

PSY 326-01: Introduction to Intellectual Impairments
Grand Valley State University
Fall 2020

Instructor Information:

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Course Information:

Location: MAK BLL 126
Time: 8:30 am – 9:45 am
Days: Tuesdays (Group A) and Thursdays (Group B)
Prerequisites: PSY 101 and PSY 301
CRN: 15360

Office Hours: I will not be holding in office meetings this semester due to the need to socially distance. Individual meetings will be held by appointment and done over Zoom. You can schedule an appointment to meet with me through: <https://jennifer-james.youcanbook.me>

Course Description (from catalog):

This class is an overview of historical perspectives, current practices, and lifespan issues for individuals with intellectual and developmental disabilities. The course covers diagnostic and assessment practices, etiology, prevention and intervention strategies.

Objectives: Upon successful completion of the course students will be able to:

1. Explain the evolving nature of terminology and practices in the field of intellectual disabilities
2. Describe how intellectual and developmental disabilities are diagnosed, including relevant assessment instruments and issues related to classification
3. Articulate the biological and psychosocial factors that contribute to intellectual and developmental disabilities
4. Describe a variety of current interventions, including biomedical interventions, early intervention practices, and school and community-based interventions
5. Describe contemporary practices related to lifespan planning for individuals with intellectual disabilities and their families
6. Explain relevant literature/research in regard to intellectual disability

Required Text:

The course pack is the ONLY book you will need to purchase. You may purchase the course pack through the bookstore. There is no need to go into the bookstore; you can order the Course Pack online and have it shipped to you. Please do this in advance of class.

Introduction to Intellectual and Developmental Disabilities Course Pack. Included in the Course Pack:

- Beirne-Smith, M., Patton, J., & Kim, S. (2006). *Mental retardation: An introduction to intellectual disabilities*, 7th Edition Upper Saddle River, New Jersey: Pearson
- Salvia, J., Ysseldyke, J., Witmer, S. (2009). *Assessment: In special and inclusive education*, 11th Edition. Belmont, California: Wadsworth.
- Browder, D. M., Wood, L., Thompson, J., & Ribuffo, C. (2014). *Evidence-based practices for students with severe disabilities* (Document No. IC-3). Retrieved from University of Florida,

Collaboration for Effective Educator, Development, Accountability, and Reform Center website: <http://cedar.education.ufl.edu/tools/innovation-configurations/>

- U.S. Department of Education (Department), Office of Special Education and Rehabilitative Services, *A Transition Guide to Postsecondary Education and Employment for Students and Youth with Disabilities*, Washington, D.C., 2017.
- Resources from:
 - National Dissemination Center for Children with Disabilities (NICHCY)
 - The IRIS Center (Vanderbilt Peabody College)

Additional required readings will be placed on Blackboard.

Grading:

Final grades are calculated by dividing your total number of points by the total points possible. I typically round up to the next percentage point at .6 and above. I utilize the following grading scale to determine the final grade. Please note: I do NOT offer extra credit on an individual basis, nor do I negotiate final grades. Assignments will be accepted up to three days late with a 25%-point reduction. After that, they will not be accepted with the exception of specific circumstances that are approved by the instructor.

Points Possible

Flipgrid Introduction	2
Media Assignment	10
Quizzes (10 x 5 pts)	50
Application Activities	30
<i>Group Project</i>	
Journal Reference	2
Handout	5
Presentation	10
Flipgrid Reflection	3

Grading Scale

A	93 and above
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	60-66
F	59 and Below

Course Information

Course Delivery

This course is taught under the staggered hybrid designation, meaning that the course is delivered in a combination of online through Blackboard and in person. The class is split into Group A and Group B. Group A will meet in person in the assigned classroom on Tuesdays. Group B will meet in person on Thursdays.

A detailed calendar accompanies this course syllabus. Instructional strategies include lecture, discussions, video presentations, group projects, quizzes, and student research. We will use Blackboard extensively for all of our online activity. See below for course technologies. Our course weeks will be Monday through Sunday.

Begin Here

When you first log onto our course in Blackboard, you will click on “Begin Here” for instructions on how to navigate the course. This will include a video tour of the course as well as a flipgrid introduction of the professor.

