

## Official Syllabus

DISCIPLINE: EDSP  
COURSE: 464

### 1. Catalog Entry

EDSP 464: Introduction to Mental Retardation and Severe Disabilities  
(3) Three hours lecture.  
Prerequisites: EDSP 361, and a minimum 2.5 g.p.a.

Considers persons with mental retardation and severe disabilities in terms of incidence, etiology, and abilities and needs in academic, social, and biophysical realms. Options for educational and vocational programming, as well as services and supports provided through other human service agencies, are examined. Current issues and future trends in the field are considered. Students engage in field experiences in local community services and programs for persons with developmental disabilities.

### 2. Detailed Description of Content of Course

The course presents an overview of the field of educating students with mental retardation and severe disabilities. It focuses on the psychological, educational, medical, functional, and sociological characteristics of persons classified as having mental retardation and severe, multiple cognitive and physical or sensory disabilities. The provision of school and community services and supports to accommodate those characteristics is examined. Major topics include causes and prevention of mental retardation and physical and sensory disabilities, assessment procedures for identification and instruction, educational program planning, and student and family involvement.

#### Course Topical Outline

1. Current and historical conceptions and definitions of mental retardation; incidence and prevalence.
2. Major historical periods in the field of mental retardation, and associated social, medical, educational, and political forces.
3. Causal and associated factors in mental retardation and severe disabilities: genetic, congenital, psycho-social, and environmental.
4. Referral, identification, and IEP processes; legal safeguards; unbiased assessment.
5. continuum of services and supports; rights and responsibilities of parents, students, and teachers.
6. Students with mental retardation and fewer support needs:
  - a. Psychological, social-emotional, and functional characteristics.
  - b. Educational and vocational programming.
7. Students with mental retardation/severe disabilities and greater support needs:
  - a. Psychological, social-emotional, behavioral, physical, and functional characteristics.
  - b. Special medical and health care needs.
  - c. Educational and vocational programming and behavioral support.
8. Educational, vocational, social, and related service needs of persons with mental retardation and severe disabilities across the life-span:
  - a. Infancy and early childhood
  - b. School years
  - c. Transition years
  - d. Adulthood

9. Sources of unique services/supports, and organizations for professionals, persons with mental retardation and severe disabilities, and their families.
10. Future trends in education and services for persons with mental retardation and severe disabilities.

### **3. Detailed Description of Conduct of Course**

Lecture, discussion  
School and agency visitations  
Individual and small group activities, projects and presentations  
Guest speakers

### **D. Goals and Objectives of the Course**

Upon successful completion of this course, students will be able to:

1. Recall the educational definition of mental retardation, describe the current AAMR system of diagnosis and classification, and give current incidence and prevalence figures. (MR 1.K1)
2. Outline the major historical foundations in the development of knowledge about and the provision of services for persons with mental retardation and severe disabilities. (MR1.K4)
3. Identify major perspectives on the etiology of mental retardation, describe major medical syndromes that are causal to and/or associated with mental retardation and disabilities, and give implications for prevention. (MR1.K2; MR2.K1)
4. Describe the primary physical, psychological, social-emotional, behavioral, academic, and functional (including adaptive behavior and social competence) characteristics of individuals who require various levels of support in one or multiple domain(s). (MR2.K4, K5, S1; MR 6, K1, K2)
5. Identify steps and legal requirements in the referral, assessment, identification, and placement processes, including measures to ensure nondiscriminatory evaluation. (MR3. K1; MR3. K5)
6. Discuss factors that influence the overrepresentation of culturally and linguistically diverse students among those identified as having mental retardation. (MR1. S2)
7. Describe medical aspects associated with mental retardation, and the implications of medical conditions for learning and support needs. (MR 2. K2; MR 2. K3)
8. Describe the array of educational, vocational, and adult service delivery options, and critique them according to indicators of effective practice that have been established through model programs. (MR1.K3; MR5. K1; MR7.K1)
9. Recognize and critique social and personal values and practices as they relate to effective service delivery for individuals identified as having mental retardation and severe disabilities. (CC8. K1)
10. Describe prominent consumer and professional networks and organizations, publications, and journals in the field of mental retardation and severe disabilities. (MR7.K1; MR8. K1)
11. Discuss current issues and trends in special education and mental retardation. (MR1. S1)
12. Engage in professional activities relevant to the field of mental retardation. (CC8.S6; MR8.S1)

### **5. Assessment Measures**

Written examinations  
Written reaction questions/reflections  
Media critique  
Program visitation and documentation  
Written paper with references, and oral presentation

**Graduate Credit**

Graduate students will be required to do additional readings and to complete a more in-depth research paper on a topic approved by the professor or instructor.

**6. Other Course Information**

None

**G. Review and Approval**

<u>Date</u>	<u>Action</u>	<u>Reviewed by</u>
4/14/94	modified	John E. Sycamore
4/01/95	title change	Faculty Retreat
4/01/98	reviewed/recommended for revision	Rachel E. Janney
11/30/99	revised	Rachel E. Janney
2001	minor revisions	Rachel E. Janney