SERP 202: Introduction to Low Incidence Disabilities Fall 2016

Tuesdays and Thursdays, 12:30- 1:45 PM, Education 349, Credits: 3

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Office hours: Available by appointment only

**CATALOG DESCRIPTION**: Introduction to low-incidence disabilities (blindness/visual impairment, deafness/hard of hearing, severe and multiple disabilities), including their effects throughout the lifespan and the adaptations and services that provide access.

**EXPANDED COURSE DESCRIPTION:** Students in this course will be introduced to the ways in which a low incidence disability can affect the human experience. Students will explore how being blind/visually impaired, deaf/hard of hearing, or severely and multiply disabled impacts living and learning. They will also explore the impact of low incidence disabilities on establishing social relationships. Similarities and differences in life experiences of individuals with low incidence disabilities and of their families will be explored. Through discussion of life experiences, the professional literature and the media, students will gain awareness of how individuals with low incidence disabilities adapt to the effects of their disability. They will explore the concepts of universal design, augmentative and alternative communication, and assistive technology as they relate to accessibility issues.

**COURSE OBJECTIVES**

1. Define low incidence disabilities
2. Describe variations in vision, hearing, cognition, and physical functioning.
3. Explain how having a low incidence disability can impact living and learning and how experiences of individuals and families are likely to vary.
4. Describe how having a low incidence disability affects communication and social skills.
5. Define augmentative and alternative communication (AAC) and explain options that are available, including assistive technology.
6. Discuss advantages and disadvantages of various educational settings for individuals with low incidence disabilities.
7. Explain universal design, specifically in regard to education.
8. Describe technological advances and adaptations available to increase accessibility (visually, auditorily, cognitively, and physically) to the classroom environment.
9. Identify a controversial issue related to low incidence disabilities or services. Select a position on the issue to examine and defend.
10. Examine how individuals with low incidence disabilities are portrayed in the media.
11. Identify the roles of professionals in regard to promoting growth and learning among individuals with low incidence disabilities.

**EVALUATION METHODS AND GRADING SCALE**

Grades will be based on the percentage accumulated as follows:

**Evaluation Methods**

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| --- | --- |
| **Required Assignments** | **Points** |
| **Media Assignment** (Due Sept 20) | 20 |
| **Universal Design** (Due Oct 11) | 20 |
| **Choice: Interview** **OR Fact Sheet** (Due Nov 8) | 25 |
| **Quizzes** (5 quizzes- 1 per module) | 100 |
| **Online Day Activities** (multiple dates) | 30 |
| **Debunk the Myth Project- Group and Individual** (multiple dates) | 40 |
| ***Attendance/Participation*** | 20 |
| **Total Points** | **255** |

**Grading Scale**

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| --- | --- | --- |
| **Points** | **Percentage** | **Grade** |
| 230-255 | 90-100% | A |
| 205-229 | 80-89% | B |
| 179-204 | 70-79% | C |
| 153-178 | 60-69% | D |
| 152 or below | 0-59% | F |

**COURSE ASSIGNMENTS**

Assignments are due by 11:59 pm on the due date. All written assignments will be submitted via D2L Dropbox. Online quizzes are due to be completed on D2L by 11:59 pm on the due date. Late assignments will earn a 10% penalty for each day that the assignment is delayed.

Students are encouraged to review assignment rubrics posted on D2L.

**1. Media Assignment (20 points) DUE DATE: September 20**- Select a media product (book, film, movie, television show, commercial) that includes a major character or primary theme related to low incidence disability. Write a paper (maximum 4 pages) in which you include the following three points: (1) describe the image presented, (2) analyze the realism of the image, and (3) summarize the impact that the image might have on the general public. *Please reference the media product used*—a list of approved options will be provided; however, if you find wish to use a product not on the list, please check with the instructor to get approval. See rubric posted on D2L for specific grading information. Students will submit assignments to the Dropbox within D2L.

**2. Universal Design (20 points) DUE DATE:** **October 11**-Find a location or event on the campus or in the community that you and/or an individual with a low incidence disability might visit. Analyze the environment with regard to universal design. Write a paper (3-5 pages double spaced) to answer the following questions. Students may include a drawing or photo of the location/event as supplemental information for their written paper. See rubric posted on D2L for specific grading information.

* 1. What setting or event did you select, and what was the purpose of the setting or event? Using the principles of universal design, describe the accessibility of the setting for all low incidence disability groups.
  2. Would all people, including those with low incidence disabilities, have access to all the information and functions of the location? If so, who might have difficulty accessing the information and functions of the location? Using the principles of universal design, provide concrete examples in your analysis of the access of the location or event.
  3. What could be done to make this setting or event more universally accessible? Provide clear and logical suggestions for making this setting even more accessible for two or more disability groups.

