

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
SPECIAL EDUCATION**

**EDSE 669 Section 5S1/631
Positioning and Handling Course Syllabus
Fall 2011
Wednesdays 7:20 to 10:00 PM
Kellar Annex Room 103**

CONSORTIUM TITLES

George Mason University: EDSE 669 Interdisciplinary Approaches for Children with Sensory/Motor Disabilities*University of Virginia: EDIS 712 Positioning, Handling, and Self Care Skills*Virginia Commonwealth University: TEDU 658 Educating Students with Sensory and Physical Disabilities*Radford University: EDSP 665 Positioning and Handling*Norfolk State University: SPE 641 Physical and Occupational Therapy Procedures

PROFESSOR

Cornelia L. Izen, Ph.D.

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Office Location: 115B Finley Building

Fall 2011 Office Hours: 7:30 to 8:30 pm, Tuesday, 5:00 to 6:30 pm Wednesday, 5:00 to 6:30 pm Thursday
(Note: I can meet via Skype by appointment during office hours)

Email address: cizen@gmu.edu

Skype Name: neiaizen

COURSE DESCRIPTION

Emphasizes positioning, handling, and adaptive strategies. Focuses on understanding the roles of related disciplines in collaborative planning and service delivery.

NATURE OF COURSE DELIVERY

Learning activities in this class will include the following:

1. Class lecture, discussion, and participation
2. Hands on movement labs
3. Group and independent class activities
4. Class presentations
5. Written papers and reports using the American Psychological Association format (6th edition)

COURSE CONTENT

This course focuses on the educational, social, physical, and health care needs of students who possess both cognitive and physical/sensory disabilities. Information is provided on etiology and characteristic of specific disabilities, including students with special health care needs. Emphasis is given to specific strategies for positioning and handling, facilitating movement, and developing self-care skills. Review of adaptive equipment and its safe use, and selection and implementation of appropriate assistive technology will be covered. The importance and role of collaborative planning teams with professional and families,

and best practice service delivery, will be discussed.

STUDENT OUTCOMES

Upon completion of this course, students will be able to:

1. Have a basic understanding of the most common medical diagnoses associated with students with severe disabilities and the impact on their functioning in school and community settings.
2. Understand the role muscle tone plays in the positioning and handling of students.
3. Be familiar with common positioning equipment used in the classroom.
4. Be able to identify the health/medical needs of students with medical disabilities and understand how these needs impact the educational program.
5. Be familiar with common medical terms used in conjunction with a variety of medical diagnosis.
6. Understand the roles and responsibilities of related and support staff working in a collaborative setting.
7. Be able to write educationally relevant IEP goals and objectives specific for positioning.
8. Given an IEP, be able to develop lesson plans incorporating the goals and objectives, integrating positioning programs into the lessons.
9. Know where to go for help in the school system for related services, and how and when to initiate requests for assistance.
10. Know how to establish self-help, feeding, grooming, and toileting programs.

RELATIONSHIP OF COURSE TO PROGRAM GOALS AND PROFESSIONAL ORGANIZATIONS

This course is part of The Virginia Consortium for Teacher Preparation in Severe Disabilities 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 completion of the SD Consortium program, students are eligible for licensure in the Commonwealth of Virginia in the special education area of Severe Disabilities/Special Education-Adapted Curriculum K-12. This program complies with the standards for teacher licensure established by the Virginia Department of Education. Furthermore, the SD Consortium strives to uphold the Special Education Standards established by the Council for Exceptional Children, the major special education professional organization.

The CEC standards that will be addressed in this class will be: Standard 1: Foundations; Standard 3: Individual Learning; Standard 4: Instructional Strategies; Standard 6: Communication; Standard 7: Instructional Planning; Standard 8: Assessment

For further information, see:

http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/Initial_Content_Standards.doc

REQUIRED TEXTBOOK

Orelove, F.P., Sobsey, D., & Silberman, R.K. (2004). *Educating Children with Multiple Disabilities: A Collaborative Approach* (4th ed.). Baltimore: Paul H. Brookes.

