Chapter Five Issues (Learners with Intellectual and Developmental Disabilities):
1. Natural supports & Service-based Supports
2. Person-Centered Planning in relation to Learners with Intellectual & Developmental Disabilities
3. Reasons for more cautious attitude toward identification
4. Definitions (all definitions and issues surrounding definitions)
5. Classification Schemes - all
6. Criticisms of the AAMR definition and classification Schemes
7. Causes (know categories: Prenatal, Perinatal & Postnatal, & terms)
8. Psychological and Behavioral Characteristics
9. Educational Considerations
10. Instructional Methods
11. Transitions to Adulthood
12. Videos: Sean's Story + Spotlights: Carlyn, & Lee

Chapter Six Issues (Learners with Learning Disabilities):
1. Factors to consider in definitions
   a. Federal definitions
   b. NJCLD definition
2. Assessments:
3. Psychological & Behavioral Characteristics:
4. Educational Considerations:
5. Videos: F.A.T. City, Beyond Fat City + Spotlight: Steve

Chapter Seven Issues: Learners with Attention Deficit Hyperactivity Disorder
1. Overview of the "brief history" section - look at the descriptors for each.
2. Look at similarities of the above descriptors over the years
3. Definitions
4. Causes: areas of brain affected, neurotransmitter involved
5. Song: The Spirited Child by Betsy Rose
6. Psychological & Behavioral Characteristics:
   • Barkley's Model (behavioral inhibition, executive functions, persistent goal-directed behavior)
   • Adaptive skills
   • Problems with socializing with peers
7. Educational Considerations:
   • Classroom structure and teacher direction
   • Functional Assessment and Contingency-based self-management
8. Medication Considerations:
   • opposition to Ritalin
   • the research evidence, cautions, etc.

9. Assessment of Progress:
   • progress monitoring
   • outcome measures
   • testing accommodations

The Assessment #2 essays will be taken from the following questions. These questions can also serve as a general study guide.

1. Describe what is meant by the phrase, “mental retardation is a socially constructed condition.”

2. Distinguish between intelligence and adaptive behavior, giving examples of tasks that are representative of each. Why is adaptive behavior included in the definition of mental retardation?

3. Identify the levels of support in the AAIDD classification scheme and illustrate each by developing case descriptions of students who are the same chronological age but require different levels of support in different areas of functioning.

4. Identify and describe three environmental causes of mental retardation.


6. How should teachers determine what instructional methods to use with students with mental retardation?

7. One of your colleagues, who’s background is in general education, asks “What does it really mean to have mental retardation?” How would you respond?

8. What are some things to consider with respect to transition to adulthood for learners with mental retardation?

9. What are some educational considerations for learners with mental retardation?

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10. Describe two reasons why defining learning disabilities has been so problematic.

11. Define IQ-Achievement Discrepancy and list 3 objections to using it for identifying learning disabilities.

12. Identify three misconceptions about persons with learning disabilities and explain why each is a misconception.

13. Describe four psychological or behavioral characteristics of students with learning disabilities.

14. Write a scenario about a student illustrating the relationship between "locus of control" and "learned helplessness."

15. Identify the main features of cognitive training and describe two techniques that fall under this heading.

16. Identify the major features of Direct Instruction (DI) and describe the benefit of this approach for students with learning disabilities.
17. Explain why ADHD is not included as a separate category of special education under the Individuals with Disabilities Education Act (IDEA) and why many professionals are disappointed with this decision.

18. What is meant by the statement? "It may not be that they do not know how to behave appropriately so much as that they are unable to do so?"

19. Describe how Ritalin works, despite its seemingly "paradoxical effect."

20. Write a brief scenario describing a student's problem behavior. Then explain how a functional behavioral assessment (FBA) could be used to determine the "function" of the behavior. Next, describe a contingency-based self-management plan that could be used to address the problem behavior within the context of its apparent function.

21. Describe four ways that special and general education teachers can collaborate to serve students with ADHD.