

SYLLABUS

last updated 4/2014

COURSE INFORMATION

implications of this disorder, and be able to identify best possible strategies to accommodating and intervening with these individuals in a classroom setting.

COURSE GOALS AND STUDENT LEARNING OUTCOMES

- and can include memory, judgment or impulse control, motor skills, academics, paying attention and low IQ.
- d. Students will understand the various ways that children can be diagnosed with an FASD.
 - e. Students will gain knowledge of the University of Washington-4 digit code used by teams in the State of Alaska to diagnose FASDs.
 - f. Students will recognize the variety of diagnoses that fall under the FAS umbrella and what these diagnoses mean to treatment and planning of affected individuals.

2. Topic: Psychosocial affects of FASDs at various developmental levels: classroom interventions

Student Learning Outcomes:

- a. Students will gain knowledge of psychological affects that can occur in individuals with FASDs.
- b. Students will gain knowledge of speech and language delays that children with FASDs might experience, and how these delays might impact learning as well as classroom behavior.
- c. Students will gain knowledge of the neurological issues that can occur in individuals affected b8 Tlw36 Td 5

COURSE READING AND MATERIALS

Hearing Services in Schools, 38, 99-108.

Olson, H. C. (2011). An innovative look at early intervention for children affected by prenatal alcohol exposure. In S. Adubato & D. Cohen (Eds.), *Prenatal alcohol use and FASD: Diagnosis, assessment and new directions in research and multimodal treatment* (pp. 64-107). Retrieved from <http://benthamscience.com/ebooks/9781608050314/index.htm>

Malbin, D. (2002). *Fetal alcohol spectrum disorders: Trying differently rather than harder*. (2nd ed.). Portland, Oregon: Tectrice, Inc.

Mattson, S. N., Crocker, N., & Nyen, T. (2011). Fetal alcohol spectrum disorders: Neuropsychological and behavioral features. *Neuropsychological Review*, 21, 81-101.

Mitchell, K., & DeJoseph, M. (2011). Families living with fasd: Up close and personal. In S. Adubato & D. Cohen (Eds.), *Prenatal alcohol use and FASD: Diagnosis, assessment and new directions in research and multimodal treatment* (pp. 161-180). Bentham eBooks.

Trudeau, D. (Ed.). (2002). *Trying Differently: A Guide for Daily Living and Working With FAS and Other Brain Differences*. (3rd ed.) Whitehorse: Fetal Alcohol Syndrome Society Yukon.

INSTRUCTIONAL METHODS

This course will be taught using a variety of methods including online video lectures, reading assignments, written tests, a final written paper, online collaborative projects, and online student presentations, and weekly blog postings. This is an asynchronous online course, which means students

		<p>Reading: Eamer, Claire. (Ed.). Government of Yukon Yukon Department of Education. (2006). Making a difference: Working with students who have fetal alcohol spectrum disorders. Retrieved from: www.education.gov.yk.ca/pdf/fasd_manual_2007.pdf</p> <p>Assignments: - Blog post (20) - EDSE 6XX candidates complete APA tutorial at: http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx</p> <p>Online lecture (instructor recorded)</p>	<p>-Understand how and where to reach me -Understand how and where to find the requirements of this course and to follow the course calendar</p>	
2	<p><u>Unit 1</u> Introduction to FASD</p>	<p>Video: Finding Hope http://findinghope.knowledge.ca/home.html</p> <p>██</p> <p>Students will review several blogs written by parents and caregivers of individuals experiencing FASD.</p> <p>Florida Department d</p>		

		Video Response Blog Post (50 pts.)	
5-6	Unit 3 Clinical Issues: Diagnosis	<p>Online lecture (instructor recorded)</p> <p>Reading: Astley, S. (2011). Diagnosing fetal alcohol spectrum disorders. In S. Adubato & D. Cohen (Eds.), Prenatal alcohol use and FASD: Diagnosis, assessment and new directions in research and multimodal treatment (pp. 3-29). Retrieved from http://benthamscience.com/ebooks/9781608050314/index.htm</p> <p>Brown, N. N. (2011). FASD Diagnostic dilemmas and challenges for a modern transgenerational management approach. In S. Adubato & D. Cohen (Eds.), Prenatal alcohol use and FASD: Diagnosis, assessment and new directions in research and multimodal treatment (pp. 43-63). Retrieved from http://benthamscience.com/ebooks/9781608050314/index.htm</p> <p>Assignment: Exam 1 (150 pts.)</p>	-Identify the four areas of ranking used in the University of

8	<u>Unit 5</u> Psychosocial aspects of FASD Psychologica I	Online lecture (instructor recorded)
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the sections titled "Visual Spatial, Motor and Attention" These are indexed in the PDF.)