ADDITIONAL REQUIRED READINGS (will be provided by instructor)

9/21

Liptak, G.S. (2007). Neural tube defects. In M.L. Batshaw, L. Pellegrino, & N. J. Roizen (Eds.) *Children with disabilities* (6th ed, pp. 419-438). Baltimore: Paul H. Brookes.

Weinstein, S.L. & Gaillard, W.D. (2007). Epilepsy. In M.L. Batshaw, L. Pellegrino, & N. J. Roizen (Eds.) *Children with disabilities* (6th ed, pp. 439-460). Baltimore: Paul H. Brookes.

9/28

Neef, N.A., Parrish, J.M., Hannigan, K.F., Page, T.J. & Iwata, B.A. (1989). Teaching self-catheterization skills to children with neurogenic bladder complications. *Journal of Applied Behavior Analysis*, 22 (3), 237-243.

10/5

Burnete, W.B. & Singer, H.S. (2007). Movement disorders. In M.L. Batshaw, L. Pellegrino, & N. J. Roizen (Eds.) *Children with disabilities* (6th ed, pp.409-418). Baltimore: Paul H. Brookes.

Campbell, P.H. (2011) Addressing motor disabilities. In M.E. Snell & F. Brown (Eds.). *Instruction of students with severe disabilities* (7th ed., pp. 340-376). NJ: Pearson Education, Inc.

Pellegrino, L. (2007). Cerebral palsy. . In M.L. Batshaw, L. Pellegrino, & N. J. Roizen (Eds.) *Children with disabilities* (6th ed, pp.387-408). Baltimore: Paul H. Brookes.

OPTIONAL RESOURCES

Martin, S. (2006). *Teaching Motor Skills to Children with Cerebral Palsy and Similar Movement Disorders*. Bethesda: Woodbine House.

American Psychological Association (2009), *Publication Manual of the American Psychological Association*, (6th ed.) Washington, D.C.: American Psychological Association.

Course Schedule (tentative, may change based on speaker availability)			
Date	Class Activities	Required Readings	Assignments Due
8/31	Class Introduction; Attitudes Toward People with Severe Disabilities		
9/7	Curriculum Development	Orelove et al, Chapters 3 & 5	Student Introduction due (submitted to Blackboard by 7 pm); About Me Blog due (submitted to Blackboard by 7 pm)

9/14	Sensory Impairments Guest Speaker: TBA	Orelove et al, Chapter 10	Quiz #1 (open book: covers readings assigned for 9/7 & 9/14); Reference for article for Critique #1 due (APA format) with copy of article included (submitted to Blackboard by 7 pm)
9/21	Students with Special Health Care Needs	Orelove et al, Chapters 8 & 9; Liptak (2007); Weinstein & Gaillard (2007)	
9/28	Self Care Skills	Orelove et al, Chapter 13; Neef et al (1989)	Quiz #2 (open book: covers readings assigned for 9/21 & 9/28)
10/5	Sensory/Motor Development; Introduction to Physical Management and Positioning of Students in the Classroom, at Home, and in the Community	Orelove et al, Chapter 6, 7; Pellegrino (2007); Burnette & Singer (2007); Campbell (2011);	Critique #1 due with copy of article included (submitted to Blackboard by 7 pm)
10/12	Physical Management: Handling and Positioning Lab		Complete Midterm Evaluation
10/19	Mealtime Skills Lab	Orelove et al, Chapter 12	Quiz #3 (open book: covers readings assigned for 10/5 & 10/19); Reference for Article for Critique #2 Due (with copy of article included (submitted to Blackboard by 7 pm);
10/26	Assistive Technology: Guest Speaker TBA		
11/2	Communication	Orelove et al, Chapter 11	
11/9	Collaborative Teaming; Alternative Assessment; Introduction to Working with Families;	Orelove et al, Chapters 1, 2 & 4	Quiz #4 (open book: covers readings assigned for 11/2 & 11/9); Critique #2 Due (submitted to Blackboard by 7 pm)
11/16	Working with Families Guest Speaker: TBA		
11/23	Thanksgiving Break: No Class		

