



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

Fall 2016

EDSE 547 633: Medical and Developmental Risk Factors for Children with
Disabilities

CRN: 82531; 3-Credits

Instructor: Dr. Irene Meier	Meeting Dates: 09/12/16 – 11/21/16
Phone: 571-423-4102	Meeting Day(s): Monday
E-Mail: imeier@gmu.edu	Meeting Time(s): 5:00pm – 9:00pm
Office Hours: By appointment	Meeting Location: Fairfax HS C151

***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.

Schedule Type: LEC

Hours of Lecture or Seminar per week: 3

Hours of Lab or Studio per week: 0

Prerequisite(s): None

Co-requisite(s): None

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other students should refer to their faculty advisor.

Advising Tip

Did you know that Mason email is the primary method of communication used by university offices including those arranging internships, reviewing records for graduation, etc.? Check your Mason email regularly or use the instructions at <http://masonlive2.gmu.edu/tutorials/forwardemail.cfm> to forward to an email account you check frequently.

Nature of Course Delivery

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

Learner Outcomes

The following Virginia Department of Education competencies will be addressed by this course as they relate to students with severe disabilities (Special Education Adapted Curriculum K-12):

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.

Required Textbooks

Richards, S. B., Brady, M. P., Taylor, R. L. (2015). *Cognitive and Intellectual Disabilities: Historical Perspectives, Current Practices & Future Directions* (2nd Ed.). New York, NY: Routledge Publishing. ISBN 9780415834681.

Recommended Textbooks

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

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

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

Additional Readings

Will be provided on Blackboard Course Site

Course Relationships to Program Goals and Professional Organizations

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program 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 George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. [See <http://ods.gmu.edu/>].

f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment

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

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>]

Course Policies & Expectations

Attendance.

Students are expected to attend **all** classes, remain engaged for the duration of each session, and demonstrate professional behavior. When absence from class is unavoidable, students are responsible for getting all class information (e.g. handouts, announcements, lecture notes) from another class member prior to the next class meeting. Handouts 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.

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 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.

Tk20 Performance-Based Assessment Submission Requirement

Every student registered for any Special Education course with a required performance-based assessment is required to submit the *Disability Case Study* to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

Grading Scale

- 93-100% = A
- 90-92% = A-
- 83-89% = B
- 80-82% = B-
- 70-79% = C
- <69% = F

Assignments

Performance-based Assessment (Tk20 submission required).

(see above)

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

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)	Posted on BB	50

Supplementary Reading Discussions (3 @ 25)	Posted on BB	75
Disability Study (submitted to Blackboard)	11/14	300
Group Presentation	11/21	25
Total Points		540

Other Assignments.

1. Assigned Readings

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

2. 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 (page 8 of syllabus). The papers should reflect a synthesis of current research on one of the topics listed in the course syllabus. The paper should be limited to 3-5 pages using APA style. A reference page should be included. The synthesis paper should include a description of the topic, current research, challenges or concerns, implications for teaching practice and suggested future research.

3. Supplemental Reading Discussions

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

Schedule

Session	Date	Topic/Lecture	Readings Readings should be completed by class date listed.	Assignments Due Assignments should be submitted to Blackboard by 11:00 pm on the date listed
1	9/12	Overview of course objectives and assignments Students with Cognitive and Intellectual Disabilities Legal Mandates	Chapters 1-3	
2	9/19	Assignment of disability study groups Etiology of Cognitive and Intellectual Disabilities	Chapters 4-5 BB Readings	
3	9/26	Characteristics	Chapters 6-7 BB Readings	Discussion Forum #1 (BB)
4	10/3	Social, Family and Multi-Cultural Factors Working with Families	Chapter 8 BB Readings	Synthesis Paper #1 (BB)
	10/10	NO Class		
5	10/17	Instructional Assessment Alternate Assessment	Chapter 9 BB Readings	Discussion Forum #2 (BB)
6	10/24	Instructional Programming Systematic Instruction	Chapters 10-11 BB Readings	Synthesis Paper #2 (BB)
7	10/31	Instructional Settings and Access to the General Curriculum	Chapter 12 BB Readings	Discussion Forum #3 (BB)
8	11/7	Communication Disorders Related Services	BB Readings	
9	11/14	Group Presentations	BB Readings	*Disability Study submitted to Blackboard by 11/14 Group Presentations
10	11/21	Future Directions and Research	Chapter 13	