

PSY 326: Introduction to Intellectual & Developmental Disabilities

EMILY MANN, M. ED

MANNEMIL@GVSU.EDU

TABLE OF CONTENTS

Course Description.....	1
Grading.....	2
Online Requirements.....	3
Grading Scale.....	4
Course Organization.....	5
Course Requirements.....	6-11
Course and University Policies.....	12-17
Course Schedule.....	18-20

Course Information:

CRN: 15360

Prerequisites: PSY 101 and PSY 301

Location: Online through Blackboard

Time: Self-guided, Asynchronous

Instructor Information:

Emily Mann, M.Ed

Pronouns: she/her

Email: mannemil@gvsu.edu

Office Hours: Email is my preferred means of communication. I will try my best to get back to within 24 hours. We can then schedule a phone call or Zoom call if necessary.



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 regarding intellectual disability

POINTS POSSIBLE

Padlet Assignment.....	5
Choice Assignment	10
Multimedia Assignment.....	10
Research Project.....	40
Application Assignments.....	65
(13 x 5 points)	
Quizzes.....	60
(3 x 20 points)	
Final Reflection Paper.....	10
TOTAL POINTS	200

REQUIRED TEXT:

- No textbook required for this class
- Required readings will be placed on Blackboard.

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
- Microphone (built in or external)

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 except for specific circumstances that are approved by the instructor.



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.

COURSE DELIVERY:

This course is taught under the online designation, meaning the whole course is taught online through Blackboard. A detailed calendar accompanies this course syllabus. Instruction strategies include lecture, discussions, video presentations, projects, quizzes and research. Our course weeks will be Monday through Sunday.

ACCESSING THE LIBRARY:

Many of GVSU's library resources can be accessed online [Distance and Off-Campus Learning Services](#) with many journal articles available on demand. You must have an active GVSU student account to take advantage of the library's resources and services. Some courses may have reading materials in course reserve. To access course reserve, [click here](#).

TIME COMMITMENT:

At minimum, expect to spend up to three hours per week, consuming material, completing activities, and reflecting on your work. This course will feature a variety of materials for you to explore at your leisure or save for future reference.

PARTICIPATION/ATTENDANCE/PROFESSIONAL CONDUCT:

This course will actively engage students in small and large online discussions. Students will be expected to demonstrate a professional attitude, time management skills, and reliability throughout the sessions. Students will be responsible for readings, research, and writing, presenting to and responding to class using the Blackboard discussion board. Class lectures, readings, and discussions will require active reflection, critical analysis, and sharing. The course content is extensive; online student participation is critical for optimum learning. During this course, we ask that you are professional. "Flaming," or other derogatory comments, messages, or discussion posts are unprofessional and unacceptable. Please be kind to your classmates and facilitators.

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 requirements

QUIZZES (15 PTS EACH X 3 QUIZZES):

In lieu of a midterm and final examination, we will be having three quizzes throughout the semester and a final reflection paper at the end of the semester. These quizzes will consist of approximately 15 questions that will assess your knowledge of the content covered for the units previously taught. Dates for the quizzes can be found in the course schedule.

Quiz Policies: Make-up quizzes are only allowed in the case of an unavoidable emergency. An unavoidable emergency may include the following: serious illness, funeral, or unexpected car trouble. To make up an exam you **MUST** have documentation. Documentation can include: doctors note, towing or car repair receipt, program from funeral, etc. You must provide this documentation within 24 hours of the missed exam. Please note that make-up exams must be completed within 1-week of the scheduled exam date. **Failure to notify me in advance, provide documentation, or complete the quiz within the time frame, will result in a zero on the exam.**



COURSE ORGANIZATION

Asynchronous Meetings

The course will employ an asynchronous meeting model. This means that there will not be meetings at a set time. The class is self-guided, and students will need to navigate through the materials and requirements throughout the week. The professor will post mini-lectures online to accompany your readings.

Readings (weekly)

You will have book chapters and articles to read weekly. It is critical to stay up on the readings. This is where you will learn much of the content.