11/30	Work on Final Project; Students Participate in Blackboard Discussion of Final Project (No Class)		CPR Cert. Verification Due; Final Project Due (Both submitted to Blackboard by 7 pm)
12/7	Wrap Up: Best Practices in Services for Students with Severe Disabilities- Where Do We Go From Here? Student presentations of Article Critiqued		Blackboard Discussion for Final Project Due; In-Class Small Group Discussion/ Presentation of One of the Articles You Read for Critique Assignment; Complete Final Evaluation

GENERAL GUIDELINES FOR COURSE

All assignments should be word-processed and are due at the start of class (7:00 pm) on the dates indicated including assignments submitted through Blackboard. Consult with the instructor in advance if there is a problem. In fairness to students who make the effort to submit papers on time, there will be a 10% cost reduction per day for late papers. (For example, a 20-point assignment will lose 2 points per day while a 50-point assignment will lose 5 points per day for each day late.) Please retain a copy of your assignments in addition to the one you submit. All assignments should reflect graduate-level spelling, syntax, and grammar. If you experience difficulties with the writing process, you will need to document your work with your university's Writing Center during this course to improve your skills. At the instructor's discretion, students may be given the opportunity to resubmit an assignment. Resubmitted assignments are not eligible for full credit.

NOTE: If you need course adaptations or accommodations because of a disability or if you have emergency medical information to share with me or need special arrangements, **please call and/or make an appointment with me in the first week of class.**

COURSE EXPECTATIONS

- Students are expected to (a) attend all classes during the session, (b) arrive on time, (c) stay for the duration of class time and (d) complete Blackboard discussion boards and other assignments.
- During class time, computers and peripherals are to be used only for work related to class. Students found using the computer (whether personal laptop, lab computer, or hand-held device) for purposes other than the assigned activity will be asked to turn off their equipment and will not receive participation points for that class session.
- In-depth reading, study and work on the course requirements require outside class time. Students are expected to allot approximately three hours for class study and preparation for *each* credit hour weekly (a three credit hour course would require nine hours of work weekly in a 45 hour semester course).
- Use APA 6th Edition guidelines for all course assignments. This website links to APA format guidelines: <http://www.psywww.com/resource/apacrib.htm>. You may also purchase the APA manual listed under optional resources above. In particular, 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.collegeboard.com/student/plan/college-success/10314.html>.
- We will use person-first language in our class discussions and this should be done in written assignments. Please refer to "Guidelines for Reporting and Writing about people with disabilities" <http://www.apastyle.org/manual/related/guidelines-reporting-and-writing.pdf>

COURSE REQUIREMENTS

1. Class Participation (15 points) Attendance at all sessions is very important because many of the activities in class are planned in such a way that they cannot necessarily be recreated outside of the class session. Information, activities, guest speakers, and role plays will be presented in class that are not part of the text and can only be experienced in class sessions. As part of this course, you are expected to be an active and respectful participant, which includes actively engaging in class discussions and activities. Students will complete an in-class activity each week (13 weeks). Students who successfully complete 12-13 in-class activities will earn 15 points, students who successfully complete 11 in-class activities will

earn 8 points, students who successfully complete 10 in-class activities will earn 2 points, and students who complete between 0-9 in-class activities will receive 0 points. Completion of in-class activities includes both active participation in the activity and submission of a permanent product (form, summary statement, reflection, etc). Students who miss class will not have the opportunity to make up missed in-class assignments. Successful completion of in-class activities will be tracked in the Blackboard grade book. As a courtesy, please email the instructor to let her know you will not be in class.

2. Student Introduction (5 points, Due 9/7 by 7 pm) During the first week of class, students will complete the Student Introduction Assignment, located in the *Assignments* section of the course Blackboard site. Students will answer questions to both introduce themselves to the instructor and to help the instructor design class activities based on student interests and level of experience.

