Mayville State University

SPED 382, Intellectual Disabilities

Fall, 2025
3 Semester Hours

Course and Instructor Information

Instructor Name: Cortney Shuley

Contact Information:

Office: 116 P

Email: cortney.e.shuley.2@mayvillestate.edu

Work phone: (701) 788-4685

Hours of Availability:

Monday, Wednesday and Friday: Available by email and/or appointment. Happy to Zoom if needed.

Tuesday and Thursday: Available by email and/or appointment. Happy to Zoom if needed.
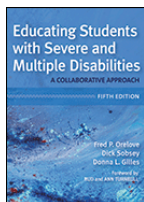
Office Hours Meeting Link: https://mayvillestate.zoom.us/j/5054126929

Instructional Mode: Online asynchronous.

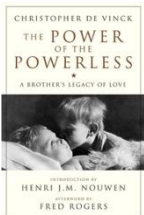**Course Dates:** August 25th – October 19th.

Time Zone: All times indicated throughout this syllabus reflect Central Time (CT).
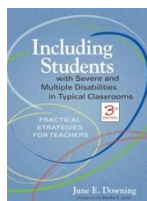
Course Materials and Technologies

Required

- Orelove F. P., Sobsey D., Gilles D. (2017) Educating Students with Severe and Multiple Disabilities, 5th Edition. Brookes Publishing ISBN: 978-1-59857-654-2 (Also available through IA)

- De Vinck, C. (1995). The Power of the Powerless. Grand Rapids, MI: Zondervan.

- North Dakota Department of Public Instruction. (2013). Guidelines: Intellectual disabilities in Educational Settings. (available as a download on Blackboard).

Recommended

- Downing, J. (2008) Including Students with Severe and Multiple Disabilities in Typical Classrooms. Brookes Publishing. ISBN: 978-1-55766-908-7 (Not required).

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Use of Artificial Intelligence in this Course

You may use AI programs (e.g., ChatGPT) to help generate ideas and brainstorm for certain activities and specific assignments in this course as indicated by the instructor. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. Using them may also stifle your own independent thinking and creativity. Material generated by an AI program should be cited like any other reference material (with consideration of the quality of the reference, which may be poor).

Activities and assignments that have been indicated in the course as AI-appropriate will be presented and coincide with significant guidelines on their implementation throughout the duration of the course. Instructional Strategies.

Course Description

This course is designed to focus on the characteristics of and researched strategies for teaching children, youth and young adults with intellectual disabilities (also known as developmental or cognitive disabilities). Areas of study include terminology and etiological factors, legal parameters, assessment techniques, influence of cultural variables, current issues, and effective methods and materials of instruction.
Pre-/Co-requisites: SPED 389. Corequisite: SPED 383 (for special education majors only).

Course Objectives

To successfully complete this course, the learner will be expected to meet the following objectives, as aligned to Special Education Program Approval Standards through North Dakota's Education Standards and Practices Board (ND ESPB):

- Students will be able to define and explain key terms etiological factors related to intellectual disabilities (InTASC 4,8 CEC 4,5)
- Students will examine and interpret the legal frameworks and policies that impact the education of individuals with intellectual disabilities (InTASC 4,9 CEC 1,7)
- Students will learn and apply various assessment techniques to identify and support the education needs of children, youth, and young adults with intellectual disabilities (InTASC 2,6 CEC 4,5)
- Students will assess how cultural variable influence the education and development of individuals with intellectual disabilities (InTASC 2, 9 CEC 1,7)
- Students will identify and discuss current issues and trends in the field of intellectual disabilities (InTASC 4,10 CEC 1,7)
- Students will develop and implement effective instructional strategies and materials tailored to the needs of individuals with intellectual disabilities (InTASC 2,8 CEC 5,6)

See specific standards alignment at the end of the syllabus

Course Expectations

- APA Format (American Psychological Association). Any papers that include research references must include internal notes and a working bibliography in APA format. The APA Formatting and Style Guide: http://owl.english.purdue.edu/owl/resource/560/01. Students are accountable for all academic communications sent to their Mayville State University email address.

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- Writing Expectations: Being able to express one's thoughts in a clear and well thought out manner is held in high regard in this course. Individuals considering positions in education must be able to convey information and ideas verbally as well as in writing. Education is a profession, and professionals must be able to write well. It is suggested that students have their work proofread by a reliable person or that they access The Writing Center for assistance with their writing.

Instructor/Student Communication

- I expect full communication between students and myself; all email communication will happen via your Mayville State University email.
- I answer all emails and phone calls within 48 hours of receiving them.

Assignments and Assessments

The course is fully laid out in detail on Blackboard, and you'll have access to all materials starting on day one. This is done intentionally to help you plan ahead for your academic workload, family commitments, and professional responsibilities throughout the school year.

