Professional Education Unit
Department of Early Childhood, Elementary, & Special Education
COURSE SYLLABUS
EDSP 350: CHARACTERISTICS OF INDIVIDUALS WITH INTELLECTUAL AND DEVELOPMENTAL DISABILITIES: Face to Face-303 GH
EDSP*350*001 – Spring 2012

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Course Description: Biological, physical, etiological, psychological and educational characteristics of individuals demonstrating significant deviations in mental or physical behavior. The likely needs of individuals with intellectual disabilities and/or orthopedic impairments discussed in light of their presenting problems.

Required Field Experience Hours: 10 and it is a Level II Experience

Conceptual Framework: *"Community Engagement: A Light to and from the Mountains"*
The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

Conceptual Framework Outcomes (CFO's):
The Unit and the faculty within individual programs assess the degree to which its graduates:

1) Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to "whole" student learning in education settings.

2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.

3) Demonstrate professional dispositions

4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively "bridge the gaps" (economic, achievement, and geographic) ensuring optimal learning for all students.

5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learning Outcomes (SLO's): By the end of this course, the candidate will be able to:

1. Discuss problems of definition and current status of the field of special education.
2. Discuss factors in the development of an intellectual disability.
3. Discuss various assessment methods used when working with individuals with intellectual disabilities.
4. Discuss syndromes that may exist concomitantly with orthopedic conditions.
5. Discuss assessment of intellectual disabilities including theories of intelligence, nature vs. nurture, adaptive behavior.
6. Be able to differentiate the levels of support needed by people with intellectual disabilities by outlining the various motivational, behavioral, educational, learning, and speech and language factors that contribute to these needs.
7. Describe the various programming issues related to meeting the needs of people with intellectual disabilities across the life span including early childhood, school age, transition age, and adulthood.
8. Recognize and discuss family issues including coping skills, the family unit, individual rights and legal issues.
9. Identify the various trends as related to intellectual disabilities.
10. Discuss conditions resulting in developmental disabilities including physical disabilities and autism.
11. Identify psychosocial aspects of physical disability.
12. Design instructional adaptations for students with physical disabilities
13. Discuss work, recreation, and leisure education for students with physical disabilities.

NCATE/ EPSB Accreditation Alignment of CFO's and SLO's:

Program: P-5 MSD Course: Characteristics of Individuals with Intellectual Disabilities and Orthopedic Impairments					
Aligned with→ **Assessment↓** **(point values)**	**Kentucky Teacher Standards (KYS)**	**Kentucky Core Academic Standards (KCAS)**	**Education Professional Standards Board (EPSB)**	**Council for Exceptional Children [CEC] Initial Content Standards**	**NCATE Standards and Themes**
Midterm Exam **100 Points** CFO: 1 SLO: 1, 2, 3, 4, 5, 6, 9, 12	I	N/A	1. Diversity 2. Assessment 3. Closing the Achievement Gap	1: Foundations 2: Development and Characteristics of Learners 3: Individual Learning Differences 4: Instructional Strategies 5: Learning Environments	NCATE I

				and Social Interactions 6: Language 7: Instructional Planning 8: Assessment	
Final Exam **100 Points** CFO: 1 SLO: 6, 7, 8, 9, 10, 11, 13	I	N/A	1. Diversity 2. Assessment 3. Closing the Achievement Gap	1: Foundations 2: Development and Characteristics of Learners 3: Individual Learning Differences 7: Instructional Planning	NCATE I
Class Participation **20 Points** CFO: 1, 2, 3 SLO: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	I III VI VII VIII	Goal 1 Basic skills in Communication & mathematics; Goal 2 Application of Core Concepts; Goal 3 Personal self-sufficiency AE: 3.1-3.7; Goal 4 Responsible Group Membership AE: 4.1-4.4; Goal 5 Think and Solve Problems; Goal 6 Connect and Integrate Knowledge	1. Diversity 2. Assessment 3. Closing the Achievement Gap 4. Technology	9: Professional and Ethical Practice	NCATE I, IV

