

Submit original with signatures + 1 copy + electronic copy to Faculty Senate (Box 7500).  
See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

### TRIAL COURSE OR NEW COURSE PROPOSAL

**SUBMITTED BY:**

<b>Department</b>	Special Education	<b>College/School</b>	Education
<b>Prepared by</b>	Jenn Wagaman	<b>Phone</b>	322-2537
<b>Email Contact</b>	jewagaman@alaska.edu	<b>Faculty Contact</b>	Joanne Healy

**1. ACTION DESIRED**

(CHECK ONE):

Trial Course ☐New Course ☒**2. COURSE IDENTIFICATION:**

Dept

EDSE

Course #

448/648\*

No. of Credits

3

Justify upper/lower division status & number of credits:

**400-level course**

Upper division readings and assignments. See syllabus for specifics.

**600-level course**

In addition to the 400-level assignments, graduate students will write a research paper proposal, a 12-15 page research paper and a collaboration plan.

**3. PROPOSED COURSE TITLE:**

Understanding FASD: Diagnosis, Intervention and Strategies

**4. To be CROSS LISTED?**

YES/NO

YES ☐

If yes, Dept:

PSY

Course #

448

648

NOTE: Cross-listing requires approval of both departments and deans involved. Add lines at end of form for additional required signatures.

**5. To be STACKED?**

YES/NO

YES ☐

If yes, Dept:

EDSE

PSY

Course #

448

648

**How will the two course levels differ from each other? How will each be taught at the appropriate level?:**

Graduate students will complete additional assignments and readings to ensure they move beyond basic understanding of the course material and into application and cross-discipline collaboration of techniques and objectives for working with those experiencing FASD.

Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi—undergraduate and graduate versions—will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online – see URL at top of this page.

**6. FREQUENCY OF OFFERING:**

Spring/ Summer

Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) — or As Demand Warrants

**7. SEMESTER & YEAR OF FIRST OFFERING (AY2013-14 if approved by 3/1/2013; otherwise AY2014-15)**

Spring 2015 (unless new course approval is complete by spring/summer 2014)

**8. COURSE FORMAT:**

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, **any core course compressed to less than six weeks must be approved by the Core Review Committee.**

COURSE FORMAT:  
(check all that apply)

☐ 1☐ 2☐ 3☐ 4☐ 5☒ 6 weeks to full semester

OTHER FORMAT (specify)

Mode of delivery (specify)

Online only- asynchronous

lecture, field trips, labs, etc)

**9. CONTACT HOURS PER WEEK:**

3

LECTURE  
hours/weeks

0

LAB  
hours /week

0

PRACTICUM  
hours /week

Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/guidelines-for-computing-/> for more information on number of credits.

OTHER HOURS (specify type)

**10. COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):**

*Example of a complete description:*

**FISH F487 W, O Fisheries Management**

**3 Credits Offered Spring**

**Theory and practice of fisheries management, with an emphasis on strategies utilized for the management of freshwater and marine fisheries. Prerequisites: COMM F131X or COMM F141X; ENGL F111X; ENGL F211X or ENGL F213X; ENGL F414; FISH F425; or permission of instructor. Cross-listed with NRM F487. (3+0)**

*\*Proposed course numbers—see attached.*

**EDSE F448 Understanding FASD: Diagnosis, Intervention and Strategies. Cross listed with PSY 448**  
**3 credits**

This is an overview course designed to educate candidates 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.

**EDSE F648 Understanding FASD: Diagnosis, Intervention and Strategies. Cross-listed with PSY 648.**  
**3 credits**

This is an overview course designed to educate candidates 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. Research projects required.

*(Pre-reg's; graduate standing)*

**11. COURSE CLASSIFICATIONS:** Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.

H = Humanities

S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? **If YES, attach form.**

YES:

NO:

IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, **Format 6**

W = Writing Intensive, **Format 7**

X = Baccalaureate Core

**11.A Is course content related to northern, arctic or circumpolar studies? If yes, a added in the printed Catalog, and flagged in Banner.**

YES

NO

x

*"snowflake" symbol will be*

**12. COURSE REPEATABILITY:**

Is this course repeatable for credit?

YES

NO

☒

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit?

TIMES

If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course?

CREDITS

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?

CREDITS

**13. GRADING SYSTEM:** Specify only one. Note: Changing the grading system for a course later on constitutes a Major Course Change – Format 2 form.

LETTER:

☒

PASS/FAIL:

☐

**RESTRICTIONS ON ENROLLMENT (if any)**

**14. PREREQUISITES**

None

These will be required before the student is allowed to enroll in the course.

**15. SPECIAL RESTRICTIONS, CONDITIONS**

None

**16. PROPOSED COURSE FEES**

\$0

Has a memo been submitted through your dean to the Provost for fee approval?

Yes/No

**17. PREVIOUS HISTORY**

Has the course been offered as special topics or trial course previously?

Yes

Yes/No

If yes, give semester, year, course #, etc.:

Spring and Summer 2013

**18. ESTIMATED IMPACT**

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

Need to hire adjunct faculty to teach the course. Course has been self-supporting.