Accessing Course Materials

The Syllabus will be located in the Syllabus section of Blackboard. All other course readings that are not part of the course pack will be placed in the section titled Readings. Click on the Discussion Board section to access discussion prompts every week. All other course materials for the week will be in the learning modules labeled by the week.

Technology Required

Required Equipment (owned or accessible)

- High-speed internet access
- Computer with a sound card and speakers; operating system that meets current Blackboard browser requirements (see below)
- Microphone (built in or external)

Blackboard is the Course Management System

To access Blackboard, go to <https://mybb.gvsu.edu/> and enter your log in and password.

This course utilizes Blackboard, GVSU's online course management system. Take a look at the GVSU Online Learning pages to find numerous materials about using Blackboard and online learning <http://www.gvsu.edu/online/>.

Use of Blackboard is integral to this course and students must log on a few times each week in order to complete course requirements, receive important announcements and updates, and communicate with instructors and other students about course content.

Check the current [technical requirements](#) to use Blackboard and [preferred browser information](#).

Technical difficulties with Blackboard

If you experience technical problems with Blackboard, contact the help desk by email or phone - helpdesk@gvsu.edu or 616-331-3513. The help website is <http://www.gvsu.edu/it/learn/>

Course Requirements

Flipgrid Introduction (2 points) and Reflection (3 points):

You will be utilizing the Flipgrid website to create a short introduction of yourself during the first week of class. Take some time to use this website to get to know your classmates. Make sure to focus on your group members and respond to them on the site. You will also be using Flipgrid to reflect on what you learned at the end of the semester. Further instructions will be provided.

Disabilities in Media Paper (5 points):

For this assignment, you will be asked to watch a movie or TV show episodes that feature a character with a developmental disability. Based on what we have learned in class readings and discussions, you will write a 1-2 page paper on if the character's disability was accurately portrayed. More detailed information on what is expected will be provided.

Group Project (20 points):

You will be paired in groups of three to four people to complete this project and come up with a presentation. The purpose of this project is to research the efficacy of an intervention for strategy that relevant to children or adults with disabilities. Make it relevant to the field in which you would like to pursue a career in. You will be required to: read and summarize empirical research, synthesize information, and prepare a power point and handout for practitioners. Although you may choose your own topic, I will provide a list of suggested topics. Any topic that is not on the list must be approved by me.

It is expected that *all* group members will fully participate and contribute to this assignment. Working effectively together as a group is an important skill to be gained from completing this assignment, as special education and working with exceptional children is also a *team*-process. Participation includes: attending groups meetings (electronic or in-person), actively participating in group meetings, responding to e-mails from group members, completing tasks in a timely manner, and ensuring assigned tasks are high-quality. If one of your group members is not fully participating, please talk with the group member early on. If you are not comfortable, I am happy to facilitate a discussion.

Group Project Peer Review

Your intervention group will complete a rating form on each group member's participation. Please keep in mind while working in the group that you will be rated on the following areas: Attendance, contributions, preparation and cooperation. *If a group member receives an average rating below 5 (out of 10), the maximum number of points on the project for that member will be 70%, regardless of the grade on the project.*

Class Application Activities (30 points):

During the semester, I will assign application assignments during class. Typically, assignments will be worth about 2-3 points. These assignments may include: in-class group activities, article responses, or case studies. The assignments will be announced in-class and shared through a Google Folder. If you miss an in-class activity due to being sick or suspecting COVID-19 (or another authorized excuse), you will be able to make it up by emailing me.

Weekly Quizzes (5 points per quiz- 50 points total):

In lieu of midterms or final exams, we will have a quiz at the end of each learning module. I will open the quizzes on Thursday after 11:30 am the week of the quiz and you will have until the next Monday at 11:59 PM EST. You will be able to use your notes and look back at lectures, but will have an hour window to take the quiz, so be prepared!

