



SPED 101 Introduction to Developmental Disabilities
Madison Junker
Fall 2013
Dakota College at Bottineau

Course Syllabus

Keep this syllabus for reference throughout the semester

Course Title: Introduction to Developmental Disabilities	Instructor: Madison Junker
Course Prefix/Number: SPED 101	Office: Th 203
Class Location: Online	Office Hours: By appointment
Lecture/Lab Schedule: Online	Instructor Contact Information: <i>Phone:</i> 701-228-5674 <i>Email:</i> madison.junker@dakotacollege.edu
Credits: 3	
Pre-/Co-requisites: None	

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.

Relationship to Campus Theme: The purpose of the Education and Human Development Discipline is to educate students for careers as paraeducators, teachers, early childhood professionals and adult caregivers. The discipline provides coursework which transitions to higher degrees and work-related skills. Programs must prepare professionals based on industry standards and provide an educational continuum for degree advancement. Dakota College at Bottineau is committed to a hands-on learning environment and uses field experiences in educational settings as common instructional techniques.

Goals/Objectives: Upon completion of this course, student will be able 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: intellectual disability, 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 and 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 members 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 rights 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

Student Outcomes:

<i>The student will demonstrate knowledge of the:</i>	<i>CEC Standard</i>	<i>Evidence/Criteria</i>
Purposes of programs for individuals with exceptional learning needs	SEP1K1	Research Paper; Quiz; Resource List; Transition Plan;
Basic educational terminology regarding students, programs, roles and instructional activities	SEP1K2	Quiz; AT Project; Resource List; Transition Plan; Final
Effects an exceptional condition(s) can have on an individual's life	SEP2K1	Research Paper; Quiz; AT Project; Assessment Plan; Resource List; Transition Plan; Final
Rights and responsibilities of families and children as they relate to individual learning needs	SEP3K1	Quiz; Assessment Plan; Transition Plan; Final
Basic technologies appropriate to individuals with exceptional learning needs	SEP4K2	AT Project; Final
Rationale for assessment	SEP8K1	Assessment Plan
Common concerns of families of individuals with exceptional learning needs	SEP10K1	Quiz; Resource List; Final
Roles of stakeholders in planning an individualized program	SEP10K2	Assessment Plan; Transition Plan; Final
<i>The student will have the ability to:</i>	<i>CEC Standard</i>	<i>Evidence/Criteria</i>
Demonstrate sensitivity to the diversity of individuals and families	SEP3S1	Quiz; AT Project; Assessment Plan; Final
Use strategies, equipment, materials and technologies, as directed, to accomplish instruction objectives	SEP4S1	Quiz; AT Project; Final
Use strategies as directed to facilitate effective integration into various settings	SEP4S3	Quiz; AT Project; Final



Use strategies that promote the learner's independence as directed	SEP4S4	Quiz; AT Project; Final
Use strategies as directed to increase the individual's independence and confidence	SEP4S5	Quiz; AT Project; Final
Prepare and organize materials to support teaching and learning as directed	SEP7S2	AT Project; Assessment Plan; Transition Plan
Demonstrate commitment to assisting learners in achieving their highest potential	SEP9S5	Quiz; AT Project; Resource List; Transition Plan; Final

CEC Standards SEP9S7-SEP9S13 are embedded in all coursework and practicum.

Course Requirements:

Description of Assignment/Assessment	CEC Standard	Points Possible	Points Received
<i>Discussions:</i> Students are expected to participate in discussions, designed to facilitate the learning process.	Activity Specific	10 points each	
<i>Quizzes:</i> There will be multiple quizzes throughout the semester, as well as three exams.	1K1, 2K1, 3K1, 4K2, 10K1, 10K2, 3S1, 4S1, 4S3, 4S4, 4S5, 9S5	20 points each	
<i>Brochure Project:</i> Students will select a syndrome or disorder from Chapter 15 to research and gain a greater understanding of the condition. Students will then present their findings in the form of a parent-friendly brochure.	1K1, 2K1, 9S9	20 points	
<i>Assistive Technology Project:</i> Students will create an assistive technology device that they could use for a student with special needs, write a brief summary of their project, and present it to the class.	1K2, 2K1, 3S1, 4K2, 4S1, 4S3, 4S4, 4S5, 7S2, 9S5	20 points	
<i>Assessment Plan:</i> Students will create an assessment strategy for a student with a disability, based on an identified objective, lesson and goal.	2K1, 3K1, 10K2, 8K1, 3S1, 7S2	20 points	
<i>Resource List:</i> Students will research and identify community services, websites, organizations, schools, legal services etc... that could be used by individuals with disabilities and their families.	1K1, 1K2, 2K1, 9S5, 10K1	20 points	
<i>Transition Plan:</i> Students will write a transition plan for a student with a disability	1K1, 1K2, 2K1, 3K1, 10K1, 7S2, 9S5	20 points	
<i>Additional Activities:</i> These include a Daily Routine, Rights Assignment, Student Perception and Organizational Change and task analysis assignment.	1K1, 2K1, 3K1, 3S1, 4S1, 4S3, 4S4, 4S5, 9S5	20 points each	
<i>Philosophy of Special Education-</i> Students will use their knowledge and skills to reflect upon the semester to create a statement on their philosophy of special education.	1K1, 2K1, 3K1, 4K2, 10K1, 10K2, 3S1, 4S1, 4S3, 4S4, 4S5, 9S5	60 points total	



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Required Textbooks and Materials:

Brown, I., & Percy, M. (2007). *A comprehensive guide to intellectual and developmental disabilities*.

Baltimore, MD: Brooks Publishing.

Grades: *Grades are earned through points and converted into a percentage. Percentages are calculated by dividing the total points earned by the total points possible. Grades are assigned to percentages:*

Percent	Grade	
90-100%	A	Target
80-89%	B	Acceptable-high
70-79%	C	Acceptable-low
61-70%	D	Unacceptable
0-59%	F	Unacceptable

Academic and Institution Policies:

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 valued assignments without authorization. Students should have high ethical standards and conduct themselves in an appropriate manner. View the *Plagiarism Tutorial-Pearson Education* to learn more about plagiarism, citing sources, etc.

Confidentiality

The experiences or problems shared by classmates during meeting time are not to be discussed outside of class. This is preparation for those going into a helping field where confidentiality is stressed in the CEC Standards for Professional Practice.

Disabilities and Special Needs

Please inform the instructor within the first week of classes if any assistance is required due to disabilities or special needs. If you have a disability for which you need an accommodation, contact the Learning Center to request disability support services. Phone: (701)228-5477; Toll-free: 1(888)918-5623

Quality of Work

At the college level of learning, it is expected that all work submitted is free of spelling, grammar and punctuation errors. Participation in the course is expected and taken into account when determining



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course grades. Discussion and information must be thought-out, in-depth and incorporate new vocabulary and concepts learned during the course.

Tentative Course Outline *(Subject to Change)*

Week	Discussion Topic and Activities	Reminders
Week 1	Attitudes and legal influences on supports for people with developmental disabilities	Set up Taskstream
Week 2	Understanding developmental disabilities and identifying causes	
Week 3	Characteristics of developmental disabilities	Brochure Project
Week 4	Exam 1	
Week 5	Supporting people with deaf/blindness	Daily Routine Assignment
Week 6	Legal and human rights	Rights Assignment
Week 7	Normalization, social valorization & benefits of role modeling	Student Perception Assignment
Week 8	Person centered planning and coordinating services	Organizational Change assignment
Week 9	Exam 2	
Week 10	Enhancing communication	AAC assignment
Week 11	Abuse, neglect & exploitation	
Week 12	Family supports	Resource List
Week 13	Exam 3	
Week 14	Work and employment	Transition Planning; Outline
Week 15	Sexuality	Rough Draft
Week 16	Parenting with intellectual disabilities	
Final	Philosophy of Special Education	