

Characteristics and Etiology of Infants and Young Children with Disabilities

Intellectual Disability

Sample Syllabus

Course Description

This course is designed to help students understand the characteristics, classifications, and prevalence of intellectual disability in infants and young children. Students will gain an understanding of the diagnosis process, including clinical manifestations and assessments used to determine if a child has an intellectual disability. Students will identify services and supports for children with intellectual disability and their families. Students will be able to apply the knowledge they have gained to develop support plans for children with intellectual disability and their family.

Required Text

Batshaw, M. L., Roizen, N. J., & Pellegrino, L. (Eds.). (2019). *Children with disabilities* (8th ed.). Paul H. Brookes.

Course Learning Objectives

As a result of active participation and successful completion of course requirements, students will be able to:

1. Describe the characteristics of, classifications for, and prevalence of intellectual disability.
2. Explain the processes for diagnosis, clinical manifestations, and evaluations for intellectual disability for children.
3. Describe the different services and supports available for children with an intellectual disability and their families.
4. Develop support plans for children with intellectual disabilities and for families with children with intellectual disabilities across home and school settings.

Readings

Koolen, J., van Oorsouw, W., Verharen, L., & Embregts, P. (2019). Support needs of parents with intellectual disabilities: Systematic review on the perceptions of parents and professionals. *Journal of Intellectual Disabilities*, 24(4), 559–583.
<https://doi.org/10.1177/1744629519829965>

Luckasson, R., & Schalock, R. L. (2013). What's at stake in the lives of people with intellectual disability? Part II: Recommendations for naming, defining, diagnosing, classifying, and planning supports. *Intellectual and Developmental Disabilities*, 51(2), 94-101.
<https://doi.org/10.1352/1934-9556-51.2.094>

- McKenzie, K., Paxton, D., Murray, G., Milanesi, P., & Murray, A. L. (2012). The evaluation of a screening tool for children with an intellectual disability: The child and adolescent intellectual disability screening questionnaire. *Research in Developmental Disabilities*, 33(4), 1068–1075. <https://doi.org/10.1016/j.ridd.2012.01.015>
- Schalock, R. L., & Luckasson, R. (2013). What's at stake in the lives of people with intellectual disability? Part I: The power of naming, defining, diagnosing, classifying, and planning supports. *Intellectual and Developmental Disabilities*, 51(2), 86-93. <https://doi.org/10.1352/1934-9556-51.2.086>
- Schalock, R. L., & Luckasson, R. (2015). A systematic approach to subgroup classification in intellectual disability. *Intellectual and Developmental Disabilities*, 53(5), 358-366. <https://doi.org/10.1352/1934-9556-53.5.358>
- Schalock, R. L., Luckasson, R., & Tasse, M. J. (2021). An overview of intellectual disability: Definition, diagnosis, classification, and systems of support (12th ed.) *American Journal of Intellectual and Developmental Disabilities*, 126(6), 439-442. <https://doi.org/10.1352/1944-7558-126.6.439>
- Schalock, R. L., Luckasson, R., & Tasse, M. J. (2021). Ongoing transformation in the field of intellectual and developmental disabilities: Taking action for future progress. *Intellectual and Developmental Disabilities*, 59(5), 380-391. <https://doi.org/10.1352/1934-9556-59.5.380>
- Schalock, R. L., Luckasson, R., Tasse, M. J., & Verdugo, M. A. (2018). A holistic theoretical approach to intellectual disabilities: Going beyond the four current perspectives. *Intellectual and Developmental Disabilities*, 56(2), 79-89. <https://doi.org/10.1352/1934-9556056.2.79>
- Tasse, M. J., Luckasson, R., & Schalock, R. L. (2016). The relation between intellectual functioning and adaptive behavior in the diagnosis of intellectual disability. *Intellectual and Developmental Disabilities*, 54(6), 381-390. <https://doi.org/10.1352/1934-9556-54.6.381>
- Travis, R., & Sturmey, P. (2008). A review of behavioral interventions for psychotic verbal behavior in people with intellectual disabilities. *Journal of Mental Health Research in Intellectual Disabilities*, 1(1), 19–33. <https://doi.org/10.1080/19315860701686963>
- Turnbull, A. P., Turnbull, R. H., Francis, G. L., Burke, M., Kyzar, K., Haines, S. J., Gershwin, T., Shepherd, K. G., Holdren, N., & Singer, G. H. S. (2021). *Families and professionals: Trusting partnerships in general and special education* (8th ed.). Pearson.

Accommodations

Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990 require the institution to provide academic adjustments or accommodations for students with documented disabilities. Students seeking academic adjustments or accommodations must self-identify with the Coordinator of Services for Students with Disabilities on the appropriate campus.

