

Spring 2013

Intellectual and Developmental Disabilities (15:293.521, 3 credits)

Class Location: A3 Campbell Hall

Day/Time: Tuesdays 4:50-7:30 pm

**Maria Arnold, M.Ed., BCBA Director of Educational Services,
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Room 157A, 151 Ryders Lane

Office Hrs. Monday 3:30-4:30 pm

Thursday 2:30-3:30pm

By Appt.

Course Description: An in- depth psycho-educational study of individuals with intellectual and social disabilities. Individuals diagnosed with intellectual and developmental disabilities -cerebral palsy, attention deficit disorder, epilepsy, Down syndrome, and a specific in depth focus on autism spectrum disorders will be studied.

Learning Objectives:

1. Recognition and differentiation of Intellectual and Developmental Disabilities: What's the difference?
2. Identify the core features, known causes of mild intellectual disabilities, cerebral palsy, epilepsy, Down Syndrome, attention deficit disorder, and autism
3. Identify multi- disciplinary assessments, diagnostic procedures, and treatment of individuals with various disabilities
4. Discuss empirically validated methods of educational intervention with alternative methodologies.
5. Identify various teaching strategies and curricula for different populations
6. Recognition of co-morbid conditions associated with ASD-ADD, epilepsy, severe intellectual disabilities
7. Understand the issues related to the education, health, and elder care of persons with intellectual and developmental disabilities

Course Materials: Required

Jacobson, J.W., Mulick, J.A., and Rojahn, J. (2007). *Intellectual and Developmental Disabilities*. New York: Springer Science+Business Media, LLC.

Senator, S. (2007). *Making peace with autism* (Excerpts on Sakai)

Other Articles will be PDF format online or distributed in class.

Student Expectations/Evaluation

1. Attendance and Preparation for all classes by reading and preparing 2-4 questions based on the Readings (20%)
2. Mid-term exam (20%)
- 3 Case Profile: Intervention Plan - (20%)
4. Research Article review (20%)
4. Final (20%)

Class Schedule

January 22. Course Overview

For 1/29: assigned reading- Jacobson, J.W. et al (2007). *Intellectual and Developmental Disabilities*. Chapter 1, pgs.3-9, 22-29, Chapter 14, Pgs.261-274, Chapter 22 pgs.425 - 428, 431-440, Chapter 33, pgs. 662-663

January 29. Overview of Developmental Disabilities, Cerebral Palsy. Presentation by Dr. Kapila Seshadri, Pediatric Neuro-Developmentalist,
Assigned Reading for 2/5: Sakai – Articles on Mild Cognitive Impairment, Cerebral Palsy Chapter 3, Chapter7 in text

Feb.5. Presentation on Cerebral Palsy; Mild Intellectual Impairment

Assigned Reading for 2/12: Downs Syndrome, Epilepsy Chapter 1, Pgs. 11-13, Chapter 4

February12. Overview of Downs Syndrome and Overview of ADHD.

Assigned Readings for 2/19: ADHD pgs. 662-663, article on Sakai - TBA

February 19. Introduction to Autism Spectrum Disorders

Assigned Readings for 2/26 – Chapters 14, 23

February 26. Teaching children with intellectual/developmental disabilities -Guest Speakers-TBA
Assignment: Outline an intervention plan for a given case profile

March 5. Guest Speaker: Epilepsy Foundation; Review for Midterm

March 12. Mid-term exam

Assigned Readings for 3/26 Chapters 2, 15, 25

Sakai Articles: excerpts from Senator, S. (2007). *Making peace with autism* and
The Neuropsychology of Autism

March 19. Spring Break

March 26. Independent journal article review (science-based) – choice

or article from Association for Science in Autism Newsletter (www.asatonline.org – go to Newsletter and archives to choose something)

The article review must discuss the who/what, the main topic, the research model/format, the results, and your comments (minimum of 1 page, maximum 2 pages double-spaced. **Be prepared to discuss in class**)

April 2. Assessment and Early intervention Guest Speaker: Jill Saxon, Ph.D. – Child Development

Assigned Readings for 4/9 – Chapter 17

April 9. Functional Behavior Assessment; Journal Articles

Assigned Readings for 4/16 – Chapter 29

April 16. Functional Skills and Technology – Guest Speaker: Sarah Smith, M.ED., ATP

Assigned Readings for 4/23 – Chapters 30, 31

April 23. Ethics: Issues in serving Persons having Intellectual and Developmental Disabilities

Assigned Readings for 4/30 – Ethics Chapters 34, Chapter 35 pgs. 691-705

April 30. Family Supports and Planning for Adulthood – Susan Evans, NJ Department of Health and Senior Services; Review for Final

May 7. Final