Eamer, Claire. (Ed.). Government of Yukon
Yukon Department of Education. (2006).
Making a difference: Working with students
who have fetal alcohol

		<p>neurodevelopmental impact of childhood traumatic stress and prenatal alcohol exposure. Language, Speech and Hearing Services in Schools, 38, 99-108.</p> <p>Gerteisen, J. (2008). Monsters, monkeys, and mandalas: Art therapy with children experiencing the effects of trauma and fetal alcohol spectrum disorders (FASD) Art Therapy: Journal of the American Art Therapy Association, 25(2), 90-93.</p> <p>Assignments: 4XX Blog Post Response to Readings (20 pts.) 6XX Research paper proposal Blog post (20 pts.)</p>	<p>neurodevelopmental deficits</p> <ul style="list-style-type: none"> -Identify how children experiencing the combined effects of trauma and prenatal alcohol exposure might be misinterpreted in a classroom environment. -Define the “paradigm shift” called for by authors Henry, Sloane and BlackPond in regards to behavior management of children affected by trauma and FASD. 	
13	<p><u>Unit 9</u> Neurobehavioral Aspects: Identifying Strengths and Weaknesses</p>	<p>Reading: Malbin, D. (2002). Fetal alcohol spectrum disorders: Trying differently rather than harder. (2nd ed.). Portland, Oregon: Tectrice, Inc. (pages 1543).</p> <p>Assignment: Download and complete a neurobehavioral screening tool using a child you have or currently working with, or the provided case study.</p>	<ul style="list-style-type: none"> -Understand Malbin’s neurobehavioral approach to understanding behaviors. -Learn to use a simple screening tool to differentiate between primary and secondary characteristics of FASD. 	50
14	<p><u>Unit 10</u> Neurobehavioral aspects: Developing Appropriate Accommodations</p>	<p>Reading: Malbin, D. (2002). Fetal alcohol spectrum disorders: Trying differently rather than harder. (2nd ed.). Portland, Oregon: Tectrice, Inc. (pages 1543).</p> <p>Assignments: Blog post (20 pts.) Accommodation Flow Chart (150 pts)</p>	<ul style="list-style-type: none"> -Use Malbin’s approach to identify accommodations for a particular child to accomplish a task -Apply the various 	

		Assignment: Blog post (20 pts.)		
	Required 6XX Graduate Assignment: Research Paper and Collaboratio n Plan	Reading: Bertrand, J. (2009) "Interventicn /TtW2 182		

UAF School of Education students are expected to adhere to the Alaska Code of Ethics for Education Profession. The standards, adopted by the Professional Teaching Practices Commission, govern all members of the teaching profession. A violation of the code of ethics and professional teaching standards are grounds for revocation or suspension of one's teaching license.

Student Code of Conduct and Expect Classroom Etiquette

All guidelines and provisions of the UAF Student Code of Conduct will apply; go to <http://www.uaf.edu/catalog/current/academics/regs3.html> for further details.

EFFORT AND STUDENT INVOLVEMENT

Students should expect to spend an average of 9 hours a week on course work for this class. This includes:

Instruction (video lectures (approximately 30 minutes in length, readings, teacher-student

4. Case Study Interventions: Students will develop intervention ideas in three areas of focus: Psychological, occupational and speech and language based on the needs of a child portrayed in a particular case study. Intervention ideas will be posted to the intervention blog to be shared with other students. 50 points each

Criteria	Points
Summary of child's needs	5
Description of concerns for child in particular setting (classroom or therapy)	10
Appropriate interventions addressing concerns.	15
Relation of interventions to the material presented in the unit.	15
Mastery of written English conventions: mechanics, spelling, etc.	3
Minimum length of 50 words	2
Total (50 maximum)	50

5. Neurobehavioral Screening Tool: Students will use their assigned case study (students may choose an individual they are already working with or use a case study supplied by the instructor) to complete a neurobehavioral screening. The screening will then be used to complete an accommodations flow chart (see below). 50 points.

Criteria	Points
Assessment header is complete	5
All sections of the form are complete.	35
Student has posted a reflection on the screening tool process.	10
Total (50 maximum)	50

6. Accommodations Flow Chart [KEY ASSIGNMENT]: Students will create a neurobehavioral skills assessment flow chart for a particular activity for a specific child. This chart will culminate in the identification and development of accommodations based on strengths and needs of the child. 150 points.

Special Education Assignment Rubric

Course:	EDSE 623 FASD: Diagnosis, Intervention and Strategies	Instructor :	Wagaman
Candidate :		Semester:	Spring 2014
Assignment: Complete an accommodations flow chart to analyze a particular classroom activity or setting for a child experiencing fetal alcohol spectrum disorders. Break down the task according to the brain tasks needed to accomplish it. Align these brain tasks with strengths and weaknesses identified through completion of the neurobehavioral screening tool. Develop an accommodations plan unique to the child's individual needs and discuss how these accommodations can be integrated across settings for the child.			

CEC Standard	0-Does Not Meet	1-Meets	2-Exceeds
1 – Learner Development and Individual Learning Differences	1.1 Understands how language, culture, and family background influence the learning of individuals with FASD but does not take that under consideration when developing a classroom or therapeutic plan 1.2 Uses understanding of development and individual differences, but does not always apply it when responding to the needs of individuals with FASD.	1.1 Understands how language, culture, and family background influence the learning of individuals with FASD and takes that under consideration when developing a classroom or therapeutic plan. 1.2 Uses understanding of development and individual differences to respond to the needs of individuals with FASD	1.1 Understands how language, culture, and family background influence the learning of

engage individuals who need additional supports in learning activities and social interactions.

2.2 Uses motivational and instructional interventions inconsistently to teach individuals with exceptionalities how to adapt to different environments.

2.3 Is unable to explain how to intervene safely and appropriately with individuals with FASD

engage individuals who need additional supports in meaningful learning

			learning.
6 - Professional and Ethical Practice	<p>6.1 Has difficulty using professional Ethical Principles and Professional Practice Standards to guide their practice in all cases.</p> <p>6.3 Does not understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.</p> <p>6.5 Rarely engage in activities such as advocacy and mentoring.</p> <p>6.6 Is not clear and specific when providing guidance and direction to paraeducators, tutors, and volunteers.</p>	<p>6.1 Uses professional Ethical Principles and Professional Practice Standards to guide their practice.</p> <p>6.3 Understands that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.</p> <p>6.5 Engage in activities such as advocacy and mentoring.</p> <p>6.6 Provides guidance and direction to paraeducators, tutors, and volunteers.</p>	<p>6.1 Always uses professional Ethical Principles and Professional Practice Standards to guide their practice even in difficult situations.</p> <p>6.3 Understands and can explain to IEP team members that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.</p> <p>6.5 Always engage in activities such as advocacy and mentoring.</p> <p>6.6 Provides clear guidance and direction to paraeducators, tutors, and volunteers consistently.</p>

The Following Assignments (#s 7 - 9) are for EDSE 6XX Students Only:

7. Final paper proposal: Students will write a research paper proposal and post it to the blog prior to completing the actual research paper (20 points). The proposal is to be at least 400 words in length, double spaced, and should include a minimum of 4 scholarly sources following APA citation style. The proposal is due during Unit 8 (see tentative course schedule).

Topic Research Rubric

		points)
3. Thoroughly identifies how topic relates to federal law (IDEA). (10-8 points)	3. Somewhat identifies how topic relates to federal law (IDEA). (7-4 points)	3. Fails to identify how topic relates to federal law (IDEA) or identifies in an unclear fashion how topic relates to federal law. (3-0 points)
4. Provides a valid and through real-world example of the topic. (10-8 points)	4. Somewhat provides a real-world example of the topic. (7-4 points)	4. Fails to provide and example or the example is unclear of the topics real world application. (3-0 points)

5. Provides a thorough and accurate summary. (20-15 points)

6.88 70.32 re v

setting. (30-20 points)	(19-10 points)	inappropriate methods of addressing those needs (9-0 points)
3. Shows knowledge of various service models and suggests ways professionals in each of these settings can communicate. (40-30)	3. Shows some knowledge of service models but does not effectively address methods of communication or realistic models. (29-15)	3. Fails to address more than one service setting and does not suggest ways of cross-collaboration. (14-0)
4. Uses appropriate and accurate writing mechanics. (108 points)	3. Uses somewhat appropriate and accurate writing mechanics. (7-6 points)	3. Fails to use appropriate and accurate writing mechanics. (50 points)

Grades are based on successful completion of the following assignments:

4XX Assignments

Weekly blog posts: 6 posts, 20 points each = 120 points

Exams: Two exams, 150 points each = 300 points

Video Response: 2 at 50 points each = 100 points

Neurobehavioral Screening Tool: 50 points.

Accommodations Flow Chart: 150 points.

Intervention : 3 intervention posts at 50 points each = 150 points

Total points: 870

A = 870-780

B = 779-700

C = 699-600

D = 599-500

6XX Assignments

Weekly blog posts: 5 posts, 20 points each = 100 points

Exams: Two exams, 150 points each = 300 points

Video Response: 2 at 50 points each = 100 points

Neurobehavioral Screening Tool: 50 points.

Accommodations Flow Chart: 150 points.

Intervention : 3 intervention posts at 50 points each = 150 points

Research Paper Proposal: 20 points

Final Paper: 12-15 page paper, 200 points

Collaboration Plan : 100 points

Grading Scale

Total points: 1170

A = 1170-1060

B = 1059-940

C = 939820
D= 819700

INSTRUCTOR RESPONSE TIME AND HOW TO CHECK YOUR GRADES

DISABILITY SERVICES

- x [Alaska Federation of Natives](#)
- x [Alaska Inter-Tribal Council](#)
- x [Alaska Native Heritage Center](#)