**19. LIBRARY COLLECTIONS**

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No

Yes

☒

10/04/2013

**20. IMPACTS ON PROGRAMS/DEPTS**

What programs/departments will be affected by this proposed action?

Include information on the Programs/Departments contacted (e.g., email, memo)

Additional elective for education, special education, counseling and psychology students.

**21. POSITIVE AND NEGATIVE IMPACTS**

Please specify **positive and negative** impacts on other courses, programs and departments resulting from the proposed action.

Positive: Additional elective for education, special education, counseling and psychology students. It is offered statewide and reaches a large audience who may need more information regarding working with those affected by FASD including those that need continuing education.

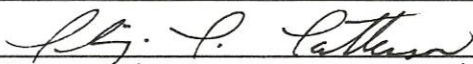


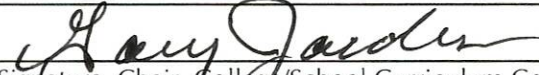
### JUSTIFICATION FOR ACTION REQUESTED

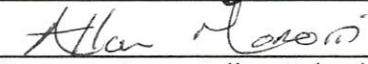
The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

This course will provide in-depth information regarding fetal alcohol spectrum disorders for teachers and other providers working with youth affected by FASDs. By some estimates, 2 in every 1,000 children born in the United States are prenatally exposed. These children have a range of needs that are often significant in the classroom setting. Understanding FAS and FASDs, how children are diagnosed and best possible strategies for intervening with these children is essential. Alaska's network of nine diagnostic teams across the state means that more and more children will seek services and accommodations through schools and other care situations, and professionals will need to effectively understand the diagnosis and address these children's needs.

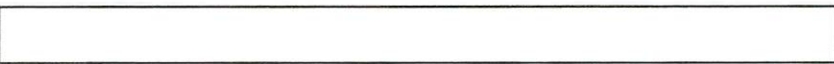
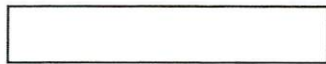
### APPROVALS: Add additional signature lines as needed.

 Date 11-18-13  
Signature, Chair, Program/Department of: Graduate Education, Philip Patterson

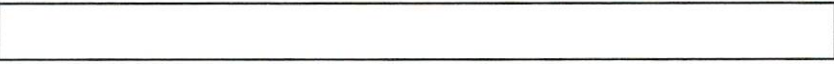
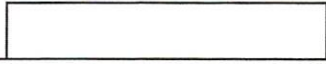
 Date 11/27/13  
Signature, Chair, College/School Curriculum Council for: School of Education, Gary Jacobsen

 Date 11-27-2013  
Signature, Dean, College/School of: School of Education, Allan Morotti

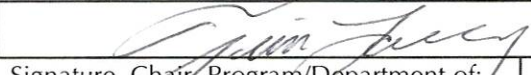
Offerings above the level of approved programs must be approved in advance by the Provost.

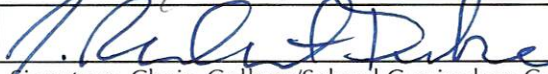
 Date   
Signature of Provost (if above level of approved programs)

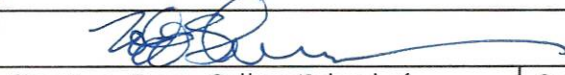
### ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

 Date   
Signature, Chair  
Faculty Senate Review Committee: ☐ Curriculum Review ☐ GAAC  
☐ Core Review ☐ SADAC

### ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)

 Date 12/3/13  
Signature, Chair, Program/Department of: Psychology, Timothy Lower

 Date 3/7/14  
Signature, Chair, College/School Curriculum Council for: College of Liberal Arts, Mary Goodwin

 Date 3/10/14  
Signature, Dean, College/School of: College of Liberal Arts, Todd Sherman

*J.R. Duke*

From: **Joanne Healy** [jhealy7@alaska.edu](mailto:jhealy7@alaska.edu)  
Subject: Re: Need Course Numbers  
Date: October 3, 2013 at 4:44 PM  
To: Stacey Howdeshell [sahowdeshell@alaska.edu](mailto:sahowdeshell@alaska.edu)  
Cc: Jane Monahan [jmonahan@alaska.edu](mailto:jmonahan@alaska.edu), Holly Sherouse [hasherouse@alaska.edu](mailto:hasherouse@alaska.edu), Jayne Harvie [jbharvie@alaska.edu](mailto:jbharvie@alaska.edu),  
Jenn Wagaman [jenn.wagaman@gmail.com](mailto:jenn.wagaman@gmail.com)

The course name is **Understanding FASD: Diagnosis, Intervention and Strategies**

Thanks for your help.

Joanne

On Thu, Oct 3, 2013 at 4:28 PM, Stacey Howdeshell [sahowdeshell@alaska.edu](mailto:sahowdeshell@alaska.edu) wrote:  
Joanne/Jane;

I can reserve the course numbers EDSE and PSY F448 and F648, I will just need the course name!

Thank you.

