



PS355 PSYCHOLOGY OF DISABILITY: A CLOSER LOOK AT INTELLECTUAL AND DEVELOPMENTAL DISABILITIES

IES Abroad Salamanca

Fall 2025

DESCRIPTION:

The aim of this course is to provide a framework to understand the main characteristics and processes in the field of intellectual and developmental disabilities (IDD). It will also offer resources and practical tools based on the mentioned framework. There will be also some opportunities to experience contact with people with IDD to acquire knowledge about their lives, needs, and challenges. To achieve these goals, students will learn about concepts and models most widely accepted in the field of IDD, and with sound evidence to support them. These are the concepts of quality of life, self-determination, supports, inclusion, and *universal design for learning*. Assessment, intervention, and evaluation strategies and tools related to those concepts and models will be studied, to offer students the opportunity to get familiar not only with these concepts and models, but also the processes and practical uses of these tools and strategies. Students will be able, after attending this course, to analyze, assess, and implement supports and programs, and access relevant further information and documentation if necessary.

CREDITS: 3 credits

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: English

INSTRUCTOR: Giselle Vanina Mannarino, Ms.

OFFICE HOURS/ TUTORING HOURS:

Tutoring hours will take place on Tuesdays, from 2.00 PM to 3.00 PM. Place: Basement of the Faculty of Education. Europa building University of Salamanca. These meetings may be in-person or virtually. All tutoring sessions must be arranged in advance with the instructor by email or in-person before/after class time. Virtual tutoring sessions will be held via IES Abroad Salamanca Zoom platform. Other videoconference tools could be used if asked by students (e.g., Meet, Skype).

PREREQUISITES: One semester of coursework in human services (education, health, social services) or instructor approval.

ADDITIONAL COST: 0€

METHOD OF PRESENTATION:

Classes will include lectures, student presentations, practical sessions and discussions. Materials (readings and presentations) will be available in Moodle (<https://moodle.iesabroad.org>). Presentations can be done during the sessions, as stated, and also in Moodle.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Participation: 10%
- Reading responses: 10%
- Mid-term evaluation: 15%
- Practical activities: 10%
- Oral presentations: 10%
- Final exam: 25%
- Research paper 20%

Course Participation

Active participation, based on sharing doubts, reflections, and personal opinions about the content and practical experiences proposed in this subject will be assessed during classes. Also, participation in oral presentations will be assessed, and participation in discussions and Moodle forums will be evaluated, accounting for the percentage of assessment based on participation.

Midterm Exam

The midterm exam will include some essay questions where students will have to show knowledge of main concepts and factors

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learned in class and understanding of the practical use of those concepts. The approximate length of each answer will be 200-250 words. Midterm exam will be answered in the classroom, in a specific session.

Final Exam

This will include some short response questions (150-200 words), to be answered. These can include questions about main concepts and reflections about the topics covered.

Research Paper

Students will conduct a literature review, using available resources provided by IES abroad (e.g., ProQuest). To conduct this review, students should use all the resources available in the section 'Research paper information and resources' in Moodle, where they will find a tutorial on how to conduct advanced searches, a research paper template and guide, examples of literature reviews, a rubric to know what will be assessed and how, and the APA 7th edition citation and references guide. Topics could be, but are not limited to: inclusive education of students with intellectual and developmental disabilities, supported employment, effects of the COVID-19 pandemic and counter measures on the mental health of persons with disabilities, etc. The research paper should not exceed 7,000 words and must follow the structure and the style outlined in the document 'Research paper template and guide', available in Moodle. An initial search should help students choose a topic of interest for their research. The deadline for the first search is **session 6** (Sep. 24th). **After midterm week, on the 22nd of October** (session 14), students will be able to submit a draft of their papers (recommended, but not mandatory) to get feedback on the assignment prior to the final paper submission.

The **written research paper deadline** is session 17 on the 6th of November. **Oral presentations of the research paper** will take place on **session 23 and 24 (24th and 26th of November)**. Attendance to oral presentations is mandatory (see ATTENDANCE POLICY), and these two sessions are not an exception. The research paper must be submitted in the task provided in Moodle.

Course-Related Trips/Activities:

Guest lecture by Ph. D. David Simó:

Pre-activity assignment: students will do some research and read the material related to the topic of this lecture.

Practical activities using the concept and tools related to Positive Behavior Support will be done during the lecture.

Post-activity assignment: students will have to share a guided reflection regarding applied behavior analysis and positive behavior support, bearing in mind the content explained during the session. This task will be submitted to Moodle (see table of content below).

Learning outcomes:

- Students will gain knowledge about Positive Behavior Support and will have a practical experience on the use of this model.