Comprehensive Accessibility Audit **40 Points** CFO: 1, 3, 4, 5 SLO: 4, 8, 11, 12, 13	I	Goal 1 Basic skills in Communication & mathematics; Goal 2 Application of Core Concepts; Goal 3 Personal self-sufficiency AE: 3.1-3.7; Goal 4 Responsible Group Membership AE: 4.1-4.4	1. Diversity 2. Assessment 3. Closing the Achievement Gap 4. Technology	1: Foundations 3: Individual Learning Differences 5: Learning Environments and Social Interactions 9: Professional and Ethical Practice	NCATE I, IV
Observation Hours Papers **30 Points** CFO: 1, 3, 4, 5 SLO: 2, 4, 6, 9, 10, 12	I III VI VII VIII	Goal 2 Application of Core Concepts; Goal 3 Personal self-sufficiency AE: 3.1-3.7; Goal 4 Responsible Group Membership AE: 4.1-4.4; Goal 6 Connect and Integrate Knowledge	1. Diversity 2. Assessment 3. Closing the Achievement Gap	1: Foundations 2: Development and Characteristics of Learners 3: Individual Learning Differences 4: Instructional Strategies 5: Learning Environments and Social Interactions 6: Language 7: Instructional Planning 9: Professional and Ethical Practice 10: Collaboration	NCATE I, III, IV
Product Development	I	Goal 1	1. Diversity	1: Foundations	NCATE I, III, IV

30 Points CFO: 1, 2, 3, 4, 5 SLO: 2, 6, 7, 9, 10, 12	III VI VIII	Basic skills in Communication & mathematics; Goal 2 Application of Core Concepts; Goal 3 Personal self-sufficiency AE: 3.1-3.7; Goal 4 Responsible Group Membership AE: 4.1-4.4; Goal 5 Think and Solve Problems; Goal 6 Connect and Integrate Knowledge	2. Assessment 3. Closing the Achievement Gap 4. Technology	2: Development and Characteristics of Learners 3: Individual Learning Differences 5: Learning Environments and Social Interactions 6: Language 9: Professional and Ethical Practice 10: Collaboration	
Syndrome Presentation **100 Points** CFO: 1 SLO: 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13	I	Goal 1 Basic skills in Communication & mathematics; Goal 2 Application of Core Concepts; Goal 3 Personal self-sufficiency AE: 3.1-3.7; Goal 6	1. Diversity 2. Assessment 3. Closing the Achievement Gap 4. Technology	1: Foundations 2: Development and Characteristics of Learners 3: Individual Learning Differences 4: Instructional Strategies 5: Learning Environments and Social Interactions 6: Language	NCATE I, IV

		Connect and Integrate Knowledge			
Facebook Friday Points CFO: 1, 3 SLO: 1, 3, 6, 7, 8, 9, 10, 12, 13	I III VI VII VIII	Goal 1 Basic skills in Communication & mathematics; Goal 2 Application of Core Concepts; Goal 3 Personal self-sufficiency AE: 3.1-3.7; Goal 4 Responsible Group Membership AE: 4.1-4.4; Goal 5 Think and Solve Problems; Goal 6 Connect and Integrate Knowledge	1. Diversity 3. Closing the Achievement Gap 4. Technology	1: Foundations 2: Development and Characteristics of Learners 3: Individual Learning Differences 4: Instructional Strategies 5: Learning Environments and Social Interactions 6: Language 7: Instructional Planning	NCATE I, IV

Assignment Descriptions:

Program: P-5 MSD Course: Characteristics of Individuals with Intellectual Disabilities and Orthopedic Impairments	
Assessment (point value)	**Description**

