



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

Fall 2013

EDSE 447 DL1: Medical and Developmental Risk Factors for Children with
Disabilities

CRN: 80533, 3 - Credits

Consortium Titles:

VCU: SEDP 561 Characteristics of Students with Severe Disabilities

RU: EDSP 663 Characteristics of Students with Severe Disabilities

UVA: EDIS 5130 Characteristics of Persons with Severe Disabilities

NSU: SPE 523A Attributes and Medical Conditions Associated with Severe Disabilities Adapted

Instructor: Dr. Cornelia Izen	Meeting Dates: 8/26/2013 - 12/18/2013
Phone: 703-993-5736	Meeting Day(s): Wednesdays, Face to Face on 8/28 ; Synchronously Online on 10/23 and 12/4
E-Mail: cizen@gmu.edu Skype Name: neiaizen	Meeting Time(s): 4:00 pm-6:40 pm
Office: 203A Finley Building, Fairfax Campus Office Hours: By appointment in person, via phone, or via Skype	Meeting Location: Internet & Off Campus, KAI1 113

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. Examines screening and evaluation techniques, characteristics, and educational implications.

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) 993-3145 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 is available as part of the **George Mason University Division of Special Education and disAbility Research Digital Library**. 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.

- 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.pearsonhighered.com/>. Search by author, title, or ISBN.

Recommended Textbooks

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

Required Resources

Any additional resources will be posted on Blackboard.

Additional Readings

Any additional readings will be posted on Blackboard.

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: Foundations, Standard 2: Development and Characteristics of Learners, Standard 3: Individual Learning Differences and Standard 9: Professional and Ethical Practice

SD CONSORTIUM SYLLABUS STATEMENTS AND 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 me 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. I will discuss (via email) this further with you until we reach consensus. 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; I 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; PowerPoints should 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 Organizations 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.

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 submitting assignments are available on Blackboard in the *TaskStream* folder within the *Syllabus* section.**

The signature assignments for this class are: *Disability Study* **and** *Child Abuse and Recognition Training Module* (there are two signature assignments)

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 me weekly. However, if you think you must miss a class, please email me ahead 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, I 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 to email Marci Kinan Jerome (mkinan@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 I 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 [Characteristics] 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 PowerPoints, 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 Behavior Supports: <http://webcon.gmu.edu/pbs>
- Curriculum and Assessment: <http://webcon.gmu.edu/assessment>
- Positioning and Handling: <http://webcon.gmu.edu/positioning>

- Characteristics: <http://webcon.gmu.edu/characteristics/>

You will login with the guest username (sdcguest@gmu.edu) and password (sdcsite).

The first time you use Adobe Connect you may be prompted to download a plug in, it only takes a few seconds to install.

Course Policies & Expectations

Attendance.

Students are expected to attend **one face-to-face class** (8/28) and login to **two webinars** (10/23 and 12/4), arrive on time, remain in class/online for the duration of each of these three sessions, and demonstrate professional behavior in the class. Note: most coursework will be completed via online lessons that students complete outside of class. They are required to attend the one face-to-face class session and login to the two webinars. In all three scheduled sessions, 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.

Additional Course Policies

- Use APA 6th Edition guidelines for all course assignments. This website links to APA format guidelines. <http://www.psywww.com/resource/apacrib.htm>. 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.plagiarism.org/plag_article_preventing_plagiarism_when_writing.html
- 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.
- We will use person-first language in our class discussions and written assignments (and ideally in our professional practice). Please refer to “Guidelines for Reporting and Writing about people with disabilities” <http://www.lsi.ku.edu/~lsi/news/featured/guidelines.shtml>

Late Work.

Since you will be working at your own pace, you may hand in assignments as you finish them. The course schedule lists key times when your instructor will be gathering assignments for grading. Assignments must be completed by these due dates.

ALL assignments are due by 11:59 on the dates listed in the course schedule in this syllabus. *Five 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 85% 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.

Evaluation

Assignments are evaluated according to posted rubrics. You can find the assignment descriptions and rubrics in each Module and also under the Course Syllabus link on the left side navigation bar in Blackboard. For module assignments, your instructor will grade the assignment and post the score you earned and comments to the Grade Center (My Grades in the left side navigation bar). You can read the comments by clicking on the grade. If you have difficulty with an assignment, either in understanding or completing it, please contact me immediately to discuss this.

This course is set up in module form. Each module is focused on a certain topic in special education and contains a similar structure. Each module contains individual lessons and a module assignment. Each lesson includes a lecture, video or media component, and a reading check. Undergraduate students will choose 12 reading checks to complete out of the 14 available at the end of every lesson. Each of the four modules has a final module assignment. The course point breakdown is:

Item	Points Each	Total
Course Participation (Face-to-Face 8/28; Webinars 10/23 and 12/4)	15	45
Reading Checks (12 total)	25	300
Module Assignments (4 total)	125	500
Disability Study*	100	100
Student Introduction	5	5
Total Points for course		950

*NCATE/TaskStream Assessment

Grading Scale

Undergraduate Students

95-100% = A 74-76% = C
90-94% = A- 70-73% = C-
87-89% = B+ 60-69% = D
84-86% = B <60% = F
77-79% = C+

Assignments

NCATE/TaskStream Assignments.

