



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

Fall 2015

EDSE 547 626: Medical and Developmental Risk Factors for Children with
Disabilities

CRN: 82586, 3 - Credits

Instructor: Dr. Irene Meier	Meeting Dates: 09/14/15 - 11/16/15
Phone: 571-423-4104	Meeting Day(s): Monday
E-Mail: imeier@gmu.edu	Meeting Time(s): 4:30 pm-9:00 pm
Office Hours: Before/after class and by appointment	Meeting Location: Fairfax Ridge – Room C4

***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. Hours of Lecture or Seminar per week: 3 Hours of Lab or Studio per week: 0

Prerequisite(s): None

Co-requisite(s): 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.

Advising Tip

Did you know that Mason email is the primary method of communication used by university offices including those arranging internships, reviewing records for graduation, etc.? Check your

Mason email regularly or use the instructions at <http://masonlive2.gmu.edu/tutorials/forwardemail.cfm> to forward to an email account you check frequently.

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

Agran, M., Brown, F., Hughes, C., Quirk, C., & Ryndak, D. (2014). *Equity and full participation for individuals with severe disabilities: A vision for the future*. Baltimore, MD.: Paul H. Brookes Publishing Co. ISBN: 978-1-59857-270-4.

Digital Library

Effective summer 2015, the Division of Special Education and disAbility Research will discontinue the use of the Pearson Digital Library. No further registrations will be accepted. Students who hold current subscriptions will continue to have access to the library for the remainder of their subscription time. However, no further updates will be made to the digital library. During this time, should a textbook be revised or a new book is adopted for a class where the text is included in the digital library, Pearson will have options available to you and will provide you with an individual e-text or, if there is no e-text, a printed copy. Students, who have purchased a 3-year subscription directly through Pearson Education, will also have an option to obtain a prorated refund. However, 3-year subscription access cards purchased via the GMU bookstore will need to speak with a George Mason Bookstore Representative. Please be aware that the issuance of a refund, in this case, is at the discretion of the George Mason bookstore. Concerns or questions may be directed to Molly Haines at Molly.Haines@pearson.com.

Recommended Textbooks

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

Browder, D. M., & Spooner, F. (2011). *Teaching students with moderate and severe disabilities*. New York, NY: The Guilford Press.

Downing, J. E., Hanreddy, A., & Peckham-Hardin, K. D. (2015). *Teaching communication skills to students with severe disabilities*. Baltimore, MD: Paul H. Brookes Publishing Co.

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. The CEC standards that will be addressed in this class include Standard 1: Learner Development and Individual Learning Differences, Standard 3: Curricular Content Knowledge, & Standard 6: Professional Learning and Ethical Practice. (Updated Fall 2014 to align with the revised CEC Standards)

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/the-mason-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, remain engaged for the duration of each session, and demonstrate professional behavior. 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. 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.

Blackboard 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 Blackboard (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 Blackboard. Failure to submit the assessment to Blackboard will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed

upon completion of the required Blackboard submission, the IN will convert to an F nine weeks into the following semester.

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 in Class (9 @ 10 points each)	Throughout course	90
Synthesis Papers (3 @ 25 points each)		75
Supplementary Reading Discussions (2 @ 25)	Posted on BB	50
Child Abuse Training Module (submit certificate of completion to Blackboard)	9/28	NA (if not submitted to BB will receive incomplete for course)
Disability Study (submitted to Blackboard)		300
Group Presentation	11/14	20
Total Points		535

Assignments

Performance-based Assessment (Blackboard submission required).

Students 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 as contributing members of the community. Group presentations will be given on specific disability studies.

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 Blackboard submission required).

There are no performance-based common assignments for this course

Other Assignments.

1. Assigned Readings

During the course there will be assigned readings from the required text or from other sources. You are required to read these assigned readings by the date on which they are listed in the Course Calendar (pp.7-8 of syllabus). Complete assigned readings before the start of class so that you may meaningfully participate in class discussions.

2. Synthesis Research Reports

Three synthesis research papers will be due throughout this course. You are required to submit these to Blackboard by the dates listed in the Course Calendar (page 8 of syllabus). The papers should reflect a synthesis of current research on one of the topics listed in the course syllabus. The paper should be limited to 3-5 pages using APA style. A reference page should be included. The synthesis paper should include a description of the topic, current research, challenges or concerns, implications for teaching practice and suggested future research.

3. Supplemental Reading Discussions

Students will read supplemental material posted on Blackboard and discuss this material online in discussion format for a total of **two** supplemental reading discussions.

Schedule

Session	Date	Topic/Lecture	Readings Readings should be completed by class date listed.	Assignments Due Assignments should be submitted to Blackboard by 11:00 pm on the date listed
1	9/14	Overview of course objectives, assignments Introduction to students with severe disabilities Medical and developmental risk factors		

2	9/21	Assignment of disability study groups Historical perspectives Legislative Mandates Working with families	Chapters 1-3 BB Readings	
3	9/28	Behavior Supports Self-Determination	Chapters 4-6 BB Readings	Synthesis Paper #1 Due: 9/28
4	10/5	Instructional Programming Accessing the General Curriculum	Chapters 7-11 BB Readings	Discussion Forum #1 (BB)
5	10/12	NO Class		Child Abuse Training Module (submit certificate of completion to BB) by 10/12
6	10/19	Medical Issues	Chapter 12 BB Readings	Synthesis Paper #2 Due: 10/19
7	10/26	Assistive Technology Alternate Assessment	BB Readings	Discussion Forum #2 (BB)
8	11/2	Related Services Collaborative Teaming	BB Readings	Synthesis Paper #3 Due 11/2
9	11/9	Transition to postsecondary employment and education	Chapters 13-14 BB Readings	*Disability Study submitted to Blackboard by 11/9
10	11/16	Group Presentations Future Directions and Research	Chapters 18-19 BB Readings	Group Presentations