



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

Summer 2015

EDSE 547 N02: Medical and Developmental Risk Factors for Children with
Disabilities

CRN: 41642, 3 - Credits

Instructor: Dr. Irene Meier	Meeting Dates: 5/18/2015 - 7/7/2015
E-Mail: imeier@gmu.edu Phone: 571-423-4104	Meeting Day(s): Synchronous Webinar: 5/26, 6/9, & 7/7
	Meeting Time(s): 7:20-10:00 PM
Office Hours: By appointment via email, facetime and phone	Meeting Location: Internet NET NET

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

Course Description

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

Prerequisite(s): None

Co-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.

DELIVERY METHOD:

This course will be delivered online using an asynchronous format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before “@masonlive.gmu.edu) and email password. The course site will be available on 5/18/15.

TECHNICAL REQUIREMENTS:

To participate in this course, students will need the following resources:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.
- The following software plug-ins for PCs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
 - Adobe Acrobat Reader: <http://get.adobe.com/reader/>
 - Windows Media Player: <http://windows.microsoft.com/en-US/windows/downloads/windows-media-player>
 - Apple QuickTime Player: www.apple.com/quicktime/download/
- A headset microphone for use with the Blackboard Collaborate web conferencing tool

EXPECTATIONS:

- **Course Week:** Refer to the asynchronous bullet below if your course is asynchronous or the synchronous bullet if your course is synchronous.
 - **Asynchronous:** Because online courses do not have a “fixed” meeting day, our week will **start** on Monday, 5/18 and finish on Tuesday, 7/7. **Note: there will be 3 synchronous webinars on 5/26, 6/9, and 7/7 from 7:20 to 10:00 PM.**
 - **Synchronous:** Our course week will begin on the day that our synchronous meeting takes place as indicated on the Schedule of Classes.
- **Log-in Frequency:** Refer to the asynchronous bullet below if your course is asynchronous or the synchronous bullet if your course is synchronous.
 - **Asynchronous:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be 3 times per week.
 - **Synchronous:** Students must log-in for all scheduled online synchronous meetings. In addition, students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be 2 times per week.

- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course. Contact ITU (<http://itservices.gmu.edu/help.cfm>) at (703) 993-8870 or support@gmu.edu.
- **Technical Issues:** Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:** Expect to log in to this course **at least three times a week** to read announcements, participate in the discussions, and work on course materials. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

Netiquette: Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

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 & full participation for individuals with severe disabilities: A vision for the future*. Baltimore: Paul H. Brookes. 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.

Required Resources

Any additional resources will be posted on Blackboard.

Additional Readings

Any additional resources 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: 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 login to **three webinars** (5/26, 6/9, 7/7), arrive on time, remain in class for the duration of each of these three sessions, and demonstrate professional behavior in the class. Points missed due to absences during class activities **CANNOT be made up**. Participation points can only be earned if the student is in attendance. Note: most coursework will be completed via online lessons that students complete outside of class.

Late Work.

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 **via email or Blackboard** will be considered the date submitted. Submitting an assignment late does not alter the due dates of the other assignments and prevents timely feedback to students regarding their work that may be of value in later

assignments. Strive to keep up with the assignment schedule so that you will be able to have appropriate formative evaluation and feedback from your instructor across the semester.

Additional Course Policies

- 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.

Course Content

All course content is contained in the Blackboard Learning Environment. All Module material will be available to students throughout the course. Any questions about content or where to find something should be directed to me.

Communication

The best way to contact me is through email. There is a Send Email icon on the left navigation bar of our course. My email (as well as the email of your classmates) is located here. It is also located at the top of this syllabus. I check my email at least once a day on weekdays. I will respond to emails within 24 hours, if not sooner, on weekdays.

Written Work

All Module assignments require you to synthesize material from the Course and outside sources into coherent statements of your ideas. In all cases, your writing should be data-based, meaning that you must support statements and ideas with evidence from these sources, giving these sources credit. The standard format for writing in the field of education is outlined in the Publication Manual of the American Psychological Association (6th ed.). The citation for this manual is included in the syllabus section on Recommended Texts. This is also termed “APA Style.” For an online resource, see www.apastyle.org. Specifically, final Module Assignments for Modules 1 and 4 should be written in APA style, including a cover page, running head, pagination, headings (as needed), citation (as needed in Module 4 at the least) and reference pages.

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>

TaskStream Submission

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, *Disability Case Study and Child Abuse and Recognition Training Certificate* 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>.

