

UNIVERSITY OF WISCONSIN EAU CLAIRE  
DEPARTMENT OF SPECIAL EDUCATION  
FALL 2009

**SPED 210 - INTRODUCTION TO COGNITIVE DISABILITIES**

Instructor: Dr. J. Todd Stephens  
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Office hours: by appointment

Meeting: September 7 – December 17  
HSS 179, 3:00-5:45 p.m.

Required Text: Bierne-Smith, Patton & Ittenback (2007). *Mental Retardation* (7<sup>th</sup> ed.).



Course Description:

This course is designed to introduce students to the field of cognitive disabilities/mental retardation. In this course students will be presented with information on the causes and characteristics of cognitive disabilities; the impact of having cognitive disabilities on people's lives; historical views of cognitive disabilities; and social, educational, and vocational considerations for people with cognitive disabilities.

Definition of Collaborative Leadership:

- *Collaborative leadership* is the intentional and skillful management of relationships that enables others to succeed individually while accomplishing a collective outcome.
- *Collaborative leaders* ably facilitate the involvement of two or more people in a group working toward a shared outcome in a manner that reflects collective ownership, authorship, use, or responsibility.
- *Collaboration is not the outcome or goal. Collaborations are processes* that, when successful, align people's actions to accomplish a goal or solve a problem.
- *Collaborative leaders possess knowledge, skills, and dispositions* that enable them to carry out leaderful actions such as optimizing assets, seeking new solutions, sustaining focus, promoting trust, or setting and monitoring goals and progress.

Course Objectives:

Objective	WTS	Artifacts
1. Students will demonstrate knowledge of the historical treatment of the people with cognitive disabilities including persons who have contributed to the development of programs for the cognitively disabled; factors, such as the testing movement, which have influenced development of programs for the people with cognitive disabilities; and organizations which have influenced programs for the cognitively disabled.	1	
2. Students will demonstrate knowledge of definitional and classification schemes for people with cognitive disabilities.	1 CL 3,4	group definition
3. Students will demonstrate knowledge of concepts related to intelligence such as: theories of intelligence; nature vs. nurture; MA, CA, IQ; intelligence testing; and adaptive behavior.	1 CL 3,4	group definition
4. Students will demonstrate knowledge of the causes of cognitive disabilities, both physical and environmental.	2	
5. Students will demonstrate knowledge of the characteristics of the various levels of cognitive disability.	2	tour write-up
6. Students will demonstrate knowledge of the provisions for the education of the pre-school age group with cognitive disabilities.	1	
7. Students will demonstrate knowledge of the provisions for the education of school-age children with cognitive disabilities.	CL 1,4,5	philosophy
8. Students will demonstrate knowledge of the provisions for the transition from school to community for people with cognitive disabilities.		contact/awareness write-up
9. Students will demonstrate knowledge of methods of vocational and career education for people with cognitive disabilities.	2, 3	
10. Students will demonstrate knowledge of factors affecting the adult status of the people with cognitive disabilities such as: independent living, employment, income maintenance and health care, recreation and leisure, sexuality, and the law.	CL 3,4,5	contact/awareness write-up
11. Students will demonstrate knowledge of problems and adjustment patterns of families of children and adults with cognitive disabilities.	8	
12. Students will demonstrate knowledge of the concepts related to the legal rights of the cognitively disabled such as: education, related services, extended school year, treatment, and rehabilitation.	CL 1,4,5	philosophy
13. Students will demonstrate knowledge of the instructional and other programs for people with cognitive disabilities.	2 CL 1,4,5	philosophy

Course Schedule:

<u>Date</u>	<u>Topic</u>	<u>Chapters</u>
9/7	Labor Day	
9/14	Introduction, review of syllabus and course expectations. Personal perspectives and pre-organizers. History of the field.	1
9/21	Definitional perspectives, prevalence, and incidence.	2
9/28	How do we identify and evaluate cognitive disabilities? What are some problems/challenges with assessment?	3
10/5	Psychosocial aspects of cognitive disabilities.	5
10/12	Examination I	1, 2, 3, 5
10/19	Biological aspects – prevention possibilities	6
10/26	Characteristics of persons with milder cognitive disabilities (higher incidence group).	8
11/2	Characteristics of persons with severe cognitive disabilities (lower incidence group).	9
11/9	What do we do for and with younger children with these needs?	10
11/16	Examination II	6, 8, 9, 10
11/23	What are the school realities for people with cognitive disabilities?	11
11/30	What are the adult outcomes and legal rights of people with cognitive disabilities?	12, 4
12/7	Family considerations. Assistive technology as future considerations	7, 13
12/17	Final Examination	4, 7, 11, 12, 13

Course Requirements:

1. Complete all assigned readings in advance. Attendance and class participation is required. The instructor should be notified of absences. The instructor reserves the right to lower course grade due to excessive absences.
2. Three examinations will be administered during the semester. These are objective tests based on readings, class presentations, and discussion.
3. a. Critique two articles from popular media regarding people with cognitive disabilities.  
or  
b. Complete a tour of a residential setting for people with cognitive disabilities (with write-up).
4. Demonstrate contact with or awareness of people with cognitive disabilities through volunteer work, employment, development of a case history of an individual with cognitive disabilities, and write a three-page description of your experience.
5. Write and submit a personal philosophy regarding the education of people with cognitive disabilities.

Note: Requirements 3, 4, and 5 must be submitted by November 30, 2009.

Grades and Grading Policy:

Examinations - 100 points each (3)	300 pts.	
Article Critiques/Tour	50 pts.	(total)
Personal Philosophy	50 pts.	
Contact/Awareness Write Up	<u>50</u> pts.	
	total	450

Percentage scores	=	letter grades
93 - 100	=	A
83 - 92	=	B
75 - 82	=	C
60 - 74	=	D
0 - 59	=	F

Note: The instructor may change sequence and/or requirements as deemed necessary.