
Readings: A book of readings may be obtained from the University Book Store. Required.

Course Description: This seminar examines the etiology, prevention, intervention and treatment for the major disabilities of learning and development (i.e., epilepsy, autism, cerebral palsy, mental retardation, learning disabilities, sensory, physical, language and, to some degree, emotional handicaps). Disabilities are examined within the framework of current educational, psychological and social service practices. Research related to the effectiveness of service practices, i.e., prevention, early intervention, inclusion, normalization, family support and specific rehabilitation practices will be examined. Issues related to the practical, ethical, and human dimensions of practices will be discussed.

Course Format: This course is a seminar format and consists of group discussions of assigned readings and student presentations. In order for students to benefit from the class meetings and to be able to participate actively in them, a thorough and thoughtful reading and review of all assigned articles and text prior to class is essential and expected of all participants. Short written assignments (one or two pages) are assigned to assist students to prepare to be active participants in the seminar discussions. Each student will be responsible for presenting a summary of one assigned article and leading a discussion of that article. A mid term examination will be given. The format will be determined in consultation with seminar participants. A research paper in an area of student interest will be in lieu of a final exam. Each student will also be responsible for a short oral presentation of their paper to the class participants.

Course Requirements:

1. Class participation – attendance at all classes and active participation in discussions of assigned readings.

2. Preparation and informal presentation of one article assigned by the instructor to serve as a vehicle for “reinstatement” of article content for classmates and subsequent discussion. The presenter will provide a summary overhead and will be responsible to lead class discussion of the article. The presenter is also thoroughly familiar with the article in order to answer questions and can relate the material to the issues addressed by the group’s assigned readings under discussion. Students will have some latitude in selecting the article. Presentation and discussion will probably be limited to about 10-15 minutes.

3. Short written assignments – will be given that relate to the readings or issues the group will be discussing. These will be due at the next class session, should be typewritten, double spaced and no longer than one or two pages (back to back). They should reflect thoughtful consideration of the questions based on careful examination of the reading assignment. The
The purpose of these assignments is to help prepare students to participate actively in the discussions and to better acquaint the instructor with student views and interests in the material.

4. Mid Term Exam — Content and format to be determined in consultation with students.

5. Research Review Paper. Each student will be responsible for preparing a review of current research paper on a topic of her or his interest related to the field of developmental disabilities. The topic will be determined in conjunction with the instructor no later than Feb. 2. Papers will include a review of relevant research literature, be typewritten, double spaced, no more than 10-12 pages in length and follow the American Psychological Association style (as seen in your readings articles) for references in text and at the end of the paper. The paper will be due by April 11. A one page summary will be prepared, similar to an executive summary (with each of the major points highlighted in a semi-outline format), which will be handed out to all seminar participants with a copy of the references at the time of the oral presentation.

6. Oral Presentation of Research Paper. Each student will be assigned a time at which to present a summary of their research paper to the class. The presentation will be limited to 15 minutes for presentation and discussion. Presenters should be prepared to answer questions and lead a brief discussion. Simple but clear overheads to support the presentation should be used and the summary and references handed out to students before at the presentation.

ASSIGNMENTS ARE TO BE HANDED IN ON TIME

Required Readings: The textbook and a readings book will be available from the University Bookstore.

Course Grading: GRADES:
Will be calculated on a total of 200 points based upon the following:

1. 6 1-2 page written Assignments = 36 points
2. 1 article oral summery and discussion = 24 points
3. Mid Term Exam = 40 points
4. Research Paper Presentation = 20 points
5. Research Paper = 50 points
6. Class Participation = 30 points

200 points

90% and above = A
80% and above = B
70% and above = C
60% and above = D
59% and below = F

Progress Feedback:

Written assignments will be returned weekly.
Oral: Students will receive a short written feedback form with grade.
Mid Term: Students will receive a brief summary of their performance to date following the midterm exam.
Other: Students are welcome to meet with the instructor to discuss their performance.
**SYLLABUS**  
**Disabilities of Learning & Development**  
**Psych. 263**  
(preliminary)  
Spring 2006  
Instructor: Sara N. Burchard, Ph.D.  
Office: Dewey Hall, Room 302 (x62670)  
Office Hours: Mon 2:30-3:30; Tue 2-3  
sara.burchard@uvm.edu


**Readings:** Copies of these readings may be obtained from the book store. **Required.**

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<tr>
<th>Session/Date</th>
<th>Topic</th>
<th>Assignment</th>
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| **I**  
1 - Jan. 17  | Introduction: What and How We Will Study |
| 2 - Jan 19   | Development & Disability | Reading #1:Burchard  
Assignmt #1 due |
| 3 - Jan. 24  | Development & Disability | Chapt. 1  
Assignmt #2 due |
| 4 - Jan. 26  | History and Politics of Disability | R.#2:Bent Nirge  
R.#3:Taylor  
R.#4: O’Brien  
Assignmt #3 due |
| 5 - Jan. 31  | Etiology: Prenatal genes & chromosomes | R.#5: Gottlieb  
Assignmt #4  
Chapt. 4 & 5 |
| 6 - Feb. 2   | Etiology: Prenatal & Perinatal  
Teratogens & Maternal Conditions | Assignmt #4  
**Topic Chosen** |
| 7 - Feb 7    | Exogenous Factors: | Chapt. 8  
R#6: Thompson  
R#7: Rutter |

**PREVENTION of & INTERVENTION for DISABILITIES**

8 - Feb 9  
Prevention of Disability: | **In Class Assignmt #5** |

9 - Feb 14  
Early Intervention: At Risk  
LBwt, Poverty, DD Moms? | R#8:Farran (pps 510-525)  
R#9:Hill  
R#10:Reynolds |

10 - Feb 16  
Early Intervention: DD | #8:Farran (pps. 525-548)  
#11 Sallows |
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<tr>
<th>Session/Date</th>
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<tr>
<td>11- Feb 21</td>
<td>Mental Retardation</td>
<td>Chapt. 9</td>
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<td>R.#12: Warren</td>
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<td>12- Feb 23</td>
<td>SOCIAL ROLE/ SOCIAL CONSTRUCTION</td>
<td>Chapt. 10</td>
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<td>R.#13: Blatt</td>
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<td>R.#14: King</td>
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<td>Assignment #6</td>
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<td>13- Feb 28</td>
<td>Autism: Alarming Epidemic?</td>
<td>Chapt. 11</td>
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<td>14 -March 2</td>
<td>Autism: Diagnostic Issues</td>
<td>R.#15: Baron Cohen</td>
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<td>15- March 9</td>
<td>AUTISM: Current Interventions &amp; Fads??</td>
<td>R#16:Green</td>
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<td>16- March 14</td>
<td>Cerebral Palsy &amp; Seizure Disorders</td>
<td>Chapt. 12 &amp; 13</td>
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<td>17 -March 16</td>
<td>Mid Term Exam</td>
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<td>18- March 28</td>
<td>Learning Disabilities</td>
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<td>19 -March 30</td>
<td>Intervention for LD</td>
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<td>20 -April 4</td>
<td>PsychoSocial Issues &amp; Disability</td>
<td>R.#17:Sullivan</td>
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<td>Sexual Abuse</td>
<td>R#18:Thompson</td>
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<td>Psychopathology?</td>
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<td>21 - April 6</td>
<td>Family Matters</td>
<td>R.#19 Yuan</td>
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<td>22 - April 11</td>
<td>Life Span Issues</td>
<td>Papers Due: 10-12pgs</td>
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UNIVERSITY HONOR POLICY IS IN EFFECT! Student’s work is to be her or his own, independent work. Papers, assignments and exams are to be done independently unless cleared with or specified by instructor.
READINGS:


