

Intellectual and Developmental Disabilities

15:293:521:01

3 Credits

Instructor: Maria S. Arnold, M.Ed., BCBA	Day & Time: Tuesdays / 4:50-7:30pm
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Mode of Instruction:	
<input checked="" type="checkbox"/> Lecture	<input type="checkbox"/> Hybrid
<input type="checkbox"/> Seminar	<input type="checkbox"/> Online

Learning goals

1. Recognize and differentiate Intellectual and Developmental Disabilities
2. Identify the core features, known causes of mild/severe intellectual disabilities, cerebral palsy, epilepsy, Down Syndrome, attention deficit disorder, and autism
3. Articulate the role of multi-disciplinary assessment, diagnostic procedures, and treatment of individuals with various disabilities
4. Discuss empirically validated methods of educational intervention with alternative methodologies
5. Discuss/Identify various teaching strategies and curricula for different populations
6. Recognize co-morbid conditions sometimes associated with ASD-ADD, epilepsy, severe intellectual disabilities
7. Recognize and articulate issues related to early intervention, the education, health, and elder care of persons with intellectual and developmental disabilities

Course catalogue description

15:293:521 INTELLECTUAL AND DEVELOPMENTAL DISABILITIES (3)

Examines definitions and characteristics of children and adults with severe intellectual disabilities and those with autism spectrum disorders. Research on the psychological and educational aspects of these conditions are related to human development over the life span.

Class materials/ Textbooks:

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.

State or Professional Organization Standards:

Grading and Activities:

1. Attendance will be taken at each class session
2. Preparation for all classes - reading and preparing 2-4 questions based on the Readings (20%) *Note: Assignments are due by noon on the Monday before each class. Late assignments will be accepted at half credit unless there exist extenuating circumstances.*
3. Mid-term exam (20%)
4. Case Profile: Intervention Plan - (20%)
5. Research Article review (20%)
6. Final (20%)

Academic Integrity Policy:

The Office of Student Conduct supervises issues related to violations of academic integrity (see <http://academicintegrity.rutgers.edu>). Please familiarize yourself with the university policy on academic integrity at http://academicintegrity.rutgers.edu/files/documents/AI_Policy_2013.pdf

Office of Disability Services:

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Course Schedule:

Tentative list of topics for discussions (by week)

Week	Topic	Assignments/ Readings
1	January 21. Course Overview	For 1/28: assigned reading- Jacobson, J.W. et al (2007). <i>Intellectual and Developmental Disabilities</i> . Chapter 1, pgs.3-9, 22-29, Chapter 14, Pgs.261-274, Chapter 22 pgs.425 - 428, 431-440, Chapter 33, pgs. 662-663
2	January 28. Overview of Developmental Disabilities Continued...	Presentation by TBA Assigned Reading for 2/4: Sakai – Articles on Mild Cognitive Impairment, Cerebral Palsy Chapter 3, Chapter7

3	Feb. 4. Presentation on Cerebral Palsy; Mild Intellectual Impairment: Guest speaker: TBA	Assigned Reading for 2/11: Downs Syndrome, Epilepsy Chapter 1, Pgs. 11-13, Chapter 4
4	Feb.11. Overview of Downs Syndrome and Overview of ADHD	Assigned Readings for 2/18: ADHD pgs. 662-663, article on Sakai
5	Feb.18. Teaching children with intellectual/developmental disabilities: Guest speaker: TBA	Assigned Readings for 2/25 – Chapters 14, 23
6	Feb. 25. - Teaching children with intellectual/developmental disabilities continued...	Assignment: Outline a possible intervention plan for a given case profile
7	Mar. 4. Introduction to Autism Spectrum Disorders and Exam Review	Review for Midterm
8	Mar. 11. Mid-term exam	Assigned Readings for 3/25 Chapter 2 Sakai Articles: excerpts from Senator, S. (2007). <i>Making peace with autism</i> and <i>The Neuropsychology of Autism</i>
9	Mar. 18. Spring Break	
10	Mar.25. Class presentations: Intervention Plans for Teaching Children with Intellectual Disabilities – Case Profiles	Also, be prepared to discuss excerpts from Senator article and <i>The Neuropsychology of Autism</i> Assigned readings for 4/1: Chapters 15, 25
11	Apr.1.Assessment and Early intervention Guest Speaker: TBA	Case Profiles (Remaining students will present) Assigned Readings for 4/8 – Chapter 17
12	Apr.8. Functional Behavior Assessment	Assigned Readings for 4/15 – Chapter 29; Research article
13	Apr.15.Functional Skills and Technology – Guest Speaker: TBA	Assigned Readings for 4/22 – Chapters 30, 31
14	Apr.22. Ethics: Issues in serving Persons having Intellectual and Developmental Disabilities	Assigned Readings for 4/29 – Ethics Chapters 34, Chapter 35 pgs. 691-705
15	Apr.29. Family Supports and Planning for Adulthood – Guest Speaker: from NJ Department of Health: TBA	Review for Final
	May 6. Final	