



**Course Prefix/Number/Title:** SPED 101 – Introduction to Developmental Disabilities/Intellectual Disabilities

**Number of Credits:** 3 semester hours

**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.

**Pre-/Co-requisites:** None

**Course Objectives:**

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.

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

**Office:** Thatcher 2213

**Office Hours:** Tuesday and Thursday 8:00 - 12:00, Wednesday 8:00- 4:00

**Phone:** 701-228-5672

**Email:** [jacalyn.migler@dakotacollege.edu](mailto:jacalyn.migler@dakotacollege.edu)

**Lecture/Lab Schedule:** T/TH 2:00 – 3:15 (lecture)

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

**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):**

<b><u>Week</u></b>	<b><u>Discussion Topic and Activities</u></b>	<b><u>Assignments/Readings</u></b>
<b>Week 1 - August 25, 27</b>	Review Syllabus, Overview of the class, Pretest, What do you	<b>Reading</b> – Chapter 1: Understanding Intellectual

	<p>want to learn? What are your plans?</p> <p>Society's views of intellectual disability, adaptive behavior, definitions of ID, ways to classify ID, prevalence</p>	<p>Disability, Out of Grafton's Shadow, videos</p>
<b>Week 2 – September 1, 3</b>	<p>Causes, learning, behavioral, social characteristics</p>	<p><b>Reading</b> – Chapter 2: Etiology of Intellectual Disability and Characteristics of Students with Intellectual Disability</p>
<b>Week 3 - September 8, 10</b>	<p>Key legislation and policies, IEPs, issues, functional curriculum</p>	<p><b>Reading</b> – Chapter 3: Educational Issues Affecting Students with ID</p> <p>IEP activity</p>
<b>Week 4 – September 15, 17</b>	<p>Roles in assessment, data collection procedures, accommodations and alternate assessment</p>	<p><b>Exam 1 – Tuesday</b></p> <p><b>Reading</b> – Chapter 4: Assessing and Evaluating Students with Intellectual Disability</p>
<b>Week 5 - September 22, 24</b>	<p>Functional behavioral needs, approaches for challenging behavior, intervention approaches</p>	<p><b>Reading</b> – Chapter 5: Behavioral Interventions for Students with ID</p>
<b>Week 6 – September 31, October 1</b>	<p>Legal and Legislative aspects of AT, what is AT?, AT for ID</p>	<p><b>Reading</b> – Chapter 6: Assistive Technology for Students with ID</p> <p>AT review of device</p>

<b>Week 7 – October 6, 8</b>		<b>Exam 2 - Tuesday</b>
<b>Week 8 – October 13, 15</b>	Instructional practices, emerging academics, developmental levels of literacy	<b>Reading – Chapter 7 - Teaching Academic Skills to Preschool Students with ID</b>
<b>Week 9 - October 20, 22</b>	Preschool models, life skill domains, instructional objectives, least restrictive settings, evidence-based instructional strategies, life skills curriculum	<b>Reading – Chapter 8: Life Skills for Preschool Students with Intellectual Disability</b>
<b>Week 10 - October 27, 29</b>	Standards based IEPs, academic instructional practices, instructional prompting, evidence-based practices for teaching academics	<b>Exam #3</b>  <b>Reading – Chapter 9: Teaching Academic Skills to Elementary-Age Students with Intellectual Disability</b>
<b>Week 11 – November 3, 5</b>	Functional learning needs, life skills and curriculum, instructional practices, curricular content areas and life skills	<b>Reading - Chapter 10 -Life Skills for Elementary Age Students with ID</b>
<b>Week 12 – November 10, 12</b>	Curricular accommodations and differentiated instruction, strategies for effectively including students in content area classes, supports for instruction, instructional approaches	<b>Exam #4</b>  <b>Reading – Chapter 11 – Teaching Academic Skills to Secondary Students with ID</b>

<b>Week 13 - November 17, 19</b>	Functional learning needs, curricular focus, transition planning and services, instructional approaches, components of secondary life skills curriculum	<b>Reading</b> – Chapter 12 – Life Skills for Secondary Students with Intellectual Disability
<b>Week 14 - November 24</b>	Transition, critical transition periods, federal requirement pertaining to transition services, self-determination, opportunities	<b>Reading</b> – Chapter 13 – Transition Planning for Secondary Students with ID
<b>Week 15 – December 1, 3</b>	Adult/Community Services, Job coach	<b>EXAM #5</b>
<b>Week 16 - December 8, 10</b>	CPI, FBA, BIP, IEP, Secondary IEP	<b>Final paper due December 12</b>
<b>Final</b>	Special education topic paper related to intellectual disability	<b>Final</b> – Special ed Topic paper

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

There will be weekly assignments, readings and assessments.

<u>Week</u>	<u>Assignment</u>	<u>Points</u>
<b>Weekly</b>	Quizzes or assignments that are done in class. These cannot be made up if you are absent.	60 points
3	IEP activity	10 points
4	Exam 1	50 points
5	Behavior Collection Form	10 points
6	AT Review	30 points
7	Exam 2	50 points
10	Exam 3	50 points

12	Exam 4	50 points
15	Exam 5	50 points
Final	Special education paper	100 points

**CTE Competency/Department Learning Outcome(s):**

**Goal:** Employ industry-specific skills in preparation for workplace readiness.

**Objective:** Students will demonstrate effective oral and written communication skills. A

common rubric is used to ensure reliability and validity of data collected.

**Relationship to Campus Focus:**

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

**Classroom Policies:**

- The cell phone policy will be discussed as a class. If cell phone and other electronics are disruptive to the class, the student may be asked to leave.
- 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:**

According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

**Disabilities or Special Needs:**

Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services. Please see me if you have any questions

## **Title IX:**

Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.