Stacey

Stacey Howdeshell  
Catalog and Curriculum Coordinator  
PO Box 757480 / Fairbanks AK 99775  
Phone (907) 474-5392 / Fax (907) 474-7097  
[www.uaf.edu](http://www.uaf.edu)

On Thu, Oct 3, 2013 at 3:43 PM, Joanne Healy [jhealy7@alaska.edu](mailto:jhealy7@alaska.edu) wrote:  
Hi Stacie,

How about EDSE/ psy 448/648

If I have read your numbers correctly then they should be good for all.

Thanks

Joanne

Sent from my iPhone

On Oct 3, 2013, at 12:31 PM, Stacey Howdeshell [sahowdeshell@alaska.edu](mailto:sahowdeshell@alaska.edu) wrote:

Jane;

I was able to find a range of course numbers for EDSE F445-F476 and EDSE F645-F676, but could not find very many course numbers under PSY that would work.

EDSE F445-F476 and EDSE F645-F676

PSY F441, 442, 443 446-454, 456-459 and PSY F626, 627, 628, 640-643, 648, 649, 676.

What would you like to do?

Thank you.

Stacey

Stacey Howdeshell  
Catalog and Curriculum Coordinator  
PO Box 757480 / Fairbanks AK 99775  
Phone (907) 474-5392 / Fax (907) 474-7097  
[www.uaf.edu](http://www.uaf.edu)

On Wed, Oct 2, 2013 at 2:02 PM, Jane Monahan [jmonahan@alaska.edu](mailto:jmonahan@alaska.edu) wrote:

Hi Stacey,

The special education department is submitting a new course application and needs open course numbers to assign to the

**COURSE INFORMATION**

<b>TITLE:</b>	<b>Understanding FASD: Diagnosis, Intervention and Strategies</b>	
<b>COURSE ID:</b>	EDSE F448 PSY F448	
<b>CREDITS:</b>	3	
<b>PREREQUISITES:</b>	None	
<b>LOCATION:</b> online only		<b>MEETING TIME:</b> asynchronous

**INSTRUCTOR INFORMATION**

<b>NAME:</b>	Jenn Wagaman
<b>OFFICE HOURS:</b>	TBD
<b>OFFICE LOCATION</b>	Gruening 710
<b>TELEPHONE:</b>	907-322-2537
<b>EMAIL:</b>	jewagaman@alaska.edu

**COURSE DESCRIPTION**

This is an overview course designed to educate candidates 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**

- ☐ 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**

Adubato, Susan A. & Cohen, Deborah E. (Eds.). (2011). *Prenatal alcohol use and fetal alcohol spectrum disorders: Diagnosis, assessment and new directions in research and multimodel treatment* Retrieved from <http://benthamscience.com/ebooks/9781608050314/index.htm>

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>

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. 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>

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](http://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/ease/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](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. Aduabato & 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*. (3<sup>rd</sup> ed.) Whitehorse: Fetal Alcohol Syndrome Society Yukon.

## INSTRUCTIONAL METHODS

This course will be taught online only, using a variety of methods including online lectures, reading assignments, written tests, a final written paper, online collaborative projects and online student presentations. 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 2015

EDSE 693 Understanding FASD: Diagnosis, Intervention and Strategies 3 Credits				
Weeks	Unit/Topic	Assignments	Objectives	Points
1	Welcome Getting Started	<p>Online lecture (instructor recorded)</p> <p><b>Reading:</b> 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: <a href="http://www.education.gov.yk.ca/pdf/fasd_manual_2007.pdf">www.education.gov.yk.ca/pdf/fasd_manual_2007.pdf</a></p> <p><b>Assignments:</b> - Blog post (20)</p>	<p>-Introduce yourself to the class and meet your classmates</p> <p>-Familiarize yourself with our class website</p> <p>-Understand how and where to reach me</p> <p>-Understand how and where to find the requirements of this course and to follow the course calendar</p>	20

