



**College of Education and Human Development
Division of Special Education and disAbility Research**

Spring 2014

EDSE 547 692: Medical and Developmental Risk Factors for Children with
Disabilities

CRN: 21306, 3 - Credits

Instructor: Dr. Cornelia Izen	Meeting Dates: 01/13/14 - 03/17/14
Phone: 703-993-5736	Meeting Day(s): Monday
E-Mail: cizen@gmu.edu Skype Name: neiaizen	Meeting Time(s): 4:30 pm-8:30 pm
Office Location: 203A Finley Building, Fairfax Campus Office Hours: by appointment (can meet in person, via phone, Skype, FaceTime (for Mac users), or Blackboard Collaborate (Web Conference))	Meeting Location: Frost Middle School, 4101 Pickett Rd, Fairfax, VA 22032, Room 508

Note: This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

Course Description

Examines nature and causes of disabling or special health conditions. Covers screening and evaluation techniques, characteristics, and educational implications.

Prerequisite(s): None

Co-requisites: None

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate students should contact the Special

Education Advising Office at (703) 993-3670 for assistance. All other students should refer to their faculty advisor.

Nature of Course Delivery

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

Learner Outcomes

The following Virginia Department of Education competencies will be addressed by this course as they relate to students with severe disabilities (Special Education Adapted Curriculum K-12)

-Human growth and development (birth through adolescence). Skills in this area shall contribute to an understanding of the physical, social, emotional, speech and language, and intellectual development of children and the ability to use this understanding in guiding learning experiences. The interaction of children with individual differences -- economic, social, racial, ethnic, religious, physical, and mental -- should be incorporated to include skills contributing to an understanding of developmental disabilities and developmental issues related to but not limited to attention deficit disorders, substance abuse, child abuse, and family disruptions.

-An understanding and application of service delivery, curriculum, and instruction of students with disabilities including: -Use of technology to promote student learning; and -Structure and organization of general education classrooms and other instructional settings representing the continuum of special education services.

-Knowledge and understanding of the characteristics, learning and support needs of K-12 students with disabilities whose cognitive impairments or adapted skills require adaptations to the general curriculum. This includes intellectual disabilities, developmental delay, autism, multiple disabilities, traumatic brain injury and the emotional, social, neurobiological, linguistic, medical, and educational aspects of severe disabilities based upon current research, best practice and legal considerations;

-Child abuse recognition and prevention, and issues and strategies unique to working with students with disabilities.

Required Textbooks

Collins, Belva (2007). *Moderate and severe disabilities: A foundational approach*. Upper Saddle River, NJ: Pearson. (ISBN: 0-13-140810-0)

Digital Library Option

The Pearson textbook(s) for this course **may be** available as part of the **George Mason University Division of Special Education and disAbility Research Digital Library**. Please note that not all textbooks are available through this option. Visit the links below before purchasing the digital library to ensure that your course(s) text(s) are available in this format. The division and Pearson have partnered to bring you the Digital Library; a convenient, digital solution that can save you money on your course materials. The Digital Library offers you access to a complete digital library of **all Pearson textbooks** and MyEducationLabs used across the Division of Special Education and disAbility Research curriculum at a low 1-year or 3-year subscription price. Access codes are available in the school bookstore. Please visit <http://gmu.bncollege.com> and search the ISBN. To register your access code or purchase the Digital Library, visit:

<http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

- 1 year subscription \$200 ISBN-13: 9781269541411
- 3 years subscription \$525 ISBN-13: 9781269541381
- Individual e-book(s) also available at the bookstore link above or at <http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

Recommended Textbooks

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Required Resources

Required resources will be posted on Blackboard.

Additional Readings

Additional required readings will be posted on Blackboard as assigned.

Course Relationships to Program Goals and Professional Organizations

This course is part of The Virginia Consortium for Teacher Preparation in Severe Disabilities, a grant from the Virginia Department of Education that includes George Mason University, Virginia Commonwealth University, the University of Virginia, Radford University, and Norfolk State University. Through the completion of the SD Consortium program, students are eligible for teacher licensure in the Commonwealth of Virginia in the area of Special Education – Adapted Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization.

GMU POLICIES AND RESOURCES FOR STUDENTS:

a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].

- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. [See <http://cehd.gmu.edu/values/>]

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>]

Course Policies & Expectations

Attendance.

Students are expected to attend **all** classes, arrive on time, remain in class for the duration of each session, and demonstrate professional behavior in the classroom. When absence from class is unavoidable, students are responsible for getting all class information (e.g. handouts, announcements, lecture notes) from another class member prior to the class meeting that follows the absence. Most handouts will be on Blackboard and all power point slides will be on

Blackboard for each class session. In all classes, students will participate in class activities which will contribute to the attendance /participation portion of the final grade. Points missed due to absences during class activities **CANNOT be made up**. Participation points can only be earned if the student is in attendance. Students who miss 2 classes will lose 1/2 of participation points (125 points). Students who miss 3 or more classes will lose all participation points (250 points). At the end of each class, students will evaluate their participation in class. The instructor will consider participation of students on a case-by-case basis.