1. **Choice- Fact Sheet OR Interview Assignment (25 points)**

**DUE DATE: November 8th**

Students will choose to complete the Interview Assignment **OR** create a Low Incidence Disability Fact Sheet. Specific grading information can be found in the rubrics for each of these assignments posted on D2L.

Interview Assignment

Interview a teenager or adult with a low incidence disability OR the parent of a child with a low incidence disability about their school experiences. Talk with them about educational settings, access to curriculum, responses of peers and teachers to their educational needs, and their satisfaction with educational services. Write a paper (maximum 5 pages) that summarizes the information you gathered and your reaction to it.

Low Incidence Disability Fact Sheet

Students will research an etiology (cause) of a low incidence disability and provide a thorough explanation of the etiology, characteristics, educational strategies for support, and accommodations. Fact sheet must include at least 3 high-quality references such as NIH, CDC, www.parentcenterhub.com. Fact sheet must be written in a can-do, positive perspective, with a balance of characteristics and strategies for support/ accommodations.

**4. Quizzes (20 points each, 100 possible points).** Students will complete 5 online quizzes throughout the semester. These will be available for a specific period of time and must be completed during that time period.

**5. Online Day Activities (10 points each, 30 possible points).** There will be three class sessions in which we do not meet in person. Instead, students will be expected to engage in activities online through the course D2L site. After viewing the online material, there will be an activity for students to complete and submit by the assigned due date.

**6. Debunk the Myth Project (40 points total)** In place of a formal final exam, students will work in groups and individually to debunk a myth related to a low incidence disability. In groups, students will work together to prepare a presentation to address their assigned myth (15 points). Individually, students will write a paper to address their assigned myth (25 points). Group presentations will occur throughout the semester. Points will be earned for both the individual paper and group presentation of this assignment. Specific protocol for grading the presentations will be provided on D2L.

**7. Attendance/Participation (20 points):** Students will receive up to 20 attendance/participation points for unannounced and spontaneous activities and reflections completed in-class throughout the semester. Points will only be awarded to students who are present and participate in the activities.

**POLICIES**

**Absences**: All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion, Absences pre-approved by the UA Dean of Students (or Dean's designee) will be honored. **Students who are absent for four or more class sessions will earn a reduction in final letter grade**. For example, on the student’s fourth absence, the student will earn a reduction in final letter grade. Students are responsible for signing the attendance sheet every day. Attendance will be recorded based upon the student’s signatures on the attendance sheet. Students must be present for the entire class session in order to sign the attendance sheet and be counted as present.

**Assignments:** Assignments are due by 11:59 pm on the due date. All written assignments will be submitted via D2L Dropbox. Online quizzes are due to be completed by 11:59 pm on the due date. Late assignments will earn a 10% penalty for each day that the assignment is delayed.

**Accommodations for students with disabilities:** It is the University’s goal that learning experiences be as accessible as possible.  If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options.  You are also welcome to contact Disability Resources (520-621-3268) to establish reasonable accommodations.

Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

**Policies against plagiarism:** All assignments must be the original work of the student. Plagiarism is a willful act that will not be permitted. Each student is expected to understand the meaning of plagiarism and demonstrate a high level of academic integrity. Cutting and pasting directly off a website is considered plagiarism. Simply changing a few words in a sentence or phrase also constitutes plagiarism*.* All students are expected to be familiar with U of A policies, codes and procedures regarding academic integrity and conduct. Instances of plagiarism or academic dishonesty will be subject to the policies and procedures contained in the U of A, Dean of Students Policies, Codes, and Procedures website. Any instance of plagiarism may result in an "F" for the course. <http://dos.web.arizona.edu/uapolicies/index.html>

**Policies against threatening behavior by students:** Students are expected to maintain professional communication within any written or verbal communication with the instructors and other students. University policies are included at: <http://policy.web.arizona.edu/policy/threaten.html>

**Computer literacy**: You are expected to understand the functions of your computer system (e.g. programs, saving, retrieving, printing, etc.). You are expected to have ‘working’ knowledge and skills within the D2L environment. There are help pages within D2L. If you have difficulty with the D2L site, you are encouraged to contact the free D2L helpdesk: <http://help.d2l.arizona.edu> for assistance. You will also need to download a free copy of Acrobat Reader <http://get.adobe.com/reader/>.

