



PS 355 PSYCHOLOGY OF DISABILITY: A CLOSER LOOK AT INTELLECTUAL AND DEVELOPMENTAL DISABILITIES

IES Abroad Salamanca

DESCRIPTION:

The aim of this course is to provide a framework to understand 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 in order to gain 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, in order to offer students the opportunity to get familiar not only with those concepts and models, but also the processes and practical uses of those tools and strategies. Students will be able, after attending this course, to analyze, assess and implement supports and programs, and also access relevant further information and documentation if necessary.

CREDITS: 3 credits

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: English

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

ADDITIONAL COST: None

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

Description of midterm exam. Midterm exam will include some essay questions where students will have to show knowledge of main concepts and factors, and also understanding of the practical use of those concepts. 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 search for literature, using available resources provided by IES abroad. Two different searches will be done by each student about a selected area. Topics include: Inclusive education of students with intellectual and developmental disabilities and the effects of the COVID-19 pandemic and counter measures on the mental health of people with disabilities.

First search will help students to choose a topic of their interest. Deadline for first search is session 5.

Second search will be done about chosen topics, in order to obtain a general idea about main issues and results in selected topic.

Deadline to present this research and materials is Session 12. The written paper can be submitted until the 21st of November, and the oral presentation will be on the 30th of November.

Course-Related Trips/Activities

Guest lecture: Patricia Navas Macho, PhD, is an Assistant Professor of Psychology at the University of Salamanca (Spain). Previously she has been working at the University of Zaragoza, and at The Ohio State University Nisonger Center as a postdoctoral researcher. She has had the opportunity to carry out two pre-doctoral research stays at different University Centers for Excellence in Developmental Disabilities in the US: Department of Disability and Human Development at the University of Illinois at Chicago, and Department of Child and Family Studies at the University of South Florida. Her research interests are mainly focused on the field of Intellectual and Developmental Disabilities and she has published over 40 articles in peer-reviewed journals (25 indexed in Journal Citation Reports, Thomson Reuters' Web of Science). Dr. Navas has directed different R&D Projects under competitive calls, and she received the prestigious 'Early Career Award 2017' from the American Association on Intellectual and Developmental Disabilities.

Patricia will offer a lecture about Positive Behavior Support, a model that promotes the use of resources and tools that allow fostering adaptive behaviors for persons with intellectual and developmental disabilities that present challenging behaviors.

Pre-activity assignment: students will read the material that is related to this lecture.

Post-activity assignment: practical activities in the using the concept and tools related to Positive Behavior Support will be done during the lecture.

Learning outcomes:

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

Language exchange with 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 also about their expectations in the future. They will also share colloquial expressions from their respective languages, Spanish and English.

Pre-activity assignment: students will write about their own perspectives about stated topics, related to the activity of IES Abroad Salamanca, following 'easy to read standards', as stated by Library Services to People with Special Needs Section (2010) (Guidelines for easy-to-read materials. The Hague, IFLA). The aim of easy-to-read publications is to present clear and easily understandable texts appropriate for different age groups. To achieve such a product, the writer must take into consideration content, language, illustrations, as well as graphic layout.

Content here doesn't have to be technical or complex, but to reflect personal experiences, perspectives, and opinions, so that students have content to talk about in the activity and can focus on facilitating comprehension. Following 'easy reading' guidelines is the goal here.

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.

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.

Sport 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 persons 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 a 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.

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.

Other

Film viewing

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

They will previously read about that issue, and they will have some time, prior to viewing the film, to select the attitudes they will look for in the mentioned film.

Also, the instructor will provide some pauses in the viewing so that comments and doubts can be shared, during 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 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 also 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 in 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.

Overview / Description:

Language exchange with 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 also to foster 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 also about their expectations in the future. They will also share colloquial expressions from their respective languages, Spanish and English.

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 a contact experience with students from a different culture.

ATTENDANCE POLICY:

Attendance is mandatory for all IES Abroad Salamanca classes. Each student will be allowed only two unexcused absences throughout the whole course. For each unexcused absence beyond this there will be a reduction in the final grade. Students who are late to class on a regular basis may also receive a reduction in their final grade. Students are encouraged to actively participate in class and expected to spend approximately two hours of preparation for session in assigned readings. Any exams, tests, presentations, or other work missed due to student absences can only be rescheduled in cases of documented medical or family emergencies.

