

SYLLABUS*last updated 4/2014***COURSE INFORMATION**

TITLE:	Understanding FASD: Diagnosis, Intervention and Strategies	
COURSE ID:	EDSE/PSY 4XX/6XX (Stacked)	
CREDITS:	3	
PREREQUISITES:	4xx – Recommended: ENGL F111X or equivalent 6xx – Graduate standing	
LOCATION: online only		MEETING TIME: Asynchronous, plus three (3) mandatory check-in meetings via <i>Blackboard Collaborate</i>

INSTRUCTOR INFORMATION

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COURSE DESCRIPTION

This is an overview course designed to educate candidates (e.g., graduate students, teachers, counselors, social workers, foster parents, etc.) about Fetal Alcohol Spectrum Disorders: how they are acquired, current diagnostic strategies; intervention strategies within social services, therapeutic environments and school settings; and individual case management strategies. By the end of the course candidates should possess knowledge of working with children affected by fetal alcohol spectrum disorders, understand the psychosocial 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

CAEP: Council for the Accreditation of Educator Preparation **Council for Exceptional Children Professional Standards Targeted in this course**

1. Learner Development and Individual Learning Differences

- ☐ 1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

2. Learning Environments

- 2.1 Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.

3. Curricular Content Knowledge

- 3.2 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.

4. Assessment

- 4.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.

5. Instructional Planning and Strategies

- 5.1 Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development and adaptation of learning experiences for individuals with exceptionalities.
- 5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.
- 5.6 Beginning special education professionals teach to mastery and promote generalization of learning.

7. Collaboration

- 7.3 Beginning special education professionals use collaboration to promote the well being of individuals with exceptionalities across a wide range of settings and collaborators.

Specific Topics and Outcomes Related to Fetal Alcohol Spectrum Disorder Include:

1. Topic: Biomedical foundations and diagnosis of Fetal Alcohol Spectrum Disorder

Student Learning Outcomes:

- a. Students will understand that FASDs are caused by a woman's drinking alcohol while she is pregnant. There is no known amount of alcohol that is safe to drink while pregnant, and there is no safe time to drink alcohol during a pregnancy.
- b. Students will understand basic fetal development and how alcohol can impact an individual who is exposed during particular periods of gestation.
- c. Students will understand that the signs of FASDs can be either physical or intellectual,

- 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 FASD 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 by FASDs and understand possible intervention strategies to prevent these issues from affecting classroom performance.
- d. Students will understand common early intervention strategies used with children affected by FASDs in order to better understand how to continue these strategies in their own classrooms.

3. Topic: Neurobehavioral intervention strategies for those impacted by FASDs.

- a. Students will gain knowledge of how the combination of early trauma and an FASD can affect abilities.
- b. Students will be able to identify primary and secondary characteristics of neurobehaviorally disordered individuals.
- c. Students will gain understanding of the latest tools used to map challenging behaviors and be comfortable identifying accommodations for dealing with those behaviors.
- d. Students will identify methods of instruction and accommodations shown to be effective in teaching individuals with FASDs.
- e. Students will list the “8 Magic Keys” identified for success with students affected by FASD and how these keys can be integrated into a classroom.

COURSE READING AND MATERIALS

- Aduabato, Susan A. & Cohen, Deborah E. (Eds.). (2011). *Prenatal alcohol use and fetal alcohol spectrum disorders: Diagnosis, assessment and new directions in research and multimodal treatment* Retrieved from <http://benthamscience.com/ebooks/9781608050314/index.htm>
- Astley, S. (2011). Diagnosing fetal alcohol spectrum disorders. In S. Aduabato & 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>
- Bertrand, J. (2009) "Interventions for children with fetal alcohol spectrum disorders (FASDs): Overview of findings for five innovative research projects." *Research in Developmental Disabilities*, doi:10.1016/j.ridd.2009.02.003
- Brown, N. N. (2011). FASD: Diagnostic dilemmas and challenges for a modern transgenerational management approach. In S. Aduabato & 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>
- 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
- Florida Department of Education Bureau of Exceptional Education and Student Services. (2005). *Teaching Children with Fetal Alcohol Spectrum Disorders: A Guide for Florida Educators*. Retrieved from <http://www.fldoe.org/ese/pdf/fetalco.pdf>
- Franklin, L., Deitz, J., Jirikowic, T., & Astley, S. (2008). Children with fetal alcohol spectrum disorders: Problem behaviors and sensory processing. *The American Journal of Occupational Therapy*, 62, 265-273.
- Graefe, S. (Ed.). Ministry for Children and Families, British Columbia. (1999). *Parenting Children Affected by Fetal Alcohol Syndrome: A Guide for Daily Living*. Retrieved from http://www.fasaware.co.uk/education_docs/daily_guide_for_living.pdf
- 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.
- Henry, J., Sloane, M., & Black-Pond, C. (2007). Neurobiology and neurodevelopmental impact of childhood traumatic stress and prenatal alcohol exposure. *Language, Speech and*