Midterm Exam **100 points**	Students will be assessed through multiple choice, T/F, short answer, and essay questions regarding the first 1/2 of the semester.
Final Exam **100 Points**	Students will be assessed through multiple choice, T/F, short answer, and essay questions regarding the last 1/2 of the semester.
Class Participation/Attendance **20 Points**	Each candidate is expected to attend and participate in class discussion. This area of activity will be worth 20 points toward the final grade. Consistent attendance and active participation in group discussions will be major factors considered in determining this grade.
Comprehensive Accessibility Audit **40 Points**	Student groups of two-three will conduct a systematic accessibility review of a public facility using the *ADA Checklist for Existing Facilities*. Each student will be assigned a sporting event that takes place on MSU's main campus. Students will present their findings to the class.
Observation Hours Papers **30 Points**	Candidates will write three papers across the semester. Each paper (1-2 pages) will focus on one aspect of intellectual disabilities. The candidate will choose one student that is in a Moderate/Severe Disability (MSD or FMD) classroom and observe that student for the semester. The candidate may choose to observe in elementary, middle, or high school. From observations, direct contact, etc., the candidate will gather the needed information to complete each paper. The first paper will focus on the individual student, the second paper will focus on communication and social skills of the student and the final paper will focus on physical and sensory impairments of the student. As part of this assignment a **minimum of 10 hours** must be devoted to conducting field work in the school.
Product Development **30 Points**	Each candidate will observe a target student during field hours. As you are observing your student pay close attention to what types of assistive technologies or adaptive equipment they are using during school. For this project you will develop a product (e.g., adapted equipment, communication board, picture schedule, etc.) and present the product to the class. You also will write a narrative explaining your developed product.
Syndrome Presentation **45 Points Total**	Each student will be assigned a rare syndrome or disease at the beginning of the semester. He or she will conduct research on that specific syndrome/disorder. Then from that information, the student will present a powerpoint presentation to the class explaining what he or she found out about the syndrome/disorder. Each powerpoint will be uploaded to BB, where the information can be shared with peers. It is recommended that students keep each PPT presentation for future reference in his or her classroom.
Facebook Friday	This is when the professor will post a discussion question,

70 Points Total	special education issue, etc., to your inbox in Facebook. This activity should act like a discussion board, but only in Facebook. **You are responsible to responding to the professor's post in addition you must respond to at least two peer's post. All posts must be made before 5pm on that Friday. Posts that are posted after 5:00pm will not receive credit.**

Evaluation and Grading Scale:

1. **Examinations.** Two examinations made up of objective items similar to those asked on the PRAXIS exam will be given throughout semester. These examinations will be made up of a series multiple choice, T/F, short answer and essay questions.

2. **Class Participation/Attendance.** Each candidate is expected to attend and participate in class discussion. This area of activity will be worth 10 points toward the final grade. Consistent attendance and active participation in group discussions will be major factors considered in determining this grade.

3. **Comprehensive Accessibility Audit**. Student groups of two-three will conduct a systematic accessibility review of a public facility using the *ADA Checklist for Existing Facilities*. Each student group will be assigned an academic building found on any of the MSU campuses. Additional guidelines can be found in Appendix A.

4. **Observation Hours Papers.** Candidates will write three papers across the semester. Each paper (1-2 pages) will focus on one aspect of intellectual disabilities. The candidate will choose one student that is in a Moderate/Severe Disability (MSD or FMD) classroom and observe that student for the semester. The candidate may choose to observe in elementary, middle, or high school. From observations, direct contact, etc., the candidate will gather the needed information to complete each paper. The first paper will focus on the individual student, the second paper will focus on communication and social skills of the student and the final paper will focus on physical and sensory impairments of the student. As part of this assignment a **minimum of 10 hours** must be devoted to conducting field work in the school. **All papers will be turned in via BB before 3:00pm on the due date noted on the course schedule. After 3pm, the assignment will no longer be available.** Additional guidelines can be found in Appendix B.

5. **Product Development.** Each candidate will observe a target student during field hours. As you are observing your student pay close attention to what types of assistive technologies or adaptive equipment they are using during school. For this project you will develop a product (e.g., adapted equipment, communication board, picture schedule, etc.) and present the product to the class. You also will write a narrative explaining your developed product. **All papers will be turned in via BB before 3:00pm on the due date noted on the course schedule.** Additional guidelines can be found in Appendix C.