Course Policies

Attendance: In class attendance is important for earning a satisfactory grade in this class. Attendance will not be taken during lectures. Due to COVID-19, I will not require a doctor's note for an excused absence. Please email me ahead of time to let me know that you will be missing class so I can have you do the application items individually. Click here for the university attendance policy: <https://www.gvsu.edu/catalog/2019-2020/navigation/academic-policies-and-regulations.htm>

It's important to know that I present some content and review material that is not in the textbook and this content is often on the exams, and I often provide time in-class to work on your group project. Group members often get frustrated with individuals who are not in class to assist.

Lecture note: Note taking should not be an issue this semester as all lectures will be placed on Blackboard. You will have access to the lectures and Power Points throughout the semester.

Preparation for Class: I expect that all students will be fully prepared for classtime. This is defined as reading the assigned text *prior* to the lecture and identifying any questions for clarification. I often plan small group activities/discussions for during lecture, and it is essential that you are prepared to fully participate/benefit from these activities.

Electronic Devices: All electronic devices (cell phones, i-pods, etc.) are to be **turned off** and **put away** during lecture. There will be exceptions. We will be utilizing laptops or tablets during each class time. Due to social distance requirements, class activities will be shared through a Google folder and your group members will log your activity via Google documents.

Canceled Classes: If classes are canceled at the university, any exam or assignment missed due to the cancellation will take place at the next scheduled class meeting time. If I cancel a class, I will notify the class via email.

Assignment Submissions:

Assignments are due by 11:59 PM EST on the due date listed on the syllabus (typically the end of a week or learning module). Assignments should be turned in electronically via Blackboard. Assignments turned in after the start of class will be considered late. Late assignments will be accepted up to 3 days beyond the due date with a 25% deduction in points (i.e., if the deadline is Sunday, work will be accepted through Wednesday). Late assignments should also be submitted via Blackboard.

University Policies

This course is subject to the GVSU policies listed at <http://www.gvsu.edu/coursepolicies/>

Academic Integrity: Students are expected to adhere to the university's policies on Academic Honesty. These policies are described in the catalog and in the Student Code. Cheating and plagiarism will be dealt with as per the procedures described in the Student Code.

Plagiarism: As described in Section 223.01 of the Student Code, "any ideas or material taken from another source for either written or oral presentation must be fully acknowledged. Offering the work of someone else as one's own is plagiarism. The language or ideas taken from another may range from isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, speeches or the writings of other students ... Any student who fails to give credit in written or oral work for the ideas or materials that have been taken from another is guilty of plagiarism." In sum, copying the work of any other individual, whether that of another student, researcher, author or editor is considered plagiarism. This is not acceptable and will be dealt with according to the policies set forth in the Student Code, which may include receiving a 0 on the assignment, failing the course, and/or other university consequences. If you have questions regarding the appropriate use of citations and plagiarism, please contact the instructor BEFORE turning the assignment in. Please note that taking extensive content word-for-word from a journal, book or website is considered plagiarism.

Face Coverings:

Face coverings, such as masks, are required to be worn in the classroom. Students who have forgotten their face coverings may get a disposable mask at a campus office. The evidence is clear that [face coverings are a crucial part of keeping coronavirus at bay](#) and [support the university's commitment to providing all members of its community with an inclusive living and learning environment with equitable opportunities for success](#). [GVSU's policy on face coverings](#) is posted on the Lakers Together web site. Students who are not able to wear a face

covering due to a medical condition should [contact Disability Support Services \(DSR\)](#) to discuss their individual situation.

Fire Procedures:

Immediately proceed to the nearest exit during a fire alarm. Do not use elevators. More information is available on the University's Emergency website located at <http://www.gvsu.edu/emergency>.

Commitment to Inclusion & Equity & University Anti-Harassment/Non-Discrimination

As adopted by the Board of Trustees, in Administrative Manual Chapter 1, Grand Valley State University is committed to inclusion and equity and strives to establish a climate that welcomes and affirms the contributions of all students and employees. The University is guided by values for inclusiveness and community, which are integral to our mission to educate students to shape their lives, their professions, and their societies, and to enrich the community through excellent teaching, active scholarship, and public service. The University strives to provide all members of its community an inclusive environment and equitable opportunities for success.