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., & Nguyen, 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 meet only online, but are expected to follow the course calendar and assignment due dates in order to participate in an online community. Sharing information via the class discussion board allows students to learn from one another much as they might in an in-class seminar setting.

COURSE SCHEDULE/CALENDAR

Tentative Course Calendar Spring 2014

EDSE 693 Understanding FASD: Diagnosis, Intervention and Strategies 3 Credits				
Weeks	Unit/Topic	Assignments	Objectives	Points
1	Welcome Getting Started	Initial check-in meeting via <i>Blackboard Collaborate</i> : time and dates to be determined. Online lecture (instructor recorded)	-Introduce yourself to the class and meet your classmates -Familiarize yourself with our class website	20

		<p>Reading: Eamer, Claire. (Ed.). Government of Yukon, Yukon Department of Education. (2006). <i>Making a difference: Working with students who have fetal alcohol spectrum disorders</i>. 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>-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	Unit 1 Introduction to FASD	<p>Online lecture (instructor recorded)</p> <p>Video: <i>Finding Hope</i> http://findinghope.knowledge.ca/home.html</p> <p>Readings: Students will review several blogs written by parents and caregivers of individuals experiencing FASD.</p> <p>Florida Department of Education Bureau of Exceptional Education and Student Services. (2005). <i>Teaching Children with Fetal Alcohol Spectrum Disorders: A Guide for Florida Educators</i>. Retrieved from http://www.fldoe.org/ese/pdf/fetalco.pdf</p> <p>Assignments: Video Response Blog Post (50 pts.) Myths and Facts Quiz (20 pts.)</p>	<p>-Learn to define fetal alcohol spectrum disorder in general terms -Gain a general understanding of common parenting and behavior issues of FASD -Identify common misconceptions about FASD</p>	70
3-4	Unit 2 Biomedical Foundations of FASD	<p>Online lecture (instructor recorded)</p> <p>Video: Fetal Alcohol Syndrome: Etiology, Epidemiology, and Advances in Diagnosis</p> <p>Reading: Review the embryonic development chart found at: http://embryology.med.unsw.edu.au/Medicine/BGDLab11cc.htm</p> <p>Review the intake packet for the Fairbanks Fetal Alcohol Assessment Team (posted online)</p> <p>Assignment:</p>	<p>-Understand how the diagnosis of FASD has changed historically -Identify the three defining characteristics of FAS -Identify the three primary facial features of FASD -Identify the key central nervous system deficits found in individuals with FASD</p>	50

		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.), <i>Prenatal alcohol use and FASD: Diagnosis, assessment and new directions in research and multimodal treatment</i> (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.), <i>Prenatal alcohol use and FASD: Diagnosis, assessment and new directions in research and multimodal treatment</i> (pp. 43-63). Retrieved from http://benthamscience.com/ebooks/9781608050314/index.htm</p> <p>Assignment: Exam 1 (150 pts.)</p>	<p>-Identify the four areas of ranking used in the University of Washington 4-digit coding</p> <p>-Identify the assessments needed to complete this diagnosis</p> <p>-Identify co-occurring and misdiagnosed disorders surrounding FASD</p> <p>-Identify possible social factors that can affect outcomes for individuals diagnosed with FASD</p>	150
7	Unit 4 Epidemiological aspects of FASD: Early intervention strategies	<p>Midterm check-in meeting via <i>Blackboard Collaborate</i>: time and dates to be determined.</p> <p>Online lecture (instructor recorded)</p> <p>Readings: Olson, H. C. (2011). An innovative look at early intervention for children affected by prenatal alcohol exposure. In S. Adubato & D. Cohen (Eds.), <i>Prenatal alcohol use and FASD: Diagnosis, assessment and new directions in research and multimodal treatment</i> (pp. 64-107). Retrieved from http://benthamscience.com/ebooks/9781608050314/index.htm</p> <p>Online resource: http://www.do2learn.com/index.htm</p> <p>Assignment: Blog entry (20 pts.)</p>	<p>-Understand that FASD effective people across racial and socioeconomic boundaries.</p> <p>-Understand strategies that have been found to be effective in early intervention settings.</p> <p>-Gain an understanding of how early intervention may help those experiencing an FASD, and what skills might be lacking in children who do not receive early interventions.</p>	20