6. **Syndrome Presentation.** Each student will be assigned a rare syndrome or disease at the beginning of the semester. He or she will conduct research on that specific syndrome/disorder. Then from that information, the student will submit a powerpoint presentation via BB Discussion explaining what he or she found out about the syndrome/disorder. It is recommended that students keep each PPT presentation for future reference in his or her classroom and/or Praxis. Next, the student will record themselves

teaching their syndrome to the class and upload it to our EDSP 350 FB group. As students upload their videos, then you will have to comment on at least 5 of your peers' presentations. Additional guidelines can be found in Appendix D.

7. **Facebook Friday.** This is when the professor will post a discussion question, special education issue, etc., to your inbox in Facebook. This activity should act like a discussion board, but only in Facebook. **You are responsible to responding to the professor's post in addition you must respond to at least two peer's post. All posts must be made before 5pm on that Friday. Posts that are posted after 5:00pm will not receive credit.**

8. **Field Log.** As outlined in the following assignments candidates are required to do an extensive amount of fieldwork to meet the requirements of this course. **Ten (10) hours** is the minimum for meeting this course requirement. You will spend 10 hours in a Moderate and Severe Disability classroom (FMD classroom). This time should be spent completing class assignments, and interacting with students who have moderate and severe disabilities. Each candidate must submit a log (distributed in class) documenting the amount of time spent in completing assignments related to this course. **Any candidate failing to submit a log or submitting one with less than 20 hours of time will receive an "E" in this course**.

9. **Grading**. All work will be evaluated based on the thoroughness with which the assignment is completed, the clarity with which the information is presented (verbally or in writing), and degree to which the framework presented in this course is used in completing the assignments. The total mark for the course will be computed based on a total cumulative score for the assignments outlined below. A= 100% - 90%; B=89% - 80%; C=79%-70%; D=69%-60%; E=59%

ASSIGNMENTS	**Points Worth**
Objective Tests • **Midterm Exam**	100
• **Final Exam**	100
Reflective Papers • **Paper 1**	10
• **Paper 2**	10
• **Paper 3**	10
Syndrome Presentation	100
Product Development	30
Accessibility Audit	40
Participation/Attendance	20
Facebook Friday	70
TOTAL:	490

Required Textbook(s):

Brown, I., & Percy, M. (2007). *A comprehensive guide to intellectual & developmental disabilities.* Baltimore: Brookes Publishing.

Folio 180:

All students in this course are required to purchase a Folio 180 account.
To purchase Folio180 online or through the MSU Bookstore:
1. Purchase Folio180 at the MSU Bookstore and follow the instructions included with that purchase.
2. To purchase online, go to www.folio180.com/msuky/coe <http://www.folio180.com/msuky/coe>
3. Complete registration and payment information. Your login information will be emailed to you.
4. Note: if you have a Tk20 account, you will NOT need to purchase Folio180--we will provide your Folio180 account information to you via email. Announcements and instructions will also be made on the CoE Facebook page.
5. You will be able to continue using your Folio180 account through any graduate programs you might enroll in through MSU.
6. NOTE: students must have purchased or activated their Folio180 account by midterm or they will receive an "E" at midterm per TEP policy.

Course Format

A variety of teaching strategies are used to present material in this course. Lectures/discussions are based on assigned readings and individual experience with this population. Slides and videotapes of students with moderate to severe disabilities are used to supplement lectures. Additional class learning activities will include: small group activities; demonstrations; and candidate presentations. **All candidates must enroll in Blackboard to receive powerpoints, additional readings, materials, etc.**

Candidates must enroll in Facebook to be able to participate in Facebook Fridays. If you do not wish to enroll in Facebook, please make additional arrangements with the professor. Candidates will also receive additional information regarding special education and transition. Facebook will allow the candidate to chat with other students regarding special education and transition, chat with the instructor, search and join national organizations on the web, pose questions or concerns to the class, etc. You will need to add me as your friend, **Hawkins Ed D**.

