



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

Spring 2018

EDSE 547-646: Medical and Developmental Risk Factors for Children with Disabilities

CRN: 21888, 3 – Credits

<b>Instructor:</b> Dr. Irene Meier	<b>Meeting Dates:</b> 01/11/17 – 03/08/17
<b>Phone:</b> 571-423-4102	<b>Meeting Day(s):</b> Thursday
<b>E-Mail:</b> imeier@gmu.edu	<b>Meeting Time(s):</b> 5:00 pm – 9:30 pm
<b>Office Hours:</b> By appointment and after class	<b>Meeting Location:</b> Willow Oaks 1002B
<b>Office Location:</b> Willow Oaks	<b>Other Phone:</b> N/A

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

**Prerequisite(s):** None

**Co-requisite(s):** None

**Course Description**

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

**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 teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/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.

**Course Delivery Method**

Face to Face

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):

1. 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.
2. 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.
3. 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;
4. Child abuse recognition and prevention, and issues and strategies unique to working with students with disabilities.

### **Course Relationship to Program Goals and Professional Organizations**

This course is part of The Virginia Consortium for Teacher Preparation in Special Education Adapted Curriculum, a grant from the Virginia Department of Education that includes George Mason University, Virginia Commonwealth University, Radford University, Norfolk State University, Old Dominion University, and James Madison University. Through the completion of the Adapted Curriculum 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, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include CEC Standard 1: Learner Development and Individual Learning Differences (nTASC 1,2); CEC Standard 3: Curricular Content Knowledge (InTASC 4,5) & CEC Standard 6: Professional Learning and Ethical Practice (InTASC 9).

### **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.

Westling, D. L., Fox, L., & Carter, E. W. (2015). *Teaching students with severe disabilities* (5<sup>th</sup> edition). New York, NY: Pearson.

### **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.

### **Additional Readings**

Additional required readings will be posted on Blackboard as assigned.

### **Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

#### **Tk20 Performance-Based Assessment Submission Requirement**

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For *EDSE 547*, the required PBA is Disability Case Study. Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the "IN" can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

## **Assignments and/or Examinations**

### **Performance-based Assessment (Tk20 submission required)**

Students will provide a written 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. – Please **see Blackboard.**

### **College Wide Common Assessment (TK20 submission required)**

None

### **Performance-based Common Assignments (No Tk20 submission required.)**

None

## **Other Assignments**

### **Assigned Readings**

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

### **Synthesis Research Reports**

**Two** 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. 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.

### **Supplemental Blackboard Reading Discussions**

Students will complete **three** blackboard assignments to include discussion forums and reflection papers related to reading material assigned.

## Course Policies and Expectations

### Attendance/Participation

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.

### Other Requirements

#### Grading Scale

93-100% = A

90-92% = A-

83-89% = B

80-82% = B-

70-79% = C

<69% = F

**\*Note:** The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University

community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” Work submitted must be your own or with proper citations (see <https://catalog.gmu.edu/policies/honor-code-system/>).

### Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/polices-procedures/>

**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 (2 @ 25 points each)	<b>2/1</b> <b>2/15</b>	50
Supplementary Blackboard Assignments (3 @ 10)	<b>1/18</b> <b>2/8</b> <b>2/22</b>	30
Disability Study (submitted to Blackboard)		100
<b>Total Points</b>		<b>270</b>

### Class Schedule

\*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

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	<b>1/11/18</b>	Overview of course objectives, assignments Introduction to students with severe disabilities Historical perspectives	<b>Chapters 1-3 (Agran)</b> <b>Chapters 1-2 (Westling)</b>	

		Legislative Mandates		
2	1/18/18	Collaborative Teaming	<b>Chapter 3 (Westling)</b> BB Readings	<b>BB Assignment Reflection Paper</b>
3	1/25/18	Working with Families And Cultural Issues	<b>Chapter 4 (Westling)</b> BB Readings	
4	2/1/18	Behavior Supports Self-Determination	<b>Chapters 4-6 (Agran)</b> <b>Chapter 12 (Westling)</b> BB Readings	<b>Synthesis Paper #1</b>
5	2/8/18	Instructional Programming Accessing the General Curriculum	<b>Chapters 7-11 (Agran)</b> <b>Chapters 5, 10 (Westling)</b> BB Readings	<b>BB Assignment Discussion Forum 1</b>
6	2/15/18	Medical Issues	<b>Chapter 12 (Agran)</b> <b>Chapter 15 (Westling)</b> BB Readings	<b>Synthesis Paper #2</b>
7	2/22/18	Teaching Academic Skills Assessment	<b>Chapters 9,17 (Westling)</b> BB Readings	<b>BB Assignment Discussion Forum 2</b>
8	3/1/18	Teaching Communication Assistive Technology	<b>Chapters 11, 19 (Westling)</b> BB Readings	<b>*Disability Study submitted to TK20</b>
9	3/8/18	Transition Future Directions	<b>Chapters 13, 14, 18-19 (Agran)</b> <b>Chapter 21 (Westling)</b>	

### Core Values Commitment

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

### GMU Policies and Resources for Students

#### Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).

- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

### **Campus Resources**

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.**

### **Appendix**

**Assessment Rubric(s)  
See Blackboard**