AVIVA Sport Activity: AVIVA is a nonprofit organization devoted to providing both adapted and inclusive sport activities and experiences. This offers our students to experience some sport activities as persons with disabilities do, and also direct contact (not as professionals, but as students) with people with disabilities (which is useful to enhance positive attitudes towards persons with disabilities), and the opportunity to gain knowledge about their aims, concerns and goals, and have a better perspective about their needs and the challenges they face on a daily basis. On the other hand, people with disabilities will have contact experience with students from a different culture.

Pre-activity assignment: Students must search for information regarding AVIVA (i.e., its mission, vision, and values). They must also think about the differences (if they consider that they do exist) between leisure in persons with IDD vs. their own leisure. Are there any differences?

Post-activity assignment: students will share their experience and reflections about this direct contact experience, and about the relationship between previous conceptions and actual conception about people with intellectual and developmental disabilities. This reflection task will be submitted to Moodle (see table of content below).

Learning outcomes:

- Students will have a direct contact experience, that will allow them to compare their expectations with the experience that this activity offers.
- Students will learn about practical issues of providing supports within a sport activity.

Course Related-Activity-UNIdiVERSITAS Recreational Workshop:

This will be a morning session in which we will visit the Psychology Faculty to participate in an interactive recreational workshop alongside UNIdiVERSITAS students.

UNIdiVERSITAS is a university training program offered by the University of Salamanca (USAL) to students with intellectual and developmental disabilities, aimed to acquire skills and abilities that fosters their possibilities to obtain and maintain a job, and personal autonomy. In this activity, each group (UNIdiVERSITAS students and IES Abroad Salamanca students) will have the opportunity to speak and share knowledge about their respective languages to the other group. They will share information about their experiences in the former semester, and about their expectations in the future. They will also share colloquial expressions from their respective languages, Spanish and English.

Pre-activity assignment: Before having this special session, you have to find out information about recreational activities for Persons with Disabilities. You must describe 3 of them, stating their purpose and any way in which they may differ or have been adapted to make them more accessible.

Post-activity assignment: students will share their experience and reflections about this direct contact experience, and about the relationship between previous conceptions and actual conception about people with intellectual and developmental disabilities. The task will be submitted to Moodle (see table of content below)

Learning outcomes:

- Students will have a direct contact experience, that will allow them to compare their expectations with the experience that this activity offers.
- Students will learn about practical issues when interacting with persons with intellectual and developmental disabilities.

Other activities:

Film viewing

The aim of this activity is to offer the opportunity to observe and analyze attitudes towards people with IDD, so that students have some time to reflect about their own attitudes towards people with IDD.

First, students will read about the most common stereotypes towards individuals with disabilities. During the session, students will have to analyze which of the stereotypes are portrayed by the different characters in the movie. Also, the instructor will monitor the movie showing examples of stereotypes and negative attitudes towards individuals with disabilities and students can share their thoughts, comments, and doubts throughout this activity.

LEARNING OUTCOMES:

By the end of the course students will be able to:

- Identify and analyze main groups and areas in the field of intellectual and developmental disabilities.
- Assess and evaluate main factors related to disability facilities and services.
- Develop and implement strategies aimed to enhance human functioning and quality of life in persons with intellectual and developmental disabilities.
- Assess and evaluate implementation of services and facilities.
- Assess and analyze needs and resources for persons with intellectual and developmental disabilities.

SUSTAINABLE DEVELOPMENT GOALS (SDGs) - “Salamanca Sensible”:

This subject offers IES Abroad Salamanca students an opportunity to have a direct contact experience with persons with intellectual and developmental disabilities, and our experience is very positive in the sense that some students think about volunteering or a professional career in the field of disabilities after these experiences.

And it also provides these persons the opportunity to know new people, to share a learning experience with students from a different culture, and access to a leisure experience within their training and sport program.

Both the Language exchange with UNIDIVERSITAS students and the Sport activity with AVIVA have a positive impact on sport and academic experience of those involved, and results in a demand of some informal leisure experience.

Also, language exchange experience has a motivating effect towards learning English in students with intellectual and developmental disabilities, as this is usually a tough subject for them, and they don't have opportunities to speak English. This activity, thus, solves a problem that programs and services for persons with IDD usually face lack of opportunities to use the learning achieved.



During this semester, students will analyze different places of Salamanca to identify barriers that hinder the full and effective participation of individuals with disabilities in the city. This activity will be done to commemorate the international day of zero discrimination.

Overview / Description:

Commemoration of the day of zero discrimination. December 3rd is the International Day of Persons with Disabilities. To commemorate this day, the teacher will provide students with a short video tutorial in which he will explain the main instrument to combat discrimination against people with disabilities: the United Nations Convention on the Rights of Persons with Disabilities. In this video, the teacher will explain what the document consists of and what are the main civil and social rights enshrined in it. Once the video has been watched, students will participate in a task in pairs, in which they must visit a place in the community of Salamanca and record a video discussing how said place poses a threat to the effective participation of people with some type of disability, pointing out which right, in their opinion, is threatened as well as the attitudinal, physical or cognitive barriers that are present. In addition, they must propose a solution to the barriers they analyze. The video cannot be longer than three minutes and there is the possibility that either the video or a fragment of it will be shared on the social media of IES Abroad Salamanca.