8	Unit 5 Psychosocial aspects of FASD Psychological	<p>Online lecture (instructor recorded)</p> <p>Readings: Mattson, S. N., Crocker, N., & Nguyen, T. (2011). Fetal alcohol spectrum disorders: Neuropsychological and behavioral features. <i>Neuropsychological Review</i>, 21, 81-101. <i>(this reading also provides more in-depth information for the next two units, which cover occupational and speech and language issues. For this unit, read the Introduction and the sections titled "Academic Impairments, Clinical and Behavioral Features, and Neurobehavioral Profile." These are indexed in the PDF.)</i></p> <p>Eamer, Claire. (Ed.). Government of Yukon, Yukon Department of Education. (2006). <i>Making a difference: Working with students who have fetal alcohol spectrum disorders</i>. Retrieved from: www.education.gov.yk.ca/pdf/fasd_manual_2007.pdf (section 10)</p> <p>Online handout from the Substance Abuse and Mental Health Services Administration: “How Fetal Alcohol Spectrum Disorders Co-Occur With Mental Illness”: http://fasdcenter.samhsa.gov/documents/WYNK_CoOccurMentalIllness.pdf</p> <p>Trudeau, D. (Ed.). (2002). <i>Trying Differently: A Guide for Daily Living and Working With FAS and Other Brain Differences</i>. (3rd ed.) Whitehorse: Fetal Alcohol Syndrome Society Yukon. (pages 7-13)</p> <p>Assignment: Intervention Blog 1 (50 pts.)</p>	<p>-Define executive function tasks and explain how they may be impacted in a child with FASD.</p> <p>-Understand the spectrum of effects that alcohol exposure can have on intelligence.</p> <p>-Understand what effect alcohol can have on an individual's learning and memory abilities.</p> <p>-Understand what social impairments an individual with prenatal exposure might experience.</p>	50
9	Unit 6 Psychosocial Aspects of FASD: Occupational	<p>Online lecture (instructor recorded) Interview with Joan Franz, OT (recorded)</p> <p>Readings: Mattson, S. N., Crocker, N., & Nguyen, T. (2011). Fetal alcohol spectrum disorders: Neuropsychological and behavioral features. <i>Neuropsychological Review</i>, 21, 81-101. <i>(this reading also provides more in-depth information for the next unit, which covers speech and language issues. For this unit, read</i></p>	<p>-Understand the damage that prenatal alcohol exposure can have on the central nervous system and how this might manifest in children.</p> <p>-Understand strategies that can be used by providers who are working with children</p>	50

		<p>the sections titled "Visual Spatial, Motor and Attention" These are indexed in the PDF.)</p> <p>Eamer, Claire. (Ed.). Government of Yukon, Yukon Department of Education. (2006). <i>Making a difference: Working with students who have fetal alcohol spectrum disorders</i>. Retrieved from: www.education.gov.yk.ca/pdf/fasd_manual_2007.pdf (section 7)</p> <p>Sensory Processing PDF</p> <p>Franklin, L., Deitz, J., Jirikowic, T., & Astley, S. (2008). Children with fetal alcohol spectrum disorders: Problem behaviors and sensory processing. <i>The American Journal of Occupational Therapy</i>, 62, 265-273.</p> <p>Franz, Joan. (2013). "Resources for understanding sensory difference in children with fetal alcohol spectrum disorders."</p> <p>Assignment: Intervention Blog Post 2 (50 pts.)</p>	whose sensory systems are challenged.	
10-11	Unit 7 Psychosocial Aspects of FASD: Speech and Language	<p>Online lecture (instructor recorded) Interview with Charlotte Cannon, SLP (recorded)</p> <p>Readings: Eamer, Claire. (Ed.). Government of Yukon, Yukon Department of Education. (2006). <i>Making a difference: Working with students who have fetal alcohol spectrum disorders</i>. Retrieved from: www.education.gov.yk.ca/pdf/fasd_manual_2007.pdf (section 8 and 10)</p> <p>Mattson, S. N., Crocker, N., & Nguyen, T. (2011). Fetal alcohol spectrum disorders: Neuropsychological and behavioral features. <i>Neuropsychological Review</i>, 21, 81-101. (Read the remaining sections indexed in the pdf.)</p> <p>Assignments Intervention Blog Post 3 (50 pts.) Test (units 5,6,7) (150 pts.)</p>	<p>-Understand and describe the language issues that might affect a person with fetal alcohol exposure. -Identify classroom interventions and modifications to address these issues.</p>	200
12	Unit 8 Trauma and FASD	<p>Readings: Henry, J., Sloane, M., & Black-Pond, C. (2007). Neurobiology and</p>	-Understand the effects of prenatal exposure and trauma on	20