Disability Study: students will work in small groups to develop a paper related to a specific disability. In this paper, students will provide an overview of the specified disability as well as discussion as to how the specified disability impacts families, and what cultural differences must be addressed; a description of the complex needs of individuals with this disorder/disability, a presentation of a range of special education and community-based supports and services that are needed to maximize their achievement and capacity; and a discussion of the impact of the disability on normal growth and development and the ability to learn, interact socially and live as 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. The TaskStream portion of this assignment will consist of submission of the certificate of completion for this online training module.

Common Assignments.

Child Abuse and Neglect Synthesis Paper

Upon completion of the Child Abuse Recognition Training Module (see NCATE TaskStream Assignment above), students 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.

Module Assignments (Modules are described fully on the Course Blackboard Site)

Module assignments are a combination of independent and group work. Modules 1 and 4 require students to write two, two to four page papers. The paper in Module 1 is a personal philosophy statement in which students will respond to specific questions given by the instructor. At the end of the course, you will review this statement and write a statement (minimum of 1-2 paragraphs) revising your original statement. In Module 4, students are asked to choose a topic related to severe disabilities, research the topic, and summarize the current knowledge on it. Module assignments for Modules 2 and 3 are slightly different. At the beginning of the course, you will choose two groups. Group members will write about the disability area for each of their groups. Each student will post this assignment to a group Wiki. In addition, each group member will

need to view Wikis in another disability area or areas. Each member will comment on these other Wiki posts as well. See assignment description on Blackboard for further information.

Other Assignments.

Student Introduction

Students will present information about their current place of work, their experience in working with students with severe disabilities, and discuss their goals for the course. This will be due at the start of the course.

Class Participation

During one face-to-face sessions in person or via videoconference at the beginning of the course as well as during a webinar in the middle and at the end of the course, students will participate in activities in small groups and with the instructor. Points will be assessed and given for participation in these activities. Students will be expected to arrive on time, stay for the duration of the session, and contribute with thought to discussion and analysis during class activities. (Total of 3 sessions).

Schedule

Date	Topic	Due (Note: All assignments are due by 11:59 PM on the date listed.)
8/28 Face-to-Face Class * 7:20-10:00 pm	-Overview of course objectives, assignments, format -Introduction to students with severe disabilities	
9/4		-Child Abuse Training Certificate submitted to TaskStream -Child Abuse and Neglect Synthesis Paper submitted to Blackboard -Student Introduction submitted to Blackboard
9/18	<i>Module 1: Foundations</i> Lesson 1: Definitions: Moderate and Severe Disabilities Lesson 2: Providing appropriate Education for Students with Moderate and Severe Disabilities	All reading checks and Module 1 assignments completed and submitted to Blackboard
10/9	<i>Module 2: Overview of General Programming for Persons with Moderate and Severe Disabilities</i> Lesson 1: Working with Families Lesson 2: Working with Persons with Significant Cognitive Disabilities (continued next page)	All reading checks and Module 2 assignments completed and submitted to Blackboard

10/9	Lesson 3: Working with Students with Medical Needs Lessons 4: Supporting Students with the Most Challenging Behaviors Lesson 5: Teaching Students in School Settings: Inclusion and Collaboration	All reading checks and Module 2 assignments completed and submitted to Blackboard
10/23 Webinar* 7:20-10:00 pm	-Class Discussion: <i>Including Samuel</i> (a film by Dan Habib) -Work in Disability Groups (breakout groups in Webinar)	In Preparation for Webinar: View <i>Including Samuel</i> (film available on Blackboard). View this <u>before</u> the Webinar.
10/30	<i>Module 3: Curriculum for Students with Moderate and Severe Disabilities</i> Lesson 1: Identifying Functional, Age-Appropriate Skills Lesson 2: Systematic Instruction Lesson 3: Community Based Instruction Lesson 4: Planning for the Life Span: Longitudinal Transition Lesson 5: Entering Adulthood: Options for Work and Community Living	All reading checks and Module 3 assignments completed and submitted to Blackboard
11/13	<i>Module 4: Issues and Future Directions</i> Lesson 1: Dealing with Difficult Issues Lesson 2: Future Directions	All reading checks and Module 4 assignments completed and submitted to Blackboard
11/26 (Note: this is Tuesday 11/26)		Disability Study Submitted to Blackboard AND to TaskStream
12/4 Webinar* 7:20-10:00 pm	- Class Discussion: <i>Restraint and Seclusion: Hear Our Stories</i> (a film by Dan Habib) -Class wrap up	In Preparation for Webinar: View <i>Restraint and Seclusion: Hear Our Stories</i> (film available on Blackboard). View this <u>before</u> the Webinar.

*Students are required to attend Face-to-Face Session on 8/28; Students are required to login and be present for the Webinars online on 10/23 and 12/4 (links will be sent via email prior to Webinar).

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/>]

TaskStream Submission

Every student registered for any Special Education course with a required performance-based assessment is required to submit these two assessments: Child Abuse Training Module Completion Certificate and 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>