*Information contained in the course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate by the instructor.*

**Writing and referencing**: For writing assignments, please use an established publication style in your professional discipline. If you are not familiar with any publication standards, please use APA style (reference below). If you are familiar with MLA or another style, please notify the instructor of the style you will be using.

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

**REQUIRED READINGS**

Allen, K.E. & Cowdery, G.E. (2012). Normal and exceptional development. In *The exceptional child; inclusion in early childhood education, 80-97*. Belmont, CA: Wadsworth Cengage Learning.

Antia, S. D. (2007). Can deaf and hard of hearing students be successful in general education classrooms? Teachers College Record, Date Published: February 19, 2007. http://www.tcrecord.org ID Number: 13461, Date Accessed: 5/2/2007 3:30:19 PM

Apel, L. (2009). Yes She Can: Marlee Matlin tells her story. *Exceptional Parent, 39(4),* 40-42.

Cox, P. R. & Dykes, M. K. (2001). Effective classroom adaptations for students with visual impairments. *Teaching Exceptional Children,* *33*(6), 68-74.

Crips, J. H. & Supalla, S. J. (2012). The Power of Spoken Language in Schools and Deaf Students Who Sign. *International Journal of Humanities and Social Science, 2* (16)*,* 86-102.

Diez, A. (2010). School memories of young people with disabilities: An analysis of barriers and aids to inclusion. *Disability and Society, 25 (2),* 163-175.

Downing, J.E. 2008. Educating students with diverse strengths and needs together: Rationale for Inclusion. In J.E. Downing, *Including students with severe and multiple disabilitiesin typical classroom: Practical strategies for teachers* (3rd ed.), pp 1-16. Baltimore: Paul H. Brookes.

Downing, J.E., & MacFarland, S. 2009. Education and individuals with severe disabilities: Promising practices. In: J.H. Stone, M. Blouin, editors. International Encyclopedia of Rehabilitation. Available online: http:// cirrie.buffalo.edu/ encyclopedia/article.php?id= 114&language=en

Giangreco, M.F. (2011). Educating students with severe disabilities: foundational concepts and practices. In M.E. Snell and F. Brown, *Instruction of studentswith severe disabilities*, pp1-30*.* Upper Saddle River, NJ: Pearson Education, Inc.

Jackson, C. W., Traub, R. J., & Turnbull, A. P. (2008). Parents' experiences with childhood deafness: Implications for family-centered services. *Communication Disorders Quarterly, 29*(2), 82-98.

Kluth, P. (2010). Understanding inclusive schooling. In *“You’re going to love this kid!” Teaching students with autism in the inclusive classroom* (2nd Ed.), pp 23-42). Baltimore: Paul H. Brookes.

Marschark, M. (2007). Language Development. In M. Marschark (Ed.), *Raising and Educating a Deaf child* (pp. 109-136). New York: Oxford University Press.

National Consortium on Deaf-Blindness. (2009). *I wish I had…Wisdom from parents of children who are deafblind*. Monmouth, OR: The Teaching Research Institute.

National Consortium on Deaf-Blindness. (2007). Children who are deaf-blind. *Practice Perspectives: Highlighting Information on Deafblindness, 2,* 1-4. Monmouth, OR: The Teaching Research Institute.

National Association of the Deaf. (2002). Position Statement on Inclusion Retrieved Feb 21, 2012, from <http://www.nad.org/issues/education/k-12/inclusion>

O’Day, B. (1999). Employment barriers for people with visual impairment. *Journal of Visual Impairment & Blindness, 93 (10), 627-42.*

Ralabate, P. K. (2011, August 30). Universal Design for Learning: Meeting the Needs of All Students . The ASHA Leader. [http://www.asha.org/Publications/leader/2011/110830/Universal-Design-for-Learning-- Meeting-the-Needs-of-All-Students/](http://www.asha.org/Publications/leader/2011/110830/Universal-Design-for-Learning--%09Meeting-the-Needs-of-All-Students/)

Sass-Lehrer, M. A. Early beginning for families with Deaf and Hard of Hearing children. Retrieved from<http://www.gallaudet.edu/clerc_center/information_and_resources/info_to_go/help_for_babies_%280_to_3%29/early_intervention/early_beginnings_contents/early_beginnings_introduction.html>

Test, D.W. & Massotti, V.L. (2011). Transition from school to employment. In M.E. Snell and F. Brown, *Instruction of students* *with severe disabilities*, pp 569-611*.* Upper Saddle River, NJ: Pearson Education.

