

**Special Education 101 - Introduction to Intellectual and Developmental Disabilities**

**Dakota College Bottineau**

**Fall 2019**

**3 semester hours (Tuesday/Thursday - 2:00 -3:15)**

**Instructor:** Ms. Jackie Migler, MS

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**Office:** Thatcher 2213

**Office Hours:** Tuesday and Thursday 12:00 - 1:00, 3:15 - 4:30, Wednesday 8:00- 4:00

**Text Book:** Readings will be provided to students, Textbook is optional. Gargiulo, Richard M. and Bouck, Emily C. (2018) Instructional Strategies for Students with Mild, Moderate, and Severe Intellectual Disability. Los Angeles: SAGE

**Resources:** This course will use the internet for viewing videos, exploring educational sites. Please make sure that you have access to computer/internet. Each week discussion topics, supplemental readings, and reading assignments will be posted on Blackboard or otherwise provided to the students.

**Course Description:** This course examines the evolving perspectives on intellectual disability, etiology and characteristics of Intellectual and Developmental Disabilities, the legal and ethical considerations, individualized program planning across ages, and assistive technology needs.

**Prerequisites:** None

**Course Goals:**

Upon completion of this course, students will be able to:

- Define intellectual and developmental disabilities.
- Identify common characteristics of syndromes and various disability categories.
- Explain the implications for education IDEA, ADA, 504, ESSA
- Describe the assessment process from pre-referral to IEP
- Define and identify various assistive technology devices from low tech to high tech
- Understand and provide an example of the parts of an Individualized Education Plan
- Develop a secondary transition plan for a student
- Identify possible adult services for a person with a developmental disability
- Define the role of advocacy

- Describe the duties/responsibilities of the team including general education, special education and related services, administrators, paraprofessionals and job coach, if needed
- Describe best practices in providing support to adults with developmental disabilities.
- Define person centered planning and student led IEPs.

**Course Requirements:**

Grading is based on a standard college curve, where students earn a grade based upon the percent of total points possible. Drop quizzes may not be made up. There is a one week grace period to make up any missed exams or assignments. Any missed exam/work not made up within the allotted time will be given a zero. It is the responsibility of the student to schedule make-up work during a date and time mutually convenient for the student and the instructor.

Final letter grades are assigned based on the following criteria:

- A - 89.5 - 100% of the total points
- B - 79.5 - <89.5% of the total points
- C - 69.5 - <79.5% of the total points
- D - 59.5 - 69.5% of the total points
- F - <59.5% of the total points

**Tentative Course Outline (Subject to Change):**

<u>Week</u>	<u>Discussion Topic and Activities</u>	<u>Assignments/Readings</u>
<b>Week 1 - August 27, 29</b>	Review Syllabus, Overview of the class, Pretest, What do you want to learn? What are your plans?  <b><u>Perspectives on Intellectual Disability</u></b> – historical perspective, identification and assessment, evolving definitions, classification, prevalence	Chapter 1 – Understanding Intellectual Disability  <b>Out of Grafton’s Shadow article</b>
<b>Week 2 – September 3,5</b>	<b><u>Etiology of Intellectual Disability and Characteristics</u></b> – Prenatal, perinatal, postnatal	Chapter 2 – Etiology of Intellectual Disability and Characteristics

	causes, learning characteristics, social and behavioral characteristics	
<b>Week 3 - September 10,12</b>	<b><u>Educational Issues Affecting Students with Intellectual Disability</u></b> – Legislation and policies, IEPs, educational issues, what and where to teach	Chapter 3 – Educational Issues Affecting Students with Intellectual Disability  <b>Individual Education Plan</b>
<b>Week 4 - September 17, 19</b>	<b>EXAM 1 (chapters 1-3)</b>  <b><u>Assessing and Evaluating Students with Intellectual Disability</u></b> – Norm referenced and criterion referenced tests, formative and summative assessments, curriculum-based evaluations, assessments and measures, ecological assessment, accountability systems, alternate assessments	<b>EXAM 1 (chapters 1-3)</b>  Chapter 4 – Assessing and Evaluating Students with Intellectual Disability
<b>Week 5 - September 24. 26</b>	<b><u>Behavioral Interventions</u></b> – Challenges, applied behavioral analysis, functional behavior assessment, antecedent interventions, addressing challenging behaviors	Chapter 5 – Behavioral Interventions for Students with Intellectual Disability
<b>Week 6 – October 1,3</b>	<b><u>Assistive Technology</u></b> - Decision making, AT for academics, life skills, behavior	Chapter 6 – Assistive Technology for Students with Intellectual Disability
<b>Week 7 – October 8</b>	<b>Exam 2 (ch 4-6)</b>	<b>Exam 2 (ch 4-6)</b>
<b>Week 8 – October 15,17</b>	<b><u>Preschool – Academic Skills</u></b> – Characteristics, instructional strategy model, learning environment, naturalistic instruction, activity-based instruction, academic skill and emerging skills	Chapter 7 – Teaching Academic Skills to Preschool Students with Intellectual Disability
<b>Week 9 - October 22,24</b>	<b><u>Preschool – Life Skills</u></b> – Preschool readiness, what and where to teach, life skills	Chapter 8 – Life Skills for Preschool Students with Intellectual Disability
<b>Week 10 – October 29, 31</b>	<b>Quiz on Chapters 7 and 8</b>  <b><u>Elementary – Academic Skills</u></b> -	<b>Quiz on Chapters 7 and 8</b>

	Access to gen ed curriculum, academic skills and instruction	Chapter 9 – Teaching Academic Skills to Elementary-Age Students
<b>Week 11 – November 5, 7</b>	<b><u>Elementary – Life Skills –</u></b> Overview of life skills, what to teach, instructional approaches, life skills curriculum, life skills across functional domains	Chapter 10 – Life Skills for Elementary- Age Students with Intellectual Disability
<b>Week 12 - November 12, 14</b>	<b>Quiz on Chapters 9 and 10</b>  <b><u>Secondary Students – Academic Skills –</u></b> General instruction strategies	<b>Quiz on Chapters 9 and 10</b>  Chapter 11 – Teaching Academic Skills to Secondary Students with Intellectual Disability
<b>Week 13 - November 19, 21</b>	<b><u>Secondary Students – Life Skills</u></b> – Components of a life skills curriculum	Chapter 12 – Life Skills for Secondary Students with Intellectual Disability
<b>Week 14 - November 26</b>	<b><u>Transition Planning for Secondary Students -</u></b> Transition and Transition Stages, federal transition requirements and transition planning, evidence based practices to promote successful transition	Chapter 13 – Transition Planning for Secondary Students with Intellectual Disability
<b>Week 15 – December 3,5</b>	Secondary IEP, Vocational Rehab, Career and Employment practices, self-determination, job coach	
<b>Week 16 - December 10, 12</b>	Quiz on Chapters 11-13	Quiz on Chapters 11-13
<b>Final</b>	Philosophy of Special Education paper	<b>Final</b> - Use the knowledge gained to <b>develop a statement on your philosophy of special education</b>

**(Tentative) Course assignments and assessments :**

There will be weekly assignments, readings and assessments.

<b><u>Week</u></b>	<b><u>Assignment</u></b>	<b><u>Points</u></b>
<b>Weekly</b>	Quizzes or assignments that are done in class. These cannot be made up if you are absent.	100 points
<b>3</b>	IEP	50 points
<b>4</b>	Exam 1	50 points
<b>7</b>	Exam 2 (midterm)	50 points
	Data Keeping Plan	50 points
<b>12</b>	Exam 3	50 points
<b>16</b>	Exam 4	50 points
<b>Final</b>	Philosophy of special education paper	100 points

**Service Area Goal and Objectives:**

**Goal:** Develop an educational or human services philosophy.

**Objective:** Students will develop an educational or human services philosophy paper. A common rubric is used to ensure reliability and validity of data collected.

**Relationship to Campus Theme:**

This course addresses the campus theme by educating students for careers as paraeducators, teachers, early childhood professionals and adult caregivers.

**Classroom Policies:**

- Cell phones and other electronics are prohibited in the classroom at all times unless you have visited with the instructor previously. If these technologies are used in the classroom without the instructor's prior permission, the student may be asked to leave the class.
- Be respectful of other students, technicians, instructors, and guests.
- Ground rules will be established by the group.

**Student Email Policy:**

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by

the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

### **Academic Integrity:**

The academic community is based on honesty, integrity, and fair play. It is expected that all students, as members of the college community, adhere to the highest levels of academic integrity. Dishonesty in the classroom and with assignments, quizzes, and exams is a serious offense and is subject to disciplinary action by the instructor and college administration. For more information, please refer to the Student Handbook.

- Students are responsible for submitting their own work. Violations of academic principles such as cheating, plagiarism, and other academic improprieties will be handled according to the guidelines outlined in the Student Handbook.

**"Faculty members have the prerogative of determining the penalty for prohibited academic conduct in their classes. Faculty members may fail the student for the particular assignment, test, or course involved, or they may recommend that the student drop the course in question, or these penalties may be varied with the gravity of the offense and the circumstances of the particular case."**

- Students must not cooperate on oral or written exams or quizzes or work collaboratively on other assignments unless authorized by the instructor.
- Students will hand in assignments and assessments on the due date specified.
- Completion of the assigned readings is imperative to your professional development.
- Students are expected to attend class and participate in class discussions. Attendance and participation may be factored into your final grade. The student is responsible for the information presented in class whether they are in attendance or not.

### **Confidentiality:**

The experiences or problems shared by classmates during class time should not be discussed outside of class. This is part of the professional code of ethics.

### **Disabilities:**

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact your instructor and Jackie Migler in Disability Support Services as early as possible in the beginning of the semester.