

EDUCATION OF THE MENTALLY RETARDED
Education 565
January 25 – April 4, 1999

General Information:

Instructors:	Daniel Thomas Bullara, Ph.D.	Kevin E. Johnson, M.Ed.
E-Mail:	bullara@nexus.chapman.edu	teacherkj@home.com
Office Phone:	(925)680-1407	Same
Home Phone:	(707)649-1434	(925)458-4685
Class Times:	Monday	5:30 to 9:45

Catalogue Description:

Special study of learning and teaching problems, including curriculum, instructional materials, methods.

Texts:

Beirne-Smith, Mary, et al. Mental Retardation: 5th Edition. New Jersey, Prentice Hall, Inc., 1998
 Shapiro, Joseph. No Pity. New York: Times Books, 1993

Grading:

1. Interview with a Parent of a Child with a Disability:	10%	25 points
2. Interview with a Person with a Disability:	10%	25 points
3. Class Presentation:	20%	50 points
4. Annotated Bibliographies:	20%	50 points
Research Articles (2)	30 points	
Discussion Articles (2)	20 points	
5. Notebooks (Optional):		10 points
6. Midterm:	20%	50 points
7. Final:	20%	50 points
Total	100%	250 +

A- to A*	90 to 100%	225 to 250 points
B- to B+	80 to 89%	200 to 224 points
C- to C+	70 to 79%	175 to 199 points
D- to D+	60 to 69%	150 to 174 points

* In addition to points earned, all assignments must be turned in by their due dates to receive an "A" grade in this course.

Instructional Format:

This class will be conducted using the following instructional strategies: lectures, cooperative learning activities, student directed presentations, audiovisuals, and guest speakers. Further, each student will be required to use the university library to conduct at least one ERIC search for the Annotated Bibliography assignment listed above

CLASS SCHEDULE

Week 1 *January 25, 1999*

- A. Overview of class
- B. How to Read a Journal Article
- C. Integration, Mainstreaming, and Inclusion
- D. Video--"Same Walk, Different Streets."
- E. Common Myths and Language

Week 2 *February 1, 1999*

- A. Chapter 1: *Perspectives on Mental Retardation*
- B. Chapter 12: *Family Considerations*
- C. Definitions / Attitudes & Handicapism / Normalization
- D. Submit Questions from No Pity (Chapters 1 & 2) to Dan and Kevin

Week 3 *February 8, 1999*

- E. Chapter 3: *Definitional Perspective*
- A. Chapter 2: *Historical Perspective*
- B. Intelligence / Adaptive Behavior
- C. Genetic Disorders / Congenital Factors / Environmental Correlates / Prevention
- D. Dan & Kevin's Presentation: No Pity (Chapters 1 & 2)
- E. Submit Questions from No Pity (Chapters 3&4) to Group 1
- F. Class Presentation Work Time

Week 4 *February 15, 1999*

- A. Chapters 4: *Assessment of Mental Retardation*
- B. Chapter 5: *Causes and Prevention*
- C. Age Appropriateness / Functional Skills
- D. Video-- "Educating Peter."
- E. Presentation and Discussion of Parent Interviews
- F. Group 1's Presentation: No Pity (Chapters 3&4)
- G. Submit Questions for No Pity (Chapters 5&6) to Group 2

Week 5 *February 22, 1999*

- A. Chapter 6: *Characteristics of Individuals with Milder Forms of Retardation*
- B. Chapter 7: *Severe and Profound Mental Retardation*
- C. Presentation and Discussion of Parent Interviews (*if needed*)
- D. Presentation from School Perspective (*Guest: Joan Alber*)
- E. **MIDTERM EXAM**
- F. Take Home: Due Monday, March 1, 1999
- G. *Chapters 1-7: Mental Retardation*
- H. *Chapters 1-4: No Pity*

Week 6 *March 1, 1999*

- A. Chapter 8: *Infancy and Early Childhood*
- B. Chapter 9: *Educational Programming*
- C. Presentation and Discussion of Interviews with a Person with a Disability
- D. Group 2's Presentation: No Pity (Chapters 5&6)
- E. Submit Questions for No Pity (Chapters 7&8) to Group 3

Week 7 *March 8, 1999*

- A. Chapter 10: *Transitional Years--Preparing for Adulthood*
- B. Chapter 13: *Individual Rights and Legal Issues*
- C. Community Living / Adult Development
- D. Class Presentations On "No Pity" (Chapters 1, 2, 3)
- E. Annotated Bibliographies Due
- F. Group 3's Presentation: No Pity (Chapters 7&8)
- G. Submit Questions for No Pity (Chapters 9&10) to Group 4

Week 8 *March 15, 1999*

- A. Chapter 11: *The Adult Years*
- B. Chapter 14: *Institutions and De-institutionalization*
- C. Video-- "People in Motion."
- D. Group 4's Presentation: No Pity (Chapters 9&10)
- E. Submit Questions for No Pity (Epilogue & Postscript) for Group 5

Week 9 *March 22, 1999*

- A. Chapter 15: *Current and Emerging Issues*
- B. Group 5's Presentation: No Pity (Epilogue & Postscript)
- C. Course Review for Final Exam

Week 10 *March 29, 1999*

- A. Class Presentations On "No Pity" (Chapters 10 & the Epilogue and Postscript)
- B. Notebooks Due
- C. FINAL EXAM

ASSIGNMENT 1: Interview with a Parent of a Child with a Disability: **10%**

- A. Parents are the experts and we need to learn from them. This is your chance to learn from an expert, this is not a counseling session for the parent.
- B. You must state at the beginning of the paper that no real names have been used and the names used in the paper are pseudonyms. No exceptions. Any paper not stating this will be graded zero.
- C. It is recommended that you do not interview a relative.
- D. The four-page typed, double spaced paper should follow this format:
 - 1) A brief description of the parent(s) and the child.
 - 2) The basic content of the interview (what points you covered in summary form).
 - 3) What you learned from the interview.
 - 4) What are the implications for special education, regular education, and/or the adult service system from your interview. This is the heart of your interview.
- E. Points three and four above should be the heart of the interview and take up most of the paper.
- F. To receive full points, papers must clearly display thought and reflection on implications for regular education, special education, and/or the adult service system. Papers that are mere summaries of the interview will be marked down.
- G. We will discuss the interviews on February 15, 1999.