2	<b>Unit 1 Introduction to FASD</b>	<p>Online lecture (instructor recorded)</p> <p><b>Video:</b> <i>Finding Hope</i>  <a href="http://findinghope.knowledge.ca/home.html">http://findinghope.knowledge.ca/home.html</a></p> <p><b>Readings:</b>  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 <a href="http://www.fldoe.org/ese/pdf/fetalco.pdf">http://www.fldoe.org/ese/pdf/fetalco.pdf</a></p> <p><b>Assignments:</b>  Video Response Blog Post (50 pts.)  Myths and Facts Quiz (20 pts.)</p>	<ul style="list-style-type: none"> <li>-Learn to define fetal alcohol spectrum disorder in general terms</li> <li>-Gain a general understanding of common parenting and behavior issues of FASD</li> <li>-Identify common misconceptions about FASD</li> </ul>	70
3-4	<b>Unit 2 Biomedical Foundations of FASD</b>	<p>Online lecture (instructor recorded)</p> <p><b>Video:</b> Fetal Alcohol Syndrome: Etiology, Epidemiology, and Advances in Diagnosis</p> <p><b>Reading:</b>  Review the embryonic development chart found at:  <a href="http://embryology.med.unsw.edu.au/Medicine/BGDIab11cc.htm">http://embryology.med.unsw.edu.au/Medicine/BGDIab11cc.htm</a></p> <p>Review the intake packet for the Fairbanks Fetal Alcohol Assessment Team (posted online)</p> <p><b>Assignment:</b>  Video Response Blog Post (50 pts.)</p>	<ul style="list-style-type: none"> <li>-Understand how the diagnosis of FASD has changed historically</li> <li>-Identify the three defining characteristics of FAS</li> <li>-Identify the three primary facial features of FASD</li> <li>-Identify the key central nervous system deficits found in individuals with FASD</li> </ul>	50
5-6	<b>Unit 3 Clinical Issues: Diagnosis</b>	<p>Online lecture (instructor recorded)</p> <p><b>Reading:</b>  Astley, S. (2011). Diagnosing fetal alcohol spectrum disorders. In S. Adubato &amp; 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 <a href="http://benthamscience.com/ebooks/9781608050314/index.htm">http://benthamscience.com/ebooks/9781608050314/index.htm</a></p> <p>Brown, N. N. (2011). FASD: Diagnostic dilemmas and challenges for a modern transgenerational management approach.</p>	<ul style="list-style-type: none"> <li>-Identify the four areas of ranking used in the University of Washington 4-digit coding</li> <li>-Identify the assessments needed to complete this diagnosis</li> <li>-Identify co-occurring and misdiagnosed disorders surrounding FASD</li> <li>-Identify possible social factors that can affect outcomes for individuals</li> </ul>	150

		<p>In S. Adubato &amp; D. Cohen (Eds.), Prenatal alcohol use and FASD: Diagnosis, assessment and new directions in research and multimodal treatment (pp. 43-63). Retrieved from <a href="http://benthamscience.com/ebooks/9781608050314/index.htm">http://benthamscience.com/ebooks/9781608050314/index.htm</a></p> <p><b>Assignment:</b> Exam 1 (150 pts.)</p>	diagnosed with FASD	
7	<b>Unit 4</b> <b>Epidemiological aspects of FASD: Early intervention strategies</b>	<p>Online lecture (instructor recorded)</p> <p><b>Readings:</b> Olson, H. C. (2011). An innovative look at early intervention for children affected by prenatal alcohol exposure. In S. Adubato &amp; 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 <a href="http://benthamscience.com/ebooks/9781608050314/index.htm">http://benthamscience.com/ebooks/9781608050314/index.htm</a></p> <p>Online resource: <a href="http://www.do2learn.com/index.htm">http://www.do2learn.com/index.htm</a></p> <p><b>Assignment:</b> 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	<b>Unit 5</b> <b>Psychosocial aspects of FASD</b> <b>Psychological</b>	<p>Online lecture (instructor recorded)</p> <p><b>Readings:</b> Mattson, S. N., Crocker, N., &amp; 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: <a href="http://www.education.gov.yk.ca/pdf/fasd_manual_2007.pdf">www.education.gov.yk.ca/pdf/fasd_manual_2007.pdf</a> (section 10)</p> <p>Online handout from the Substance Abuse</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

		<p>and Mental Health Services Administration:          "How Fetal Alcohol Spectrum Disorders Co-Occur With Mental Illness": <a href="http://fasdcenter.samhsa.gov/documents/WYNK_CoOccurMentalIllnes.pdf">http://fasdcenter.samhsa.gov/documents/WYNK_CoOccurMentalIllnes.pdf</a></p> <p>Trudeau, D. (Ed.). (2002). <i>Trying Differently: A Guide for Daily Living and Working With FAS and Other Brain Differences</i>. (3<sup>rd</sup> ed.) Whitehorse: Fetal Alcohol Syndrome Society Yukon. (pages 7-13)</p> <p><b>Assignment:</b>          Intervention Blog 1 (50 pts.)</p>		
9	<p><b>Unit 6</b>  <b>Psychosocial Aspects of FASD: Occupational</b></p>	<p>Online lecture (instructor recorded)          Interview with Joan Franz, OT (recorded)</p> <p><b>Readings:</b>          Mattson, S. N., Crocker, N., &amp; 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 the sections titled "Visual Spatial, Motor and Attention" 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: <a href="http://www.education.gov.yk.ca/pdf/fasd_manual_2007.pdf">www.education.gov.yk.ca/pdf/fasd_manual_2007.pdf</a> (section 7)</p> <p>Sensory Processing PDF</p> <p>Franklin, L., Deitz, J., Jirikowic, T., &amp; 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>-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 whose sensory systems are challenged.</p>	50