Late Work.

Ten percent of the available points for the assignment will be deducted each day for late submissions during the first week after the due date. *After one week* from the due date, assignments will not be accepted. Thus an assignment that is three days late is able to obtain only 70% of the points for the assignment regardless of the quality of the work. After one week, the assignment will no longer be accepted and a score of zero will be entered into the grade book for that assignment.

The point deduction will be made after the grading is complete. The date that the assignment was received by the instructor **in hand or via email or Blackboard** will be considered the date submitted. Submitting an assignment late does not alter the due dates of the other assignments and prevents timely feedback to students regarding their work that may be of value in later assignments. Strive to keep up with the assignment schedule so that you will be able to have appropriate formative evaluation and feedback from your instructor across the semester.

Additional Course Policies

- This is a 3-credit graduate level course. Traditionally, 3-credit courses across a 15-week semester require an average of 45 hours of in-class time and approximately 90 hours of independent reading and assignment completion. Be prepared to put in that amount time for this class and plan your schedule accordingly.
- Some assignments require you to synthesize material from the Course and outside sources into coherent statements of your ideas. In such cases, your writing should be databased, meaning that you must support statements and ideas with evidence from these sources, giving these sources credit. The standard format for writing in the field of education is outlined in the *Publication Manual of the American Psychological Association* (6th ed.). The citation for this manual is included in the section entitled, Recommended Texts. This is also termed “APA Style.” For an online resource, see www.apastyle.org. Specifically, the Final version of your Instructional Program should be written in APA style, including a cover page, running head, pagination, headings (as needed), citations (as needed), and reference pages.
- It is expected that you know how to paraphrase and cite information appropriately to meet both APA guidelines and to avoid plagiarism. This website provides some useful information on how to avoid plagiarism in your writing: <http://www.plagiarism.org/>
- Assignments for this course need to be original submissions. Work completed for other courses (previous semester and/or current semester) will not be accepted for submissions in

this course. Any violations of this rule are subject to report of unprofessional disposition and a zero grade for the assignment.

- Please use person-first language in written assignments (and ideally in your professional practice). For more information on this language, refer to “Guidelines for Reporting and Writing About People With Disabilities”
<http://www.lsi.ku.edu/~lsi/news/featured/guidelines.shtml>
- In an effort to assist students in future sections of this course, the instructor may post assignments submitted this semester as samples. The names of authors will not be used on these samples. Please notify your instructor in writing if you do not wish your work to be used as a sample in future course sections.

TaskStream Submission

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, *Disability Case Study* to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

If you have never used TaskStream before, you **MUST** use the login and password information that has been created for you. This information is distributed to students through GMU email, so it is very important that you set up your GMU email. For more TaskStream information, go to <http://cehd.gmu.edu/api/taskstream>

Grading Scale

- 93-100% = A
- 90-92% = A-
- 83-89% = B
- 80-82% = B-
- 70-79% = C
- <69% = F

Due dates below are subject to change based on needs of the class.

Assignment	Due Date	Point Value
Attendance/Participation (10 classes @ 25 points per class)	Weekly	250
Student Introduction and Photo	1/16	10
Reading Checks (7 total @ 25 points each)	Most weeks (see course schedule)	175

Chapter Syntheses (14 total @ 10 points each)	Most weeks (see course schedule)	140
Supplementary Reading Discussions (3 total @ 25 points each)	See course schedule	75
Child Abuse Training Module (submit certificate of completion to TaskStream)	1/20	NA (if not submitted to TaskStream, will receive incomplete for course)
Research on Abuse and Neglect Reading and Synthesis Paper	1/20	50
Disability Study (submitted to Blackboard AND TaskStream)	3/10	300
Total Points		1000

Assignments

Performance-based Assessment (TaskStream submission required).

Disability Study

Candidates will be assigned to work in small groups to develop a paper related to a specific disability. The group will also develop a 5-minute presentation highlighting the most important aspects of their findings to present to the class on the last night of class. Candidates will provide an overview of the specified disability as well as outline how the specified disability impacts families, and what cultural differences must be addressed; describes the complex needs of individuals with this disorder/disability, presents a range of special education and community-based supports and services that are needed to maximize their achievement and capacity, and discusses the impact of the disability on normal growth and development and the ability to learn, interact socially and live is fulfilled contributing members of the community.

Child Abuse Recognition and Training Module

All students must complete the online child abuse recognition training module available at http://www.dss.virginia.gov/family/cps/mandated_reporters/cws5691/index.html. In addition, they will read a summary of research on Abuse and Neglect and write a one-page synthesis of one research study on abuse and/or neglect.

Performance-based Common Assignments (No TaskStream submission required).