3. About Me Blog (6 points, Due 9/7 by 7 pm) During the first week of class, students will complete the About Me Blog assignment located under *Control Panel, Organizational Tools, Blogs* on the course Blackboard site. The purpose of this assignment is for students to introduce themselves to others in the class so that we can build a classroom community in preparation for group activities throughout the semester. The Blog guidelines provide a series of questions that students will answer in their Blog. Students will be required to respond to at least 2 Blog entries from their other classmates. An assignment rubric is included below.

4. In-Class Quizzes (4 @ 10 points each) Four short answer quizzes will be given in class that will cover material given in assigned readings. Material to be covered in each quiz is listed in the course schedule below. These will be open-book quizzes so be prepared to have your book in class in hard copy or electronic format as well as additional readings that are assigned for that night. The purpose of this assignment in part is to be sure students have a read assigned material in the Orelove et al text and the supplemental readings assigned. It will also give students an opportunity to demonstrate understanding of the material read via written activities that allow them to summarize and synthesize key points covered. An assignment rubric is included below.

5. Research Critiques/Abstracts (2 @ 12 points each: Proposal 1 due 9/14, Final Critique 1 due 10/5; Proposal 2 due 10/19, Final Critique 2 due 11/9. All must submitted by 7 pm on due date) Two research studies pertaining to individuals with severe disabilities will be read, abstracted, and critiqued. Studies should be in one or more of the following areas pertaining to people with severe disabilities: mobility or recreation skills, mealtime skills, communication skills, self-care skills, psychosocial aspects, or medical aspects. One of the studies reviewed should come from a professional journal in your field of specialization. The second study reviewed should come from a professional journal outside of your field of specialization. At least one of the studies reviewed should be quantitative (data-based). One study reviewed may be qualitative (e.g., interview, case study, survey with open-ended questions). Students will submit the reference for their critique (APA format, 6th edition) along with a copy of the article via Blackboard **PRIOR** to completion of the Final Critique assignment. After the instructor has approved the critique proposal submitted, the student will complete the critique assignment and submit the Final Critique with a copy of the article via Blackboard on the due date listed above. **ZERO (0) POINTS WILL BE GIVEN FOR ALL CRITIQUES SUBMITTED WITHOUT PRIOR APPROVAL FROM THE INSTRUCTOR.**

The purpose of this assignment is to encourage students to read published research pertaining to students with severe disabilities, critically analyze this research, and determine how it can be applied to direct

service in the field. See assignment rubric for more details. A list of suggested professional journals in which studies may be reviewed can be found below.

6. CPR Training (10 points, Due 11/30 by 7 pm) Due to the fragile medical status of many students with severe disabilities, it is important that teachers working with these students have CPR training. Each student is required to obtain certified training in cardiopulmonary resuscitation. Presentation of a valid CPR card (current as of November 2011) must be presented by November 30. More information will follow in initial class sessions.

7. Final Project (30 points, Due 11/30 by 7 pm) Students will develop an instructional plan that addresses medical, physical, and/or sensory needs for students with significant disabilities. This assignment is in the process of being revised. Information about the assignment will be given during initial class sessions. Information about this assignment will be given during class sessions. See assignment rubric for further details (TBA).

8. Blackboard Discussion of Final Project (10 points, Due 12/7 by 7 pm). Further information will be given about this assignment during class sessions. See assignment rubric for further details (TBA).

Additional assignments may be given in class or outside of class (e.g. viewing of DVDs) according to the topic and will be made available by the instructor.

Assignment	Due Date	Point Value	Points Earned
Class Participation	Each Week	15	
Student Introduction	9/7	5	
About Me Blog	9/7	6	
In Class Quiz #1	9/14	10	
In Class Quiz #2	9/28	10	
In Class Quiz #3	10/19	10	
In Class Quiz #4	11/9	10	
Research Critique #1	10/5 (proposal due 9/14)	12	
Research Critique #2	11/9 (proposal due 10/19)	12	
Final Project (TBA)	11/30	30	
CPR Training Cert.	11/30	10	
Blackboard Discussion of Final Project	12/7	10	
Total Point Value		140	

