

**Department of Special Education
Millersville University
SPECIAL EDUCATION 313 - PSYCHOLOGICAL AND SOCIOLOGICAL
ASPECTS OF INDIVIDUALS WITH INTELLECTUAL DISABILITIES.
(3 credits)**

Instructors

Thomas J. Neuville, Ph.D.	Gwen P. Beegle Ph.D
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Office Hours

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Mission of the Special Education Department

Prepare educators to facilitate an empowered and unified P-12 learning community to be successful in the world of people through respect, collaboration, mutuality and the realization of each individual gift.

*MILLERSVILLE UNIVERSITY Professional Education Unit Conceptual Framework -
Abstract*

All members of the Millersville University's Professional Education Unit will create learning communities of inquiry and action, focus on students, and demonstrate exemplary professional practices.

- 1. Learning Communities of Inquiry and Action:** We will engage in learning communities in which reflection, collaboration, lifelong learning, and habits of mind are developed and nurtured.
- 2. Focus on Students:** We will balance knowledge and the principles and concepts delineated in professional and state standards with an appreciation of all students' individuality, diversity, and cultures.
- 3. Exemplary Professional Practices:** We will demonstrate the knowledge, skills, and dispositions of exemplary professionals. We will have strong competence in our content knowledge, pedagogical content knowledge and skills as delineated in professional, state, and institutional standards. We will demonstrate professional dispositions or standards of conduct, will be supportive of students, families, and the school and community, and will serve as catalysts for positive and responsible change.

To view the full text of the Conceptual Framework, visit the School of Education web page linked to Millersville University's web page.

CATALOG DESCRIPTION:

Gives the student in-depth knowledge in psychological and sociological aspects of individuals with intellectual disabilities. Includes lectures, discussions, and research reports concerning historical information regarding treatment and social movements, theoretical approaches, education and historical / sociological perspectives. Offered annually. Prereq: all SPED 100 and 200 level courses or permission of Department Chair.

OBJECTIVES:

1. Identify perspectives upon which definitions of intellectual disabilities are founded.
2. Compare and contrast sociological and educational aspects of classifications, uses and abuses of disability related labels.
3. Develop a functional vocabulary to facilitate professional and community communication relevant to people with intellectual disabilities.
4. Identify individual, familial and community relationships encountered by the individual with intellectual disabilities.
5. Explain theoretical perspectives of the label mental retardation as a social construct.
6. Identify and discuss trends and issues relating to education, service provision and individual power, within the field of intellectual disabilities.

Please Note: All candidates in teacher education at Millersville University need to be aware that a criminal record with regard to certain specified criminal behaviors may lead to the denial of certification to teach in Pennsylvania. In future courses which require your assignment to an early field experience you will be asked to verify your status with regard to criminal convictions. This verification will be acquired by you filling out an appropriate form each time you are to undertake an early field experience and again when you student teach. Please be prepared to deal with this process when it occurs.

COURSE OUTLINE:

- I. Family Support
 - a. Retrospective
 - b. Current perspective
- II. The Parent movement
 - a. Roots and history
 - b. From service to advocacy
- III. Early Childhood Intervention
 - a. Evolution of a system
 - b. Establishing a life trajectory of learning and growth.

- IV. Transition and Youth with Intellectual Disabilities.
 - a. A past of institutionalization.
 - b. A present of individualized education.
 - c. A future belonging to community.
- V. Educating students with intellectual disabilities.
 - a. Visions and strategies of full inclusion
 - b. Fluency for a meaningful life.
- VI. Supporting persons with severe and profound disabilities.
 - a. Meeting medical and intellectual needs as a curriculum.
 - b. Mutual learning and the need for support persons continual growth.
- VII. Employment and Community living.
 - a. Supported employment and the change of the locus of control.
 - b. Business ownership and partial participation.
- VIII. Psychopharmacology and positive behavioral supports.
 - a. From aversive methods to positive supports.
 - b. Uses and abuses of medications.
- IX. Life span issues.
 - a. Social constructs of disability and mental retardation.
 - b. Communication and assistive technology.
 - c. Self-determination and self advocacy.
 - d. Criminal justice and people with intellectual disabilities.