Having full access from the start also encourages working ahead rather than working to "catch up." If you choose to complete a forum post before its scheduled week, that's perfectly fine, just be sure to revisit the forum during the assigned week so you can read and respond to your peers' contributions meaningfully.

Below are the weekly topics, assignments, and due dates. All of this information is also detailed on Blackboard.

Week	Topics
Week 1	- Introductions - Introduction to Intellectual Disabilities in Education Contexts
Week 2	Instructional Planning and Legal Foundations in Assessment for Students with Intellectual Disabilities
Week 3	Assessment and Instructional Planning for Students with Intellectual Disabilities
Week 4	Applied Assessment and Instructional Design for Students with Intellectual Disabilities
Week 5	Culturally Responsive Assessment and Instruction for Adaptive Behavior and Life Skills
Week 6	Functional Life Skills Instruction and IEP Development for Students with Intellectual Disabilities
Week 7	Comprehensive Educational Planning and Advocacy for Students with Intellectual Disabilities
Week 8	Transition Planning and Legal Documentation for Students with Intellectual Disabilities

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Evaluation and Grading

The goal for evaluation is to assess if students gained the knowledge, skills, and dispositions that will result in increased competence in special needs in an inclusive environment. At the end of the eight-weeks, do not ask me to "bump" your grade. There are several assignments throughout the eight-weeks. Take your time, ask questions and submit your work.

Grading Policies

- Late work drops 1 point per day after the due date. Late work is determined by the Blackboard Dropbox.
- Please do not email your work; instead, Dropbox it on Blackboard. If you have difficulty submitting it, please let me know by email or phone.
- Please plan and do not wait until the last minute to hand in assignments. Each assignment is given sufficient time for completion, and it is up to you to take advantage of this allotted time. All assignments and expectations are accessible starting day one of the course.
- Discussion Boards cannot be made up if missed. Review due dates and make plans accordingly.

Attendance/Participation Policies

- You are expected to review the course in its entirety and make yourself aware of the due dates and assignments. Please always ask if you have questions.
- Starfish is used to flag all assignments that are late or have not been submitted.

Grading Scale

94-100 = A, 87- 93 = B, 80-86 = C, 72-79 = D, < 72 = F

Breakdown of Grades

Assignments & Assessments- All directions are listed within Blackboard under the Documents and Information Panel.	
Assignment	Points
Introductions (Enrollment Verification Assignment)	10
Lesson 1 Assignment	20
Video Clip Reflection	5
Lesson 2 Assignment	30
Permission to Assess	5
Lesson 3 Assignment	15
PLAAF Assignment	20
Lesson 4 Assignment	30
Task Analysis Chart	5
Chapter 9 Reflection Discussion Board	5
Complete Systematic Observation-Adaptative Behavior	5
Self-Care Lesson Plan	8
School/Home Living Lesson Plan	8

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Power of the Powerless Matrix	100
Community Lesson Plan	8
IEP Template/Kevin Goals	10
Lesson 7 Assignment	40
Health & Safety Lesson Plan	8
Vineland Rating Form	10
Complete IEP	10
ID Program Plan	50
Tienet Documents	50
Total	**452**

Activity	No. of Occurrences	Points Possible	Percent of Total Grade
Weekly Assignments	5	135	29.9%
Major Assignments: • ID Program Plan • Power of the Powerless Matrix • Vineland	1	50 100 10	35.4%
Discussion Forum posts & responses	3	20	4.4%
Lesson Plans and Reflections	9	77	17%
Compete IEP	1	10	2.2%
Tienet Documents	1	50	11.1%
Total Points		**452**	

Enrollment Verification

Discussion Introduction (Attendance Verification Assignment) due Thursday, August 28th at 11:59 pm.

Online Course Statement

The U.S. Department of Education requires instructors of online courses to provide an activity which will validate student enrollment in this course. The only way to verify that a student has been in this course is if he, she, or they perform an action in the LMS, such as completing an assignment or taking a quiz. Logging into the LMS is **NOT** considered active course participation. Please complete the designated enrollment verification activity by the date indicated. If it is not complete your enrollment in this course will be at risk.

Proctor Notification

No proctors are required for this course.

Late Arrivals

Work with the professor to ensure all information is understood and the student is kept informed about the course's current and past events. All assignments are expected to be completed.

