



**College of Education and Human Development
Division of Special Education and disAbility Research**

Spring 2014

EDSE 669 692: Interdisciplinary Approach for Children with Sensory and Motor
Disabilities

CRN: 21265, 3 - Credits

Instructor: Melissa Ainsworth	Meeting Dates: 3/24/2014 – 05/19/2014
Phone: 703-380-9633 (texting is great)	Meeting Day(s): Mondays
E-Mail: mainswor@gmu.edu	Meeting Time(s): 4:30 pm - 9:30 pm
Office Hours: By appointment	Meeting Location: Off Campus Location

***Note:** This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.*

Course Description

Emphasizes positioning, handling, and adaptive strategies. Focuses on understanding the roles of related disciplines in collaborative planning and service delivery.

Prerequisite(s): None

Co-requisite(s): None

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703) 993-3145 for assistance. All other students should refer to their faculty advisor.

Nature of Course Delivery

Learning activities include the following:

1. Class lecture and discussion

2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

Learner Outcomes

Upon completion of this course, students will be able to:

- Describe typical physical development of children and apply this knowledge in guiding learning experiences.
- Have a basic understanding of the most common medical diagnoses associated with students with severe disabilities and the impact on their functioning in school and community settings.
- Understand the role muscle tone plays in the positioning and handling of students.
- Be familiar with common positioning equipment used in the classroom.
- Be able to identify the physical, sensory, and/or health/medical needs of students with severe disabilities and understand how these needs impact the educational program.
- Be familiar with common medical terms used in conjunction with a variety of medical diagnosis.
- Understand the roles and responsibilities of related and support staff working in a collaborative setting.
- Be able to write educationally relevant IEP goals and objectives that address self-care and/or self-management of student physical, sensory, and/or medical needs that also enhances academic success.
- Given an IEP, be able to develop lesson plans incorporating the goals and objectives, integrating positioning programs into the lessons.
- Know where to go for help in the school system for related services, and how and when to initiate requests for assistance.
- Know how to establish self-help, feeding, grooming, sensory, and toileting programs.

Required Textbooks

Orellove, F. P., Sobsey, D., & Silberman, R. K. (2004). *Educating Children with Multiple Disabilities: A collaborative Approach*. 4th Edition. Baltimore, MD: Paul Brookes. ISBN: 9781557667106

Additional readings as provided and assigned.

Digital Library Option

The Pearson textbook(s) for this course is available as part of the **George Mason University Division of Special Education and disAbility Research Digital Library**. The division and

Pearson have partnered to bring you the Digital Library; a convenient, digital solution that can save you money on your course materials. The Digital Library offers you access to a complete digital library of **all Pearson textbooks** and MyEducationLabs used across the Division of Special Education and disAbility Research curriculum at a low 1-year or 3-year subscription price. Access codes are available in the school bookstore. Please visit <http://gmu.bncollege.com> and search the ISBN.

- 1 year subscription \$200 ISBN-13: 9781269541411
- 3 years subscription \$525 ISBN-13: 9781269541381
- Individual e-book(s) also available at the bookstore link above or at <http://www.pearsonhighered.com/>. Search by author, title, or ISBN.

Recommended Textbooks

Batshaw, M., Roizen, N. J., Lotrecchiano, G. R. (2013). Children With Disabilities. 7th Edition. Baltimore, MD: Paul Brookes Publishing. ISBN: 13: 9781598571943

Required Resources

Access to blackboard.

Additional Readings

As assigned and posted in blackboard

Course Relationships to Program Goals and Professional Organizations

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Students with Disabilities who Access the Adapted Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. The CEC standards that will be addressed in this class include Standard 1: Foundations, Standard 3: Individual Learning Differences, Standard 4: Instructional Strategies, Standard 6: Language, Standard 7: Instructional Planning, and Standard 8: Assessment.

GMU POLICIES AND RESOURCES FOR STUDENTS:

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].

- c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. [See <http://cehd.gmu.edu/values/>]

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>]

Course Policies & Expectations

Attendance.

This class is designed to be interactive and rigorous. This is so your learning is optimized. Your attendance in class is important and *required*. There are only eight sessions for this course so it is of utmost importance that you make every effort to attend class. If you are absent, your class activity grade for that date will be 0. **In class Activities may NOT be made up.** Please contact the instructor if you know ahead of time that you will not be in class on a particular day due to illness or an emergency.