Assignment 2: Interview with a Person with a Disability:**10%**

- A. The interview should be thought of as a learning experience for you rather than a counseling session. The person you interview is the expert on Special Education from the Consumer's point of view. Take some time before the interview to prepare questions that will draw out that experience.
- B. No telephone interviews. However, you do not need to interview the person in isolation. A parent, teacher, friend, etc. may be present if the interviewee is more comfortable with that arrangement.
- C. If the person you interview is under 18 years of age, obtain written permission from both the parent and the school principal. Keep that permission for your records. It is strongly recommended that the person you interview be 18 years or older.
- D. You must state at the beginning of the paper that no real names have been used and that the names used in the paper are pseudonyms. No exceptions. Any paper not stating this will be graded zero.
- E. It is recommended that you do not interview a relative.
- F. Your typed, four-page, double spaced reaction paper should not be a transcript of the interview. It should contain:
 - 1) A description of the person interviewed (age, gender, type of disability, etc.).
 - 2) A description of the interview setting (location, social context, persons present) and how you found the person. One or two sentences.
 - 3) The content of the interview (in summary form).
 - 4) Your personal reaction to the interview.
 - 5) The implications of the interviewees comments for both regular and special education and/or the adult service system. This is the heart of your interview paper.
- G. To receive full points, papers must clearly display thought and reflection on implications for regular education, special education, and/or the adult service system. Papers that are mere summaries of the interview will be marked down.
- H. We will discuss the interviews on March 1, 1999 in class.

Assignment 3: Class Presentation:**20%**

These presentations will be based on the book, No Pity (Shapiro, 1994). There may be 2-3 students per group. Each group will present on two chapters. It will be the group's job to lead a discussion based on the issues brought up within the chapter. The presentation should provide the class with practical information relevant to the topic and can later be used for audiences for disability awareness. So noted, the presenters will need to identify the target population at the beginning of the presentation (For example, college students, high school students, parent groups, Police Department personnel, etc.) To ensure participation, each of the groups not presenting will be required to submit one question per group in regards to the topics discussed in the chapters. Questions should require the presenting group to conduct additional research in areas such as the latest trends/political views, terminology, research educational philosophies, and teaching methods within the field. Materials from research shall be placed in your notebooks for future reference and grading. Each presentation will be graded on the basis of clarity of the presentation, ability to make the presentation interesting to the class, the extent to which the presentation stays within the designated time limit (30 minutes), and the usefulness of the handouts. Points will also be given for questions submitted by the groups not presenting.

Assignment 4: Annotated Bibliographies:**20%**

Students will complete a four item annotated bibliography related to a curricular area covered in class. Two of the articles reviewed must be research articles. The other two may be discussion articles. All four articles must be from professional journals. The articles need to be pre-approved by the instructor. The annotations should provide a critical review of the article, be typed (1-2 pages), and include:

RESEARCH ARTICLES:

- a) Bibliography in APA style
- b) Statement of purpose and rational for the study
- c) Description of participants
- d) Description of setting
- e) Description of target behavior(s)
- f) Intervention / Instructional procedures
- g) Results and Implications
- h) Description of how you would use in your teaching.

DISCUSSION ARTICLES:

- a) Bibliography in APA style
- b) Statement of purpose and rational for the discussion
- c) Description of problem or issue
- d) Description of possible solutions to problem or issue
- e) Description of how you would use in your teaching.

Optional Assignment: Notebooks

Up to 10 points

Notebooks can serve the function of organization of content material supplemental to the course textbook. Because it is the goal of this class to provide each of you with an overview of the field of Mental Retardation, it is hoped that the material collected in class will assist you in your career endeavors. Further, if this supplemental information is organized and accessible for later use, the effort needed to reference the material will be lessened and usage increased. Therefore, notebooks that are turned in on the day of the final to the following specifications will be awarded up to 10 additional points to the overall course grade.

Notebook organization

Table of contents

- A. Group Presentation
- B. Handouts from other Group Presentations
- C. Information on Parents and Families
 - 1. Related Articles
 - 2. Interview with Parent of a child with a disability
- D. Information on Students
 - 1. Related Articles
 - 2. Interview with Student with a disability
- E. Guest Speaker handouts (if any)
- F. Annotated Bibliographies
- G. Inclusion Articles (if any)
- H. References

Midterm and Final Exams:

20% each

These will be short answer questions and situations from the text, class lectures, and articles from class. Examples of the questions and answers will be provided in class before the midterm.

Note: All assignments are due on the dates specified in the course outline. Points will be subtracted (10%) for each week assignments are turned in late.

PRESENTATION EVALUATION

Names _____

Topic: _____

Target Audiences: _____

I. Content and Thoroughness and Clarity:

- Full coverage: When, why, how.
- Demonstrates understanding. 20 points _____
- Relevance to class.
- Creativity/Thought provoking (engaging).

II. Presentation Style:

- Easy to follow (well organized)
- Eye contact, appropriate voice tone 15 points _____
- Spoken versus read.
- Timing (succinct).

III. Class Handouts:

- Organized formats (easy to follow)
- Thorough (when, why, how) 15 points _____
- Includes available information (bibliography)

Notes:

Points: _____