The University is also committed to maintaining a climate conducive to an educational, living, and employment environment that is free from unlawful acts of harassment and discrimination, as well as those defined by this policy. All members of the community are expected to conduct themselves in a manner that does not infringe upon the rights of others. It is neither the purpose nor intent of this policy to infringe on the First Amendment or academic freedom as defined by the University.

The University is an affirmative action, equal opportunity institution, consistent with its obligations as a federal contractor. It encourages diversity and provides equal opportunity in education, employment, all of its programs, and the use of its facilities. It is committed to protecting the constitutional and statutory civil rights of persons connected with the University.

Members of the University community, including students, employees, faculty, staff, administrators, Board members, consultants, vendors, others engaged to do business with the University, candidates for employment or admissions, and visitors or guests have the right to be free from acts of harassment and discrimination, including sexual misconduct, as defined by this policy. In accordance with applicable federal and state law and this policy, acts of discrimination or harassment by members of the campus community are prohibited if they discriminate or harass on the basis of age, color, disability, familial status, height, marital status, national origin, political affiliation, race, religion, sex/gender (including gender identity and expression), sexual orientation, veteran or active duty military status or weight. This includes inappropriate limitation of, access to, or participation in educational, employment, athletic, social, cultural, or other university programs and activities. The University will provide reasonable accommodations to qualified individuals with disabilities. Limitations are lawful if they are: directly related to a legitimate university purpose, required by law, or lawfully required by a grant or contract between the university and the state or federal government. For the purposes of this policy, sex-/gender-based harassment includes sexual misconduct, sexual assault, interpersonal or relationship violence, and stalking.

Commitment to Inclusion & Equity & University Anti-Harassment/Non-Discrimination

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Creating an Equitable and Inclusive Learning Environment

As an instructor, I will strive to create an equitable and inclusive learning environment in our class. It is my and the university's goal that you feel able to share information about your experiences as a student. University faculty and staff will seek to keep information you share private to the greatest extent possible. There is some information that may need to be shared with the university, especially regarding sexual misconduct or information about a crime that may have occurred on GVSU's campus. Below are additional resources available for support:

- **Title IX, Sexual Misconduct Policy, and Gender- and Sexual-Based Harassment Policy:** Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. Title IX's sex discrimination prohibition also protects students from discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity. If you or someone you know has been harassed, assaulted, or denied services on the basis of sex or gender, you can find the appropriate resources at www.gvsu.edu/titleix or contact the University's Title IX Coordinator, Theresa Rowland at 616-331-9530 or rowlanth@gvsu.edu.
- **Disabilities Support Resources:** If you have special needs because of a learning, physical or other disability, please contact the instructor as well as Disability Support Resources (DSR) at 616-331-2490 for assistance as soon as possible. Even if you have already documented your disability with DSR, please make an appointment with your faculty member to discuss your specific needs. Furthermore, if you have a disability and think you will need assistance

evacuating the classroom and/or building in an emergency during in-person meetings, please make your instructor aware so that the university can develop a plan to assist you. You may also access resources at <http://www.gvsu.edu/dsr>. The university is eager to work with you to meet your learning goals. All discussions related to disabilities will remain confidential.

- **Gender Expression and Identity:** Students whose preferred names do not match their state issued identification may have their preferred name on their GVSU ID card, the name associated with their student email account and in Blackboard, an online learning tool for discussions and class group collaborations. Students must make these requests by contacting Bill Widmaier (widmaieb@gvsu.edu) in the Registrar's Office. He will take your request and contact the Blackboard administrator to make the change. He also contacts professors to inform them that your name in Banner will not match the name in Blackboard. More information is available at <http://www.gvsu.edu/lgbtrc/name-gender-markers-130.htm>.
- **Bias Incidents or Harassment:** Anytime you or anyone in the GVSU community feels belittled, disrespected, threatened, or unsafe because of who you are, the entire university community is diminished. That's why it's important to report all bias incidents--even those intended as jokes. While Grand Valley safeguards individuals' constitutional rights and protected speech, the university is also committed to inclusion and equity. Grand Valley exercises the right to engage in educational dialogue and seeks constructive responses to address bias incidents. Go to <http://www.gvsu.edu/inclusion/bias-incidents.htm> to report bias incidents or for more information. In addition, for faculty/staff related complaints, you can file an informal complaint with the Division of Inclusion and Equity at inclusion@gvsu.edu or 616-331-3296. For student related complaints, you can also contact the Dean of Students office at 616-331-3585.
- **Student Well-Being:** As a student, you may experience a range of issues that can negatively impact your learning, such as anxiety, depression, interpersonal or sexual violence, difficulty eating or sleeping, loss/grief, and/or alcohol/drug problems. These mental health concerns or stressful events may lead to diminished academic performance and affect your ability to participate in day-to-day activities. In order to support you during such challenging times, GVSU provides a number of confidential resources to all enrolled students, including the University Counseling Center (<http://www.gvsu.edu/counsel/> or 616-331-3266) and the Student Ombuds, Takeelia Garrett (garrett@gvsu.edu).

