institute at the University of Illinois** - Headquarters for the National Transition Alliance for Youth with Disabilities, promotes the inclusion of youth with disabilities in the national school-to-work efforts.
- **Virginia Commonwealth University** - Rehabilitation Research and Training Center on Workplace Support.
- **The National Parent Network on Disabilities** - Dedicated to empowering parents.

11. Academic Dishonesty:

Academic dishonesty (i.e., cheating) is defined as any behavior that results in the misrepresentation of your skills, knowledge, or work as they relate to the course. This includes using other student's ideas and/or help when completing an individual assignment, as well as plagiarism.

Plagiarism is defined as "literary theft" and consists of the unattributed quotation of the exact words of a published text, or the unattributed borrowing of original ideas by paraphrase from a published text. On written papers for which the student employs information gathered from

books, articles, web sites, or oral sources, each direct quotation, as well as ideas and facts that are not generally known to the public at large, or the form, structure, or style of a secondary source must be attributed to its author by means of the appropriate citation procedure. Only widely known facts and first-hand thoughts and observations original to the student do not require citations. Citations may be made in footnotes or within the body of the text. Plagiarism also consists of passing off as one's own segments or the total of another person's work.

Punishments for academic dishonesty will depend on the seriousness of the offense and may include assignment of an "F" or a numerical value of zero on the subject paper, lab report, etc., an "F" or an "FF" grade (the latter indicating academic dishonesty) in the course, suspension, or expulsion from the University. A student who receives an "FF" grade may not use the university's Grade Forgiveness Policy if the course is subsequently repeated. An "FF" grade assigned to indicate academic dishonesty is reflected only on internal records and prevents the student from repeating the course using the Grade Forgiveness Policy. If a student who has been accused of academic dishonesty drops the course, the student's registration in the course will be reinstated until the issue is resolved. Notice that a student has been dismissed for reasons of academic dishonesty may be reflected on the student's transcript with the formal notation: Dismissed for Academic Dishonesty.

Academic Disruption:

Disruption of academic process is defined as the act or words of a student in a classroom or teaching environment which in the reasonable estimation of a faculty member: (a) directs attention from the academic matters at hand, such as noisy distractions; persistent, disrespectful or abusive interruptions of lecture, exam or academic discussions, or (b) presents a danger to the health, safety or well being of the faculty member or students.

Punishments for disruption of academic process will depend on the seriousness of the disruption and will range from a private verbal reprimand to dismissal from class with a final grade of "W," if the student is passing the course, shown on the student record. If the student is not passing, a grade of "F" will be shown on the student record. Particularly serious instances of disruption or the academic process may result in suspension or permanent expulsion from the University.

- 12. Detection of Plagiarism:** The University of South Florida has an account with an automated plagiarism detection service, which allows instructors to submit student assignments to be checked for plagiarism. As the instructor of this course, I reserve the right to (1) request that assignments be submitted to me as electronic files and (2) electronically submit assignments to *SafeAssignment.com*, or (3) ask students to submit their assignments to *SafeAssignment.com* through *myUSF*. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. Through this service, the instructor receives a report showing exactly how a student's paper was plagiarized. For more information about *SafeAssignment* and plagiarism, go to <http://www.c21te.usf.edu> and click on Plagiarism Resources. For information about plagiarism in the USF undergraduate catalogue, go to: <http://www.ugs.usf.edu/catalogs/0304/adadap.htm#plagiarism>.

13. Web Portal Information:

Why are the NetID and USF mail account important to students? Every newly enrolled USF student receives an official USF e-mail account that ends with "mail.acomp.usf.edu." Every official USF correspondence to students will be sent to that account. Students should go to the Academic Computing website (<http://www.acomp.usf.edu>) and select the link "Activating a Student E-mail Account" for detailed information. Information about the USF Web Portal can be found at: <http://www.acomp.usf.edu/portal.html>

14. ADA Statement:

Students with disabilities are responsible for registering with the Office of Student Disabilities Services in order to receive special accommodations and services. Please notify the instructor during the first week of classes if a reasonable accommodation for a disability is needed for this course. A letter from the USF Disability Services Office must accompany this request.