CONTENT:

Present topic in a table with each row as a week, unit, or class, depending on course organization from instructor. Other columns could include topic/content, readings, assignments, field study, homework, etc.

Content within the cell can include ordered or bulleted lists. Bulleted lists are preferred for readings.

Week	Content	Assignments
Week 1 Session 1	Disability, concept, and evolution Introduction to the course and the concept of disability	Sharing motivations for this subject
Session 2	Evolution of the concept of disability	Readings: <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Ch. 1: "Understanding disability" (pp. 1-18) Ch. 5: "Assistance and support" (pp. 135-166) Ch. 9 "The way forward: recommendations" (pp. 259-267)

<p>Week 2 Session 3</p>	<p>Disability: Groups and Classification</p> <p>Intellectual and developmental disabilities.</p>	<p>Readings:</p> <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Ch. 2 “Disability – a global picture” (pp. 19-54) <p>Video:</p> <ul style="list-style-type: none"> Changes in the Field of Intellectual Disabilities (Robert L. Schalock) https://www.youtube.com/watch?v=nIHQ5pn_BQA (5 min. 55 sec.)
<p>Session 4</p>	<p>Classification Systems</p>	<p>Readings:</p> <ul style="list-style-type: none"> 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. https://icd.who.int/browse11/l-m/en (Intellectual and developmental disabilities)
<p>Week 3 Session 5</p>	<p>Intellectual disabilities: characteristics and diagnostic requisites</p>	<p>Readings:</p> <ul style="list-style-type: none"> Schalock, 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 Schalock, 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.aaidd.org/docs/default-source/intellectualdisability/12th-ed-twenty-questions-faq.pdf?sfvrsn=a6403421_4 <p>Video:</p> <ul style="list-style-type: none"> J Carolyn Graff - Understanding the AAIDD Definition of Intellectual Disability https://www.youtube.com/watch?v=dzPFz-pzdNE (14 min. 35 sec.) <p>Topics for research paper (areas and proposals)</p>

Session 6:	Cerebral palsy	<p>Readings:</p> <ul style="list-style-type: none"> 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
Week 4 Session 7	<p>Developmental disabilities</p> <p>Developmental disabilities: characteristics and diagnostic requisites</p>	<p>Readings:</p> <ul style="list-style-type: none"> 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. Griffin, M. & Papay, C (2017). Supporting Students with Intellectual and Developmental Disabilities to Attend College. <i>Teaching Exceptional Children</i>, 49(6), 411-419.
Session 8	Developmental disabilities: needs and challenges	<p>Reading:</p> <ul style="list-style-type: none"> 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.
Week 5 Session 9	<p>Quality of Life</p>	<p>Sharing personal concept of quality of life.</p> <p>Readings:</p> <ul style="list-style-type: none"> 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</i>

	Quality of life: models, assessment instruments	<p><i>education. Unity in diversity</i> (pp. 65-76). Akademi Pedagogiki Specjalnej.</p> <ul style="list-style-type: none"> 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
Week 6 Session 10	Midterm Exam	
Session 11	One-on One meetings	<ul style="list-style-type: none"> No assignment
Week 7 Session 12	Self-determination: concept, assessment, related factors, and enhancement strategies	<p>Readings:</p> <ul style="list-style-type: none"> 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., Rifenbark, 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. & Gamer, 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. <p>Big search due date</p>
Session 13	Supports	<p>Readings:</p> <ul style="list-style-type: none"> 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

	Supports paradigm: conceptual foundations and implementation	<p>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</p> <ul style="list-style-type: none"> • 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., & 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. <p>Video:</p> <ul style="list-style-type: none"> • Karrie A. Shogren & James R. Thompson – SIS-C Informational video (10:45) https://youtu.be/6orSzcbgZWE (10 min. and 45 seconds)
Week 8 Session 14	Challenging behavior and behavioral support Challenging behavior: causes and effects	<p>Readings:</p> <ul style="list-style-type: none"> • 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., Sanchez, 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.
Session 15	Applied Behavior analysis and Positive behavior support (gest lecture by Patricia Navas)	<p>Reading:</p> <ul style="list-style-type: none"> • 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
Week 9 Session 16	Integration and inclusion	<p>Reading:</p>