		<p>neurodevelopmental impact of childhood traumatic stress and prenatal alcohol exposure. <i>Language, Speech and Hearing Services in Schools</i>, 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). <i>Art Therapy: Journal of the American Art Therapy Association</i>, 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 Black-Pond in regards to behavior management of children affected by trauma and FASD. 	
13	Unit 9 Neurobehavioral Aspects: Identifying Strengths and Weaknesses	<p>Reading: Malbin, D. (2002). Fetal alcohol spectrum disorders: Trying differently rather than harder. (2nd ed.). Portland, Oregon: Tectrice, Inc. (pages15-43).</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	Unit 10 Neurobehavioral aspects: Developing Appropriate Accommodations	<p>Reading: Malbin, D. (2002). Fetal alcohol spectrum disorders: Trying differently rather than harder. (2nd ed.). Portland, Oregon: Tectrice, Inc. (pages15-43).</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 accommodations you have read about this semester to a classroom task or other therapeutic setting 	170
15	Unit 11 Wrapping up	<p>Final check-in meeting via <i>Blackboard Collaborate</i>: time and dates to be determined.</p> <p>Reading: Mitchell, K., & DeJoseph, M. (2011). Families living with FASD: Up close and personal. In S. Aduabato & D. Cohen (Eds.), <i>Prenatal alcohol use and FASD: Diagnosis, assessment and new directions in research and multimodal treatment</i> (pp. 161-180). Bentham eBooks.</p>	<ul style="list-style-type: none"> -Reflect on what you have learned in this course -Gain an understanding of what living with FASD is like for families. 	20

		Assignment: Blog post (20 pts.)		
	Required 6XX Graduate Assignment: Research Paper and Collaboratio n Plan	Reading: Bertrand, J. (2009) "Interventions for children with fetal alcohol spectrum disorders (FASDs): Overview of findings for five innovative research projects." <i>Research in Developmental Disabilities</i> , doi:10.1016/j.ridd.2009.02.003 6XX Final Paper due (200 pts) 6XX Collaboration plan due (100 pts)	-Students will reflect on techniques they have learned throughout the course and develop a plan to integrate collaboration across a child's care system (teachers, parents, counseling)	300
4XX Total Points				870
6XX Total Points				1170

COURSE POLICIES, LATE WORK, PARTICIPATION

Attendance and Class Participation

Students are expected to participate on time for all classes, participate in discussions board assignments, readings, and write reflections on the information presented within the timelines specified in the syllabus. Due to the online nature of this class, missed assignments will be considered absences, and late assignments will only be accepted with prior written notice. Legitimate and excused absence and will not receive full credit. Additionally, there will be three (3) mandatory check-in meetings conducted during the semester, which allow candidates the opportunity to interact live via Blackboard Collaborate with the instructor and with colleagues.

Plagiarism

Academic integrity is a basic principle that requires all students to take credit only for the ideas and efforts that are their own. Plagiarism is defined as appropriating passages or ideas from another person's work and using them as one's own. Lifting passages of text from the Web is also plagiarism. Plagiarism is taken very seriously and may result in a student's dismissal from the teacher education program. Assignments will be typed and submitted in standard written English, observing rules of grammar, spelling, punctuation and syntax. Research citations will be written APA style in all work, as this is the designated style and format for the field of educational research. Internet citations must include the title of the website, universal resource locator, date of posting, date of access and other information included in APA format.