Weekly Presentations (one-week modules)

The learning units will be a foundational part of the course and this is where you will find instructions for each one-week segment of the course including reading assignments, course content presentations, practice activities, and assignments. Weekly content will include presentations without video as well as presentations with video. Video credit given to Dr. James, Ph.D. Units will open up one week at a time and an application assignment will be due at the end of the week. All previous units will be open throughout the course. Each unit will have embedded questions and practice activities associated with the content.

Quizzes

You will complete 3 20 point quizzes. These will be low stakes and will assess your progress in a formative manner. The questions will be from the readings, weekly presentations and discussions. They will be a combination of question types and you may use your materials to assist you.

Application Assignments

You will have an assignment associated with each learning unit. These will vary in type and length, but most will involve practice or application of concepts from the unit content. These are graded and will constitute an important part of your learning and grade for the course. All written assignments must be prepared in a professional manner (typed, and free from spelling/grammatical errors). More information about each of these assignments will be provided on Blackboard.

Questions for the Professor

Please consider the Three Before Me rule, where before emailing me concerning technical questions or other class logistics (due dates, assignment clarification, and the like), try learning your answer through three other means first:

1. For technical support, contact the Help Desk by phone (616.331.2101) or email: helpdesk@gvsu.edu. You can also review the support documents in our Blackboard course site or by clicking the "Help" button at the top of your Blackboard window.
2. Refer to course resources such as the syllabus, calendar, assignment details that are posted under Assignments, discussions, including the FAQ forum. Everyone is welcome to post questions and to *answer questions* that are posted there!
3. Email another student in the class and/or post your question on the Question forum (Discussion Board)

Direct any questions that cannot be answered in these ways to the professor via email through Blackboard.

course requirements

You are expected to check Blackboard every couple of days for any new announcements and postings on the Discussion Board. Online courses require perseverance, self-discipline, self-motivation, and the ability to work independently – more so than face-to-face on-campus classes. It is very important that you keep in touch with me and with your fellow classmates in this course. They cannot help you and you cannot help them if you are not around through e-mail, on the discussion board or in your private Blackboard journal. If you need technical assistance with Blackboard, please go to this website: <http://www.gvsu.edu/elearn/help/> you can also contact the GVSU helpdesk at (616)331-2101 or by sending an email to Blackboard Administration at bbadmin@gvsu.edu

ASSIGNMENT DUE DATES

Assignments are due by 4:30 PM EST on the due dates listed in the course schedule below. Assignments should be turned in under the assignment tab on blackboard. Assignments turned in after this time will be considered late. **Late assignments will be accepted up to 1 day beyond the due date with a 25% deduction in points** (i.e., if the deadline is Tuesday, work will be accepted through Wednesday). Late assignments should also be submitted via Blackboard.

INITIAL COURSE ACTIVITIES

With our course being offered in a fully online format, I would like you to demonstrate a variety of technologies that can use to create community and instructor and student presence. Please introduce yourself on camera using this [Flip](#)

- Please note that you will need a computer with a web camera/microphone. According to their technical requirements, Flipgrid works best with the latest version of Google Chrome or Mozilla Firefox. If you'd prefer to use your cell phone, you may also download the free app from [iTunes](#) or [Google Playstore](#).
- You are limited to 90 seconds but you can preview your recording and rerecord yourself as many times as you'd like before you publish it.
- In your introduction, please provide your name, department and whatever information about yourself you'd like to offer the group...including which course you are interested in developing for the online or hybrid format and "how soon" you hope to offer this course in this new format.
- This **should be completed by Wednesday, January 8** .so we can get to know each other.
- After you've posted your recording, return throughout the week to meet your classmates.

course requirements

PADLET ASSIGNMENT (5 POINTS):

With our course being offered in a fully online format, I would like you to demonstrate a variety of technologies that can use to create community and instructor and student presence.