Resources

Writing Center:

The Fred Meijer Center for Writing, with locations at the Allendale and Pew/Downtown Grand Rapids, is available to help you with writing in any of your classes. Also, through your Gmail account, you have access to online consultations through Google Docs. Writing consultants, who are fellow GVSU students, are trained to help you with all stages of your writing process, from brainstorming to organizing to editing your papers. The Center's services are free, and appointments are available. Simply bring a draft of your paper, the assignment sheet, and your questions/concerns about the writing to any of the Center's locations:

Allendale:

Lake Ontario Hall 120; Monday - Thursday 9:00 a.m. - 6:00 p.m. & Friday 9:00 a.m. - 3:00 p.m. & Sunday 2 p.m. - 6 p.m.

Knowledge Market: Mary Idema Pew Library (1st floor) - Sunday - Thursday 6:00 p.m. - 11:00 p.m.

Online via Google Docs - Monday - Wednesday 8:00 p.m. - 12:00 a.m.

Pew Campus Downtown:

Eberhard Center 101 - Monday - Thursday 10:00 a.m. - 2:00 p.m.

Knowledge Market: Steelcase Library - Monday - Thursday 2:00 p.m. - 7:00 p.m.

Speech Lab:

The mission of the Grand Valley State University Speech Lab is to empower speakers to shape their lives professions and society through confident and effective public presentations. Speech consultants, who are fellow GVSU undergraduates, are trained to assist with all parts of the speechmaking process including choosing a topic, organizing your thoughts, and practicing presentations. The Speech Lab is located in 154 Lake Michigan Hall (Allendale) and services are free for all Grand Valley undergraduates. For more information about the Lab, its hours, downtown locations, and to make an appointment, please visit the Lab website at:

<http://www.gvsu.edu/speechlab>.

Library:

Each department has a designated librarian to support your research needs. Samantha Minnis is our liaison librarian for Psychology. Her email is minniss@gvsu.edu and she is available for online consultations: BB Collaborate, Google Meet, Zoom, or email. You can also check out the [Psychology Subject Guide](#), which is a great place to start your library research.

Knowledge Market

Our highly trained student consultants work one-on-one or in small groups to help with your library research, digital skills, writing, or oral presentations. We now offer online support in two ways: online peer consultations during open hours and a database of browsable resources that are available 24/7. For information about the Knowledge Market or to make a virtual appointment, visit www.gvsu.edu/library/km.

Library Services

You can find out more about our library spaces, how to check out books and access articles, and other library services this semester by visiting our [Buildings Reopening page](#) and our [online services](#).

Course Schedule

The semester will be arranged in learning modules. Most modules last 1 week, but some modules will last longer. Make sure to look closely at the course calendar and ensure you have written down all due dates.

A typical week will have the following schedule:

Monday – Wednesday: Complete assigned readings / watch videos on blackboard, ideally prior to in class time.

In class time will be used for discussion of the week's topic and application activities.

- Tuesday: Group A will attend class in person
- Thursday: Group B will attend class in person

End of week:

- Quizzes: Complete a reading quiz on BB as a formative assessment of your understanding by the end of each learning module.
- Assignments: If an assignment is due during the learning module, it will be due by Sunday at 11:59 PM.