		<b>Assignment:</b> Intervention Blog Post 2 (50 pts.)		
10-11	<b>Unit 7</b> <b>Psychosocial Aspects of FASD: Speech and Language</b>	<p>Online lecture (instructor recorded) Interview with Charlotte Cannon, SLP (recorded)</p> <p><b>Readings:</b> 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: <a href="http://www.education.gov.yk.ca/pdf/fasd_manual_2007.pdf">www.education.gov.yk.ca/pdf/fasd_manual_2007.pdf</a> (section 8 and 10)</p> <p>Mattson, S. N., Crocker, N., &amp; 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><b>Assignments</b> 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.</p> <p>-Identify classroom interventions and modifications to address these issues.</p>	200
12	<b>Unit 8</b> <b>Trauma and FASD</b>	<p><b>Readings:</b> Henry, J., Sloane, M., &amp; Black-Pond, C. (2007). Neurobiology and 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><b>Assignments:</b> Blog Post Response to Readings (20 pts.)</p>	<p>-Understand the effects of prenatal exposure and trauma on neurodevelopmental deficits</p> <p>-Identify how children experiencing the combined effects of trauma and prenatal alcohol exposure might be misinterpreted in a classroom environment.</p> <p>-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.</p>	20
13	<b>Unit 9</b> <b>Neurobehavioral Aspects: Identifying</b>	<p><b>Reading:</b> Malbin, D. (2002). Fetal alcohol spectrum disorders: Trying differently rather than harder. (2nd ed.). Portland, Oregon:</p>	-Understand Malbin’s neurobehavioral approach to understanding	50

	<b>Strengths and Weaknesses</b>	Tectrice, Inc. (pages15-43).  <b>Assignment:</b> Download and complete a neurobehavioral screening tool using a child you have or currently working with, or the provided case study.	behaviors. -Learn to use a simple screening tool to differentiate between primary and secondary characteristics of FASD.	
14	<b>Unit 10</b> <b>Neurobehavioral aspects: Developing Appropriate Accommodations</b>	<b>Reading:</b> Malbin, D. (2002). Fetal alcohol spectrum disorders: Trying differently rather than harder. (2nd ed.). Portland, Oregon: Tectrice, Inc. (pages15-43).  <b>Assignments:</b> Blog post (20 pts.) Accommodation Flow Chart (150 pts)	-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	<b>Unit 11</b> <b>Wrapping up</b>	<b>Reading:</b> Mitchell, K., & DeJoseph, M. (2011). Families living with FASD: Up close and personal. In S. Adubato & 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.  <b>Assignment:</b> Blog post (20 pts.)	-Reflect on what you have learned in this course -Gain an understanding of what living with FASD is like for families.	20
<b>Total Points</b>				<b>870</b>

## 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.

### 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 (lectures, readings, teacher-student conferences, etc.)
- Individual Research (individual research for papers and projects)
- Assignments (actual projects and assessments)
- Collaboration (discussion, groups projects, blog commenting)

### **Grading System:**

- Instruction: Lecture/Readings 35%
- Individual Research: Final project 10%
- Assignments: Tests, Homework, Blog posts 35%
- Collaboration: Discussion Board, Blog comments 20%

## 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. These posts are worth 20 points each. The following rubric will be used to grade blog posts:

Criteria	Points
Heading used	1
Summary of reading.	5
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
<b>Total (20 maximum)</b>	

**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%
<b>Total (for each 20-30 point question)</b>	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
<b>Total (50 maximum)</b>	<b>50</b>

**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
<b>Total (50 maximum)</b>	<b>50</b>

**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
<b>Total (50 maximum)</b>	<b>50</b>

**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.

**Grades are based on successful completion of the following assignments:**

#### 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

#### **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](mailto: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](http://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](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/>.

<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 208 Whitaker Building, by phone, 907-474-5655, or by e-mail ([fydso@uaf.edu](mailto: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](mailto: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.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://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://fasdcenter.samhsa.gov/documents/Reach_To_Teach_Final_011107.pdf)
- <http://www.nofas.org/>
- <http://acca-ilp.org/fasd/>
- <http://www.fascets.org/>

**Special Education Assignment Rubric**

**Course:** EDSE/PSY 448-648      **Instructor:** Wagaman

**Candidate:**      **Semester:**

**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	1.1 Understands how language, t,	1.1 Understands how language,	1.1 Understands how language,

Learner Development and Individual Learning Differences	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.	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.	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 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.	2.1 Collaborates with IEP team to create safe, inclusive, culturally responsive learning environments with program modifications and accommodations to 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.	2.1 Collaborates to create safe, inclusive, culturally responsive learning environments with program modifications and accommodations to engage individuals 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	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	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



	generalization of learning.	applicable	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>

**COURSE INFORMATION**

<b>TITLE:</b>	<b>Understanding FASD: Diagnosis, Intervention and Strategies</b>	
<b>COURSE ID:</b>	EDSE F648 PSY F648	
<b>CREDITS:</b>	3	
<b>PREREQUISITES:</b>	Bachelor's Degree, graduate standing or permission of instructor	
<b>LOCATION:</b> online only		<b>MEETING TIME:</b> asynchronous

**INSTRUCTOR INFORMATION**

<b>NAME:</b>	Jenn Wagaman
<b>OFFICE HOURS:</b>	TBD
<b>OFFICE LOCATION</b>	Gruening 710
<b>TELEPHONE:</b>	907-322-2537
<b>EMAIL:</b>	jewagaman@alaska.edu

**COURSE DESCRIPTION**

This is an overview course designed to educate candidates 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**

- ☐ 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**

Adubato, Susan A. & Cohen, Deborah E. (Eds.). (2011). *Prenatal alcohol use and fetal alcohol spectrum disorders: Diagnosis, assessment and new directions in research and multimodel treatment* Retrieved from <http://benthamscience.com/ebooks/9781608050314/index.htm>

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>

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. 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>

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](http://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/ease/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](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. Aduabato & 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*. (3<sup>rd</sup> ed.) Whitehorse: Fetal Alcohol Syndrome Society Yukon.