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 any questions, please contact me. 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. Some lessons also contain a discussion activity. Each of the four modules has a final module assignment. The course point breakdown is:

Item	Points Each	Total
Class Participation (Webinar 5/26, 6/9, & 7/7)	15	45
Reading Checks (14 total)	25	350
Module Assignments (4 total)	125	500
Disability Study*	100	100
Student Introduction	5	5
TOTAL POINTS FOR COURSE		1000

*CAEP/TaskStream assignment

Grading Scale

Graduate Students:

95-100% = A 70-79% = C

92-94% = A- <70% = F

89-91% = B+

85-88% = B

80-84% = B-

Assignments

Performance-based Assessment (TaskStream submission required).

TaskStream submission required.

CAEP/TaskStream Assignments.

Disability Study: students will work individually 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 is fulfilled contributing members of the community.

Child Abuse Recognition and Training Module: All students must complete the online child abuse recognition training module available

at http://www.dss.virginia.gov/family/cps/mandated_reporters/cws5691/index.html

The TaskStream portion of this assignment will consist of submission of the certificate of completion for this online training module.

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

Upon completion of the Child Abuse Recognition Training Module (see CAEP 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. 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 three synchronous webinars, 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.
5/18 Online work	<i>Child Abuse Training</i>	- Review Syllabus. -Familiarize self with technology required for class.
5/26 Online synchronous webinar 7:20-10:00 pm	<i>Topics in Webinar:</i> -Overview of course objectives, assignments, format -Introduction to students with severe disabilities <i>Link to webinar will be emailed to students and will be available on Blackboard</i>	-Research on abuse and neglect reading and synthesis paper submitted to Blackboard -Student Introduction submitted to Blackboard
6/1 Online Work	<i>Module 1: Foundations</i> Lesson 1: Changing Definitions and Attitudes Lesson 2: Providing an Appropriate Education for Students with Moderate and Severe Disabilities -End of Module Assignment <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 Lesson 3: Working with Students with Medical Needs	-Child Abuse Recognition Training Module Certificate Submitted to TaskStream
6/9 Online	<i>Topic in Webinar: Including Samuel</i> <i>Link to webinar will be emailed to students and</i>	For Webinar View: <i>Including Samuel</i> (film to be provided on Blackboard)

<p>synchronous webinar 7:20-10:00 pm</p> <p>Online work</p>	<p><i>will be available on Blackboard.</i></p> <p><u>Online Work This Week:</u> <i>Module 2: Overview of General Programming for Persons with Moderate and Severe Disabilities</i></p> <p>Lessons 4: Supporting Students with the Most Challenging Behaviors Lesson 5: Teaching Students in School Settings: Inclusion and Collaboration -End of Module Assignment</p>	<p>See Blackboard for Module Assignments</p>
<p>6/15</p> <p>Online work</p>	<p><i>Module 3: Curriculum for Students with Moderate and Severe Disabilities</i></p> <p>Lesson 1: Identifying Functional, Age-Appropriate Skills Lesson 2: Systematic Instruction Lesson 3: Community-Based Instruction</p>	<p>See Blackboard for Module Assignments</p>
<p>6/22</p> <p>Online work</p>	<p><i>Module 3: Curriculum for Students with Moderate and Severe Disabilities</i></p> <p>Lesson 4: Planning for the Life Span: Longitudinal Transition Lesson 5: Entering Adulthood: Options for Work and Community Living -End of Module Assignment</p>	<p>See Blackboard for Module Assignments</p>
<p>6/29</p> <p>Online work</p>	<p><i>Module 4: Issues and Future Directions</i></p> <p>Lesson 1: Dealing with Difficult Issues Lesson 2: Future Directions -End of Module Assignment</p>	<p>See Blackboard for Module Assignments</p>
<p>7/7</p> <p>Online synchronous webinar 7:20-10:00 pm</p>	<p><i>Topic in Webinar: Restraint and Seclusion: Hear Our Stories</i></p> <p><i>Link to webinar will be emailed to students and will be available to Blackboard.</i></p>	<p>For Webinar View: <i>Restraint and Seclusion: Hear Our Stories</i> (link is in Module 4, Lesson 2) -Disability Study due to Blackboard AND to TaskStream</p>

*Students are required to log in to the Webinars online on 5/26, 6/9, and 7/7 (link will be sent via email prior to Webinar and will be available on Blackboard)