Attendance

Since many of the classes involve activities, videotapes, discussion, etc., regular attendance is vital to gain maximum benefit. Because this is a 15-week course, each class member needs to make every effort to attend each class. Anyone who misses more than one class will lose 5 points for each class missed after the first absence. Significant tardiness or early departure beyond 15 minutes will count as an absence. If you know ahead of time you will not be in class, please contact the instructor the day before the class.

Communicating with the Instructor

All correspondence from the instructor to the students by way of announcements, updates, assignments, and so forth, will be communicated via school email or online learning management system if not verbally in class. It is the student's responsibility to ensure their university e-mail is correct. Failure to do so may result in missing important information that could negatively impact your grade. Please be mindful of professionalism.

Course Outline

The following schedule is subject to change. For any course syllabi posted prior to the beginning of the semester, the course instructor reserves the right to make changes prior to or during the semester. The course instructor will notify students, via e-mail or verbal announcements when changes are made in the requirements and/or grading of this course. ***The course instructor reserves the right to revise the schedule/assignments if needed.***

Course Schedule

Week	Topic	Reading	Activities
1	Defining prevalence and etiology of intellectual disability	Batshaw et al., 2019, pp.249-253 Schalock et al., 2021	<ul style="list-style-type: none"> • Discussion Prompt: Discuss how intellectual disability is defined and why adaptive functioning is a component of the diagnosis.
2	Classifications of intellectual disability	Schalock et al., 2015 Schalock et al., 2018	<ul style="list-style-type: none"> • Discussion Prompt: Compare and contrast the four (4) current perspectives described in the article. Describe the classifications of intellectual disability. Choose one (1) classification and describe the functional implications of the classification.
3	Transformation of terminology and functional/holistic approach to intellectual disability (Asynchronous)	Schalock et al., 2021 Video: Intellectual Disability: Definition, Diagnosis, Classification, and Systems of Supports, 12th Edition	<ul style="list-style-type: none"> • Assignment 1
4	Defining global delay: Evaluation of intellectual disability	Batshaw et al., 2019, pp. 254-257 Tasse et al., 2016	<ul style="list-style-type: none"> • Discussion Prompt: Discuss your perspective on the relationship between adaptive behavior and intellectual functioning.
5	Defining global delay: Identifying common concerns and evaluation process	Luckasson & Schalock, 2013 Schalock & Luckasson, 2013	<ul style="list-style-type: none"> • Discussion Prompt: Discuss the evaluation process for a child suspected of having an intellectual disability and how practitioners can partner with families through the process.

Week	Topic	Reading	Activities
6	Defining and classifying intellectual disability; prevalence of intellectual disabilities; defining global delay; evaluation process: referral to diagnosis (Asynchronous)	Video: Pediatric Grand Rounds: Intellectual Disabilities	<ul style="list-style-type: none"> • Assignment 2
7	Identifying education, leisure, and behavior needs of children with ID; Identifying treatment and medication options for children with ID	McKenzie et al., 2012 Travis & Sturmey, 2008 CAIDS-Q; Video: How much do you know about intellectual disabilities?	<ul style="list-style-type: none"> • Discussion Prompt: Discuss the CAIDS-Q. Identify any questions or concerns you have about the CAIDS-Q or how it is administered. •
8	Supporting the family of a child with ID	Koolen et al., 2019 Turnbull et al., 2021, Part 1 Video: Parents of children with special needs have needs, too Video: 3 things I learned from my intellectually disabled son	<ul style="list-style-type: none"> • Assignment 3
9	Family Quality of Life	Beach Center Family Quality of Life Conversation Guide	<ul style="list-style-type: none"> • Assignment 4
10	Developing a plan of support for a child with ID	Video: Finding where you belong: A story of disability and education	<ul style="list-style-type: none"> • In-Class Activity: Develop a plan of support for a child with ID in the school setting. Include ways to include the child in the development of the plan.

Week	Topic	Reading	Activities
11	Developing a plan of support for the family of a child with ID	Turnbull et al., 2021, Part 3 Video: We cannot ignore and exclude those with special needs	<ul style="list-style-type: none"> • In-Class Activity: Identify key traits of partnering with families and brainstorm ways to work through possible challenges in the partnership.
12	Developing plans of support		<ul style="list-style-type: none"> • Assignment 5
13	Case Study - Home		<ul style="list-style-type: none"> • Case Study - Home
14	Case Study - School		<ul style="list-style-type: none"> • Case Study - School
15	Group presentations		<ul style="list-style-type: none"> • Final assignment: presentation