All assignments must be completed using Times New Roman 12 point and must be double spaced. When turning in an assignment, the RUBRIC MUST BE STAPLED TO THE FRONT of the assignment. This is where you will place your name. It WILL NOT be necessary to put your name, date, etc., at the beginning of your papers, that will be placed on the Grading Rubric. The assignment will not be accepted without the grading rubric.

CLASS ATTENDANCE POLICY

Attendance. Attendance is mandatory. If you are unable to attend a class session the instructor should be notified ahead of time. As noted above, attendance and participation contribute toward your grade for this course; therefore, unexcused absences will negatively affect the student's grade.

CLASS POLICIES

Academic Honesty. Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html

Americans with Disabilities Act (ADA). In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, they are best applied when requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator at: 204-E ADUC, 606-783-5188, or e.day@moreheadstate.edu

Campus Safety Statement. Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at http://www.moreheadstate.edu/emergency

Confidentiality. In all reports and discussion of their experience candidates are reminded to refrain from using students' last names or in any way providing information that might identify individual students to individual outside the classroom. It is inappropriate to discuss anything observed in a classroom, on videotape, or learned from discussion in this seminar with anyone not directly involved with the delivery of services to students or involved in this professional training. Violation of confidentiality will be regarded as a serious breach of professional ethic and may result in the failure in this class.

Plagiarism. Any paper showing evidence of plagiarism from any source will be considered unacceptable and result in no grade (0) being awarded for that assignment. If you have any questions related to plagiarism please ask the instructor.

Late Assignments. Five percent (5%) per day will be deducted from all assignments which are submitted after the due date unless a late submission is negotiated in advance. No points will be deducted for redone assignments provided they are turned in within a time frame arrange with the instructor.

Person First. In all papers and class discussions observe the standards for use of "people first" language as outlined in Guidelines for reporting and writing about people with disabilities published by the Research and Training Center on Independent Living at the University of Kansas and discussed in class. Students not using Person First Language, will have points deducted from assignments. Please see Grading Rubrics.

IN THE CASE OF BAD WEATHER OR THE UNIVERISTY IS CLOSED, PLEASE REFER TO BLACKBOARD FOR FURTHER INSTRUCTIONS REGARDING THE MISSED CLASS.

EDSP 350

Spring 2012 CLASS SCHEDULE

Please note that schedule is subject to change.

DATE	TOPIC	ASSIGNMENT DUE
Jan. 17	Introductions Enroll in Blackboard Enroll in Facebook Overview of Syllabus	
Jan. 19	Overview of Assignments Observation Hours Assign Building on campus	
Jan. 24	Overview of Intellectual and Developmental Disabilities Chapters 1-6	
Jan. 26	Assessment Chapters 21-23	
Jan. 27: F2	**FACEBOOK FRIDAY**	
Jan. 31	Individual Education Plan Chapter 31 Readings TBA	
Feb. 2	Systematic Teaching Strategy - Data Collection Readings TBA	
Feb. 7	Data Collection Practice	
Feb. 10: F2	**FACEBOOK FRIDAY**	
Feb. 14	Related Services Readings TBA	
Feb. 16	Assistive Technology Readings TBA	
Feb. 21	Down Syndrome Chapter 10	Paper #1 Due
Feb. 23	Down Syndrome Cont. Chapter 10	
Feb. 24: F2	**FACEBOOK FRIDAY**	

Feb. 28	Autism Chapter 12	
March 1	Autism Cont. Chapter 12	
March 6	**Midterm Exam**	
March 8	**Product Development Presentations**	Products Due
March 9: F2	**FACEBOOK FRIDAY**	
March 13	Prader Willi Chapter 15	
March 15	Traumatic Brain Injury Chapter 20	Paper #2 Due
March 19-23 Spring Break	**SPRING BREAK**	
March 27	Fragile X Syndrome Chapter 11	
March 29	Fetal Alcohol Spectrum Disorder Chapter 14	
April 3	Accessibility Audits Due	Accessibility Audits Due
April 5	Other Health Impairment Readings TBA	
April 6: F2	**FACEBOOK FRIDAY**	
April 10	Spina Bifida Chapter 17	
April 12	Shaken Baby Syndrome Chapter 15	
April 17	Cerebral Palsy Chapter 17	Paper #3 Due
April 19	Speech/Language Disorders-Sensory Impairments Chapter 25	
April 20: F2	**FACEBOOK FRIDAY**	
April 24	**Rare Syndrome Presentations**	Rare Syndrome Presentation Due
April 26	**TBA**	
May 1	Early Childhood Special	