Professional and Ethical Behavior

UAF School of Education students are expected to adhere to the Alaska Code of Ethics for the 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 conferences, etc.)
Individual Research (individual research for papers and projects)
Assignments (actual projects and assessments)
Collaboration (discussion, groups projects, blog posting and commenting)

Grading System:

EDSE 4XX

Weekly blog posts and responses (6x20) = 120 points
Examinations (2x150) = 300 points
Video Responses (2x50) = 100 points
Neurobehavioral Screening Tool = 50 points
Accommodations Flow Chart = 150 points
Interventions (3x50) = 150 points
Total: 870

EDSE 6XX

Weekly blog posts and responses (6x20) = 120 points
Examinations (2x150) = 300 points
Video Responses (2x50) = 100 points
Neurobehavioral Screening Tool = 50 points
Accommodations Flow Chart = 150 points
Interventions (3x50) = 150 points
Research Proposal Paper = 20 points
Final Research Paper = 200 points
Collaboration Plan = 100 points
Total: 1190

COURSE ASSIGNMENTS, GRADING POLICIES AND EVALUATION

1. Blog posts: There will be required blog posts following most reading assignments. Students should professionally and concisely discuss the concepts from the readings and apply them to their own experience. Posts are expected to be

a minimum of 500 words in length in APA format and reflect the student's in-depth understanding and reflection of the topic from each reading. Additionally, students are required to appropriately respond to at least two other classmates' postings. Posts are worth 20 points each. The following rubric will be use to grade blog posts:

Criteria	Points
Heading used	1
Summary of reading.	3
Characteristics of those with FASD identified	5
Questions and thoughts topic	5
Mastery of written English conventions: mechanics, spelling, etc.	2
Minimum length of 500 words	2
Responds to at least two classmates postings	2
Total (20 maximum)	

2. Exams: Two exams will be conducted. They will center on the major concepts introduced and discussed during the course. Test items on the exams will come from online videos and lectures as well as assigned readings. Responses should be given in essay format. Students will be expected to show that they have gained critical understanding of the topics presented in class and are able to apply these concepts in written format. Two exams, each essay format and each worth 150 points.

Criteria	Point percentage
Student's response reflects an accurate understanding of the material.	60%
Student's response is presented in a grammatically correct and professional format.	30%
Student's response looks beyond basic understanding of the material and reflects on individual experience and reflective reasoning to draw comparisons to real-life practice.	10%
Total (for each 20-30 point question, for a total of 150 points)	100%

3. Video Response: Short, 500-word responses to the class videos will be posted on the class blog. Responses to at least 2 other students' posts will be required to facilitate discussion of the video content. 50 points each.

Criteria	Points
Heading used	5
Summary of video content.	15
Characteristics of those with FASD identified and related to content.	10
Questions and thoughts on topic addressed in video	10
Mastery of written English conventions: mechanics, spelling, etc.	5
Minimum length of 500 words	5
Total (50 maximum)	50

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 therapeutic)	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 500 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 the 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, t, 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 individuals with FASD, takes that under consideration when developing a classroom or therapeutic plan and is able to explain these influences to other members of the team. 1.2 Uses understanding of development and individual differences to respond to the needs of individuals with FASD when writing the classroom or therapeutic plan and is able to explain these influences to others members of the team.
2 - Learning Environments	2.1 Neglects to collaborate with IEP team to create safe, inclusive, culturally responsive learning environments with program modifications and accommodations to	2.1 Collaborates with IEP team to create safe, inclusive, culturally responsive learning environments with program modifications and accommodations to	2.1 Collaborates to create safe, inclusive, culturally responsive learning environments with program modifications and accommodations to engage individuals