Sport and Leisure activity with AVIVA. AVIVA is a nonprofit organization devoted to providing both adapted and inclusive sport activities and experiences. This offers our students to experience some sport activities as persons with disabilities do, and also direct contact (not as professionals, but as students) with people with disabilities (which is useful to enhance positive attitudes towards them), and the opportunity to gain knowledge about their aims, concerns, and goals, and have a better perspective about their needs and the challenges they face on a daily basis. On the other hand, people with disabilities will have contact experience with students from a different culture.

ATTENDANCE POLICY:

As a member of our academic community, students are expected to be present and on time to class every day. Attending class has an impact on learning and academic success. For this reason, attendance is required for all IES Abroad Salamanca classes, including course-related trips and activities. Each student will be allowed a certain number of unexcused absences for each course which will depend on the type of course (see chart below). For each unexcused absence beyond these there will be a reduction of one third of a letter grade in the final grade (i.e., A to an A-). Students who are late to class on a regular basis may also receive a reduction in their final grade. Any exams, tests, presentations, or other work missed due to student absences can only be rescheduled if the absence is excused by the academic staff. Absences will only be excused for documented medical issues, family emergencies, specific religious observances, or other extenuating circumstances. Students need to request approval for excused absences within ONE WEEK of the absence by sending all documentation to the Head of Faculty, Internships & Administration (mtabarez@iesabroad.org). No approvals will be granted after the one-week deadline.

IES Abroad Salamanca Course	Maximum Number of Unexcused Absences
Area Course (45 contact hrs.)	2

CONTENT:

Week	Content	Assignments
Week 1 Session 1 (Sep. 8th)	Local Holiday – No class	
Week 1 Session 2 (Sep. 10th)	Disability, concept, and evolution Introduction to the Course and the Concept of Disability	Classroom activity: - Group dynamic to better knowing each other - Sharing motivations for taking this subject.
Week 2 Session 3 (Sep. 15 th)	Evolution of the Concept of Disability	Preparatory readings (to read at home before class): - Fioranelli, M., & Roccia, M.G. (2015). Historical evolution of Disability Concept. <i>History of Medicine and Ethics Journal</i>, 1(19), 1-9. - WHO. (2011). <i>World Report on Disability</i>. Author. https://www.who.int/teams/noncommunicable-diseases/sensory-functions-disability-and-rehabilitation/world-report-on-disability - Ch. 1: “Understanding disability” (pp. 1-18) - Ch. 5: “Assistance and support” (pp. 135-166) - Ch. 9 “The way forward: recommendations” (pp. 259-267) Moodle assignment (task to complete after the session): - Watching the documentary ‘Racial hygiene’ (Dreyfuss, 2013). Eugenics and conceptions towards disabilities. Instructions are available in Moodle. Deadline: September, 19th
Week 2 Session 4 (Sep. 17 th)	Disability: Groups and Classification Intellectual and Developmental Disabilities	Preparatory readings (to read at home before class): Tassé, M. J., Haverkamp, S. M., Krahn, G., Shogren, K. A., Bonardi, A., Kim, M., Chapman, R., & NIDILRR RRTC Health and Function in IDD Learning Collaborative (2025). About whom are we talking when we use intellectual and developmental disabilities? <i>JAMA Pediatrics</i> , 179(1), 83-89. https://doi.org/10.1001/jamapediatrics.2024.4552 Preparatory video (to watch at home before class): Changes in the Field of Intellectual Disabilities (Robert L. Schalock) https://www.youtube.com/watch?v=nIHQ5pn_BQA (5 min. 55 sec.) Moodle assignment (task to complete after the session): Conceptualization of IDD in your State/Local authorities. Instructions are available in Moodle. Deadline: September, 21 st