15. USF Policy on Religious Observances:

Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second class meeting.

ATTACHMENT I

Course Prefix and Number: EMR 6052
Course Name: Advanced Theories and Practices in Intellectual Disabilities
Credit Hours: 3

Briefly describe the following:

The nature and duration of any field-based experiences.

- Teacher's complete assignments that necessitate field based work. Most teachers are currently working and these activities are completed in their own classrooms. Teachers who are not currently working agree to 'volunteer' in a school to complete this element of the course. The main purpose of the field based work is for teachers to reflect on how theoretical perspectives of low incidence disability influence policy and practice.

Any experiences that include instruction, observation, practice, and/or competency demonstration in any of the following: instructional strategies that address various learning styles, exceptionalities, achievement levels, and other specialized circumstances.

- This course focuses upon the complex nature of intellectual disabilities and as so focuses primarily upon achievement levels and the specialized circumstances that tend to surround this group of learners.

Activities and assessments that assess the impact on pk-12 student learning.

- As the course focuses upon an in-depth study of the complex social and biological aspects of intellectual disabilities with a particular theoretical emphasis on the education of individuals with intellectual disabilities it naturally analyzes the impact on student learning. The impact is analyzed from a barriers and opportunities perspective with the belief that as teachers understand the complexity of student need they also recognize student strength and preference.

Any components of the course that prepare the candidates in the use of technology in instruction, record-keeping, and other professional responsibilities.

- Technology as a historical tool to support access to learning for students with low incidence disabilities is explored. Teachers are able to explore the historical perspective of how technology is used across the life span of people with such learning needs. The focus is more upon how the students themselves have and can utilize technology to gain greater access into mainstream activities.

Any components of the course designed to prepare teacher candidates to help pk-12 students achieve the Sunshine State Standards?

- As mentioned above, the course focuses upon an in-depth study of the complex social and biological aspects of intellectual disabilities with particular theoretical emphasis on the education of individuals with intellectual disabilities it naturally analyzes the impact on student learning. The impact is analyzed from a barriers and opportunities perspective with the belief that as teachers understand the complexity of student need they also recognize student strength and preference.

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How issues of diversity are addressed in this course? Indicate which aspect(s) of the course (e.g., instructional strategies and/or experiences) provide the teacher candidates the opportunity to acquire and/or apply knowledge, skills, and/or dispositions necessary to help all students learn. ("all students" includes students with various learning styles, students with exceptionalities and different ethnic, racial, gender, language, religious, socioeconomic, regional/geographic origins, and achievement levels.)

- Students with ASD and SID come from diverse family backgrounds and the course addresses this through teacher discussions and course assignments. For example, some students who have a communication disability may also have English as a second language – teachers are encouraged to identify the additional barriers to assessment this places on the students and generate ways to overcome such barriers.

**DEPARTMENTAL COURSE SYLLABUS – EMR 6052
ATTACHMENT I
MATRIX**

Course Objectives and Topics	Evidence of Achievement	Competencies and Guidelines National Board of Professional Teaching Standards – Exceptional Needs [NBPTS] and USF College of Education Conceptual Framework [COE]
<p>1. Students will gain an in-depth historical perspective of the field of intellectual disabilities with particular emphasis on contributions of key individuals and education related events. Professional organizations and their purposes are also discussed.</p> <p>1.1 Introduction, historical perspective.</p>	<p>Time-line and historical period activity Class discussion Exam Research Paper and Presentation (each objective is a possible topic for any individual student)</p>	<p>NBPTS II COE 2</p>
<p>2. Students will identify and analyze the major components and theoretical underpinnings of the current and past AAMR definitions and classification systems for intellectual disabilities.</p> <p>2.1 Definition 2.2 Savant video</p>	<p>Case study for revised definition activity Class discussion Exam Research Paper and Presentation</p>	<p>NBPTS II COE 2</p>
<p>3. Students will analyze factors influencing estimations of prevalence rates of intellectual disabilities and examine the factors related to overrepresentation of culturally diverse students in programs for individuals</p>	<p>Class discussion Exam Research Paper and Presentation</p>	<p>NBPTS II, IV COE 2, 5,</p>

with intellectual disabilities. 3.1 Prevalence: examination of data		
4. Students will examine the specific procedures used to identify a person as having intellectual disabilities, noting similarities and differences among cognitive, physical, cultural, social, and emotional needs of individuals with and without exceptional learning needs. 4.1 Identification: intelligence testing, adaptive behavior, and "IQ Myth" video	Multiple Intelligence activity Class discussion Exam Research Paper and Presentation	NBPTS II, III, IX COE 6
5. Students will examine the relationship of intellectual disabilities and biological/medical causes. 5.1 Biological/Medical causes of intellectual disabilities: syndrome slides, William's Syndrome video. 5.2 Educational implications for seizure management, tube feeding, catheterization, CPR and medication	Class discussion Exam Research Paper and Presentation	NBPTS II, V COE 2
6. Students will identify and analyze environmental, cultural, and social variables related to intellectual disabilities. 6.1 Psychosocial factors and prevention: Early Intervention video. 6.2 Behavioral problems: Self-stimulation and self-abuse 6.3 Impact of multiple disabilities on	Brain research activity and video Class discussion Exam Research Paper and Presentation	NBPTS I, II, IV COE 5, 6

behavior		
<p>7. Students will examine theories of cognitive development and cognitive processes among individuals identified as having mild and moderate intellectual disabilities.</p> <p>7.1 Cognitive development and cognitive processes.</p>	<p>Class discussion Exam Research Paper and Presentation</p>	<p>NBPTS I, II, IV</p> <p>COE 6</p>
<p>8. Students will examine theories of personal and social development of individuals identified as having mild and moderate intellectual disabilities.</p> <p>8.1 personal and social development</p> <p>8.2 impact of multiple disabilities on behavior.</p> <p>8.3 cultural considerations</p>	<p>Class discussion Exam Research Paper and Presentation</p>	<p>NBPTS I, II, VIII</p> <p>COE 6</p>
<p>9. Students will identify and discuss physical/ medical characteristics and related disabilities of individuals identified as having intellectual disabilities.</p> <p>9.1 Physical characteristics and related disabilities: positioning, orthotic, prosthetic and assistive devices.</p>	<p>Class discussion Exam Research Paper and Presentation Practice with assistive equipment</p>	<p>NBPTS I, II</p> <p>COE 2</p>
<p>10. Students will identify and discuss appropriate educational placements, areas of curricular emphasis, unique instructional approaches and technology for individuals identified as having intellectual disabilities.</p> <p>10.1 Educational programming: service</p>	<p>Class discussion Exam Research Paper and Presentation</p>	<p>NBPTS I, II, V, X</p> <p>COE 1, 2, 3, 6</p>

<p>delivery models and instructional practices, "Sean's Story" video.</p> <p>10.2 Instructional practices and assistive technology.</p>		
<p>11. Students will discuss issues related to individual rights and legal, ethical, and cultural issues for individuals with intellectual disabilities.</p> <p>11.1 Legal and ethical issues.</p>	<p>Class discussion Exam Research Paper and Presentation</p>	<p>NBPTS IV, XIV</p> <p>COE 5</p>
<p>12. Students will identify and discuss trends related to community living and employment for individuals identified as having intellectual disabilities.</p> <p>12.1 Community living and employment: Model programs</p>	<p>Class discussion Exam Research Paper and Presentation</p>	<p>NBPTS II, VIII, XII</p> <p>COE 1, 6</p>
<p>13. Students will discuss elements related to the future trends in providing services to individuals with intellectual disabilities.</p> <p>13.1 Emerging and future issues.</p>	<p>Class discussion Exam Research Paper and Presentation</p>	<p>NBPTS II, XIV</p> <p>COE 1, 2</p>