Late Work.

All assignments are due **in class** by 4:30PM on the dates listed in the course schedule in this syllabus. *Five percent of the available points* for the assignment will be deducted each day for late submissions during the first week after the due date. *After one week* from the due date, assignments will not be accepted. Thus an assignment that is three days late is able to obtain only 85% of the points for the assignment regardless of the quality of the work. After one week, the assignment will no longer be accepted and a score of zero will be entered into the grade book for the assignment.

The point deduction will be made after the grading is complete. The date that the assignment was received by the instructor in hand will be considered the date submitted. Submitting an assignment late does not alter the due dates of the other assignments and prevents timely feedback to students regarding their work may be of value in later assignments. Strive to keep up with the assignment schedule so that you will be able to have appropriate formative evaluation and feedback from your instructor across the semester.

TaskStream Submission

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, Physical Management Plan with Assistive Technology to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

If you have never used TaskStream before, you **MUST** use the login and password information that has been created for you. This information is distributed to students through GMU email, so it is very important that you set up your GMU email. For more TaskStream information, go to <http://cehd.gmu.edu/api/taskstream>

Grading Scale

Graduate Students:

95-100% = A

92-94% = A-

89-91% = B+

85-88% = B

80-84% = B-

70-79% = C

<70% - F

Assignments

NCATE/TaskStream Assignments : 100 points possible.

Physical Management Plan with Assistive Technology (Instructional Program): For this assignment, students are to identify a student within an educational setting who has a severe and/or multiple disabilities as well as physical, sensor, and /or medical needs. For those without access to a student who meets this description, the instructor will provide you with a student or a case study will be provided if no student is available. You will

1. Write a detailed description of this student based on records available and observation of the student
2. Determine a functional goal
3. Plan an instructional strategy to teach this goal.

Common Assignments.

There are no common assignments at this time.

Other Assignments.

In Class Assignments: 25 points each for a total of 100 points possible

There will be a total of 6 (six) in class assignments throughout the course. They may be writing assignments, reading checks, an in class group “project” or other assignment. Each of the assignments are worth up to 25 points. This equals 125 points. The lowest in class assignment grade will be dropped for a possible 100 points total. **In class assignments can NOT be made up** . The highest 5 in class assignments will be added up to equal one grade worth up to 100 points.

Research Reviews: 50 points each for a total of 100 points possible.

As a teacher, you should be able to read and apply research in your field. You will be assigned one article to critique outside of class which is worth up to 50 points. You will choose a second article to critique on your own as well which is worth up to 50 points. The two scores will be added to equal one grade of up to 100 points possible.

Schedule

Session #	Date	Topic	Reading Assignments to be completed before class (<i>Articles are posted in Blackboard</i>)	Assignments due
1	3-24-14	Course Overview: Quality of Life; Educating for the future; Attitudes		
2	3-31-14	Typical physical development & self-care needs; common medical diagnosis & terms;	Chapter 1: Orelove, Hoon & Tolley (2013) Gage (1991)	
3	4-7-14 **Meet at Key Center	Positioning equipment; adaptations in the classroom: Assistive technology	Chapters 5 & 7: Orelove	This class period will take place at Key Center on Franconia road in Springfield.
No class	4-14-14			
4	4-21-14	Guest Panel of Students; writing IEP goals that address self-care	Chapters 2 & 3: Orelove Heller & Avant (2011)	1 st research article review due.
5	4-28-14	Positioning lab; guest speaker Colleen Wood, physical therapist	Chapter 6 & 9: Orelove Barnes & Whinnery(2002)	
6	5-5-14	Sensory impairments Communication/Scanning	Chapters 10 & 11: Orelove, Sobsey & Silberman	2 nd research article review due.
7	5-12-14	Feeding lab Family life – SIB - Abuse	Chapter 12: Orelove, Oliver & Petty (2012) Hershowitz & Lamb (2007)	
8	5-19-14	Related Service Providers; integrating physical needs into lesson planning		Instructional plan due on Task stream and in class.

****This schedule is subject to change. If changes occur the instructor will provide you with an updated schedule.**