- Please note that you will need a computer with a web camera/microphone. According to their technical requirements, Flipgrid works best with the latest version of Google Chrome or Mozilla Firefox. If you'd prefer to use your cell phone, you may also download the free app from [iTunes](#) or [Google Playstore](#).
- In your introduction, please provide your name, department and whatever information about yourself you'd like to offer the group
- This **should be completed by Wednesday, January 8** so we can get to know each other.
- After you've posted your introduction, return throughout the week to meet your classmates.

course requirements

CHOICE ASSIGNMENT (10 POINTS):

You will get to choose which assignment to complete for this assignment. Whatever you choose, your paper should be 2-3 pages long. The choices are:

Observation: This option involves spending at least 2 hours in a setting with children or adults with disabilities. You will need to coordinate your visit with a teacher or supervisor to get permission to join their classroom. This option is ideal, especially if you do not have much experience with people with disabilities. Some ideas include:

- Special Education classroom within a school
- Early Childhood setting like Head Start with kids with disabilities
- Transition center for adults getting post high school services such as the Ottawa Area Center or these options in Kent County:

http://www.kentisd.org/downloads/transition/kent_isd_transition_programs_2017_description.pdf

Interview: For this option, you will interview either an adult with an intellectual disability, a family member of someone with an intellectual disability, or a special education teacher.

course requirements

MULTIMEDIA ASSIGNMENT (10 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 2-3 page paper on if the character's disability was accurately portrayed

Pick a movie or a television show that features a character with an Intellectual and/or Developmental Disability. If you pick a TV show, watch 3 episodes. After watching the show/movie, write a short paper reflecting on the character in the show. Based on your knowledge of intellectual disabilities, was this an accurate portrayal of the disability? What did you notice about the character?

You may choose from the list of movies and television shows below or find another movie or show on your own. You can also use a search engine to find a show. Other movies or shows not listed below must be approved by me.

Movies

Forrest Gump
I am Sam
Rainman
Radio
The Other Sister
What's Eating Gilbert Grape?
Of Mice and Men
Gabby: A True Story
Wonder
The Peanut Butter Falcon
A Smile as Big as the Moon

Television/Netflix

Glee
Life Goes On
Secret Life of an American
Teenager
Derek
Special
Atypical
Born this Way
Love on the Spectrum
The Specials
Down for Love

course requirements

RESEARCH PROJECT (40 POINTS)

Article Summary- 4 points

Synthesis paper- 30 points

Handout- 6 points

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 into your paper. You must also create a easy reference pictograph type handout to share with classmates. 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.

Project Components:

Article Summaries: 4 points

You must have a minimum of 2 articles from peer-reviewed journals. The articles that you select should: (1) be specific and relevant to your topic, and (2) include no more than 2 theoretical review papers. For each article, you must provide a 1-paragraph summary. These summaries should identify the research question, briefly describe the study methods, results, and important limitations

Synthesis Paper: 30 points

This 3-4 page paper should (1) describe the intervention or strategy, and (2) summarize the research related to the efficacy of the intervention. This paper should be written in APA style. Please note, you are expected to synthesize the research, rather than simply reviewing each study.

Handout: 6 points

Create a 1-page handout on PowerPoint, Canva, Google Doc about the intervention or strategy you researched. It will be uploaded to Blackboard so others in the class can reference later on in their schooling or careers.

course requirements

APPLICATION ASSIGNMENTS (65 POINTS)

I will assign small application assignments to complete at the end of the week.

Application assignments are quick checks that we are all on the right track with the content presented. We will be doing 13 of these with 5 point possible for each one.

These will be due Friday that week by 11:59pm EST.

FINAL REFLECTION PAPER (10 POINTS)

Instead of a more traditional final exam, you are going to write a 2 page paper reflecting on what you learned through the semester and how you plan to use the information to aide your future professional and personal life. What was the biggest takeaway from the semester? How will you apply the information learned to advocate for fair treatment and justice for individuals with disabilities? What are your personal next steps on educating yourself on people with disabilities?



COURSE POLICIES



Participation/Attendance/Professional Conduct

This course will actively engage students in small and large online discussions. Students will be expected to demonstrate a professional attitude, time management skills, and reliability throughout the sessions. Students will be responsible for readings, research, and writing, presenting to and responding to class using the Blackboard discussion board. Class lectures, readings, and discussions will require active reflection, critical analysis, and sharing. The course content is extensive; online student participation is critical for optimum learning. During this course, we ask that you are professional. "Flaming," or other derogatory comments, messages, or discussion posts are unprofessional and unacceptable. Please be kind to your classmates and facilitators.

