

Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.

COURSE SYLLABUS

EDSP 370

INTERVENTION FOR STUDENTS WITH INTELLECTUAL DISABILITIES

COURSE DESCRIPTION

This course is a study of the characteristics of children and adolescents with intellectual disabilities (ID). Interventions for working with the individuals in schools, church and community settings will be addressed as well as preparing adolescents who are ID for transition into adulthood.

RATIONALE

Special education is an area that is continuing to expand and change in many ways. It is of utmost importance that classroom and special education teachers focusing on teaching those diagnosed as having intellectual disabilities stay as current as possible on these changes, many of which will have a direct impact on how they will meet the needs of the students with disabilities they will serve. Specifically, the needs of children with intellectual disabilities lie in the areas of general academics, social and life skills, and vocational and community integration planning.

I. PREREQUISITE

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

II. REQUIRED RESOURCE PURCHASE

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

III. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Blackboard [recommended browsers](#)
- D. Microsoft Office

IV. MEASURABLE LEARNING OUTCOMES

Upon successful completion of this course, the student will be able to:

- A. Identify various characteristics attributed to individuals diagnosed with intellectual disabilities.
- B. Assess current trends on populations served, forms of service delivery and supports, and influence of legal issues to this constituency.

- C. Develop documents required in the special education classroom.
- D. Relate federal law concerning how students with special needs are provided service to the major approaches to services endorsed by those laws.
- E. Identify what constitutes “Best” and “Evidenced-Based” practices and explain why they are so important to special education
- F. Identify major learning theories and explain the practical applications of each that can be used in classrooms
- G. Analyze how one’s Biblical worldview relates to special education practice.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and presentations
- B. Course Requirements Checklist

After reading the Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.

- C. Discussion Board Forums (4)

Discussion boards are collaborative learning experiences. Therefore, the candidate will submit a thread in response to the instructor’s prompt provided in each Discussion Board Forum. The candidate will then substantially reply to at least 2 other candidates’ threads. The thread must be at least 400 words, and each reply must be at least 250 words.

For each thread, the student must support his/her assertions with at least 1 scholarly citation in APA format. Each reply must incorporate at least 1 scholarly citation in APA format. Any sources cited must have been published within the last five years. Acceptable sources include the text book, the Bible, educational journals, and reputable websites. (MLO: B, C, D, E, F)

- D. Essay on Intellectual Disabilities

The candidate will write an essay defining the subtypes of intellectual disability (ID) and the characteristics of each to include cognitive processing, academic skills, and social skills. The essay should be 2 pages in length and incorporate at least 3 citations. The description of the subtypes of ID should be followed by a one page reflection stating the candidate’s personal philosophy on how individuals with intellectual disabilities should be viewed/treated, including how this is guided by faith and including Biblical references. The paper must follow APA guidelines with a title page, source citations and a reference page. (MLO: A, G)

E. Journal Article Review

The candidate will review 1 article (published within the last 5 years) on current trends in education concerning intellectual disabilities (ID). A 2-page, double-spaced paper following APA guidelines will be submitted. The first page will contain a summary of the article. The second page will contain the candidate's reflection on the content of the article to include alignment with his/her personal philosophy on how individuals with ID should be viewed/treated and a Biblical world view. (MLO: B, E, G)

F. Video Case (2)

The candidate will watch a video related to the assigned reading and respond to accompanying questions. Responses should be at least 250 words, double spaced and in short essay form. (MLO: B, E)

G. Lesson Plans (2)

The candidate will complete 2 lesson plans for an individual or individuals with ID. The template provided in this course must be used for this assignment. (MLO:A, C, E)

H. Individualized Educational Plan (IEP)

The candidate will produce an Individualized Educational Plan addressing a specific, case-based student's educational and behavioral needs. This assignment builds on itself as new components are introduced. (MLO: A, B, C, D)

- Phase 1
Candidates will complete the following components of the IEP:
Notice
Cover Page
Factors
Present Level of Performance (PLOP)
Diploma Status
- Phase 2
Candidates will revise IEP 1 based on instructor comments and complete the following additional components:
Goals
Objectives
Accommodations/Modifications
Participation in State Accountability and Assessment System
- Phase 3
Candidates will revise IEP II based on instructor comments and complete the following additional components:
Least Restrictive Environment (LRE)
Transition
Extended School Year (ESY)
Parent Consent

I. Individualized Transition Plan (ITP)

The candidate will produce an Individualized Transition Plan addressing a student's specific, case-based, post-educational planning needs (life skills, vocational skills, community skills, and academic needs). (MLO: A, B, C, D)

J. Tests (3)

The candidate will complete 3 tests throughout the course. The tests are open-book/open-notes and are timed. Each test contains 20 multiple-choice questions and 2 short answer/essay questions with a time limit of 60 minutes. The instructor reserves the right to penalize candidates who go over the allotted time limit when taking each exam. (MLO: A, B, C, D, E, F)

VI. COURSE GRADING AND POLICIES

A. Points

Course Requirement Checklist	10
Discussion Board Forums (4 at 40 pts ea)	160
Essay on Intellectual Disabilities	80
Video Case (2 at 40 pts. ea)	80
Journal Article Review	80
Lesson Plans (2 at 75 pts ea)	150
Individualized Educational Plan	
Phase 1	75
Phase 2	75
Phase 3	100
Individualized Transition Plan (ITP)	50
Test 1	50
Test 2	50
Test 3	50
Total	1010

B. Scale

A = 900–1010 B = 800–899 C = 700–799 D = 600–699 F = 0–599

C. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Accommodation Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at equityandcompliance@liberty.edu. Click to see a full copy of Liberty's [Discrimination, Harassment, and Sexual Misconduct Policy](#) or the [Student Disability Grievance Policy and Procedures](#).

COURSE SCHEDULE

EDSP 370

Textbooks: Boyle & Scanlon, *Methods & Strategies for Teaching Students with High Incidence Disabilities* (2019).

WEEK/ MODULE	READING & STUDY	ASSIGNMENTS	POINTS
1	Boyle & Scanlon: ch. 1 3 presentations	Course Requirements Checklist	10
		Advising Guide Acknowledgement	0
		Introduction/Welcome DB	0
		Discussion Board Forum 1	40
		Essay on Intellectual Disabilities (ID)	80
2	Boyle & Scanlon: ch. 4 2 presentations	Discussion Board Forum 2	40
		Journal Article Review	80
3	Boyle & Scanlon: chs. 2, 3– 3.4 3 presentations	Individualized Education Plan – Phase 1	75
		Test 1	50
4	Boyle & Scanlon: chs. 5, 8 3 presentations	Lesson Plan 1 (Academic)	75
		Chapter 8 Video Case	40
5	Boyle & Scanlon: chs. 6–7 2 presentations 1 article	Discussion Board Forum 3	40
		Individualized Education Plan – Phase 2	75
		Test 2	50
6	Boyle & Scanlon: ch. 9 2 presentations	Lesson Plan 2 (Functional)	75
		Chapter 9 Video Case	40
7	Boyle & Scanlon: chs. 3.5 – 3..8, 10 2 presentations	Discussion Board Forum 4	40
		Individualized Transition Plan	50
8	Boyle & Scanlon: chs. 11–12 2 presentations	Individualized Education Plan – Phase 3	100
		Test 3	50
TOTAL			1010

DB= Discussion Board

NOTE: Each course week (except week 1) begins on Tuesday morning at 12:00 a.m. (ET) and ends on Monday night at 11:59 p.m. (ET). The final week ends at 11:59 p.m. (ET) on **Friday**.