	Education Readings TBA	
May 3	Sign Language Materials posted to BB	
May 4: F2	**FACEBOOK FRIDAY**	
May 9	FINAL EXAM 3:00pm	

APPENDICES

Appendix A
EDSP 350
Physical Accessibility Audit

The American's with Disabilities Act highlights that a main issues in assuring full civil rights for people with physical disabilities is accessibility. Indeed, for many of people with disabilities the only thing "special" about their needs is assurance of full access.
In this activity you will explore what a setting needs to do to assure full access and determine the extent to which your building meets this expectation. Each student group will be assigned a building on the MSU's main campus. You are charged to do a **comprehensive critical** review of the accessibility of **building on the campus of MSU**. Remember to keep in mind that getting in the door is only part of full accessibility. Merely being "legally accessible" may not make a building friendly and welcoming to people with disabilities. This audit is intended to be constructive by offering suggestions for how the facility can improve its service to all people. **You will need to complete pages 1-17 of the accessibility checklist.**

A final point to be included in your audit is the degree to which staff in each of the buildings is helpful and knowledge about issues of accessibility. See how responsive they might be if you were checking the area out for a friend in a wheel chair or with another disability who was going to need to use the building. Then summarize the results—your assessment of their reaction—in your presentation.
The material you will present will include following:

1) A **powerpoint presentation** that identifies the building, and addresses the following:
   a) Strong points of the building
   b) Major problems identified
   c) An assigned accessibility grade to the building using the following scale:

A	***Fully accessible.*** A person with a disability would have no problem fully accessing and using all parts of the building and all services available in the building. They would feel fully welcomed into this setting
B	***Generally Accessible***. There are some minor barriers to full access or uses of services in this building. The person with the disability would experience some minor inconvenience, but would not encounter a major barrier to participation.
C	***Accessible***. There are noticeable barriers or inconveniences in accessing the building or using services. The person with a disability can get in and use services, but not as smoothly and naturally as everyone else. Feels like access is an after thought.
D	***Barely Accessible***. There are major substantial barriers to access and participation. Problems getting in the building and major barriers or restrictions within the building. Extraordinary effort for people with disabilities--very different from others
E	***Inaccessible***. For the most part a person with disability is not able to access this building or services in the building. If the person is able to get in the door they meet major barriers. They would feel as if they were not expected or welcome.

Each group will need to document strong points and problems with the building by providing pictures within your powerpoint presentation.

Accessibility Audit Presentation
Grading Rubric

Student Names: _____
Name of Building: _____
Date: _____

Powerpoint Presentation should include:

Strong Points of Building	/4
Major Problems of Building	/4
Accessibility Grade	/2
Pictures used for documentation	/10
Thoroughness of presentation	/10
TOTAL POINTS:	/30

Appendix B
Field Observation Hour Papers/RUBRICS

In EDSP 350, you are required to complete 10 field hours across the semester. You are to complete these hours in a Moderate/Severe Disability (MSD or FMD) classroom. You may choose an elementary, middle, or high school setting, just as long as there is a MSD or FMD classroom.

This particular assignment will be conducted across the semester. You are required to complete a 1-2 page paper discussing components of intellectual disability. In other words, I want you to select one student at your site and obtain the necessary information regarding an intellectual disability. **Please DO NOT use any identifying information regarding the student or classroom where you are observing during the semester.**

Below are the specific topics for each paper. In addition, there is a rubric for each month to use while completing your paper. USE THE RUBRIC WHEN PROVIDING ALL OF THE NEEDED INFORMATION FOR YOUR PAPERS! **All papers will be turned in via BB before 3:00pm on the due date noted on the course schedule.**

Paper #1
You are required to get to know your target student. You are to observe this student within the classroom and describe him or her within your paper.

