

**Course Title:**

Stress and Students with Significant Disabilities (SASD)

Number of Credits:

1

Course Location/Format:

This is an online course using the Idaho Training Clearinghouse Learning Management System (LMS) at the Center on Disabilities and Human Development at the University of Idaho. There are no face-to-face classes. The web link for the LMS is: <http://idahotc.com/lms>

Instructor Name:

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Instructor Phone:

(208) 364-4012

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Course Description:**Session 1: Stress: Overview, Physiology, and Implications**

This session will provide an overview of stress including definitions, physiology, and implications of toxic stress. It will also cover risk factors for development of toxic stress and protective factors against its development.

Session 2: Stress: Research to Practice

This session will provide an overview of research on toxic stress and will examine the implications of the research for proactive intervention with children and youth with significant disabilities.

Session 3: Prevention of Toxic Stress

This session will examine specific strategies that teachers and administrators can use to prevent toxic stress in individuals with significant disabilities. Discussed also will be strategies professionals can use to support families as they manage their stress. It will conclude with a discussion of stress management techniques that teachers can use to deal constructively with their own stress.

University of Idaho Learning Objectives:

1. **Learn and integrate:** Through independent learning and collaborative study, attain, use and develop knowledge in the arts, humanities, sciences and social sciences, with disciplinary specialization and the ability to integrate information across disciplines.
2. **Think and create:** Use multiple thinking strategies to examine real-world issues, explore creative avenues of expression, solve problems and make consequential decisions.
3. **Communicate:** Acquire, articulate, create and convey intended meaning using verbal and non-verbal methods of communication that demonstrate respect and understanding in a complex society.

Course Objectives:

1. Participants will define the physiology of stress within the human body
2. Participants will describe the implications of toxic stress on behavior
3. Participants will discuss research on toxic stress and implications for intervention for children with disabilities
4. Participants will analyze environments to assess a child's stress level
5. Participants will describe specific strategies to prevent toxic stress in children with disabilities
6. Participants will discuss strategies to address stress within families of children of disabilities
7. Participants will describe stress management strategies for teachers and other service providers

Required Materials:

There are no outside readings or materials required for this course. Handouts for each webinar session are located in the course site at the Idaho Training Clearinghouse LMS.

Course Requirements:

- 1. Participation:** Participants are required to view each recorded webinar.
- 2. Quizzes:** All quizzes must be submitted through the Idaho Training Clearinghouse LMS.
*All quizzes must be completed on the Idaho Training Clearinghouse Learning Management System on the date(s) specified in the course site. Students must earn an 80% score on each quiz to pass the course. Quizzes can be retaken until passed.
 Quiz 1 (20 points)
 Quiz 2 (20 points)
 Quiz 3 (20 points)
- 3. Survey:** Participants are required to complete a course satisfaction survey.
- 4. Final assignment:** Complete a written assignment and must be submitted through the Idaho Training Clearinghouse LMS.
*Final Assignment (100 points)
 1. After participating in the webinar series, choose a child in your classroom or a family member/friend who you think is under "stress" on a continual basis or at certain times during the day. Write a description of why you chose this individual and what situations and behaviors make you think he or she is under some kind of stress.
 2. Write a description of the focus person including: 1) age; 2) male or female; 3) labeled disability or not; 4) health status (e. g., seizure disorder, uses a wheelchair); 5) two known likes and dislikes (e.g., likes music/doesn't like to have hands touched).
 3. Conduct an observation(minimum of 30 minutes) of the person and write a detailed description that includes the following components:
 - a. Time of day (e.g., 10:00 – 10:30 am)
 - b. Length of observation
 - c. Setting (e.g. special education classroom)
 - d. Number and type of people in the setting
 - e. Demands (e.g., child is being asked to use scissors to cut a piece of paper)
 - f. Type of support (e.g., classroom aide is guiding child's hand)
 - g. Individual's response (e.g., child is crying)
 - h. Length of activity (e.g., 15 minutes)
 - i. Additional information that you think is important about the observation. This might include things like noise level, lighting, activity.
 4. Based on information from the webinar series and your own experience, describe three things you would do differently to lessen the individual's stress level and why.]