	Concepts, fields, and outcomes	<ul style="list-style-type: none"> 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 <p>Video: Special Education and the AAIDD Definition Manual (Martha Snell)</p> <p>https://www.youtube.com/watch?v=hlrw1t2sl-g (6 min. 22 sec.)</p>
Session 17	AVIVA visit (Meeting and practicing sports with people with disabilities attending the program)	<p>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?</p> <p>Assignment: Enjoying the direct contact with persons with IDD and the instructors</p> <p>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</p>
Week 10 Session 18	<p>Integration and inclusion 2</p> <p>Inclusive education</p>	<p>Readings:</p> <ul style="list-style-type: none"> Amor, A. M., Fernández, M., Verdugo, M. Á., Aza, A., & Schalock, R. L. 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. 58-88). Akademi Pedagogiki Specjalnej. 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
Session 19	Supported employment	<p>Reading:</p> <ul style="list-style-type: none"> EUSE. (2010). <i>European Union of Supported Employment Toolkit</i>. (120 p.). Author. <p>Video:</p> <ul style="list-style-type: none"> Local veterinary clinic that carved out jobs for young adults with disabilities to meet both the needs of the clinic and the abilities of the workers

		https://www.youtube.com/watch?v=CvUNG-Yve-c (3 min. 47 sec.) Unidiversitas pre-activity task due
Week 11 Session 20	Attitudes and stereotypes Film: "Campeones" Part 1 (Spanish, subtitled in English)	Readings: <ul style="list-style-type: none"> Avramidis, E. & Norwich, B. (2002) Teachers' attitudes towards integration / inclusion: a review of the literature. <i>European Journal of Special Needs Education</i>, 17(2), 129-147. https://doi.org/10.1080/08856250210129056 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, 279-292. https://doi.org/10.1111/jir.12008 Research paper submission
Session 21	Film: "Campeones" Part 2 (Spanish, subtitled in English)	Readings: <ul style="list-style-type: none"> 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: Maps, Mechanics, 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: <ul style="list-style-type: none"> Changing the World through Mixed Ability https://www.youtube.com/watch?v=c-ymxqACoiY (3 min. 33 sec.)

Week 12 Session 22	Unidiversitas language exchange activity	Presentations of students IES Salamanca Abroad & Unidiversitas, their experience in Salamanca, plans and difficulties.
Session 23	Research papers presentation	
Week 13 Session 24	Final exam	

COURSE-RELATED TRIPS/ACTIVITIES:

- Special Lecture by Patricia Navas: Applied Behavior analysis and Positive behavior support. November 2nd (week 8, session 15).
- AVIVA Visit. November 9th (week 9, session 17).
- Unidiversitas language exchange activity. November 28th (week 12, session 22)

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.
- Avramidis, E. & Norwich, B. (2002) Teachers' attitudes towards integration / inclusion: a review of the literature. *European Journal of Special Needs Education*, 17(2), 129-147. <https://doi.org/10.1080/08856250210129056>
- 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>
- 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. *Behavioral Disorders*, 32(1), 29-45. <https://doi.org/10.1177/019874290603200103>
- EUSE. (2010). *European Union of Supported Employment Toolkit*. Author.
- Fioranelli, M., & Roccia, M.G. (2015). Historical evolution of Disability Concept. *History of Medicine and Ethics Journal*, 1(19), 1-9.
- Griffin, M. & Papay, C (2017). Supporting Students with Intellectual and Developmental Disabilities to Attend College. *Teaching Exceptional Children*, 49(6), 411-419.
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Filmography

- 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=nIHQ5pn_BQA (5 min. 55 sec.)
- SIS-C – Informational video (Karrie A. Shogren and James R. Thompson)
<https://youtu.be/6orSzcbgZWE> (10 min. 45 sec.)
- Changing the World through Mixed Ability
<https://www.youtube.com/watch?v=c-ymxqACojY> (3 min. 33 sec.)
- Local veterinary clinic that carved out jobs for young adults with disabilities to meet both the needs of the clinic and the abilities of the workers
<https://www.youtube.com/watch?v=CvUNG-Yve-c> (3 min. 47 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.
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