Paper #2
This paper will focus on communication and social skills of your target student.

Paper #3
This paper will focus on physical and sensory impairments of your target student.

Observation Paper #1 – Disability Description Grading Rubric
Student Name: _____ Date: _____

Characteristics of the student	/3
Name of disability **- Not the name of the student, just the identifying disability**	/2
Description of the disability	/3
Grammar / Person First Language	/2
TOTAL POINTS	**/10**

Observation Paper #2 – Communication Grading Rubric
Student Name: _____ Date: _____

Communication Characteristics	/3
Social Characteristics	/3
Describe how these characteristics affect academics	/2
Grammar / Person First Language	/2
TOTAL POINTS	**/10**

Observation Paper #3 – Physical/Sensory Grading Rubric
Student Name: _____ Date: _____

Physical Characteristics – if none, state that	/3
Sensory Characteristics **- Hearing or Vision** – if none, state that	/3
Describe how these characteristics affect academics	/2
Grammar / Person First Language	/2
TOTAL POINTS	**/10**

Appendix C
EDSP 350
Product Development

As you are observing your target student across the semester, pay close attention to his or her adapted equipment and assistive technology. Many students with disabilities have specific equipment, technology, etc., they use on an everyday basis to participate in school and the community.

For this project, you are going to develop a piece of adapted equipment, communication board, picture schedule, or a low/no tech assistive technology device for the student. You will create the product for the student and then present it to the class. As you are thinking about your project, talk to your supervising teacher and ask him or her for their ideas as well. The intention is to create a product that you in turn can give to the teacher to use with the student. Please be creative while creating your products.

Your final project will be your product in addition to a 1- 2 page narrative describing the product and why you think it will work best for your target student. **Your paper will be turned in via BB and will be due by 3:00pm on the due date specified in the Course Schedule.**

EDSP 350 Product Development
Grading Rubric for Product / Narrative

Student Name _____
Name of Product _____
Date: _____

Completed Product	/10
NARRATIVE SHOULD INCLUDE:	
Explanation of the product to the class and in paper	/5
Why did you decide to develop this particular product?	/5
Description of how the student will use the product	/5
Grammar / Person First Language	/5
TOTAL POINTS	**/30**

Appendix D
EDSP 350
Syndrome Presentation

In special education, there are many types of specific disabilities, syndromes, diseases, etc. In this class, you are learning about specific disabilities that are pretty common to the field, but there are so many more that you may not see or hear about on a daily basis. Therefore, for this project, you will choose a syndrome/disease from the list below that I want you to research. You can use the internet, peer reviewed journals, interviews, etc., to find out as much as you can regarding the specific syndrome/disease.

Next, I want you to develop a powerpoint presentation that you will share with the class. Think about it as you are the expert on this specific syndrome/disorder and it is your job to teach the class about it. Your presentation should be at least 10 minutes in length. I would encourage you to add various media to your presentation, such as a Youtube clip, pictures, handouts, etc.

To receive credit for this project, you will have to do the following:

1. Upload your PPT to BB Discussion Board
2. Upload a video of you presenting your material to our EDSP 350 Facebook Group
3. Comment on a minimum of 5 of your peer presentations

Syndrome/Disease List

SYNDROME NAME STUDENT_____

1. Beckwith-Wiedemann Syndrome
2. Moyamoya Sydrome
3. Nager Syndrome
4. Coffin-Lowry Syndrome
5. Batten Disease
6. Aicardi Syndrome
7. CHARGE
8. Cri-Du-Chat
9. Hunter Syndrome
10. Klinefelter Syndrome
11. Noonan Syndrome
12. Rett Syndrome
13. Smith-Magenis Syndrome
14. Sturge-Webber Syndrome
15. Tourette Syndrome
16. Catch 22 Deletion Syndrome
17. Turner Syndrome
18. Angelman Syndrome
19. Williams Syndrome
20. Reye Syndrome
21. Cohen Syndrome
22. Trisomy 13 Syndrome

