

Study program: Special education and rehabilitation
Type and level of studies: Doctoral Academic Studies
Title of the subject: Severe intellectual disability
Lecturer: Kaljača S. Svetlana; Dučić Z. Bojan
Course status: Elective course
ECTS: 20
Prerequisites: There are no prerequisites
Aim: The aim of the course is the acquisition of knowledge related to area of categorization of persons with severe forms of intellectual disability, clinical characteristics of persons with severe forms of intellectual disability, potential for adaptive development, syndrome-specific homologies and rehabilitation practices based on valid strategies for improvement of the quality of life in these persons.
Outcomes: The students will be able to conduct critical analysis of scientific publications related to this field, they will be introduced to different intervention programmes for stimulation of development of adaptation capabilities and will acquire the skill to appropriately choose and apply instruments for assessment of these abilities in persons with severe forms of intellectual disability, as well as instruments for assessment of efficacy of applied treatments.
Contents: Comparative analysis of systems for classification of intellectual disabilities; The characteristics of development in persons with severe forms of intellectual disability (clinical assessment, multiple disorders, syndrome conditions); Development trajectory of competencies in the area of adaptive abilities in persons with severe forms of intellectual disability; Intervention programmes for improvement of adaptive skills in persons with severe forms of intellectual disability; The process of deinstitutionalization for persons with severe forms of intellectual disability and its effects.
Literature: <ol style="list-style-type: none"> 1. Carter, E. W., Brock, M. E., & Trainor, A. A. (2014). Transition assessment and planning for youth with severe intellectual and developmental disabilities. <i>The Journal of Special Education</i>, 47(4), 245-255. 2. Hamelin, J.P., Frijeters, J., Griffiths, D., Condillac, R. & Owen, F. (2011). Meta-analysis of deinstitutionalisation adaptive behaviour outcomes: Research and clinical implications. <i>Journal of Intellectual & Developmental Disability</i>, 36(1), 61-72. 3. Walton, K. M. & Ingersoll, B.R. (2013). Improving Social Skills in Adolescents and Adults with Autism and Severe to Profound Intellectual Disability: A Review of the Literature. <i>Journal of Autism and Developmental Disorders</i>, 43(3), 594-615. 4. Mayton, M. R., Carter, S. L., & Wheeler, J. J. (2014). Intrusiveness of behavioral treatments for adults with intellectual disability. <i>Research in developmental disabilities</i>, 35(1), 54-61. 5. McNellis, C. A., & Harris, T. (2014). Residential Treatment of Serious Behavioral Disturbance in Autism Spectrum Disorder and Intellectual Disability. <i>Child and adolescent psychiatric clinics of North America</i>, 23(1), 111-124. 6. Thorpe, L., Pahwa, P., Bennett, V., Kirk, A. & Nanson, J. (2012). Clinical Predictors of Mortality in Adults with Intellectual Disabilities with and without Down Syndrome. <i>Current Gerontology and Geriatrics Research</i>, 2012: 943890, 1-11. 7. Carmeli, E., & Imam, B. (2014). Health Promotion and Disease Prevention Strategies in Older

Adults with Intellectual and Developmental Disabilities. *Frontiers in Public Health*, 2 (31), 1-7.
<http://doi.org/10.3389/fpubh.2014.00031>

8. Forster, S., Gray, K.M., Taffe, J., Einfeld, S.L. & Tonge, B.J. (2011). Behavioural and emotional problems in people with severe and profound intellectual disability. *Journal of Intellectual Disability Research*, 55(2), 190-198.

9. Badia, M., Orgaz, M.B., Verdugo, M.Á., Ullán, A.M., & Martínez, M. (2013). Relationships between leisure participation and quality of life of people with developmental disabilities. *Journal of Applied Research in Intellectual Disabilities*, 26(6), 533-545.

10. Roberts, J.E., Chapman, R.S. & Warren, S.F. (2008). *Speech & Language Development & Intervention in Down Syndrome & Fragile X Syndrome*. Section II (pp. 77-117). Baltimore: Paul H. Brookers Publishing Co.

11. Ayres, K. M., Mechling, L. & Sansosti, F. (2013). The use of mobile technologies to assist with life skills/independence of students with moderate/severe intellectual disability and/or autism spectrum disorders: considerations for the future of school psychology. *Psychology in the Schools*, 50(3), 259-271.

12. Belva, B. C., Matson, J. L., Sipes, M. & Bamburg, J. W. (2012). An examination of specific communication deficits in adults with profound intellectual disabilities. *Research in Developmental Disabilities*, 33(2), 525-539.

13. Chou, Y., Wehmeyer, M. L., Palmer, S., & Lee, J. H. (2016). Comparisons of self-determination among students with autism, intellectual disability, and learning disabilities: A multivariate analysis. *Focus on Autism and Other Developmental Disabilities*, 32(2), 124-132.

Number of active classes per week: 13			
Lectures: 3	Research work: 10		
Teaching methods: Lectures, demonstrations, consultations			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Points	Final exam	Points
Research project	25	Written exam	
Seminars	20	Oral exam	55