

SPED 101 INTRODUCTION TO DEVELOPMENTAL DISABILITIES

3 Credits

Course Description: This course examines the diverse forms of developmental disabilities (DD), legal and ethical factors when working in the DD profession, common philosophies of service to individuals with DD, and developing/planning a team when providing service to individuals with DD.

Prerequisites: None

Course Objectives:

Students are expected to

- Explain the differences and similarities between individuals with disabilities and the difference between being disabled and having a disability.
- Identify a variety of causes of disabilities.
- Recognize and describe basic characteristics of learning disabilities and a variety of developmental disabilities to include: mental retardation, epilepsy, autism, cerebral palsy, spina bifida, muscular dystrophy, and syndromes such as Down, Syndrome, Fetal Alcohol Syndrome, Fragile X, and Tourette Syndrome.
- Describe the role of advocating for individuals with disabilities.
- Provide reasons for caregivers to serve as role models to those receiving services.
- Define legal blindness and describe strategies in caring for individuals with deaf-blindness.
- Explain the historical trends of attitudes towards individuals with disabilities.
- Understand the impacts of North Dakota lawsuits, the ARC Lawsuit, Olmstead Decision, on individuals with disabilities.
- Recognize the importance of communication skills and identify alternative methods of communication.
- Describe the legal rights and human rights of people guaranteed by the Constitution.
- Explicate the purpose of a Person Centered Planning team and Identify member of this team.
- Communicate the purpose of Case Management and list the five major functions it performs.
- Describe the Normalization Principle and the concept of the social role valorization.
- List and explain right mandated by Title XIX and the Council on Quality and Leadership in Supports for People with disabilities and their implications on services for people with DD.

- Identify causes of abuse, neglect, and exploitation and explain the reporting process.
- Understand the role of families and explore strategies to communicate, collaborate and cooperate with members to include conflict resolution and risk management.

Instructor: Barbara J. Peterson

Office: Online

Office Hours: Use the email tool within the online course to communicate with the instructor. Course email messages will be checked daily, Monday through Saturday. If you have a technical problem, contact the Distance Education office by calling 1-701-228-5479 or 1-888-918-5623 (toll-free).

Telephone: (701) 228-3870

Email: Use online course email tool.

Class Schedule: Online

Text Book:

A Comprehensive Guide to Intellectual and Developmental Disabilities; Brown, I., Percy, M.

Course Requirements:

Independent Practice: Each week a discussion topic is posed to assure the connection of content to application. Submit an original response in order to receive full credit for this requirement. Links providing supplemental information about the lesson topic are available.

Assignments: Each lesson will require assigned reading. An additional assignment to be completed and submitted may be designated for specific lessons. Quizzes will be every one to two weeks depending on the length of the chapter and may be resubmitted to allow the student to go back and review. Quizzes contain approximately 10 questions.

Tests: Tests will be given following Lesson 3 and Lesson 7, with a comprehensive final exam.

Tentative Course Outline:

Week 1 Lesson 1: Attitudes & Legal Influences on Supports for People with Developmental Disabilities

Week 2 Lesson 2: Understanding Developmental Disabilities & Identifying Causes

Week 3 “ “

Week 4 Lesson 3: Characteristics of Developmental Disabilities

Week 5 “ “

Week 6 Lesson 4: Supporting People with Deaf/Blindness

Week 7 Lesson 5: Legal and Human rights

Week 8 “ “

Week 9 Lesson 6: Normalization, Social Valorization & Benefits of Role Modeling

Week 10 “ “

Week 11 Lesson 7: Person Centered Planning & Coordinating Services

Week 12 “ “

Week 13 Lesson 8: Enhancing Communication

Week 14 Lesson 9: Preventing Abuse, Neglect & Exploitation: Advocating for People with Developmental Disabilities

Week 15 Lesson 10: Family Support

Week 16 Final Test

Relationship to Campus Theme:

Nature: The course develops a greater understanding of human diversity.

Technology: The course provides distance delivery to increase student access to education and career opportunities.

Beyond: The course promotes within students human resources for economic development.

Classroom Policies:

Expectations:

- Regular participation
- Complete all assignments and tests in a timely manner and in the order that they are presented.
- Communicate with other students and instructor via course mail or discussions when it is required.
- Complete each test will online.

- Each test has a set time limit.
- Be sure ready to take a test before entering it. Once a test is opened, it must be completed.

Evaluation:

Grades: Grades will be calculated based on the percentage of points earned out of the total possible. Grades are assigned to percentages as follows:

A= 90-100%

B= 80-89%

C=70-79%

D=60-69%

F=0-58%

The first five lesson assignments are due prior to the mid-term and lessons six through 11 are due the first day of final exams. The assignment tracking sheets provides specific due dates.

Assignment	Pts. Possible
Discussion Questions (10 @ 10 pts. each)	100 pts
Assignments (3 @ 20 pts. each)	60 pts.
Project	100 pts.
Chapter Quizzes (10 @ 20 pts. each)	200 pts.
Assessments (2 @ 100 pts. each)	200 pts.
Final Test	200 pts.
Total Course Points	860 pts.

Academic Integrity: The academic community is operated on the basis of honesty, integrity and fair play. It is the expectation that all students, as members of the college community, adhere to the highest levels of academic integrity. This means that:

Students are responsible for submitting their own work. Student work must not be plagiarized.

Students must not cooperate on oral or written examinations or work together on evaluated assignments without authorization.

To learn how to avoid plagiarism in your work, review the website from Purdue University, Is It Plagiarism Yet?

Violations of academic principles such as cheating, plagiarism or other academic improprieties will be handled using the guidelines outlined in the Student Handbook on pages 18, 19, and 37.

HELP DESK PHONE NUMBER FOR HELP WITH MOODLE: 1-866-940-0065

E-MAIL HELP DESK FOR MOODLE: ndus.moodle.help@ndus.edu

Disabilities and Special Needs:

If you have a disability for which you need accommodation, contact the Learning Center to request disability support services as soon as possible: phone 701-228-5477 or toll-free 1-888-918-5623.