	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 activities and social interactions. 2.2 Uses motivational and instructional interventions to teach individuals with FASD how to adapt to different environments. 2.3 Explains how to intervene safely and appropriately with individuals with FASD.	with FASD in meaningful learning activities and social interactions in a variety of settings. 2.2 Uses motivational and instructional interventions based on knowledge of brain differences to teach students experiencing FASD how to adapt to different environments and provides training to IEP team members. 2.3 Explains how to intervene safely and appropriately with individuals with FASD and to team members.
4 – Assessment	4.2 Has difficulty using knowledge of measurement principles and practices to interpret FBA results to develop BIP for ENL. 4.3 Needs to collaborate more effectively with colleagues and families and use multiple types of FBA in making decisions about BIP for ENL.	4.2 Uses knowledge of measurement principles and practices to interpret FBA results and guide educational decisions for ENL. 4.3 Collaborates with colleagues and families uses multiple types of FBA information in making decisions about BIP for ENL.	4.2 Uses knowledge of measurement principles and practices to interpret FBA results and guide educational decisions for ENL. 4.3 Collaborates with colleagues and families uses multiple types of assessment information in making decisions about ENL.
5 - Instructional Planning and Strategies	5.1 Does not consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the accommodations development. 5.4 Does not use strategies to enhance language development and communication skills of individuals with eFASD. 5.5 Develops and but does not implement a variety of strategies across a wide range of settings and different learning experiences in collaboration with IEP team. 5.6 Does not teach pro-social behaviors to mastery or promote generalization of learning.	5.1 Considers an individual's abilities, interests, learning environments, and cultural and linguistic factors in the accommodation development. 5.4 Uses strategies to enhance language development and communication skills where appropriate. 5.5 Develops and implements a variety of strategies across a wide range of settings and different learning experiences in collaboration with IEP team. 5.6 Teaches pro-social behaviors to mastery and promote generalization of learning where applicable	5.1 Considers an individual's abilities, interests, learning environments, and cultural and linguistic factors in the accommodations plan and explains it to team. 5.4 Uses multiple strategies to enhance language development and communication skills where appropriate. 5.5 Develops and implements a variety of strategies across a wide range of settings and different learning experiences in collaboration with IEP team consistently. 5.6 Teaches a variety of pro-social behaviors to mastery and promote generalization of

			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 engages 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 Engages 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 engages 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

Target	Acceptable	Unacceptable
1. Clearly describes and defines the topic of the paper. (8-6 points)	1. Somewhat describes and defines the topic of the paper. (5-4 points)	1. Describes and defines the topic of the paper in an unclear fashion. (3 -0 points)
2. Thoroughly identifies how topic relates to federal law (IDEA). (8-6 points)	2. Somewhat identifies how topic relates to federal law (IDEA). (5-4 points)	2. 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)
3. Uses appropriate and accurate writing mechanics. (10-8 points)	3. Uses somewhat appropriate and accurate writing mechanics. (7-6 points)	3. Fails to use appropriate and accurate writing mechanics. (5-0 points)

8. Final Paper: A 12-15 page research paper due on the last day of class will present a new approach to teaching or a critique of two or more current approaches to teaching students diagnosed with an FASD. The paper should use APA style and include at least 10 scholarly sources. 200 points. The paper will be graded using the following rubric:

Note: Plagiarism will result in 0 points for the paper.

Target	Acceptable	Unacceptable
1. Clearly describes and defines the topic of the paper. (10-8 points)	1. Somewhat describes and defines the topic of the paper. (7-4 points)	1. Describes and defines the topic of the paper in an unclear fashion. (3 -0 points)
2. Accurately and thoroughly summarizes milestones (e.g., litigation, legislation, important events, etc.) related to the topic. (15-10 points)	2. Somewhat summarizes milestones (e.g., litigation, legislation, important events, etc.) related to the topic. (9-6 points)	2. Fails to summarize or summarizes in an unclear fashion milestones (e.g., litigation, legislation, important events, etc.) related to the topic. (5-0 points)

		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)	5. Somewhat provides a summary for the report. (14-10 points)	5. Fails to provide a summary or summary is unclear. (9-0 points)
6. Provides accurate (APA style) citations in the body of the paper as well as in a reference list. (20-15 points)	6. Somewhat provides accurate (APA style) citations in the body of the paper as well as in a reference list. (14-10 points)	6. Fails, or does so in an unclear fashion, to accurately (APA style) cite sources in the body of the paper as well as in a reference list. (9-0 points)
7. Uses appropriate and accurate writing mechanics. (15-10 points)	7. Uses somewhat appropriate and accurate writing mechanics. (9-6 points)	7. Fails to use appropriate and accurate writing mechanics. (5-0 points)

9. Collaboration Plan

Students will read Bertrand's article reviewing five successful intervention programs for youth experiencing FASD. Integrating what they have established as accommodations in the key assignment, students will write a plan to integrate accommodations across the spectrum of care for the individual including home, community, therapeutic settings and the classroom. The assignment will be graded on the student's ability to show an in-depth understanding of the child's unique needs and to suggest appropriate ways different service models can address those needs and communicate effectively across professional barriers. 100 Points.