There are no common assignments for this course.

Other Assignments.

1. Introduction and Photo

Students will respond to a list of questions provided by the instructor to both introduce themselves to the instructor and to help the instructor design class activities based on student interests and level of experience. Included in this assignment is submission of a photo (**in .jpg format only**). If you have a photo in your Blackboard profile, it is not necessary to submit a photo separately. Your photo will be used by the instructor to associate your name with your face. Please be sure this is a current photo. No Mardi Gras masks or substitutions of someone/something other than yourself in these pictures. Your instructor needs a simple picture of you to use for identification purposes. These photos will not be shared with other. More information about this assignment will be given in class.

2. Research on Abuse and Neglect: Reading and Synthesis Paper

For this assignment, students will choose one article from list of articles provided on Blackboard. They will synthesize key points in this article and discuss ramifications for their work as a teacher.

3. Assigned Readings

Every week, there will be assigned readings from the text or from other sources. Readings from sources other than the text will be provided on Blackboard. You are required to read these by the date on which they are listed in the Course Calendar (see last 3 pages of syllabus). In other words, complete assigned readings before the start of class.

4. Reading Checks

For every chapter that is read for this course, students will complete a series of questions (true/false, or multiple choice) on Blackboard. This assignment will allow the instructor to see whether students have a good understanding of material covered in the assigned readings. Students may repeat reading checks to improve their scores.

5. Chapter Syntheses

After reading each of the assigned chapters in the required text, students will respond to questions requiring synthesis of key areas covered in the chapter. These responses will be in short answer format.

6. Supplemental Reading Discussions

Students will read supplemental material and discuss this material online in discussion format. (Total of 3 supplemental reading discussions)

Schedule

Note: schedule may be changed based on needs of students.

Session	Date	Topic/Lecture	Readings (Note: readings should be completed by date listed. Additional readings will be announced the first day of class. Readings other than those in textbook will be provided on Blackboard.)	Assignments Due (Unless otherwise noted, all assignments should be submitted to Blackboard by 4:00 pm on the date listed.)
1	1/13	-Overview of course objectives, assignments -Introduction to students with severe disabilities -Assignment of disability study groups; work in groups	No readings	No assignments due
2	1/20	NO CLASS: Martin Luther King Day		-Online activity: Child Abuse Recognition and Training Module; Certificate of completion submitted to TaskStream -Research on abuse and neglect reading and synthesis paper -Student introduction and photo

3	1/27	-Definitions: Moderate and Severe Disabilities -Providing an Appropriate Education for Students with Moderate and Severe Disabilities -Work in Disability Study Groups	-Collins (2007) Chapters 1 & 4 - Downing & MacFarland (2010)	-Reading Check 1 for Chapters 1 & 4 -Chapter Syntheses for Chapters 1 & 4 -Discussion 1: Downing & McFarland (2010)
4	2/3	-Working with Families -Working with Students with Medical Needs -Work in Disability Study Groups	-Collins (2007) Chapters 3 & 9	-Reading Check 2 for Chapters 3 & 9 -Chapter Syntheses for Chapters 3 & 9
5	2/10	-Working with Students with Significant Cognitive Disabilities -Working with Students with the Most Challenging Behaviors -Work in Disability Study Groups	-Collins (2007) Chapters 2 & 10 -Hughes & Fanion (2014)	- Reading Check 3 for Chapters 2 & 10 -Chapter Syntheses for Chapters 2 & 10 -Discussion 2: Hughes & Fanion (2014)
6	2/17	-Teaching Students in School Settings: Inclusion and Collaboration -Identifying Functional, Age-Appropriate Skills - Work in Disability Study Groups	-Collins (2007) Chapters 5 & 7	- Reading Check 4 for Chapters 5 & 7 -Chapter Syntheses for Chapters 5 & 7
7	2/24	-Systematic Instruction -Community-Based Instruction	- Collins (2007) Chapters 6 & 8	- Reading Check 5 for Chapters 6 & 8 -Chapter Syntheses for Chapters 6 & 8
8	3/3	-Planning for the Life Span: Longitudinal Transition -Entering Adulthood: Options for Work and Community Living - Work in Disability Study Groups	-Collins (2007) Chapters 11 & 12 - Wehman et al. (2012)	- Reading Check 6 for Chapters 11 & 12 -Chapter Syntheses for Chapters 11 & 12 -- Discussion 3: Wehman et al. (2012)

9	3/10	- Issues and Future Directions -Work in Disability Study Groups	-Collins (2007) Chapters 13 & 14	- Reading Check 7 for Chapters 13 & 14 -Chapter Syntheses for Chapters 13 & 14 -Disability Study due to Blackboard AND TaskStream
10	3/17	-Presentations of Disability Studies	No Readings	-PowerPoint slides for presentations submitted to instructor <u>via email</u> BY 3/16 at 9 pm