

NORFOLK STATE UNIVERSITY
Department of Special Education
Course Syllabus

Spring 2007

SPE 332 Understanding and Teaching Learners with Mental Retardation/3Credits

Class Meetings: Wednesdays 4:00-7:00 Bozeman Education Building Room 242

Instructor: Dr. Judith Connell, Assistant Professor, Department of Special Education

Office Hours: Mondays 2:00-7:00; Tuesdays 5:00-7:00; Wednesdays 3:00-4:00

Other hours by appointment

Instructor Contact Information: Bozeman Education Building Suite107 Room 109

757/823-8262 Instructor's Office

757-823-8714 Special Education Office

jconnell@nsu.edu

Prerequisites: None

Co-requisites: None

Course Description: This course is designed to focus on the nature of and strategies for teaching learners with mental retardation. Areas of study include terminology and etiological factors, historical perspectives, legal parameters, assessment techniques, influence of cultural variables, current issues, and effective methods of instruction. A twenty-hour clinical experience is required.

Course Rationale: This course is a requirement for students who are pursuing undergraduate degrees in Interdisciplinary Studies or Psychology with emphasis in Learning Disabilities/Mental Retardation. It is also expected that successful completion of the course will provide students with the critical skills needed to be contributing members of child study, eligibility, and IEP committees as well as effective teachers of exceptional learners in the continuum of service delivery models.

Course Goals and Measurable Intended Student Outcomes:

The student will:

1. Demonstrate an understanding of the current educational definitions and terminology of learners with mental retardation. (MR:1.K1;MR:3.K2;VAMR:1a,1b,1c)
2. Assess the current identifying criteria and labeling issues used to assess learners with mental retardation. (MR:1.K1,MR:3.K5)
3. Discuss the major perspectives on the definition etiology of mental retardation/developmental disabilities. (MR:1K2;MR:5K1)
4. Review the historical foundations and classic studies, including the major contributors that provide the foundation for the growth and improvement of knowledge and practices in the field of mental retardation/developmental disabilities. (MR:1.K4;MR:2.S1;VAMR:1a)

5. List placement, career, and other related services available for students with mental retardation/developmental disabilities. (MR:1.K3;MR:2.S1;MR:5.K1;MR;7.K1;CC:4.S10)
6. Identify the pros and cons of current issues and trends in special education and the disciplines of mental retardation/developmental disabilities. (MR:1.S1;MR:8.K1,S1)
7. Cite the factors that influence the over representation of culturally/linguistically diverse students enrolled in programs for individuals with mental retardation/developmental disabilities. (MR:1.S2;VAMR:1e)
8. Compare and contrast methodology and assessment instruments used to teach students with extensive disabilities, focusing on ability, positive learning environments, and similarities to typically developing peers. (MR:1.S3;MR:3.K3,S1,S2;MR:5.S2;VAMR:1a,1f,2b)
9. Research the causes and theories of intellectual disabilities and implications for learning. (MR:2.K1;VAMR:2c)
10. Examine the medical aspects, complication, and implications for students' learning and support needs. (MR:2.K2,K3; VAMR:1g)
11. Describe the psychological and social/emotional aspects of students with mental retardation/developmental disabilities. Discussions will occur in the domains of cognition, perception, memory, adaptive behavior, social competence, social isolation, and learned helplessness. (MR:2.K4,K5,S1; MR:2.K5;VAMR:1d)
12. Discuss the specialized materials and assistive devices for students with special needs. (MR:2.K1,K2;VAMR:1f)
13. Utilize research supported instructional strategies and practices to design and implement sensory stimulation programs for individual s with extensive needs. The programs will include imbedded skills approach, community-base instruction, task analysis, multi-sensory, and concrete manipulative techniques. (MR:4S1,S2,S6;MR:5.S1;VAMR:2d)
14. Name and assess legal provisions, regulations, and program standards regarding unbiased assessment and use of instructional assessment measures with students with mental retardation/developmental disabilities. (MR:3.K1;VAMR:2a)
15. Develop and plan a transition to adulthood for students with the support of parents and other professionals. The plan will include employment, community, and daily life with maximum opportunities for full participation in the community and decision making. (MR:7.S1;VAMR:2d)
16. Operate and connect video equipment; and (CC:4.S4;VAMR:2e)
17. Use a computer system and computer software to prepare research papers and written assignments. (CC:4.S4;VAMR:2e)
18. Promote and maintain a high level of competence and integrity in the practice of the profession. (CC:8.S3)
19. Demonstrate proficiency in oral and written communication. (CC:8.S5)
20. Use copyrighted educational materials in an ethical manner. (CC:8.S5)
21. Practice within CEC Code of Ethics and other standards and policies of the profession. (CC:8.S9)

Course Content:

I Discipline Overview

A. Historical Overview

1. Antiquity-Prior to 1700
2. Emergence of the Field
3. Disillusionment
4. Backlash (Eugenic scare, immigration, testing movement)

B. Key Terms

1. Nature/Nurture Controversy
2. Normalization
3. Pedigree Studies
4. Residential Facility
5. Right to Education
6. Social Political Forces
7. Sterilization

II Definitional Perspectives (Alternative Conceptualizations)

A. Alternative Conceptualizations

1. Developmental Disabilities
2. Sociological
3. Educational
4. Behavioral Analysis Perspective

III Incidence and Prevalence

A. Methodological Variations/Gender Variations

B. Key Terms

1. Adaptive Behavior
2. Handicapism
3. Six-hour Retarded Child
4. Standard Deviation, Teaching, etc

IV Assessment Diagnosis, Classifications and Systems Supports

A. Theories of Intelligence

1. Native
2. Intelligence Quotient

B. Assessment of Intelligence

1. Stanford-Binet IV
2. Wechsler Scales, etc

C. Assessment of Instruments

Kaufman Assessment Battery of Children and Differential Ability Scales

D. Theories of Adaptive Behavior

Person's ability to meet age-appropriate standards of independence and personal responsibility