Target	Acceptable	Unacceptable
1. Clearly describes and defines the child's needs and service points. (20-16 points)	1. Somewhat describes and defines the child's needs but misses important points or details. (15-9 points)	1. Describes and defines the child's needs in an unclear fashion. (8 -0 points)
2. Thoroughly identifies how the child's needs will be addressed in each	2. Somewhat identifies how the child's needs will be address in each setting.	2. Fails to identify how the child's needs will be addressed or suggest

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. (10-8 points)	3. Uses somewhat appropriate and accurate writing mechanics. (7-6 points)	3. Fails to use appropriate and accurate writing mechanics. (5-0 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 = 939-820

D= 819-700

INSTRUCTOR RESPONSE TIME AND HOW TO CHECK YOUR GRADES

Inquiries from students will be acknowledged promptly — often within the same day. Weekend emails will usually be answered on Mondays.

Lessons will be graded within one week after the due date.

Checking your grades and receiving feedback from your instructor:

To check your grades for assignments and find comments from your instructor, click on the My Grades link in the sidebar menu. All the assignments and their due dates are listed. To see details of your grades, click on the green check mark or the underlined score in the grade column.

If the score is for a test or quiz, you will see a View Attempt page where you can click on the check mark or your score to see results and feedback.

If the score is for an assignment, this will take you to a Review Submission History page where you will see a recap of what you submitted, your grade, and your instructor's comments and feedback.

PACING EXPECTATIONS

Assignments / Evaluation of Student Work and Progress

Students are expected to complete the weekly assignments by their due dates. If circumstances arise that cause you to need extra time on any assignment(s), e-mail your instructor (jewagaman@alaska.edu) for guidance. Extensions of due dates may be granted, but your instructor expects to be informed in advance if you are not able to submit your assignment on time. (Emergency situations will be dealt with as needed.) Students are expected to maintain a working backup plan to be implemented in the event of a computer malfunction or an interruption of their normal Internet service during the course.

COMPUTER AND TECHNICAL REQUIREMENTS

Internet (DSL strongly recommended), Windows, MAC or Unix (Computer less than 3 years old) with 64 MB RAM & Sound card with working computer speakers; Microsoft Office Suite of Software, (Word, Excel) installed; or OpenOffice (www.openoffice.org) free software from the Internet will need to be downloaded. Computers found in labs and many offices often have the above abilities.

NO BASIS (NB), INCOMPLETES, AND INSTRUCTOR WITHDRAWAL (W)

This course adheres to the Center for Distance Education Procedure regarding the granting of NB Grades *The NB grade is for use only in situations in which the instructor has No Basis upon which to assign a grade. In general, the NB grade will not be granted.*

Your instructor follows the University of Alaska Fairbanks Incomplete Grade Policy:

"The letter "I" (Incomplete) is a temporary grade used to indicate that the student has satisfactorily completed (C or better) the majority of work in a course but for personal reasons beyond the student's

control, such as sickness, he has not been able to complete the course during the regular semester. Negligence or indifference are not acceptable reasons for an "I" grade."

Successful, Timely Completion of this Course Starting and establishing your progress through this course early can help to encourage your successful completion of the course. Toward this end, this course adheres to the following Center for Distance Education Procedures:

1. The first contact assignment (Introductory email) is due one week after the first day of instruction. *Failure to submit this assignment within the first two weeks of the course could result in withdrawal from the course.*
2. The first content assignment (Introductory video assignment) is due one week after the first day of instruction. *Failure to submit this assignment within the first two weeks of the course could result in withdrawal from the course.*
3. *Failure to submit the first three content assignments (Assignments 1, 2 and 3) by the deadline for faculty-initiated withdrawals (the ninth Friday after the first day of classes) could result in instructor initiated withdrawal from the course (W).*

ACADEMIC INTEGRITY AND PLAGIARISM

As described by UAF, scholastic dishonesty constitutes a violation of the university rules and regulations and is punishable according to the procedures outlined by UAF. Scholastic dishonesty includes, but is not limited to, cheating on an exam, plagiarism, and collusion. Cheating includes providing answers to or taking answers from another student. Plagiarism includes use of another author's words or arguments without attribution. Collusion includes unauthorized collaboration with another person in preparing written work for fulfillment of any course requirement. Scholastic dishonesty is punishable by removal from the course and a grade of "F." For more information go to Student Code of Conduct. (http://www.uaf.edu/catalog/catalog_08-09/academics/regs3.html#Student_Conduct)