GRADING SCALE

95-100% (133-140) = A
90-94% (126-132) = A-
87-89% (122-125) = B+
83-86% (116-121) = B

80-82% (112-115) = B-
70-79% (98-111) = C
< 70% (below 98) = F

CONSORTIUM COURSE POLICIES

Honor Code

Each university has its own honor code and it is important for you to review the honor code at your university. However, all students taking this course, regardless of the university they are enrolled in, are expected to follow this honor code and also to pledge all assignments and their exam to indicate that they have followed the honor code. A pledge means that you have not cheated or plagiarized, nor have you given or received assistance that violated the description of how assignments are to be completed for this course. The shortened version may be used: “Pledged” followed by the date and your full name (typed “signatures” will be OK for assignments/tests submitted electronically).

A complete copy of each university’s Honor System document is available through:

GMU: <http://mason.gmu.edu/~montecin/plagiarism.htm>

VCU: www.students.vcu.edu/rg/policies/rg7honor.html.

UVA: <http://www.virginia.edu/honor/>

Radford: http://www.radford.edu/~dos-web/handbook02-03/Honor_Code.pdf

NSU: http://www.nsu.edu/student_judicial/policy.html

Accommodations for Disability

At all the participating universities, accommodations can be made with the instructor if a student has a disability. If this is relevant to you, please contact the instructor on the first night of class (can be through email) and indicate both what the disability is and how your university has made accommodations for you in the past. Your instructor will discuss (via email) this further with you until consensus is reached. University specific information regarding eligibility, services and accommodations can be found at:

GMU: <http://www.gmu.edu/student/drc/>

VCU: <http://www.students.vcu.edu/dss/index.html>

UVA: <http://www.virginia.edu/vpsa/services.html>

Radford: <http://www.radford.edu/~dro/>

NSU: <http://www.nsu.edu/disabilityservices/index.html>

Inclement Weather

If classes are cancelled at George Mason University, a message will be posted on the class Blackboard site and all class members will receive an email. Because such cancellations are often at the last minute, it may be difficult to get this message prior to leaving for class. If in doubt, dial the University phone number (703-993-1000) or visit the university website (www.gmu.edu). Do not email us; we will email you regarding weather as soon as it is announced. Please note: the cancellation of classes due to inclement weather is determined by the decision of the instructing university only. If the instructing university is open and operational then you are expected to attend class.

Cell Phones and Weapons

All cell phones and beepers should be deactivated while in the classroom. Also, University rules at all participating universities prohibit the possession any firearm, other weapon, or explosive. Please consult the student handbook and your university for specific information concerning this policy at your university.

Course Materials

This course gives you access to PowerPoint files, class lecture notes, handouts, and copyrighted articles. For the articles (available both on Blackboard and on a class CD), copyright laws must be followed: print only one copy per student. The PowerPoint presentations, notes, and handouts are provided on Blackboard for your convenience and to facilitate your mastery of concepts presented in this course; PowerPoint files will be available on Blackboard by noon of the class day or sooner. If you plan to print copies of PowerPoint slides, this must be done before class begins (before 4 pm or 7:20 pm) and using a 3 or more slides per page handout format (do not print full slide pages). All of these materials should be regarded as authored materials, which if used or referred to must be fully credited through reference to the author, the class, and date. If used beyond citation, permission of the instructor/author is required.

Technology Proficiencies

All students participating in this course are expected to be proficient in several technology skills. Students are expected to be proficient in using the Internet and have reliable and consistent Internet access. Students are also expected to have an active email account and to check email regularly. This course requires students to use Blackboard, which is our online course management system located at <http://mymason.gmu.edu>

NON GMU Students: Your login for Blackboard Community is: *x_first name.last name* For example John Smith's username would be: *x_john.smith* Your password is: *bbcommunity*