E. Criticism of Intelligence Testing

V Assessment Process and Procedure

A. Individualized Education Program

1. Screening
2. Pre-referral
3. Referral
4. Multidisciplinary evaluation
5. Classification
6. Implementation
7. Review
8. Monitoring

B. Parental Rights and Procedural Safeguards

C. Formal and Informal Test Selection and Administration

VI Genetics Overview

A. Genetic Transmission

1. Dominant Transmission
2. Recessive Transmission
3. Sex-linked Inheritance
4. Polygenic Inheritance

B. Etiology and Prevention Efforts

1. Chromosomal Deviations
2. Down Syndrome
3. Fragile X Syndrome
4. Other Chromosomal Anomalies

C. Congenital Factors

1. Maternal Disease
2. Substance Abuse

D. Psychosocial Concerns/Environmental Factors

1. Environmental Perspective
2. Environmental Correlates
3. Research
4. Ethical Issues

VII Characteristics-Mild/Moderate/Severe Retardation

A. Demographic, Gender, Ethnicity, Socioeconomic and Family Patterns

B. Motivational

1. External Locus of Control
2. Expectancy of Failure
3. Outerdirectedness

- C. Learning Characteristics
 - 1. Quantitative versus Qualitative
 - 2. Cognitive-Developmental Theory
- D. Educational Characteristics
 - 1. Programmatic Realities
 - 2. Academic Achievement
- E. Education Concerns
 - 1. Institutional Model
 - 2. Development Model
 - 3. Ecological Model
 - 4. Curriculum and Teaching Strategies
- F. Appropriate Outcomes
 - 1. Productivity
 - 2. Community Integration
 - 3. Support Planning
 - 4. Natural Supports
 - 5. Supplementary Supports

VIII Educational Programming

- A. Placement Alternatives
 - 1. General Education
 - 2. Classroom Programs
- B. IDEA
- C. Assessment
 - 1. The Interdisciplinary Team
 - 2. The Individualized Education Program

IX Transitional Years/Preparing for Adulthood

- A. Career Development
- B. Transition Planning
 - 1. Life Skills Preparation
 - 2. Individualized Transition Planning
- C. Vocational Planning
 - 1. Job Opportunities
 - 2. Training Options
 - 3. Vocational Placement

X Rights and Legal Issues

- A. The Content for Securing Individual Reports
- B. Legal Background and Terminology
- C. Legal Basis for Establishing Rights
- D. Legal Precedents for Individual Rights

1. Educational Rights
 2. Institutional Rights
 3. Community Rights
- E. Life and Death Issues

XI Ethical Practices of Professionals

A. Self Development

1. Council for Exceptional Children
2. CEC-Division on Mental Retardation and Developmental Disabilities

Related University-Wide and Course Specific Requirements: As appropriate, certain competencies will be required for successful progression in the course. These include writing, information technology literacy, quantitative reasoning, scientific reasoning, oral communication, and critical thinking.

Evaluation/Assessment Methods: Please see attached Learning Experiences/Activities

Grading Standards/Evaluation Criteria: Students are expected to attend each class session. **Class attendance and participation are vital.** Accountability rests with students for the content of each class period and for the submission of all assignments. A strict point system is used for grading purposes. **All assignments must be submitted no later than 7:00 PM either hand delivered or delivered electronically on the date on which they are due.** Late assignments may be penalized 10 percent of the possible points. *The instructor reserves the right to revise grading criteria as appropriate and will make reasonable attempts to notify students.*

A=191-200	C+=151-158
A-=183-190	C=143-150
B+=175-182	C-=135-142
B=167-174	D+=127-134
B-=159-166	D=119-126
F=0-118	

Academic Integrity Standards: Students are expected to attend each class session and be on time for class. The work for the session will begin promptly at the time of the posted start time of the class. Students are expected to participate actively in class discussions and activities. Such participation is considered as part of the final grade. Make-up assignments and examinations may be considered for acceptance at the discretion of the instructor following a conference between the student and the instructor. Students are expected to abide by the honor code of the university. Plagiarism will not be tolerated. Please refer to handout on On-line Plagiarism Resources distributed the first day of class. Substantiation of plagiarism will result in grade reduction and other penalties as noted in university policy. Students will refrain from the use of cell phones and other personal electronic communication devices during class sessions. Students will

demonstrate respect for all class participants. University policy will be followed in all matters of academic integrity.

Blackboard Instructions: N/A

Americans with Disabilities Act (ADA)

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990, if you have a disability or think you have a disability, contact Supporting Students through Disability Services (SSDS) for information regarding programs and services to enhance student success.

Location: 2nd Floor/Lyman Brooks Library Room 240

Contact Person: Marian E. Shepherd, Disability Services Coordinator

Telephone: 757-823-2014

University Assessment Statement

As part of NSU's commitment to provide the environment and resources needed for success, students may be required to participate in a number of university-wide assessment activities. The activities may include tests, surveys, focus groups, and interviews, and portfolio reviews. The primary purpose of the assessment activities is to determine the extent to which the university's programs and services maintain a high level of quality and meet the needs of students. Students will not be identified in the analysis of the results. Unless indicated otherwise by the instructor, results from university assessment activities will not be computed in student grades.