STUDENT SUPPORT SERVICES

UAF eLearning Student Services helps students with registration and course schedules, provides information about lessons and student records, assists with the examination process, and answers general questions. Our Academic Advisor can help students communicate with instructors, locate helpful resources, and maximize their distance learning experience. Contact the UAF eLearning Student Services staff at 907- 479-3444 or toll free 1-800-277-8060 or contact staff directly – for directory listing see: <http://elearning.uaf.edu/staff/>

WRITING CENTER is a student-staffed, student-oriented service of the English Department. Tutors can assist you in all phases of the writing process, including the following: brainstorming and generating topics, organizing ideas, developing research strategies, use of citation styles (MLA, APA, and Chicago), and editing for clarity and correctness. Tutors collaborate with each student on a one-to-one basis in any phase of the writing process: planning, drafting, or revising. They also help writers discover ways of improving grammar, mechanics, and punctuation. <http://www.alaska.edu/english/writing-center/> Phone: (907) 474-5314

DISABILITY SERVICES

The **UAF Office of Disability Services** operates in conjunction with **eLearning**. Disability Services, a part of UAF's Center for Health and Counseling, provides academic accommodations to enrolled students who are identified as being eligible for these services.

If you believe you are eligible, please visit their web site (<http://www.uaf.edu/apache/disability/>) or contact a student affairs staff person at your nearest local campus. You can also contact Disability Services on the Fairbanks Campus by phone, 907-474-7043, or by e-mail (fydso@uaf.edu).

TECHNICAL HELP RESOURCES

UAF Help Desk

Click here (<http://www.alaska.edu/oit/>) to see about current network outages and news.

Reach the Help Desk at:

- e-mail at helpdesk@alaska.edu
- fax at (907)-450-8312
- phone in the Fairbanks area is 450-8300 and outside of Fairbanks is 1-800-478-8226

RESOURCES: WEBSITES RELATED TO SPECIAL EDUCATION (on-line links)

State of Alaska

- [Where to Turn: Governor's Council on Disabilities and Special Education](#)
- [Alaska State Department of Education](#)
- [Alaska Special Education Website](#)
- [Special Education Handbook](#)

Websites Related to Special Education

- [Council for Exceptional Children](#)
- [National Clearinghouse for Professions in Special Education](#)
- [National Information Center for Children and Youth with Disabilities](#)
- [Alaska Department of Education and Early Development, special education](#)
- [U.S. Department of Education, Office of Special Education and Rehabilitative Services](#)
- [Governor's Council on Disabilities and Special Education](#)
- [Autism Society of America, Golden Heart Chapter](#)
- [Alaska Statewide Special Education Conference](#)
- [National Down Syndrome Society](#)
- [Iris Center](#)
- [IDEA Partnership](#)
- [National Center on Response to Intervention](#)
- [U.S. Depart. of Ed.: Building the Legacy: IDEA 2004](#)
- [ASHA Podcasts](#)
- [Center for Disease Control \(CDC\)](#)
- [Stone Soup of Alaska](#)
- [Classroom Design](#)

Websites Related to Alaska Native Studies

- [Alaska Federation of Natives](#)
- [Alaska Inter-Tribal Council](#)
- [Alaska Native Heritage Center](#)
- [Alaska Native Knowledge Network](#)
- [Justice Center Website](#)

List of Professional Organizations

- [Council for Exceptional Children \(CEC\)](#)
- [American Psychological Association \(APA\)](#)
- [Learning Disabilities Association of America \(LDAA\)](#)
- [American Association on Intellectual and Developmental Disabilities \(AAIDD\)](#)
- [The Association for the Severely Handicapped \(TASH\)](#)
- [International Reading Association \(IRA\)](#)
- [Disability Law Center - Alaska](#)
- [Special Education Service Agency \(SESA\)](#)
- [National Down Syndrome Society](#)
- [American Speech-Language-Hearing Association \(ASHA\)](#)

Websites related to Fetal Alcohol Spectrum Disorders

- <http://www.fasstar.com/>
- http://www.psychiatry.emory.edu/PROGRAMS/GADrug/coles_mile_article.html
- http://www.fan.org.nz/_data/assets/pdf_file/0004/33475/Parent_Info_booklet_Hey_Teacher.pdf
- http://fasdcenter.samhsa.gov/documents/Reach_To_Teach_Final_011107.pdf
- <http://www.nofas.org/>
- <http://acca-ilp.org/fasd/>
- <http://www.fascets.org/>