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Important Student Information

In the Announcements section of the Blackboard Institution Page, you can view and download the Important Student Information document for the current academic year. It includes information about:

- ✓ Land Acknowledgement Statement
- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ NetTutor - Online Tutoring Program
- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Student Learning Outcomes / Essential Learning Outcomes
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement (Title IX)

Course Timeline/Schedule

Assignments & Assessments- All directions are listed within Blackboard under the Documents and Information Panel.		
Week	**Assignment**	**Due Date**
Week 1	Introductions (Enrollment Verification Assignment)	8/28/25
	Thoughts and Ideas after Watching Video Clips	8/31/25
	Lesson 1 Assignment	8/31/25
	Placement Survey	8/31/25
Week 2	Lesson 2 Assignment	9/7/25
Week 3	Lesson 3 Assignment	9/14/25
	PLAAF Dropbox	9/14/25
	Permission to Assess	9/14/25
Week 4	Chapter 9 Reflection Questions	9/21/25
	Task Analysis Chart	9/21/25
	Lesson 4 Assignment	9/21/25
Week 5	Self-Care Lesson Plan	9/28/25
	School/Home Living Lesson Plan	9/28/25
	Systematic Observation-Adaptive Behavior	9/28/25
	Power of the Powerless Matrix	9/28/25
Week 6	Community Use Lesson Plan	10/5/25
	IEP Template/Kevin Goals	10/5/25
Week 7	Lesson 7 Assignment	10/12/25
	Health & Safety Lesson Plan	10/12/25
	Vineland Rating Form	10/12/25
	Vineland Dropbox	10/12/25
	Complete IEP	10/12/25

	Complete Technology Assignment	10/12/25
	ID Program Plan	10/12/25
Week 8	Tienet Documents	10/19/25

Continuity of Academic Instruction for a Pandemic or Emergency

The health and safety of our students, staff, and faculty is our top priority. Mayville State University is committed to continuing face-to-face instruction for on campus courses each semester while minimizing exposure risk and promoting health and safety for students, faculty, and staff.

If a significant health or safety event necessitates a change in course format, plans for remote options for this course include Zoom meetings for class, and courses will continue as planned in Blackboard.

Conceptual Framework (Required for EDUC/EC Block courses and Professional Education Core courses.)

Teacher Education courses are based upon the Conceptual Framework: Reflective Experiential Teacher. See the document 'Conceptual Framework' provided in the course shell.

Interstate Teacher Assessment and Support Consortium (INTASC) Standards – Teacher Education

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learning to meet high standards.
Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learnings to assure mastery of the content.
Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learners' progress, and to guide the teacher's and learner's decision making.
Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content aeras and their connections, and to build skills to apply knowledge in meaningful ways.
Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community) and adapts practice to meet the needs of each learner.
Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Council for Exceptional Children (CEC) Standards Council for Exception Children (CEC)/ND ESPB Special Education Program Approval Standards

Standard 1: Engaging in Professional Learning and Practice within Ethical Guidelines: Candidates practice within ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic diversity; and engage in ongoing self-reflection to design and implement professional learning activities.

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Standard 4: Using Assessment to Understand the Learner and the Learning Environment for Data-based Decision Making: Candidates assess student's learning, behavior, and the classroom environment in order to evaluate and support classroom and school-based problem-solving systems of intervention and instruction. Candidates evaluate students to determine their strengths and needs, contribute to students' eligibility determination, communicate students' progress, inform short and long-term instructional planning, and make ongoing adjustments to instruction using technology as appropriate.

Standard 5: Supporting Learning Using Effective Instruction: Candidates use knowledge of individual's' development, learning needs, and assessment data to inform decisions about effective instruction. Candidates use explicit instructional strategies and employ strategies to promote active engagement and increased motivation to individualize instruction to support each individual. Candidates use whole group instruction, flexible grouping, small group instruction, and individual instruction. Candidates teach individuals to use meta-/cognitive strategies to support and self-regulate learning.

Standard 6: Supporting Social, Emotional, and Behavioral Growth: Candidates create and contribute to safe, respectful, and productive learning environments for individuals with exceptionalities through the use of effective routines and procedures and use a range of preventative and responsive practices to support social, emotional and educational well-being. They follow ethical and legal guidelines and work collaboratively with families and other professionals to conduct behavioral assessments for intervention and program development.

Standard 7: Collaborating with Team Members: Candidates apply team processes and communication strategies to collaborate in a culturally responsive manner with families, paraprofessionals, and other professionals within the school, other educational settings, and community to plan programs and access services for individuals with exceptionalities and their families.

Program Student Learning Outcomes (SLOs) Addressed in This Course

As part of Mayville State's effort to demonstrate continuous improvement in achieving student learning outcomes, this course will address the following SLOs:

- **Introduce/Reinforces SLO #1:** Students understand diversity in learning and developmental possesses and create supportive and safe learning environments for students to thrive.
- **Introduce/Reinforces SLO #4:** Students will take responsibility for student learning, collaborative relationships, their own professional growth, and the advancement of the profession.