Tomasik, M. (2007).Effective inclusion activities for high school students with visual impairments. *Journal of Visual Impairment and Blindness, 657-659.*

Tomasik, M. (2007). Effective inclusion activities for high school students with multiple disabilities. *Journal of Visual Impairment and Blindness, 101*(10), 657-659.

Troster, H., & Brambring, M. (1994).The play behavior and play materials of blind and sighted infants and preschoolers. *Journal of Visual Impairment and Blindness, 88(5),* 421-432.

van Kraayenoord, C. (2011). Movies and Disability: Positive impact or harm? *International Journal of Disability, Development and Education,* 58 (2), 103-106.

Vermeulen, J. A., Denessen, E., & Knoors, H. (2012). Mainstream teachers about including deaf or hard of hearing students. *Teaching and Teacher Education, 28*, 174-181. doi: <http://dx.doi.org.ezproxy2.library.arizona.edu/10.1016/j.tate.2011.09.007,>

Woll, B., & Ladd, P. (2011). Deaf Communities. In M. Marschark & P. Spencer (Eds.), *The Oxford Handbook of Deaf Studies, Language, and Education* (2 ed., Vol. 1, pp. 159-172). New York: Oxford University Press.

**Tentative Dates and Topics**

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|  | **Dates** | **Topic** | **Presenter** | **Assignments** |
| **Module One:**  **Introduction** | Aug 23 & 25 | Introduction and A Population Defined | Rebecca Hartzell |  |
| Aug 30 & Sept 1 | History of Disability in the Media | Dr. Jane Erin |  |
| Sept 6 | Universal Design | Deidre Lamb, DRC | Quiz 1 open Sept 6-11 |
| **Module Two:**  **Persons with Blindness/VI** | Sept 8 | Intro to Visual Impairments | Dr. Hong |  |
| Sept 13 | Families and Early Childhood | Dr. Rosenblum |  |
| Sept 15 | School Children with Low Vision | Dr. Topor |  |
| Sept 20 | School Children who are Blind including Braille | Dr. Hong | Media Assignment Due |
| Sept 22 | Adolescents with Visual Impairments | Dr. Rosenblum |  |
| Sept 27 | Careers, Adults, and Technology | Dr. Hong/ Dr. Topor | Quiz 2 open Sept 27-Oct 2 |
| **Module Three: Persons with Severe & Multiple Disabilities** | Sept 29 | Intro, A Population Defined, Introduce Projects | Rebecca Hartzell |  |
| Oct 4 | Families and Early Intervention | Rebecca Hartzell |  |
| Oct 6 | Transition/ Intro Project FOCUS | Dr. MacFarland |  |
| Oct 11 | Project FOCUS | Dr. Macfarland and Students from Project FOCUS | **Group Presentation #1**  Universal Design Assignment Due |
| Oct 13 | Inclusive Best Practices | ONLINE DAY | Online Day Assignment Due by Oct 14 |
| Oct 18 | Assistive Technology |  |  |
| Oct 20 | Autism | Rebecca Hartzell | Quiz 3 open Oct 20-25 |

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|  | **Dates** | **Topic** | **Presenter** | **Assignments** |
| **Module Four: Persons who are Deaf/ Hearing Impairments** | Oct 25 | Key Characteristics and Language Concerns | Dr. Rivera |  |
| Oct 27 | Early Intervention | Jennifer Catalano |  |
| Nov 1 | Inclusion of DHH students | Dr. Antia |  |
| Nov 3 | Facilitators of Success for DHH students | Dr. Antia | Quiz 4 open Nov 3-8 |
| **Module Five:**  **Persons with Deafblindness** | Nov 8 | Etiologies and Incidence of DB | Rebecca Hartzell | Interview OR Fact Sheet Assignment Due  **Group Presentation #2** |
| Nov 10 | Teaching Strategies for students with DB | Dr. Macfarland |  |
| Nov 15 | TBA/Group Presentations | Rebecca Hartzell | **Group Presentation #3**  **Group Presentation #4**  **Group Presentation #5**  **Group Presentation #6** |
| Nov 17 | Introduction and Communication Techniques | Dr. Macfarland | **Group Presentation #7** |
| Nov 22 | Behavior as Communication | Online Day | Online Day Assignment Due by Nov 23  Quiz 5 open Nov 22-27 |
| **Module Six:**  **Summary** | Nov 29 | TBA | Online Day | Online Day Assignment Due Dec 1 |
| Dec 1 | Parent Panel | Dr. Macfarland & Rebecca Hartzell |  |
| Dec 6 | Summary of Low Incidence Disabilities | Rebecca Hartzell | **Group Presentation #8**  **Group Presentation #9** |