## INSTRUCTIONAL METHODS

This course will be taught online only, using a variety of methods including online lectures, reading assignments, written tests, a final written paper, online collaborative projects and online student presentations. 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 2015

EDSE 693 Understanding FASD: Diagnosis, Intervention and Strategies 3 Credits				
Weeks	Unit/Topic	Assignments	Objectives	Points
1	Welcome Getting Started	<p>Online lecture (instructor recorded)</p> <p><b>Reading:</b> 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: <a href="http://www.education.gov.yk.ca/pdf/fasd_manual_2007.pdf">www.education.gov.yk.ca/pdf/fasd_manual_2007.pdf</a></p> <p><b>Assignments:</b> - Blog post (20) - Complete APA tutorial at:</p>	<p>-Introduce yourself to the class and meet your classmates</p> <p>-Familiarize yourself with our class website</p> <p>-Understand how and where to reach me</p> <p>-Understand how and where to find the requirements of this course and to follow the course calendar</p>	20

		<a href="http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx">http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx</a>		
2	<b>Unit 1 Introduction to FASD</b>	<p>Online lecture (instructor recorded)</p> <p><b>Video:</b> <i>Finding Hope</i>  <a href="http://findinghope.knowledge.ca/home.html">http://findinghope.knowledge.ca/home.html</a></p> <p><b>Readings:</b>  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 <a href="http://www.fldoe.org/ese/pdf/fetalco.pdf">http://www.fldoe.org/ese/pdf/fetalco.pdf</a></p> <p><b>Assignments:</b>  Video Response Blog Post (50 pts.)  Myths and Facts Quiz (20 pts.)</p>	<ul style="list-style-type: none"> <li>-Learn to define fetal alcohol spectrum disorder in general terms</li> <li>-Gain a general understanding of common parenting and behavior issues of FASD</li> <li>-Identify common misconceptions about FASD</li> </ul>	70
3-4	<b>Unit 2 Biomedical Foundations of FASD</b>	<p>Online lecture (instructor recorded)</p> <p><b>Video:</b> Fetal Alcohol Syndrome: Etiology, Epidemiology, and Advances in Diagnosis</p> <p><b>Reading:</b>  Review the embryonic development chart found at:  <a href="http://embryology.med.unsw.edu.au/Medicine/BGDIab11cc.htm">http://embryology.med.unsw.edu.au/Medicine/BGDIab11cc.htm</a></p> <p>Review the intake packet for the Fairbanks Fetal Alcohol Assessment Team (posted online)</p> <p><b>Assignment:</b>  Video Response Blog Post (50 pts.)</p>	<ul style="list-style-type: none"> <li>-Understand how the diagnosis of FASD has changed historically</li> <li>-Identify the three defining characteristics of FAS</li> <li>-Identify the three primary facial features of FASD</li> <li>-Identify the key central nervous system deficits found in individuals with FASD</li> </ul>	50
5-6	<b>Unit 3 Clinical Issues: Diagnosis</b>	<p>Online lecture (instructor recorded)</p> <p><b>Reading:</b>  Astley, S. (2011). Diagnosing fetal alcohol spectrum disorders. In S. Adubato &amp; 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 <a href="http://benthamscience.com/ebooks/9781608050314/index.htm">http://benthamscience.com/ebooks/9781608050314/index.htm</a></p>	<ul style="list-style-type: none"> <li>-Identify the four areas of ranking used in the University of Washington 4-digit coding</li> <li>-Identify the assessments needed to complete this diagnosis</li> <li>-Identify co-occurring and misdiagnosed disorders surrounding</li> </ul>	150