“Office Hours”

- Schedule 1:1 meeting with me via email. “In person” meetings will be done via Zoom.

Mid-End of the Semester

- You will be meeting with your group members on a weekly basis starting in the middle of the month to discuss and work on your project. For this, you will need to determine:
 - The best mode of communication
 - A set time during the week that all of your group members can “meet,” which can be done via Zoom, Google Hangout, Skype, etc.
 - The role you will play as a group member

Here’s what you need to be successful.

9-12 hours per week

- This includes the in-person class sessions.
- How I got this #: GVSU indicates that for every 3-credit course, students should anticipate spending 6-9 hours outside of class.

Electronics Etcetera:

- Computer, Camera, Microphone
 - Most students prefer an external headset to minimize background noise
 - A cell phone may work for some team meetings but will be insufficient for whole class sessions.
- Microsoft office (available through GVSU)
- Panopto (App is preferable to web for features; GVSU login)
- Zoom (App is preferable to web for features; GVSU login)
- Adobe Flash
- Blackboard and Email (check daily)

Location, Location, Location

- A solid internet connection is a must.
- Having a quiet(ish) private(ish) location will be the best way to focus
- Please review GVSU’s latest updates for on-campus study locations where internet and quiet are available.
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Patience and Grace: When not in class, it is safest to stay home to minimize virus spread. *And* home might not have all of the above all of the time. Internet connections drop. Meetings are interrupted by pets and children and roommates. *And* we’re all going to do the best we can to reach our full potential in this class while doing our part to keep each other healthy.

Nothing is more important than your well-being. No one can be expected to reach their greatest academic potential if basic needs are not being met. I, along with the department, college, and university, am here to support you. Please visit <https://www.gvsu.edu/coronavirus/resources-for-students-22.htm> and <https://www.gvsu.edu/care/> for specific resources related to access to food, housing, internet, and software.

Course Calendar

Below is the schedule for topics, readings, tasks, and due dates for the semester. Any changes to the syllabus or course schedule will be posted to the Announcements on the course Blackboard page and emailed to you.

Unit	Dates	Task	Submit
			Note: This column is for formal assignments that you will submit by the day/date listed. Assignments will be due by the "End of the day", meaning 11:59pm EST. Unless otherwise stated, go to "Assignments" in Blackboard to find assignment details and how to submit.
Unit 1: Syllabus and Introduction to Intellectual and Developmental Disabilities Make sure you have read the syllabus, announcements, and reviewed the online course tour. (In Bb>Begin Here)	Week 1: August 31-September 5	Read: Course Pack: <ul style="list-style-type: none"> • Person First Language • Disability Etiquette • Law Chart • IDEA Process Watch: <ul style="list-style-type: none"> • Introduction Lecture • Introduction Videos on Flipgrid 	Initial Course Activities (Post Flipgrid Introduction by September 5 at 11:59 PM EST) Syllabus Quiz due by September 7 at 11:59 PM EST
	Week 2: September 8-September 13	Chapter 1 of Beirne Smith Watch: <ul style="list-style-type: none"> • History Lecture • Willowbrook Expose Documentary 	Quiz due by September 14 at 11:59 PM EST
Unit 2: Definitions and Assessment/Diagnosis	Week 3: September 14-September 20	Read: Coursepack: <ul style="list-style-type: none"> • ID Fact Sheet • Multiple Disabilities • Deaf Blindness • Incidence • Assessment (Author: Salvia, Chapter 2) Chapter 2 Beirne Smith Watch: <ul style="list-style-type: none"> • Definitions Lecture • Willowbrook 25 years Later Documentary 	