Week 3 Session 5 (Sep. 22nd)	Classification Systems	Preparatory readings (to read at home before class): - WHO. (2007). <i>ICF-CY: International Classification of Functioning, Disability and Health. Children and Youth Version.</i> Author (pp.43-189). http://apps.who.int/iris/bitstream/10665/43737/1/9789241547321_eng.pdf - WHO. (2019). <i>ICD-11 Version.</i> Geneva. Author. (Intellectual and developmental disabilities) Classroom task: - Practical cases to apply the ICF framework (group work). Instructions will be provided during the session
Week 3 Session 6 (Sep. 24th)	Intellectual and developmental disabilities Intellectual Disabilities: Characteristics and Diagnostic criteria	Preparatory readings (to read at home before class): - Schallock, R. L., Luckasson, R., & Tassé, M. (2021a). Defining, diagnosing, classifying, and planning supports for people with intellectual disability: An emerging consensus. <i>Siglo Cero</i>, 52(3), 29-36. https://doi.org/10.14201/scero20215232936 - Schallock, R. L., Luckasson, R., & Tassé, M. (2021b). <i>Twenty questions and answers regarding the 12th edition of the AAIDD Manual: Intellectual disability: Definition, diagnosis, classification, and systems of supports.</i> https://www.aaid.org/docs/default-source/intellectualldisability/12th-ed-twenty-questions-faq.pdf?sfvrsn=a6403421_4 Preparatory video (to watch at home before class): - J Carolyn Graff - Understanding the AAIDD Definition of Intellectual Disability https://www.youtube.com/watch?v=dzPFz-pzdNE (14 min. 35 sec.) Classroom task: - Discussion: how much do you know about people with Intellectual Disability? Moodle assignment (task to complete after the session): - Assessment of intellectual functioning. Instructions are available in Moodle. Deadline: September, 28th Deadline: Topics for research paper (initial search to determine research paper topic)

Week 4 Session 7 (Sep. 29 th)	Cerebral Palsy	Preparatory readings (to read at home before class): - Richards, C. L., & Malouin, F. (2013). Cerebral palsy: definition, assessment and rehabilitation. In O. Dulac, M. Lassonde, & H.B. Sarnat, (Eds.), <i>Handbook of clinical neurology</i> (pp. 183-195). Elsevier. - Morris, C. (2007). The definition and classification of cerebral palsy: Historical perspective. <i>Developmental Medicine and Child Neurology</i>, 49(s109), 3-8. https://doi.org/10.1111/j.1469-8749.2007.00001.x - Rosenbaum, P., Paneth, N., Leviton, A., Goldstein, M., & Bax, M. (2013). The definition and classification of cerebral palsy: Definition and classification Document. <i>Developmental Medicine and Child Neurology</i>, 49(109s), 8-14. https://doi.org/10.1111/j.1469-8749.2007.00001.x Classroom activity: - Watching and commenting on videos about personal experiences of individuals with cerebral palsy
Week 4 Session 8 (Oct 1st)	Developmental disabilities Developmental Disabilities: Autism Spectrum Disorders - Characteristics and Diagnostic Criteria	Preparatory readings (to read at home before class): - Volkmar, F. R., Reichow, B., & McPartland, J. C. (2013). Autism Spectrum Disorder in adolescents and adults: An Introduction. In F. R. Volkmar, B. Reichow, & J. C. McPartland (Eds.), <i>Adolescents and adults with Autism Spectrum Disorders</i> (pp. 1-14). Spring. - Laugeson, E. A., & Ellingsen, R. (2013). Social Skills training for Adolescents and Adults with Autism Spectrum Disorder. In F. R. Volkmar, B. Reichow, & J. C. McPartland (Eds.), <i>Adolescents and adults with Autism Spectrum Disorders</i> (pp. 61-86). Spring. - Gonzalo, O., Heras, I., Castillo, J. L., Meza, C., & Verdugo, M. Á. (2024). Impact of the Quality of Life Supports Model on the inclusion of students with disabilities in higher education: A scoping review. <i>Research in Developmental Disabilities</i>, 154, 104850. https://doi.org/10.1016/j.ridd.2024.104850 Classroom task: - Quiz: myth or fact about persons with Autism Spectrum Disorders? - Discussion: Theory of mind or the GPS for 'social navigation' Moodle assignment (task to complete after the session): Autism Spectrum Disorder Diagnostic Criteria. Instructions are available in Moodle. Deadline: October, 5th