Weekly Presentations

I will post the weekly presentations by 8pm on Sunday, the start of the week.

Assignment Submissions

Assignments are due by 4:30pm on the date it is due. 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 Tuesday, work will be accepted through Friday). Late assignments should also be submitted via Blackboard.



UNIVERSITY POLICIES



This course is subject to the GVSU policies listed [Course policies](#)

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 ZERO 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.

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.



UNIVERSITY POLICIES



This course is subject to the GVSU policies listed [Course policies](#)

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

Discrimination: 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 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 based on 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.



UNIVERSITY POLICIES



This course is subject to the GVSU policies listed [Course policies](#)

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>.



UNIVERSITY POLICIES



This course is subject to the GVSU policies listed [Course policies](#)

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:

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 (garrettt@gvsu.edu).

Other 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. It is not just for students who struggle with writing. They can help any student improve writing skills. Writing Center [online services](#).

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>.

Course Schedule

Readings are due the date of the lecture topic. It is possible that this schedule will change, as some weeks we will move more rapidly, and some more slowly. However, general deadlines will remain the same unless otherwise indicated by the professor.

DATE	TOPIC & ACTIVITIES	ASSIGNMENTS, QUIZZES, PROJECTS DUE BY 4:30PM ON POSTED DUE DATE	READINGS
Week 1: Jan 6-12	Syllabus and class introduction Introduction to Developmental Disabilities	<u>Jan 8: Padlet due</u>	Review Syllabus & Assignment Descriptions <u>Articles:</u> <ul style="list-style-type: none"> • Person First Language • Disability Etiquette • Law Chart • IDEA Process
Week 2: Jan 13-19	Historical Perspectives of Intellectual Disabilities **VIDEO presentation**		Beirne-Smith Chapter 1
Week 3: Jan 20-26	Historical Perspectives of Intellectual Disabilities, continued		Beirne-Smith Chapter 2 <u>Articles:</u> <ul style="list-style-type: none"> • ID Fact Sheet • Incidence
Week 4: Jan 27-Feb 2	Definitions and Terminology	<u>Jan 31: Choice Assignment due</u>	Additional Readings posted
Week 5: Feb 3-9	Psychosocial Causes of Intellectual and Developmental Disabilities **VIDEO presentation**	<u>Feb 7: Quiz 1</u>	Beirne-Smith, Chapter 5
Week 6: Feb 10-16	Biological Causes of Intellectual and Developmental Disabilities	<u>Feb 14: Article Summaries due</u>	Beirne-Smith Chapter 6
Week 7: Feb 17-23	Assessment and Introduction to Services and Supports	<u>Feb 21: Disabilities in Media due</u>	Wehmeyer, et. al.: Chapter 24, 25 26

Course Schedule Continued

DATE	TOPIC & ACTIVITIES	ASSIGNMENTS DUE	READINGS
Week 8: Feb 24- March 2	Autism	<u>Feb 28: Quiz #2</u>	Wehmeyer, et. al.: Chapter 16
Week 9: March 3-9	SPRING BREAK!!		
Week 10: March 10-16	Characteristics of Mild and Severe Disabilities **VIDEO presentation**		
Week 11: March 17-23	Early Development and Intervention **VIDEO presentation**	<u>March 21: Research Project and Handout due</u>	Articles: Early Interventions Following Links: http://do2learn.com/disabilities/CharacteristicsAndStrategies/IntellectualDisabilityCharacteristics.html http://www.projectideasonline.org/v/intellectual-disabilities/
Week 12: March 24-30	Academic Interventions & Education **VIDEO presentation**		Wehmeyer, et. al.: Chapter 36
Week 13: March 31- April 6	Transition to Adulthood **VIDEO presentation**		
Week 14: April 7-13	Including Samuel	<u>April 10: Quiz #3</u>	Watch Including Samuel

Course Schedule Continued

DATE	TOPIC & ACTIVITIES	ASSIGNMENTS DUE	READINGS
Week 15: April 14-20	Disability Advocacy View Intellectual Lives		
Week 16: April 21	EXAMINATION WEEK. You do not need to attend class this week	<u>April 21: Reflection</u> paper due	