	Week 4: September 21- September 27	Watch: <ul style="list-style-type: none"> Assessment & Diagnosis Lecture 	Quiz due by September 28 at 11:59 PM EST
Unit 3: Psychosocial Causes of Intellectual and Developmental Disabilities	Week 5: September 28-October 4	Read: Course Pack: <ul style="list-style-type: none"> Fetal Alcohol Syndrome Facts Sheet Beirne-Smith Chapter 5 Watch: <ul style="list-style-type: none"> Psychosocial Causes Lecture 	Quiz due by October 5 at 11:59 PM EST
Unit 4: Biological Causes of Intellectual and Developmental Disabilities	Week 6: October 5-October 11	Read: Beirne-Smith Chapter 6 Watch: <ul style="list-style-type: none"> Biological Causes Lecture #1 	Multimedia Assignment due by October 11 at 11:59 PM EST
	Week 7: October 12-October 18	Read: Course Pack: <ul style="list-style-type: none"> Cerebral Palsy Down Syndrome Additional Readings posted on Blackboard Watch: <ul style="list-style-type: none"> Biological Causes Lecture #2 	Quiz due by October 19 at 11:59 PM EST
Unit 5: Autism Spectrum Disorders	Week 8: October 19-25 We will NOT meet in person this week due to Fall Recess	Read: Course Pack: <ul style="list-style-type: none"> ASD DSM Diagnosis ASD Fact Sheets Watch: <ul style="list-style-type: none"> ASD Lecture #1 	Group Article Summaries and Google Slide Share due by October 25 at 11:59 PM EST

	<p>Week 9: October 26- November 1</p>	<p>Read:</p> <ul style="list-style-type: none"> Articles posted to Blackboard <p>Watch:</p> <ul style="list-style-type: none"> ASD Lecture #2 Including Samuel 	<p>Quiz due by November 2 at 11:59 PM EST</p>
<p>Unit 6: Characteristics of Mild and Severe Intellectual Disabilities</p>	<p>Week 10: November 2- November 8</p> <p>Please let me know if you need to miss class to Vote. Voting day is November 3 and very important!</p>	<p>Read:</p> <p>Following Links:</p> <p>http://do2learn.com/disabilities/CharacteristicsAndStrategies/IntellectualDisability_Characteristics.html</p> <p>http://www.projectidealonline.org/v/intellectual-disabilities/</p> <p>Watch:</p> <ul style="list-style-type: none"> Mild ID Lecture 	
<p>Unit 7: Early Interventions for students with Intellectual and Developmental Disabilities</p>	<p>Week 11: November 9- November 15</p>	<p>Read:</p> <p>Course Pack:</p> <ul style="list-style-type: none"> Early Interventions <p>Watch:</p> <ul style="list-style-type: none"> Early Intervention Lecture 	<p>Quiz on Unit 6 & 7 due November 16 by 11:59 PM EST</p>
<p>Unit 8: Academic and social interventions</p>	<p>Week 12: November 16- November 22</p>	<p>Read:</p> <p>Course Pack:</p> <ul style="list-style-type: none"> Evidence Based Interventions <p>Watch:</p> <ul style="list-style-type: none"> Academic Interventions Lecture Group Presentations 1-2 	<p>Group Presentation Handout due by November 22 at 11:59 PM EST</p>
	<p>Week 13: November 23- November 25</p> <p>We will NOT meet in</p>	<p>Read:</p> <ul style="list-style-type: none"> Readings posted on Blackboard <p>Watch:</p> <ul style="list-style-type: none"> Social Intervention Lecture 	<p>Quiz due by November 25 at 11:59 PM EST</p>

	person this week due to Thanksgiving		
Unit 9: Transition to Adulthood	Week 14: November 30- December 6	Read: Course Pack: <ul style="list-style-type: none"> • Transition- Self Determination • Early Childhood Transition • Transition Chapter (A Transition Guide) Watch: <ul style="list-style-type: none"> • Intelligent Lives Documentary • Group Presentations 3-4 	
	Week 15: December 7- December 13	Read: Course Pack: <ul style="list-style-type: none"> • Transition Chapter (A Transition Guide) Watch: <ul style="list-style-type: none"> • Transition mini lecture • Group Presentations 5-6 	Quiz due by December 14 at 11:59 PM EST Peer Review due by December 13 at 11:59 PM EST
Finals Week	Wrap Up	Follow Blackboard Instructions to log onto Flipgrid and share something you learned this semester.	Flipgrid Reflection due by December 17 at 8 am Quiz on Group Project Interventions due by December 17 at 8 am