Week 5 Session 9 (Oct 6 th)	Developmental Disabilities: Autism Spectrum Disorders - Needs and Challenges	Preparatory readings (to read at home before class): • Bross, L. A., & Travers, J. C. (2017). Special interest areas and employment skills programming for secondary students with autism. <i>Teaching Exceptional Children</i>, 50(2), 74-83. • Guillén, V.M., Verdugo, M.Á., Jiménez, P., Aguayo, V., & Amor, A.M. (2023). Support needs of children with Autism Spectrum Disorders: Implications for their assessment. <i>Behavioral Sciences</i>, 13, 793. https://doi.org/10.3390/bs13100793 Classroom task: • Discussion: unveiling the truth – myths or facts about persons with Autism Spectrum Disorders?
Week 5 Session 10 (Oct 8 th)	Quality of Life and self-determination Quality of Life: Models and Assessment Instruments	Preparatory readings (to read at home before class): • Amor, A. M., Verdugo, M. Á., Fernández, M., Aza, A., Sánchez-Gómez, V., & Wolowiec, Z. (2023). Development and validation of standardized quality of life measures for persons with IDD. <i>Behavioral Sciences</i>, 13(6), 452. https://doi.org/10.3390/bs13060452 • Heras, I., Amor, A. M., Verdugo, M. Á., & Calvo, M. I. (2021). Operationalisation of quality of life for students with intellectual and developmental disabilities to improve their inclusion. <i>Research in Developmental Disabilities</i>, 119, 104093 (12 pp.). https://doi.org/10.1016/j.ridd.2021.104093 Classroom task: • Interpretation of Quality of life Profile and Index. Instructions are available in Moodle. Deadline: October 10th
Week 6 Session 11 (Oct 15 th)	Midterm Exam tutoring hours	• No assignment
Week 6 Session 12 (Oct 17 th)	Mid term exam The exam will be on Friday, 17th from 11:30 am to 1:30pm	• Study for exam
Week 7 Session 13 (Oct 20 th)	Self-determination: Concept, Assessment, Related Factors, and Enhancement Strategies	Preparatory readings (to read at home before class): • Wehmeyer, M. L. (2020). Self-determination and creating a just society for all. In J. Glodkowska (Ed.), <i>Inclusive education. Unity in diversity</i> (pp. 38-49). Akademi Pedagogiki Specjalnej • Shogren, K. A., & Wehmeyer, M. L. (2018). Promoting and enhancing self-determination to improve the post—

		school outcomes of people with disabilities. <i>Journal of Vocational Rehabilitation</i>, 48, 187-196. https://doi.org/10.3233/JVR-180935. - Shogren, K. A., Rifenshield, G. G., & Hagiwara, M. (2021). Self-determination assessment in adults with and without intellectual disability. <i>Intellectual and Developmental Disabilities</i>, 59(1), 55-69. https://doi.org/10.1352/1934-9556-59.1.55 - Wehmeyer, M. L. & Gager, N. (2003). The impact of personal characteristics of people with intellectual and developmental disability on self-determination and autonomous functioning. <i>Journal of Applied Research in Intellectual Disabilities</i>, 16, 255-265. Classroom task: Discussion: Can people with IDD and extensive and pervasive support needs exhibit self-determined behaviors?
Week 7 Session 14 (Oct 22nd)	Challenging behaviors Challenging Behavior: Causes and Effects	Preparatory readings (to read at home before class): - Horner, R., Carr, E. G., Strain, P. S., Todd, A. W., & Reed, H. K. (2002). Problem Behavior Interventions for Young Children with Autism: A Research Synthesis. <i>Journal of Autism and Developmental Disorders</i>, 32(5), 423-446. https://doi.org/10.1023/a:1020593922901 - Miltenberger, R. G., Bloom, S. E., Sánchez, S., & Valbuena, D. A. (2016). Functional assessment. In N. N. Singh (Ed.), <i>Handbook of evidence-based practices in intellectual and developmental disabilities</i> (pp. 69-98). Springer Classroom task: - Discussion on practical cases: what kind of challenging behavior are students exhibiting? ASSIGNMENT: students must upload the video to commemorate the International Day of Persons with Disabilities. Instructions will be given in class. Due date: October 26th Deadline: submission of optional research paper draft

Week 8 Session 15 (Oct 27th)	Applied Behavior Analysis and Positive Behavior Support (guest lecture by David Simó, PhD)	Preparatory readings (to read at home before class): - Dulap, G., Strain, P. S., Fox, L., Carta, J. J., Conroy, M., Smith, B. J., Kern, L., Hemmeter, M. L., Timm, M. A., McCart, A., Sailor, W., Markey, U., Markey, D. J., Lardieri, S., & Sowell, C. (2006). Prevention and intervention with young children's challenging behavior: Perspectives regarding current knowledge. <i>Behavioral Disorders</i>, 32(1), 29-45. https://doi.org/10.1177/019874290603200103 Classroom task: - Guest lecture by David Simó, PhD Moodle assignment: Guided reflection on the guest lecture content. Instructions are available in Moodle. Deadline: 31st of October.
Week 8 Session 16 (Oct 29th)	Supports paradigm Supports Paradigm: Conceptual Foundations and Implementation.	Preparatory readings (to read at home before class): - Thompson, J. R., Bradley, V. J., Buntinx, W. H. E., Schalock, R. L., Shogren, K. A., Snell, M. E., Wehmeyer, M. L., Borthwick-Duffy, S., Coulter, D. L., Craig, E. P. M., Gomez, S. C., Lachapelle, Y., Luckasson, R. A., Reeve, A., Spreat, S., Tassé, M., Verdugo, M. Á., & Yeager, M. H. (2009). Conceptualizing supports and the support needs of people with intellectual disability. <i>Intellectual and Developmental Disabilities</i>, 47(2), 135-146. https://doi.org/10.1352/1934-9556-47.2.135 - Amor, A. M. (2019). Bringing the supports paradigm to the Spanish educational system for support needs assessment and planning with students with intellectual disability. Thesis dissertation. University of Salamanca, 2019 (pp. 63-84). HYPERLINK "http://dx.doi.org/10.13140/RG.2.2.14391.27045" - Amor, A. M., Fernández, M., Verdugo, M. Á., Aza, A., & Schalock, R. L. (2020). Shaping the faces of the prism:

		Rights, supports, and quality of life for enhancing inclusive education opportunities in students with intellectual disability. In J. Glodkowska (Ed.), <i>Inclusive education: Unity in diversity</i> (pp. 60-65). Akademi Pedagogiki Specjalnej. Classroom task: - Watching the informational video about the SIS-C by Karrie A. Shogren & James R. Thompson (https://youtu.be/6orSzcbgZWE) (10 min. 45 sec.) Moodle assignment (task to complete after the session): - Interpretation of Support Needs Profile and Support Needs Index. Instructions are available in Moodle. Deadline: October 31st
Week 9 Session 17 (Nov 3 rd)	Supports paradigm: practical activity	Classroom task: Working with SIS-C and presentation (and interpretation) of results to colleagues. Instructions will be provided in class. Deadline: due date for the final research paper submission is on the 6^h of November at 11.55 PM
Week 9 Session 18 (Nov 5 th)	Integration and inclusion Inclusive Education	Preparatory readings (to read at home before class): - Amor, A. M., Fernández, M., Verdugo, M. Á., Aza, A., & Calvo, M. I (2021). Towards the fulfillment of the right to inclusive education for students with intellectual and developmental disabilities: Framework for action. <i>Education Sciences & Society</i>, 12(1), 95-113. https://doi.org/10.3280/ess1-2021oa11471 - Hauser, M. D. (2017). The Essential and Interrelated Components of Evidence-Based IEPs. A User's Guide. <i>Teaching Exceptional Children</i>, 49(6), 420-428 Preparatory video (to watch at home before class): <u>Special Education and the AAIDD Definition Manual</u> (Martha Snell) https://www.youtube.com/watch?v=hlrw1t2sl-g (6 min. 22 sec.) Classroom task: Debate: 'pros' and 'cons' of inclusive education

Week 10 Session 19 (Nov 10th)	Attitudes and stereotypes Movie 'Campeones' (Fesser, 2018. Spanish, English subtitles).	Preparatory readings (to read at home before class): - Pelleboer-Gunnink, H. A., van Weeghel, J., & Embregts, J. C.M. (2021). Public stigmatization of people with intellectual disabilities: a mixed-method population survey into stereotypes and their relationship with familiarity and discrimination. <i>Disability and Rehabilitation</i>, 43(4), 489-497. https://doi.org/10.1080/09638288.2019.1630678 - Morin, D., Rivard, M., Crocker, A., Boursier, C., & Caron, J. (2012). Public attitudes towards intellectual disability: A multidimensional perspective. <i>Journal of Intellectual Disability Research</i>, 57(3), 279-292. https://doi.org/10.1111/jir.12008 Classroom task: - Students will watch the film in classes and will think about the stereotypes towards persons with IDD portrayed by the different characters in the movie. For the task to be successful, students should read the required readings to bear in mind what these stereotypes are Moodle assignment (task to complete after the session): Reflection on how the stereotypes have been portrayed by the characters. Instructions are available in Moodle. Deadline: November 16th
Week 10 Session 20 (Nov 14th)	IES-UNIdiVERSITAS recreational workshop at the Faculty of Psychology COURSE-RELATED ACTIVITY – NOV 14, 2025	Pre-activity assignment: Before having this special session, you have to find out information about recreational activities for Persons with Disabilities. You must describe 3 of them, stating their purpose and any way in which they may differ or have been adapted to make them more accesible. Classroom task: IES-UniDiversitas recreational workshop at the Faculty of Education. IES Abroad Salamanca & UNIdiVERSITAS students will meet to recreational workshop at the Faculty of Education. Moodle assignment (task to complete after the session): UNIdiVERSITAS post-activity reflection. Instructions are available in Moodle. Deadline:16th of November