Instructions for Assignments

1. **Assignment 1:** Participants will write a 1-2 page reflection on the transformation of the intellectual disability field and include how this transformation will change their current practice.
2. **Assignment 2:** Participants will write a 1-2 page reflection on the video. Discuss how Jesse's identification and evaluation story follow the evaluation process described in class. Reflect on the provider's communication with the family and the family's response.
3. **Assignment 3:** After reviewing the two videos of parent perspectives, participants will write a 1-page journal reflection of their reaction to the two videos.
4. **Assignment 4:** Participants will select a family with a young child (preferably a young child with a disability) and conduct the *Family Quality of Life Conversation Guide*. After conducting their interview, the participant will write a 2-page summary that includes: a brief introduction to the family interviewed, summary of the assessment, what they learned about the family, what they learned about the process of conducting and interview with the *Family Quality of Life Conversation Guide*, and a critique of what they would do differently in the future.
5. **Assignment 5:** Using the *Family Quality of Life Conversation Guide* completed in Assignment 3, participants will create a plan of support for a child with ID and their family. The plan should include 2 goals for the child, 2 goals for the family, a list of 5 people the child and family can turn to for support, and a list of 3 community resources to support the child's and family's goals.
6. **Case Study - Home:** In small groups, the participants will read their case study and accompanying materials, develop a plan of support for the child and family in their home environment.
7. **Case Study - School:** In small groups, the students will read their case study and accompanying materials, develop a plan of support for the child in the school environment, and include a plan for family partnership.
8. **Group Presentation:** Participants will have 10-15 minutes to present their group plan of support for the school and home environment (based on Case Study – Home and Case Study – School.)

Course Grading

Assignments are due by 11:59pm on the indicated date. Late assignments without previous written approval of the instructor will incur a 50% penalty for the first time and lose all points beyond. This instructor and learners are required to adhere to the University's Academic Integrity policy. Any plagiarism will not be tolerated and referred to the Academic Integrity Office. The learner will be given an "F" in the course and be recommended to the Student Conduct Office.

Learners will be evaluated based upon the assignments described below. The plus/minus grading system and scale is as follows:

Letter Grade	Grade Range
A	93 and above
A-	90-92
B+	88-89
B	83-87
B-	80-82
C+	78-79
C	73-77
C-	70-72
D	60-69
F	59 and below

Component	Weight for final grade
Participations and Discussions	10%
Assignments (5)	30%
Case Study (2)	30%
Final Assignment	30%

Resources

Websites: Provide information and resources that relate to the competency area and topics.

- **American Association on Intellectual and Developmental Disabilities (AAIDD): Educational Videos**
- **The Arc**
- **Birth to 5: Watch me Thrive!**
- **Bright Futures**
- **Center for Parent Information & Resources: Intellectual Disability**
- **CDC: Developmental Disabilities**
- **CDC: Learn the Signs. Act Early**
- **CDC: Watch me! Celebrating milestones and sharing concerns**
- **Community of Practice for supporting families with IDD**

- The Early Childhood Personnel Center (ECPC): Video library
- NIH: Eunice Kennedy Shriver National Institute of Child Health and Human Development
- Special Olympics: Center for Inclusive Health:
<https://inclusivehealth.specialolympics.org/approach/what-is-intellectual-disability>What is intellectual disability?

Learning Modules

- IRIS: Inclusion of students with significant cognitive disabilities: Supports in the general education classroom
- MHDD Center: Intellectual Disability 101

Journals in EI/ECSE

Below are examples of journals that publish topics about intellectual disabilities and EI/ECSE. Faculty may want to explain how to use articles to support practice and to examine current research. Clarify the difference between practitioner-based journals and research-based journals.

- | | |
|---|--|
| • <i>Exceptional Parent Magazine</i> | • <i>Journal of Special Education Technology</i> |
| • <i>Infants and Young Children</i> | • <i>Rural Special Education Quarterly</i> |
| • <i>International Journal of Early Childhood Special Education</i> | • <i>Teaching Exceptional Children</i> |
| • <i>Intervention in School and Clinic</i> | • <i>Topics in Early Childhood Special Education</i> |
| • <i>Journal of Early Hearing Detection and Intervention</i> | • <i>Young Children</i> |
| • <i>Journal of Early Intervention</i> | • <i>Young Exceptional Children</i> |
| • <i>Journal of Pediatrics</i> | |

This is a product of the Early Childhood Intervention Doctoral Consortium (ECiDC), a project of the [A.J. Pappanikou Center for Excellence in Developmental Disabilities](#) at [UConn Health](#). The Center is funded through cooperative agreement number H325H190004 from the [Office of Special Education Programs](#), U.S. Department of Education. Materials and opinions expressed herein do not necessarily represent the Department of Education's position or policy.