Grading:

This is a Pass/Fail course. No incompletes will be given. Late work will not be accepted.

1. Participants must earn an 80% score on each quiz to pass the course. Quizzes can be retaken until passed.
2. Credit participants must earn an 80% (80/100) on the final written assignment to pass the course.
3. Participants must complete the online course satisfaction survey.

Learning Civility Clause & Academic Integrity:

In any learning environment, it is essential that all members feel as free and safe as possible in their participation. It is expected that everyone in this course will treat each other with mutual respect and courtesy, with an understanding that all of us (students, instructors, professors, guests, and teaching assistants) will be respectful and civil to one another in discussion, in action, in teaching, and in learning. Should you feel course interactions do not reflect an environment of civility and respect, you are encouraged to contact the instructor to discuss your concern. Additional resources for expression of concern or requesting support include the Dean of Students office and staff (208-885-6757), the UI Counseling & Testing Center's confidential services (208-885-6716), or the UI Office of Human Rights, Access, & Inclusion (208-885-4285).

The University of Idaho has as one of its core values the ideal of academic honesty and integrity. University of Idaho students live and work in a collegiate community which emphasizes their responsibility for helping to determine and enforce appropriately high standards of academic conduct. The faculty of the University of Idaho expects all students to adhere to the highest standards of academic honesty, and to refrain from any action which infringes upon academic freedom of other members of the academic community. Please refer to the University of Idaho - Student Code of Conduct Article II-Academic Honesty.

University of Idaho (UI) Nondiscrimination Policy:

It is UI policy to prohibit and eliminate discrimination on the basis of race, color, national origin, religion, sex, sexual orientation and gender identity/expression, age, disability, or status as a Vietnam-era veteran. This policy applies to all programs, services, and facilities, and includes, but is not limited to, applications, admissions, access to programs and services, and employment. Such discrimination is prohibited by titles VI and VII of the Civil Rights Act of 1964, title IX of the Educational Amendments of 1972, sections 503 and 504 of the Rehabilitation Act of 1973, the Vietnam Era Veterans' Readjustment Assistance Act of 1974, the Age Discrimination Act of 1975, the Age Discrimination in Employment Act Amendments of 1978, the Americans with Disabilities Act of 1990, the Civil Rights Act of 1991, other federal and state statutes and regulations, and university commitments (see Faculty Staff Handbook (FSH) 3060). Sexual harassment violates state and federal law and policies of the Board of Regents, and is expressly prohibited, as stated in FSH 3220. The University of Idaho also prohibits discrimination on the basis of sexual orientation, as stated in FSH 3215. The entire FSH can be accessed online at <http://www.webs.uidaho.edu/fsh>. Questions or concerns about the content and application of these laws, regulations or University policy may be directed to: the Office of Human Rights, Access & Inclusion (208-885-4285); Regional Office for Civil Rights, U.S. Department of Education in Seattle (206-220-7900); Equal Employment Opportunity Commission, Seattle District Office (206-220-6883); or Pacific Regional Office of Federal Contract Compliance Programs, U.S. Department of Labor in San Francisco (415-848-6969). Complaints about discrimination or harassment should be brought to the attention of the Office of Human Rights, Access & Inclusion (885-4285). Retaliation for bringing forward a complaint is prohibited by FSH 3810.

Accommodations for Students with Disabilities:

Reasonable accommodations are available for students who have documented temporary or permanent disabilities. All accommodations must be approved through the Center for Disability Access and Resources (CDAR) in order to notify your instructor(s) as soon as possible regarding accommodation(s) needed for the course.

- Phone: 208-885-6307
- Email: cdar@uidaho.edu
- Website: <https://www.uidaho.edu/current-students/cdar>