

Course #: LA 4040

Credit Hours: 3

Semester Dates: July 19 through August 23 – Tuesdays and Thursdays 6:00-9:15 PM

Location: Dolce Valley Forge, King of Prussia, PA

Instructor: Damian Bariexca, Ed.S., NCSP

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Course Description:

This course provides an overview of developmental disabilities, delays and disorders from a life-span perspective. Topics include types of developmental disabilities, endogenous and exogenous etiological factors, legal perspectives as related to school programming, and social role theory in relation to community-school services. Included will be direct observations of children and/or adolescents with developmental disabilities.

Institutional Outcomes: There are nine (9) Delaware Valley College institutional outcomes for college coursework.

	DVC Institutional Outcomes	Covered in this Course
1	Work Ethic	X
2	Foundational Skills	
3	Interpersonal Skills	X
4	Organizational/ Leadership Skills	
5	Critical Thinking/ Problem Solving	
6	Information/ Computer Literacy	
7	Physical/ Workplace Attributes	X
8	Science/ Environmental Awareness	
9	Cultural/ Social Literacy	

Course Objectives: Upon successful completion of this course, students will:

- Analyze the philosophical, historical, and legal foundations of developmental disabilities
- Summarize the causes and theories of developmental disabilities and implications for prevention and intervention.
- Summarize the terminology used in the assessment of students with developmental disabilities.
- Analyze state/federal provisions, regulations, and guidelines regarding assessment and diagnosis of students with developmental disabilities.
- Analyze current definitions and issues of students with developmental disabilities.

- Identify the psychological characteristics of students with developmental disabilities.
- Summarize the theories of behavioral problems and behavior management techniques for students with developmental disabilities.
- Analyze the impact of multiple disabilities on the behavior of students with developmental disabilities.

Course Prerequisite(s): Introduction to Psychology or permission of instructor

Text Requirement: Graziano, A. (2002). *Developmental Disabilities: Introduction to a Diverse Field*. New York: Pearson.

Field Experience Requirement: All DVC candidates for teacher certification are required to observe and teach in settings that include diverse populations, students with special needs, and students of different ages. Detailed information about the various field experiences can be found on the EdWeb Center link that is specific to field experience. This course requires 10 hours of an observational field experience.

Learning Activities include:

- Class lecture, discussion and cooperative work
- Review/analysis/discussion of current research in developmental disabilities
- Study and independent library research
- Guest speakers in subject-specific areas
- Film viewing & analysis
- Field Experience – 10 hours (includes completion of 2-3 pg. reflection summary)
- Interview with a current special education professional & 2-3 pg. summary of discussion. A bank of potential interview questions will be developed collaboratively by students in class.
- Collaborative group presentation of **two** intervention strategies found to be effective for students with learning difficulties
 - Strategies can be behavioral in nature, academic, or a combination of the two.
 - Each group of 2-3 will be responsible for teaching the class about intervention strategies geared toward specific a developmental disability. This presentation must include the following:
 - a definition/description of the disability
 - discussion of factors contributing to the disability
 - potential effects of the disability on learning
 - audience-centered demonstrations of the strategies, including any relevant accommodations, assistive technology, etc.
 - review/discussion of the research supporting these interventions
 - Resources must be documented.
 - Presentations should run between 45-60 minutes. A grading rubric will be provided.
 - Topic Areas: Autism Spectrum Disorders, Learning Disabilities (focus on one element), Emotional/Behavioral Disorders, Cognitive Impairment
 - Presentation Dates: August 11, 16, 18

Class Attendance: Students are expected to attend and participate in all classes. More than 4 absences may result in a grade of FA (failure due to absence) for the course.

Academic Integrity: In keeping with the College's Academic Integrity Policy, any substantial dishonesty including, but not limited to, cheating and plagiarism shall result in automatic failure of the course.

Grading System:

Field Experience	100 points	95-100%	A
Intervention Lesson	100 points	90-94%	A-
Interview	100 points	86-89%	B+
Culminating Assessment	100 points	83-85%	B
		80-82%	B-
		76-79%	C+
Total	400 points	73-75%	C
		70-72%	C-

Class Schedule:

Date	Topic(s)
July 19	Orientation to course; "housekeeping"
July 21	Legal background – federal and state; IEP critique/analysis Ch. 15: Services for Persons with Developmental Disabilities
July 26	Film: <i>Unforgotten: 25 Years After Willowbrook</i> ; Ch.1: Defining Developmental Disabilities; Interview Prep
July 28	Ch. 2-8 (Summaries); Ch. 14: Learning Disabilities
Aug 2	NO CLASS
Aug 4	Ch. 11: Autism; Ch. 9: Mental Retardation (Intellectual Disabilities);
Aug 9	Emotional/Behavior Disorders; Behavior Function, Analysis, & Support (Readings TBA)
Aug 11	Intervention Presentations
Aug 16	Intervention Presentations
Aug 18	Intervention Presentations
Aug 22	Culminating Assessment

Guest speakers will be featured as their schedules permit.

The culminating assessment will consist of objective questions, short answer, & essay questions. Questions will be gleaned from assigned readings, class discussion topics, and student intervention presentations.