23. Beckwith-Weidman Syndrome

24. Phenylketouria (PKU)

25. Hurler Syndrome

26. Pediatric StrokE

27. Sotos Syndrome

EDSP 350
Syndrome Paper / Presentation
Grading Rubric

Syndrome Presentation

1.	Explain the specific syndrome/disease	/15
2.	What are the characteristics of the syndrome/disease?	/15
3.	When is the syndrome diagnosed?	/5
4.	Treatment of the syndrome/disease	/10
5.	Professional Organizations / Additional Information	/10
6.	Overall PPT presentation	/5
7.	Upload to FB	/15
8.	Comment of 5 peer presentations	/25
TOTAL POINTS		**/100**

SITE VISIT LOG
EDSP 350

Student: _____

Observation Site:_____

The candidates in EDSP 350 Characteristics of Individuals with Intellectual Disabilities and Orthopedic Handicaps at Morehead State University are required to familiarize themselves with 1) Moderate/Severe disability classrooms; 2) characteristics of those students in those classrooms; and 3) modifications/low tech assistive technology used to assist the earning needs of this group. This form serves to document the amount of time the candidate has spent in your program. Thank you for your cooperation in assisting the candidates to complete this assignment. If you need any further information please do not hesitate to call me at (606) 783-2830.

Sarah R. Hawkins, Ed.D.
Assistant Professor

Date	Time of Visit	MSU candidate's activities during this visit
TOTAL HOURS IN THIS SETTING: _____**Hours**		_____ **Signature of Cooperating Teacher**

Early Childhood, Elementary, and Special Education
401 F Ginger Hall
Telephone: 606-783-2830
Fax: 606-783-9102

Spring, 2012

Dear Colleague:

The candidates in EDSP 350 Characteristics of Individuals with Intellectual Disabilities and Orthopedic Handicaps at Morehead State University are required to familiarize themselves with 1) Moderate/Severe disability classrooms; 2) characteristics of those students in those classrooms; and 3) modifications/low tech assistive technology used to assist the learning needs of students with moderate and severe disabilities.

To achieve this goal MSU students are required to spend a total of 10 hours in a program serving individuals with moderate and severe disabilities. They will spend 10 hours in either an elementary, middle, or high school. Each MSU student is to choose one target student to observe during the ten hours.

Across the semester, students are to choose a target student and teach a discrete task while collecting data on the task. NO IDENTIFYING INFORMATION will be given out. Students will use fake names, to maintain confidentiality, as they describe their target student in a final write up. Please accommodate their need for information within the obvious limits of confidentiality. The candidates have been instructed in the need for confidentiality and will observe confidentiality in all class discussions and papers. The MSU student is responsible for showing you the assignment description and grading rubric. In addition, if you would like a copy, pleas email me at s.hawkins@moreheadstate.edu and I will be more than happy to send you a copy.

MSU candidates also have to design a communication board, low tech assistive technology device, picture schedule, etc. for their target student. Please accommodate their need if they have specific questions as to what type of device might be best for their target student. In addition, it is my hope the student will leave the device for you to use with the student, as a thank you for all of your time and energy.

The majority of their time should be spent performing hands-on task with their target student to gain an understanding of moderate and severe disabilities and specific characteristics. Please share with them methods, materials, etc., you use while working with students. If there are any problems related to scheduling, cooperation, appropriate behavior, or any other concern, please call me immediately.

I am personally very grateful to you for making your program available to my candidates. If I can be of any assistance to you and your students please contact me. Thank you for your cooperation in assisting the candidates to complete their assignment. If you need any further information please do not hesitate to call me at (606) 783-2830.

Sincerely,

Sarah R. Hawkins, Ed.D.
Assistant Professor