		<p>Brown, N. N. (2011). FASD: Diagnostic dilemmas and challenges for a modern transgenerational management approach. In S. Aduabato &amp; 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 <a href="http://benthamsience.com/ebooks/9781608050314/index.htm">http://benthamsience.com/ebooks/9781608050314/index.htm</a></p> <p><b>Assignment:</b> Exam 1 (150 pts.)</p>	<p>FASD</p> <ul style="list-style-type: none"> <li>-Identify possible social factors that can affect outcomes for individuals diagnosed with FASD</li> </ul>	
7	<p><b>Unit 4</b> <b>Epidemiological aspects of FASD: Early intervention strategies</b></p>	<p>Online lecture (instructor recorded)</p> <p><b>Readings:</b> Olson, H. C. (2011). An innovative look at early intervention for children affected by prenatal alcohol exposure. In S. Aduabato &amp; 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 <a href="http://benthamsience.com/ebooks/9781608050314/index.htm">http://benthamsience.com/ebooks/9781608050314/index.htm</a></p> <p>Online resource: <a href="http://www.do2learn.com/index.htm">http://www.do2learn.com/index.htm</a></p> <p><b>Assignment:</b> Blog entry (20 pts.)</p>	<ul style="list-style-type: none"> <li>-Understand that FASD effective people across racial and socioeconomic boundaries.</li> <li>-Understand strategies that have been found to be effective in early intervention settings.</li> <li>-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.</li> </ul>	20
8	<p><b>Unit 5</b> <b>Psychosocial aspects of FASD</b> <b>Psychological</b></p>	<p>Online lecture (instructor recorded)</p> <p><b>Readings:</b> Mattson, S. N., Crocker, N., &amp; Nguyen, T. (2011). Fetal alcohol spectrum disorders: Neuropsychological and behavioral features. <i>Neuropsychological Review</i>, 21, 81-101. (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.)</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:</p>	<ul style="list-style-type: none"> <li>-Define executive function tasks and explain how they may be impacted in a child with FASD.</li> <li>-Understand the spectrum of effects that alcohol exposure can have on intelligence.</li> <li>-Understand what effect alcohol can have on an individual's learning and memory abilities.</li> <li>-Understand what social impairments an individual with prenatal exposure might experience.</li> </ul>	50

		<p><a href="http://www.education.gov.yk.ca/pdf/fasd_manual_2007.pdf">www.education.gov.yk.ca/pdf/fasd_manual_2007.pdf</a> (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": <a href="http://fasdcenter.samhsa.gov/documents/WYNK_CoOccurMentalIllness.pdf">http://fasdcenter.samhsa.gov/documents/WYNK_CoOccurMentalIllness.pdf</a></p> <p>Trudeau, D. (Ed.). (2002). <i>Trying Differently: A Guide for Daily Living and Working With FAS and Other Brain Differences</i>. (3<sup>rd</sup> ed.) Whitehorse: Fetal Alcohol Syndrome Society Yukon. (pages 7-13)</p> <p><b>Assignment:</b>          Intervention Blog 1 (50 pts.)</p>		
9	<p><b>Unit 6</b>  <b>Psychosocial Aspects of FASD:</b>  <b>Occupational</b></p>	<p>Online lecture (instructor recorded)          Interview with Joan Franz, OT (recorded)</p> <p><b>Readings:</b>          Mattson, S. N., Crocker, N., &amp; 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 the sections titled "Visual Spatial, Motor and Attention" 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:  <a href="http://www.education.gov.yk.ca/pdf/fasd_manual_2007.pdf">www.education.gov.yk.ca/pdf/fasd_manual_2007.pdf</a> (section 7)</p> <p>Sensory Processing PDF</p> <p>Franklin, L., Deitz, J., Jirikowic, T., &amp; 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>-Understand the damage that prenatal alcohol exposure can have on the central nervous system and how this might manifest in children.          -Understand strategies that can be used by providers who are working with children whose sensory systems are challenged.</p>	50

		<p>Franz, Joan. (2013). "Resources for understanding sensory difference in children with fetal alcohol spectrum disorders."</p> <p><b>Assignment:</b> Intervention Blog Post 2 (50 pts.)</p>		
10-11	<p><b>Unit 7</b> <b>Psychosocial Aspects of FASD: Speech and Language</b></p>	<p>Online lecture (instructor recorded) Interview with Charlotte Cannon, SLP (recorded)</p> <p><b>Readings:</b> 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: <a href="http://www.education.gov.yk.ca/pdf/fasd_manual_2007.pdf">www.education.gov.yk.ca/pdf/fasd_manual_2007.pdf</a> (section 8 and 10)</p> <p>Mattson, S. N., Crocker, N., &amp; 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><b>Assignments</b> 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	<p><b>Unit 8</b> <b>Trauma and FASD</b></p>	<p><b>Readings:</b> Henry, J., Sloane, M., &amp; Black-Pond, C. (2007). Neurobiology and 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><b>Assignments:</b> Research paper proposal Blog post (20 pts.)</p>	<p>-Understand the effects of prenatal exposure and trauma on neurodevelopmental deficits -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.</p>	20
13	<p><b>Unit 9</b></p>	<p><b>Reading:</b></p>	<p>-Understand Malbin's</p>	50