Students are expected to login to this system frequently and be proficient in using its features. Students are expected to be proficient in using the computer, which includes downloading and saving files, typing, and word processing skills. Students participating in this course are expected to use Microsoft Word for all written assignments. Furthermore, students are expected to use Microsoft PowerPoint and Adobe Acrobat Reader for class documents located on the Blackboard website. Although Microsoft PowerPoint is part of the Microsoft Office Suite, students who do not have PowerPoint can download a free viewer that will allow at <http://www.microsoft.com/downloads/details.aspx?FamilyId=D1649C22-B51F-4910-93FC-4CF2832D3342&displaylang=en> Adobe Acrobat Reader is a free software program used to read PDF files and can be downloaded at <http://www.adobe.com/support/downloads/product.jsp?product=10&platform=Windows>

TaskStream Submission

TaskStream (www.taskstream.com) is an electronic portfolio and assessment management tool that the SD Consortium is utilizing in part to meet accreditation requirements for the National Council of Accreditation of Teacher Education (NCATE) as well as for student portfolio evaluation purposes. EVERY student taking this course at EVERY university IS REQUIRED to upload and submit the signature assignment for this course to TaskStream for evaluation by the end of the semester. Directions for creating an account in TaskStream and submitting assignments are available on Blackboard in the *TaskStream* folder within the *Syllabus* section.

The signature assignment(s) for this class is: *Final Project* (TBA)

Course Facilitators

Each class will have a facilitator or assistant who will assist with the class. Learn who that person is as they will be taking role and keeping track of class participation and reporting it to the instructor weekly. However, if you think you must miss a class, please email the instructor ahead of time if at all possible (or later if need be). Because of the potential of confusion caused by people speaking at the same time in this multi-site course, it will be important to raise hands before asking questions or making comments. Along with the facilitators, the instructor will try hard to enforce this rule and to be alert to questions from the distance sites. Facilitators will also FAX in-class written tasks following class or early the next day to me. When in class assignment forms or handouts are send the day of the class, facilitators will need to download and copy them for class members.

Blackboard Assistance

This course requires that you be a regular email user and be able to use various features of Blackboard (sign on, download materials, hand in completed assignments electronically in the drop box). You may direct your questions about Blackboard to the facilitator at the class site as well as by email to Marci Kinias Jerome (mkinas@gmu.edu). She will be the best resource. We are all learning this system together and some of us will be faster than others. Expect some snafus along the way, but please help each other out as you can. You will want to download all the required materials early in the semester or as soon as they are posted. Please note that some handouts/readings may be given to you in class that are not posted on Blackboard. Also check Blackboard for announcements. Sometimes the instructor will place handouts for class on Blackboard and will alert you by email or in the previous class; in these cases please download and bring them to class.

All Consortium courses are recorded and archived on a video-streaming server. Students and faculty are welcome to view previous classes at <http://torrent.gmu.edu> and click on the link for [Positioning and Handling] in the Public Folders link. Classes are listed by date and time. Since the Consortium includes some remote site students, all consortium classes are broadcast live via the Internet at the same website. It is the policy of the consortium that students attending classes at university sites are expected to be present at those university sites during class time. However, in instances where students would otherwise miss class (in accordance to the attendance policy) students may participate in the class via the live web stream. However, students who participate in the web-stream instead of at their university site are still subject to the response cost as outlined in the attendance policy for this course. Directions for viewing the video-stream can be found in the course Blackboard site.

Student may also view the PowerPoint slides, communicate with the instructor, and interact with other at home students using Adobe Connect. Each consortium class has their own Adobe Connect website. To get

to your Adobe Connect course site go to:

- Positive Behavioral Supports: <http://webcon.gmu.edu/pbs>
- Curriculum and Assessment: <http://webcon.gmu.edu/assessment>
- Positioning and Handling: <http://webcon.gmu.edu/positioning>

You will login with the guest username (sdsguest@gmu.edu) and password (sdcsite). The first time you use Adobe Connect, you may be prompted to download a plug in. It only takes seconds to install.