Week 11 Session 21 (Nov 17th)	Integration and inclusion 2 Supported Employment	Preparatory readings (to read at home before class): • _EUSE. (2010). <i>European Union of Supported Employment Toolkit</i>. (120 p.). Author. Classroom task: • Watching a presentation about the latest approaches towards supported employment https://youtu.be/R6epdQVs_Xs (59 min. 18 sec.) Discussion about the methodology and students' knowledge about successful stories of inclusion in employment
Week 12 Session 22 (Nov 19th)	AVIVA Sports Activity (Meeting and practicing sports with people with disabilities attending the program)	Preparatory readings (to read at home before class): • International Disability in Sport Working Group. (2007). <i>Sport in the United Nations Convention on the Rights of Persons with Disabilities</i>. Northeastern University. (44 pp.) Cardinal, B. J. (2015). The 2015 C. McCloy Lecture: Road Trip Toward More Inclusive Physical Activity: MapsMechanics, Detours, and Traveling Companions. <i>Research Quarterly for Exercise and Sport</i>, 86, 319–328. http://dx.doi.org/10.1080/02701367.2015.1088766 • Alesi, M., & Pepi, A. (2017). Physical Activity Engagement in Young People with Down Syndrome: Investigating Parental Beliefs. <i>Journal of Applied Research in Intellectual Disabilities</i>, 30(1), 71-83. https://doi.org/10.1111/jar.12220 • Sánchez, R., Gozzoli, C., & D'Angelo, C. (2013). Can Sport include People? Risks and Chances. <i>Revista Iberoamericana de Psicología del Ejercicio y el Deporte</i>, 8(1), 173-192. Video: Pre-activity assignment: • Students must search for information regarding AVIVA (i.e., its mission, vision, and values). They must also think about the differences (if they consider that they do exist) between leisure in persons with IDD vs. their own leisure. Are there any differences? 'Classroom' activity: • Enjoying the direct contact with persons with IDD and the instructors Moodle assignment: Students will share their experience and reflections about this direct contact experience, and about the relationship

		between previous conceptions and actual conception about people with intellectual and developmental disabilities. Instructions are available in Moodle. Deadline: Nov 21st
Week 12 Session 23 (Nov 24th)	Research paper presentations 1	Classroom task: Research paper presentation 1
Week 12 Session 24 (Nov 26th)	Research paper presentations 2	Classroom task: Research paper presentation 2
Week 13 Session 25 (Dic 1st)	Final exam	Study for your final exam

COURSE-RELATED TRIPS/ACTIVITIES:

- Special Lecture by David Simó, PhD Applied Behavior analysis and Positive behavior support. October 27th
- IES-UNIdiVERSITAS recreational workshop at the Faculty of Education. November, 14th.
- AVIVA visit. November 19th.

REQUIRED READINGS:

- Alesi, M., & Pepi, A. (2017). Physical Activity Engagement in Young People with Down Syndrome: Investigating Parental Beliefs. *Journal of Applied Research in Intellectual Disabilities*, 30(1), 71-83. <https://doi.org/10.1111/jar.12220>
- Amor, A. M. (2019). Bringing the supports paradigm the supports paradigm to the Spanish educational system for support needs assessment and planning with students with intellectual disability. Thesis dissertation. University of Salamanca, 2019 (pp. 63-84). <http://dx.doi.org/10.13140/RG.2.2.14391.27045>
- Amor, A. M., Fernández, M., Verdugo, M. Á., Aza, A., & Calvo, M. I (2021). Towards the fulfillment of the right to inclusive education for students with intellectual and developmental disabilities: Framework for action. *Education Sciences & Society*, 12(1), 95-113. <https://doi.org/10.3280/ess1-2021oa11471>
- Amor, A. M., Fernández, M., Verdugo, M. Á., Aza, A., & Schalock, R. L. (2020). Shaping the faces of the prism: Rights, supports, and quality of life for enhancing inclusive education opportunities in students with intellectual disability. In J. Glodkowska (Ed.), *Inclusive education. Unity in diversity* (pp. 58-88). Akademi Pedagogiki Specjalnej.
- Amor, A. M., Verdugo, M. Á., Fernández, M., Aza, A., Sánchez-Gómez, V., & Wolowiec, Z. (2023). Development and validation of standardized quality of life measures for persons with IDD. *Behavioral Sciences*, 13(6), 452. <https://doi.org/10.3990/bs13060452>
- Bross, L. A., & Travers, J. C. (2017). Special interest areas and employment skills programming for secondary students with autism. *Teaching Exceptional Children*, 50(2), 74-83.
- Cardinal, B. J. (2015). The 2015 C. McCloy Lecture: Road Trip Toward More Inclusive Physical Activity: Maps, Mechanics, Detours, and Traveling Companions. *Research Quarterly for Exercise and Sport*, 86, 319–328. <http://dx.doi.org/10.1080/02701367.2015.1088766>
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 - Fioranelli, M., & Roccia, M.G. (2015). Historical evolution of Disability Concept. *History of Medicine and Ethics Journal*, 1(19), 1-9.
 - Gonzalo, O., Heras, I., Castillo, J. L., Meza, C., & Verdugo, M. Á. (2024). Impact of the Quality of Life Supports Model on the inclusion of students with disabilities in higher education: A scoping review. *Research in Developmental Disabilities*, 154, 104850. <https://doi.org/10.1016/j.ridd.2024.104850>
 - Hauser, M. D. (2017). The Essential and Interrelated Components of Evidence-Based IEPs. A User's Guide. *Teaching Exceptional Children*, 49(6), 420-428.
 - Heras, I., Amor, A. M., Verdugo, M. Á., & Calvo, M. I. (2021). Operationalisation of quality of life for students with intellectual and developmental disabilities to improve their inclusion. *Research in Developmental Disabilities*, 119, 104093 (12 pp.). <https://doi.org/10.1016/j.ridd.2021.104093>
 - Horner, R., Carr, E. G., Strain, P. S., Todd, A. W., & Reed, H. K. (2002). Problem behavior interventions for young children with autism: A research synthesis. *Journal of Autism and Developmental Disorders*, 32(5), 423-446. <https://doi.org/10.1023/a:1020593922901>
 - International Disability in Sport Working Group. (2007). *Sport in the United Nations Convention on the Rights of Persons with Disabilities*. Northeastern University. (44 pp.).
 - Laugeson, E. A., & Ellingsen, R. (2013). Social Skills training for Adolescents and Adults with Autism Spectrum Disorder. In F. R. Volkmar, B. Reichow, & J. C. McPartland (Eds.), *Adolescents and adults with Autism Spectrum Disorders* (pp. 61-86). Spring.
 - Library Services to People with Special Needs Section. (2010). *Guidelines for easy-to-read materials*. The Hague, IFLA Headquarters.
 - Miltenberger, R. G., Bloom, S. E., Sanchez, S., & Valbuena, D. A. (2016). Functional assessment. In N. N. Singh (Ed.), *Handbook of evidence-based practices in intellectual and developmental disabilities* (pp. 69-98). Springer.
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 - Wehmeyer, M. L. (2020). Self-determination and creating a just society for all. In J. Glodkowska (Ed.), *Inclusive education. Unity in diversity* (pp. 38-49). Akademi Pedagogiki Specjalnej
 - Wehmeyer, M. L. & Gamer, N. (2003). The impact of personal characteristics of people with intellectual and developmental disability on self-determination and autonomous functioning. *Journal of Applied Research in Intellectual Disabilities*, 16, 255-265.
 - WHO. (2011). *World Report on Disability*. Author.
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 - WHO. (2019). *ICD-11 Version*. Geneva. Author. <https://icd.who.int/browse11/l-m/en>