	<b>Neurobehavioral Aspects: Identifying Strengths and Weaknesses</b>	<p>Malbin, D. (2002). Fetal alcohol spectrum disorders: Trying differently rather than harder. (2nd ed.). Portland, Oregon: Tectrice, Inc. (pages15-43).</p> <p><b>Assignment:</b> Download and complete a neurobehavioral screening tool using a child you have or currently working with, or the provided case study.</p>	<p>neurobehavioral approach to understanding behaviors.</p> <p>-Learn to use a simple screening tool to differentiate between primary and secondary characteristics of FASD.</p>	
14	<b>Unit 10 Neurobehavioral aspects: Developing Appropriate Accommodations</b>	<p><b>Reading:</b> Malbin, D. (2002). Fetal alcohol spectrum disorders: Trying differently rather than harder. (2nd ed.). Portland, Oregon: Tectrice, Inc. (pages15-43).</p> <p><b>Assignments:</b> Blog post (20 pts.) Accommodation Flow Chart (150 pts)</p>	<p>-Use Malbin's approach to identify accommodations for a particular child to accomplish a task</p> <p>-Apply the various accommodations you have read about this semester to a classroom task or other therapeutic setting</p>	170
15	<b>Unit 11 Wrapping up</b>	<p><b>Reading:</b> Mitchell, K., &amp; DeJoseph, M. (2011). Families living with FASD: Up close and personal. In S. Adubato &amp; 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> <p><b>Assignment:</b> Blog post (20 pts.)</p>	<p>-Reflect on what you have learned in this course</p> <p>-Gain an understanding of what living with FASD is like for families.</p>	20
	<b>Required Graduate Assignment: Research Paper and Collaboration Plan</b>	<p><b>Reading:</b> 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</p> <p>Final Paper due (200 pts) Collaboration plan due (100 pts)</p>	<p>-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)</p>	300
<b>Total Points</b>				<b>1170</b>

## 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.

### 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 (lectures, readings, teacher-student conferences, etc.)
- Individual Research (individual research for papers and projects)
- Assignments (actual projects and assessments)
- Collaboration (discussion, groups projects, blog commenting)

### **Grading System:**

- Instruction: Lecture/Readings 35%
- Individual Research: Final project 10%
- Assignments: Tests, Homework, Blog posts 35%

## 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. These posts are worth 20 points each. The following rubric will be used to grade blog posts:

Criteria	Points
Heading used	1
Summary of reading.	5
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
<b>Total (20 maximum)</b>	

**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%
<b>Total (for each 20-30 point question)</b>	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
<b>Total (50 maximum)</b>	<b>50</b>

**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
<b>Total (50 maximum)</b>	<b>50</b>

**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
<b>Total (50 maximum)</b>	<b>50</b>

**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.

**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**

<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>
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.

<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>
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)
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	4. Somewhat provides a real-world example of the	4. Fails to provide and example or the example is

example of the topic. (10-8 points)	topic. (7-4 points)	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 setting. (30-20 points)	2. Somewhat identifies how the child's needs will be address in each setting. (19-10 points)	2. Fails to identify how the child's needs will be addressed or suggest 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	3. Shows some knowledge of service models but does not effectively address methods of communication or	3. Fails to address more than one service setting and does not suggest ways of cross-collaboration. (14-0)

communicate. (40-30)	realistic models. (29-15)	
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:**

#### 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](http://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](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/>  
<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 208 Whitaker Building, by phone, 907-474-5655, or by e-mail ([fydso@uaf.edu](mailto: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](mailto: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.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://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://fasdcenter.samhsa.gov/documents/Reach_To_Teach_Final_011107.pdf)
- <http://www.nofas.org/>
- <http://acca-ilp.org/fasd/>
- <http://www.fascets.org/>

### Special Education Assignment Rubric for CAEP data collection

Course: EDSE/PSY 448-648 Instructor: Wagaman

Candidate: Semester:

**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 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.	2.1 Collaborates with IEP team to create safe, inclusive, culturally responsive learning environments with program modifications and accommodations to 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.	2.1 Collaborates to create safe, inclusive, culturally responsive learning environments with program modifications and accommodations to engage individuals 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	<p>4.2 Has difficulty using knowledge of measurement principles and practices to interpret FBA results to develop BIP for ENL.</p> <p>4.3 Needs to collaborate more effectively with colleagues and families and use multiple types of FBA in making decisions about BIP for ENL.</p>	<p>4.2 Uses knowledge of measurement principles and practices to interpret FBA results and guide educational decisions for ENL.</p> <p>4.3 Collaborates with colleagues and families uses multiple types of FBA information in making decisions about BIP for ENL.</p>	<p>4.2 Uses knowledge of measurement principles and practices to interpret FBA results and guide educational decisions for ENL.</p> <p>4.3 Collaborates with colleagues and families uses multiple types of assessment information in making decisions about ENL.</p>
5 Instructional Planning and Strategies	<p>5.1 Does not consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the accommodations development.</p> <p>5.4 Does not use strategies to enhance language development and communication skills of individuals with eFASD.</p> <p>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.</p> <p>5.6 Does not teach pro-social behaviors to mastery or promote generalization of learning.</p>	<p>5.1 Considers an individual's abilities, interests, learning environments, and cultural and linguistic factors in the accommodation development.</p> <p>5.4 Uses strategies to enhance language development and communication skills where appropriate.</p> <p>5.5 Develops and implements a variety of strategies across a wide range of settings and different learning experiences in collaboration with IEP team.</p> <p>5.6 Teaches pro-social behaviors to mastery and promote generalization of learning where applicable</p>	<p>5.1 Considers an individual's abilities, interests, learning environments, and cultural and linguistic factors in the accommodations plan and explains it to team.</p> <p>5.4 Uses multiple strategies to enhance language development and communication skills where appropriate.</p> <p>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.</p> <p>5.6 Teaches a variety of pro-social behaviors to mastery and promote generalization of learning.</p>
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>