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Student Name _____

Date of Evaluation _____

About Me Blog

	Yes/No	Points Possible	Points Received
1. Answers all questions posted on Blackboard assignment site.		3	
2. Responds to Blog entries of 2 classmates.		3	
Total		6	

Comments:

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Student Name _____

Quiz Number _____

Date of Evaluation _____

Quiz Evaluation

	Yes	NI*	Points possible	Points Received
1. <u>Accuracy of information presented:</u> Information presented is consistent with that given in assigned readings.			6	
2. <u>Clarity of Ideas:</u> Ideas presented synthesized information given in assigned readings. Answers are clearly written, to the point, and easily understood.			4	
TOTAL			10	

* Needs Improvement

Comments:

Research Critique/Abstract Format

All critiques should be word-processed. A copy of the article reviewed should be submitted electronically with your critique. The critique grading rubric follows. When completing your critique, the following components should be included:

1. Reference (APA format)
2. Purpose of study/hypothesis
3. Subjects
4. Setting
5. Experimenter (if applicable)
6. Intervention procedure or research procedure (including independent and dependent variables if applicable)
7. Data collection method/design
8. Data display
9. Results
10. Conclusion/Implications given by the author(s)
11. Critique of 2 to 10 above
12. Abstract (summary of study in your own words)
13. General critique/implications (i.e. what assumptions are made? How would you use this information? How would you change the study? To whom would you recommend this study for reading? What implications does this study have for future work with or study of students who have multiple/physical disabilities?)

A listing of suggested journals to review follows. Students may critique articles in journals that are not listed, subject to prior approval of the instructor.

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Student Name _____ Date of Evaluation _____

Critique #1 _____ (Proposal Approved _____) Critique #2 _____ (Proposal Approved _____)

Research Critique/Abstract Evaluation

Component for Evaluation	Yes	NI*	No	Points Possible	Points Received	Comments
<u>Description of Study</u> (complete and accurate) 1. Reference (APA format, 6 th edition)				.5		
2. Purpose of study				.5		
3. Subject(s)				.5		
4. Setting				.5		
5. Experimenter (if applicable)				.5		

Component for Evaluation	Yes	NI*	No	Points Possible	Points Received	Comments
6. Intervention or research procedure (including independent and dependent variables)				.5		
7. Data collection method/design				.5		
8. Data display				.5		
9. Results				.5		
10. Conclusion/Implications <u>given by author(s)</u>				.5		
11. <u>Critique of key components in study</u> (2 to 10 above) clear and accurate (describes what is missing or unclear in components of study; notes areas of strength in author(s) description of study)				3		

Component for Evaluation	Yes	NI*	No	Points Possible	Points Received	Comments
12. <u>Abstract</u> Summarizes study clearly, concisely, accurately using own words				1		
13. General critique and discussion of application of study clear and thoughtful (see #13 on format page)				3		
TOTAL				12		

*Needs improvement

Comments:

Suggested Journals for Research Critique/Abstracts

(Articles in other journals may be reviewed subject to instructor approval)

Education Journals:

Exceptional Children Journal
Journal of Applied Behavior Analysis
Education and Training in Mental Retardation and Developmental Disabilities
Research and Practice for Persons with Severe Disabilities
Journal of Early Intervention
Journal of Autism and Developmental Disorders
The Journal of Special Education
Journal of the Experimental Analysis of Behavior

Allied Health Journals (e.g., occupational therapy, physical therapy, dentistry, interdisciplinary):

The American Journal of Occupational Therapy
Archives of Physical Medicine and Rehabilitation
Physiotherapy
Physical Therapy Journal
Children's Health Care
Journal of Dental Research
Journal of Dentistry

Social Work Journals:

Social Work in Education
British Journal of Social Work
Child Welfare Journal
Social Work Journal
Journal of Social Work

Psychology Journals:

Journal of Child Psychotherapy
Journal of Developmental and Behavioral Pediatrics
Developmental Psychology
Child Development Journal

Speech and Language Journals:

Augmentative and Alternative Communication
Journal of Speech, Language, and Hearing Research
Journal of Communication Disorders
Journal of Medical Speech- Language Pathology

Medical Journals:

The Journal of Pediatrics
Pediatrics
Journal of School Health
Pediatric Nursing Journal
Nursing Research
Clinical Nursing Research
The American Journal of Maternal/ Child Nursing