The following SLOs/Professional Standards will be mastered in this course:

SLOs/Professional Standards	Mastery Assignment
SLO #1	ID Program Plan
SLO #4	Power of the Powerless Matrix – Book Study

Instructional Strategies

Instructional Strategies used in this course include:

- Simulation
- Cooperative Learning
- Demonstration
- Online Tutorial

- Groupwork
- Questioning
- Reflection
- Inquiry
- Literacy-based lessons
- Interactive Lecture
- Multimedia
- Project Approach

Learning Experiences

- Academic Research Writing
- Formal Presentations
- Discussion
- Online Learning
- Critical Analysis
- Modeling
- Guided Practice
- Data Interpretation
- Decision Making
- Group Collaboration
- Exam construction & completion
- Active Participation

Late Arrivals

Work with the professor to ensure all information is understood and the student is kept informed about the course's current and past events. All assignments are expected to be completed.

References / Bibliography

Council of Chief State School Officers. (2013). Interstate teacher assessment and support consortium InTASC: *Model Core Teaching Standards and Learning Progressions for Teachers 1.0: A Resource for Ongoing Teacher Development*. Washington, DC: Author.

Mayville State University (2013). "Student Handbook/Student Code of Conduct". Retrieved from http://www.mayvillestate.edu/about-msu/more-info/reports-policies/.

DiLeo, D. (2007). *Raymond's room: Ending the segregation of people with disabilities*. St. Augustine, FL: Training Resource Network.

Grandin, T., & Attwood, T. (2012). *Different--not less: Inspiring stories of achievement and successful employment from adults with autism, Asperger's, and ADHD.* Arlington, TX: Future Horizons Inc.

Johnson, M. (2006). *Disability awareness - do it right!: Your all-in-one how-to guide: Tips, techniques, & handouts for a successful awareness day from the Ragged edge online community*. Louisville, KY: Advocado Press.

Leicester, M. (2007). *Special stories for disability awareness: Stories and activities for teachers, parents, and professionals*. Philadelphia, PA: Jessica Kingsley Publishers.

Mooney, J. (2007). *The short bus: A journey beyond normal*. New York: Henry Holt.

Moore, G., Littlewood, K., & Wilson, J. (2012). *Catherine's story*. London: Frances Lincoln Children's Books.

Robertson, D. (1992). Portraying persons with disabilities. An annotated bibliography of fiction for children and teenagers. New Providence, NJ: R.R. Bowker.

Shakespeare, T. (2006). *Disability rights and wrongs*. New York: Routledge.

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ESPB Program Approval Standards

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Standards Alignment (Special Education Program Approval Standards-ND ESPB):
- Initial Preparation Standard 1: Engaging in Professional Learning and Practice within Ethical Guidelines: Candidates practice within ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic diversity; and engage in ongoing self-reflection to design and implement professional learning activities.
- Initial Preparation Standard 2: Understanding and Addressing Each Individual's Developmental and Learning Needs: Candidates use their understanding of human growth and development, the multiple influences on development, individual differences, diversity, including exceptionalities, and families and communities to plan and implement inclusive learning environments and experiences that provide individuals with exceptionalities high quality learning experiences reflective of each individual's strengths and needs.
- Initial Preparation Standard 3: Demonstrating Subject Matter Content and Specialized Curricular Knowledge: Candidates apply their understanding of the academic subject matter content of the general curriculum and specialized curricula to inform their programmatic and instructional decisions for learners with exceptionalities.
- Initial Preparation Standard 4: Using Assessment to Understand the Learner and the Learning Environment for Databased Decision Making: Candidates assess students' learning, behavior, and the classroom environment in order to evaluate and support classroom and school-based problem-solving systems of intervention and instruction. Candidates evaluate students to determine their strengths and needs, contribute to students' eligibility determination, communicate students' progress, inform short and long-term instructional planning, and make ongoing adjustments to instruction using technology as appropriate.
- Initial Preparation Standard 5: Supporting Learning Using Effective Instruction: Candidates use knowledge of individuals' development, learning needs, and assessment data to inform decisions about effective instruction. Candidates use explicit instructional strategies and employ strategies to promote active engagement and increased motivation to individualize instruction to support each individual. Candidates use whole group instruction, flexible

grouping, small group instruction, and individual instruction. Candidates teach individuals to use meta-/cognitive strategies to support and self-regulate learning.

- Initial Preparation Standard 6: Supporting Social, Emotional, and Behavioral Growth: Candidates create and contribute to safe, respectful, and productive learning environments for individuals with exceptionalities through the use of effective routines and procedures and use a range of preventive and responsive practices to support social, emotional and educational well-being. They follow ethical and legal guidelines and work collaboratively with families and other professionals to conduct behavioral assessments for intervention and program development.