TEXT:

Wehmeyer, Michael & Patton, James, eds 2000. Mental Retardation in the 21st Century. Pro-Ed, Austin, TX.

ADDITIONAL READING (select one):

Dass, Ram & Gorman, Paul, 1985. How Can I Help? Stories and reflections on Service. Alfred Knopf, New York. (ISBN: 0-394-72947-1).

Edgerton, Robert, 1993. The Cloak of competence. University of California Press. Berkeley, CA.

Illich, Ivan, 1999. Deschooling Society. Marion Boyers Publisher. (ISBN:0714508799).

Kaufman, Sandra, 1999. Retarded Isn't Stupid Mom! Brookes, Baltimore MD.

Schwartz, David, 1992. Crossing the River; Creating a Conceptual Revolution in Community & Disability. Brookline Books, (ISBN: 0-914797-82-4).

Simon, Rachel, 2003. Riding The Bus With My Sister; A True Life Journey. Penguin Group, New york, NY.

Taylor, Steven & Blatt, Steven ed. 1999. In search of The Promised Land, The Collected Papers of Burton Blatt. AAMR, Washington, D.C.

Course Requirements and Evaluation Procedures

Papers 25%– Two papers are written based on:

- Sections I & II III, IV / , & V, VI, VII & Prologue, in the text.
- Formation of the key concept according to the student.
- Supported by a brief review of the literature on the selected key concept.
- Inclusive of the view of a human service professional/teacher and/or person with a disability.

Each paper is five double spaced pages using 12 font and written in APA format.

Each paper contains the following sections:

- Introduction.
- Review of the material and introduction of key concept.
- Review of the literature (minimum of 8 outside sources)
- Narrative of interview with the student or teacher.
- Conclusion that ties all the information together in a theory grounded in the findings of the paper.

Selected Reading with report 25% - One eight page paper is written that reviews the meaning of a selected book, links the information with the key concepts of the text and identifies major questions impacting the lives of students with disabilities. The papers are based on:

- The key concepts developed by the student in previously written papers.
- Book selected from the attached list.
- Identification of student assumptions.

Each paper is eight double spaced pages using 12 font and written in APA format. Each paper contains the following sections.

- Introduction.
- Review of the material.
- Link with student's previous key concepts.
- Student assumptions.
- Major emerging questions.
- Conclusion.

Group Learning 10% - Each team is expected to lead one informed discussion/ learning event during assigned class periods (45 minutes in length). The discussion and learning section is based on the readings assigned (**text AND selected additional book**). Each class period will end with specific assignments to focus on for the following weeks teaching. Teaching is founded on the principles of adult education and incorporates class interaction, discussion, debate, relevance to student's career experiences and life experiences etc.

Group learning experiences are evaluated on:

- Clarity of "big Idea".
- Use of participatory learning processes.
- Participation of entire team.
- Diversity of learning tools (media, group process, etc.).
- Enjoyment and learning for learners.

Reflective Journal & Mentor Opportunity 25% – Each student creates a journal. The purpose of the journal is to enter into a contemplative practice. Contemplative awareness is characterized by mindfulness of the present moment, empathy and compassion for others, and insightful wisdom. This journal is aimed at helping each individual discover their habitual emotional responses to people with intellectual disabilities and how these responses impact the students mind, body, and actions in the world. The activities of this opportunity are:

- 1) Connect with a person with an intellectual disability and ask if they are willing to serve as a semester long mentor.
- 2) Research the concept of mindfulness.
- 3) Research the processes of journaling.
- 4) Record your intellectual, emotional and physical responses as you intimately engage your mentor.
- 5) Reflect and record the meaning of your responses.
- 6) Submit to professor for review on 1/24, 2/28, 4/11, & 4/25
- 7) Present a one minute summation on 4/25.

Grading

<u>Course Activity</u>	<u>% of total</u>
Papers 2	25%
Selected reading / report	25%
Group learning	10%
Reflective Journal	25%
Attendance (.266 PTS PER CLASS)	15%
Total	100%

Grading Scale

A	4.00
A-	3.75
B+	3.50
B	3.00
B-	2.75
C+	2.50
C	2.0
C-	1.75
D+	1.50
D	1.0
D-	.75
F	0

Important Considerations

Attendance (4 points).

You are strongly encouraged to attend all classes. There will be .266 points given for each class period attended. Points are also given for excused absences. Excused absences are determined by the registrar's office. The excused absences are: 1) Sickness: the student is responsible for getting a note from the doctor stating that the student was sick and in the doctor's care. If at the MU's Health Center, get the health care provider(s) to call verifying that you were sick. 2) Death in the family. 3) Professional Conference: The student must let me know in advance and responsible for submitting a 2-5 page paper summarizing the presentation(s) attended and the reaction to it.

Assignments Due Dates. Assignments are due at the end of the class period of the due date. Assignments submitted after that will be graded according to the following guidelines;

1 hr - 24 hours late :

50% deduction

After 24 hours:

Assignment will not be graded.

Assignments are to be submitted to the professor personally, unless other prior arrangements have been made. **Do not** leave assignments under office door or mailbox. Assignments submitted in that fashion will not be graded. These requirements do not apply to rough drafts because they are not graded. However, rough drafts submitted after due date will not be reviewed.

Special Accommodations. Students in need of special accommodations due to disability or any other circumstances are responsible to inform the instructor of their needs. They are also responsible to provide the required documentation, which is processed through the Office of Students Services.

DAY	TOPIC & ASSIGNMENTS
1/10	Introductions / Syllabus / Group Learning Assignments (8 GROUPS)
	Preface & Chp. #1 Family Issues / mindfulness time
NOTE: 3/14	PURCHASE SELECTED BOOK <u>ONLINE POST: WHAT IS JOURNALING/ WHY IS IT USEFUL?</u> <u>WHAT IS MINDFULNESS? WHY IS MINDFULNESS USEFUL</u> <u>PROFESSIONALLY AND PERSONALLY? 4 POSTS BETWEEN</u> <u>1/11 & 1/16. 1/17 CLASS TIME COMPENSATED FOR POSTING.</u>
1/17	Martin Luther king Holiday NO CLASS REFLECT ON CIVIL RIGHTS FOR PEOPLE WITH INTELLECTUAL DISABILITIES
1/24	Chp. #2 Parent Movement MENTOR SOURCE IDENTIFIED & MENTOR REQUEST ACCEPTED
	(12.5% of selected reading)
	Chp. #3 Early Childhood GROUP LEARNING 1 / A CHP3
	Chp. #4 & 5 (25% of selected reading)
JOURNAL REVIEW	
1/31	Chp #6 Persons w/Severe Disabilities
	(37.5% of selected reading)
2/7	ONLINE DISCUSSION ON MENTORING FOUR SIGNIFICANT POSTS OVER A PERIOD OF 2/4 – 2/9
	Chp. #7, 8, & 9 Employment. GROUP LEARNING 2 / B Chps 7&8
2/14	CLASS PERIOD FOR ROUNDS CONCERNING SELECTED READING (50% of selected reading) PAPER #1 DUE
	GROUP LEARNING 3 / c chp10
	Chp. #10, 11 & 12 Psychology (62.5% of selected reading)
	GROUP LEARNING 4 / D CHP 12
2/21	Chp 13 GROUP LEARNING 5 / E CHP 13
	Chp 14 Medicine & Health
2/28	Chp. #7 Infancy and Early Childhood (75% of selected reading)
3/7	SPRING BREAK
3/14	Chp. #15 & 16 Community based / People with down Syndrome
3/21	
3/28	GROUP LEARNING 6 / F CHP16
4/4	Chp. #17 Communication (SELECTED READING COMPLETED)
	Chp. 18 Self-Determination GROUP LEARNING 7 / G CHP 18
4/11	Chp. 19 PAPER #2 DUE
	Chp. #20 Service Delivery
	Chp. #21 Social Constructions
4/18	/ SELECTED READING PAPER DUE
	Chp. #22 Criminal Justice GROUP LEARNING 8 / H CHP 22
4/25	Epilogue Turnbull – Epilogue Dybwad
JOURNAL REVIEW	Each student gives a short (1 minute) statement of meaning regarding journal impact.
5/2	Final