Filmography

- Guillaume Dreyfuss – Racial Hygiene (44 min.) English
- J Carolyn Graff - Understanding the AAIDD Definition of Intellectual Disability <https://www.youtube.com/watch?v=dzPFz-pzdNE> (14 min. 35 sec.)
- Special Education and the AAIDD Definition Manual (Martha E. Snell) <https://www.youtube.com/watch?v=hIrw1t2sl-g> (6 min. 22 sec.)
- Changes in the Field of Intellectual Disabilities (Robert L. Schalock) https://www.youtube.com/watch?v=nlHQ5pn_BQA (5 min. 55 sec.)
- SIS-C – Informational video (Karrie A. Shogren and James R. Thompson) <https://youtu.be/6orSzcbgZWE> (10 min. 45 sec.)
- Campeones (Morena Films / Movistar+ / Películas Pendleton) Javier Fesser 124 min. (Spanish, subtitled)

RECOMMENDED READINGS:



- Schalock, R.L. Luckasson, R., & Tassé, M. (2021). *Intellectual Disability: Definition, diagnosis, classification, and systems of supports* (12th Edition). Washington: American Association on Intellectual and Developmental Disabilities.
- Schalock, R. L., & Verdugo, M. Á. (2002). *Handbook on quality of life for human service practitioners*. Washington, DC: American Association on Mental Retardation.
- Schalock, R.L. & Verdugo, M.A. (2012). *A Leadership Guide for Today's Disability Organization. Overcoming Challenges and making Change happen*. Baltimore, MD: Paul H. Brookes Publishing

INSTRUCTOR BIOGRAPHY:

Prof. Giselle V. Mannarino got a degree in Speech Language Therapy and a specialization in Clinical Neuropsychology, both awarded by the University of Buenos Aires. She got later a master's degree in Neuroscience from Universidad de Salamanca and is currently doing her Ph.D. on the follow-up of prematurely born babies at risk for Neurodevelopmental Disorders. She is fluent in Spanish, English and Italian. Since 2011, she has taught Neuropsychology and Biological bases of learning at the University of Lomas de Zamora, in Argentina. She has clinical experience in the detection, diagnosis and treatment of children with Neurodevelopmental disorders, such as Autism Spectrum Disorders, Intellectual Disability and Speech Language Disorders. She has worked in interdisciplinary teams at both public and private level. Prof. Mannarino started teaching at IES Abroad Salamanca this semester.