



SPED 101 Introduction to Developmental Disabilities  
Madison Junker  
Summer '13  
Dakota College at Bottineau

## Course Syllabus

*Keep this syllabus for reference throughout the semester*

<b>Course Title:</b> Introduction to Developmental Disabilities	<b>Instructor:</b> Madison Junker
<b>Course Prefix/Number:</b> SPED 101	<b>Office:</b> Th 1109
<b>Class Location:</b> Online	<b>Office Hours:</b> As needed
<b>Lecture/Lab Schedule:</b> Online	<b>Instructor Contact Information:</b> <i>Phone:</i> 701-228-5604  <i>Email:</i> madison.junker@dakotacollege.edu
<b>Credits:</b> 3	
<b>Pre-/Co-requisites:</b> 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.*

### Required Textbooks and Materials:

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

Baltimore, MD: Brooks Publishing.

### Course Requirements:

Description of Assignment/Assessment	CEC Standard
<i>Activities:</i> Students are expected to participate in various weekly activities designed to facilitate the learning process. These can include discussion forums, videos, quizzes etc...	Activity Specific
<i>Research Paper:</i> Students will select a syndrome or disorder from Chapter 15 to research and gain a greater understanding of the condition. Students will submit a lesson plan geared towards the success of a student with the condition.	1K1, 2K1, 9S9
<i>Quiz:</i> A quiz will cover material from the first half of class	1K1, 2K1, 3K1, 10K1, 3S1, 4S1, 4S3, 4S4, 4S5, 9S5
<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 share it with the class.	1K2, 2K1, 3S1, 4K2, 4S1, 4S3, 4S4, 4S5, 7S2, 9S5
<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
<i>Transition Plan:</i> Students will write a transition plan for a student with a disability	1K1, 1K2, 2K1, 3K1, 10K1, 7S2, 9S5
<i>Final Exam:</i> Students will draw on course material throughout the semester to respond to a case study on a student with a disability. Students will be asked to give information about the disorders or syndromes, select appropriate school and family supports, and describe important factors to consider for transition into adulthood.	1K2, 2K1, 3K1, 4K2, 10K1, 10K2, 3S1, 4S1, 4S3, 4S4, 4S5, 9S5



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**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 as follows:*

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



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

Week	Discussion Topic and Activities
1	Introduction, Trends and Current Issues
2	Etiology & Conditions Part I
3	Etiology & Conditions Part II
4	Assessment & Supports
5	Developmental Disabilities through the life span (Birth → Early Adulthood)
6	Developmental Disabilities through the life span (Early Adulthood → Old Age)
7	Health
8	Review & Final