

The Strengths of the Intellectually Disabled

EDUO 9410

1 Semester Credit/Unit

Instructor – Ryan Pickett

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Note: This is a Public syllabus of the course. For a full detailed syllabus please email the instructor.

Course Overview

Welcome to **EDUO 9410 The Strengths of the Intellectually Disabled**. This class was created by Dominican University of California in conjunction with Educational Development and Services as part of a six course series entitled **Strength-Based Teaching and Learning**. Just as we celebrate diversity in nature and cultures, so too do we need to honor the diversity of students who learn, think, and behave differently. This series is designed to help teachers and schools embrace the strengths of such neurodiverse students in order to help them thrive in school and beyond. The content learned in the class, *The Strengths of the Intellectually Disabled*, will afford you the knowledge necessary to emphasize the strengths of the Intellectually Disabled students in your classroom while continuing to provide support and encouragement in the needed areas. By meeting the requirements of this class, participating teachers will earn one semester unit of graduate level extension credit from Dominican University of California, a fully accredited university.

The other five courses in the series are:

- **EDUO 9406 Neurodiversity in the classroom**
- **EDUO 9407 The Talents of the Learning Disabled**
- **EDUO 9408 The Joys of ADHD**
- **EDUO 9409 The Gifts of Autism**
- **EDUO 9411 The Bright side of Emotional and Behavior Disorders**

Although Neurodiversity in the classroom is **NOT** a prerequisite for the other five courses, it does provide a foundation for them. All six classes in the Strength-Based Teaching and Learning series require one book entitled *Neurodiversity in the Classroom: Strength-Based Strategies to Help Students with Special Needs Succeed in School and Life* by Thomas Armstrong. This book is available for purchase at www.Amazon.com.

Course Objectives:

After completing the course titled Neurodiversity in the Classroom, you will demonstrate or indicate:

- Knowledge about Intellectual Disabilities
- Knowledge of the concepts neurodiversity and positive niche construction
- Awareness of your current approach to teaching Intellectually Disabled students in your classroom
- How to create strength-based curriculum that helps your Intellectually Disabled students become more successful at school and life

Course Relation to CCS or other Professional Standards

This course aligns to the following professional teaching standards: <http://www.cde.ca.gov/pd/ps/index.asp>

- Engaging and Supporting all Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing learning Experiences for all Students

Course Assignments Preview:

1. Intellectual Disabilities

For the first assignment, you will study various resources in order to learn more about Intellectual Disabilities.

2. Case Study

While completing the second assignment you will analyze the learning profile of an Intellectually Disabled Student student that you have worked with in your classroom.

3. Positive Niche Construction Comparison

In this section you will be analyzing the school experiences of the student from your case study with respect to positive niche construction.

4. Universal Design for Learning

For this assignment you will be studying resources and strategies that could be used to help your neurodiverse student be successful in learning the new standards.

5. Common Core State Standards

For the final assignment, you will utilize what you have learned in this course to create a lesson for your case study student that teaches one of the standards you are responsible for teaching.

Course Assessment Rubric

Exemplary: A+ to A-	Acceptable: B+ to B-	Unacceptable Must be resubmitted
Reflective, thoughtful ideas relevant to the assignment are clearly stated	Presents some relevant ideas and connections to the assignment	Ideas are not clear or relevant
Very well organized	Generally well organized	Shows little or no organization
Responses relate numerous facts and specific details of the program materials	Some facts and specific details of the program materials are included	Few or no facts or specific details of the program materials are included
Free of spelling and/or grammatical errors	Writing contains a few spelling and/or grammatical errors	Numerous spelling and/or grammatical errors make the writing difficult to read

- You are allowed 9 months to complete the course. Course questions? Contact your instructor by email.
 - For questions involving your registration or to change your address please contact us at support@dominicanCAonline.com or call (800) 626-5080.
- For Dominican Self-Guided course information go to <http://dominicancaonline.com/Dominican-CA-Online-FAQ>