VIRGINIA CONSORTIUM FOR TEACHER PREPARATION IN SPECIAL EDUCATION ADAPTED CURRICULUM

Fall 2015
Positioning and Handling, 3 Credits

Consortium Courses:
- VCU: SEDP 658 Educating Students with Severe Disabilities
- RU: EDSP 665 Positioning and Handling
- NSU: SPE 641 Physical and Occupational Therapy Procedures Adapted
- JMU: EXED 625: Medical and Technological Aspects of Special Education
- ODU: SPED 678: Interdisciplinary Approaches for Children with Sensory/Motor Disabilities
- GMU: EDSE 669 Interdisciplinary Approach for Children with Sensory and Motor Disabilities
  - EDSE 669 001, CRN: 78477, EDSE 669 6U1, CRN 83091

Instructor: Dr. Melissa Ainsworth	**Meeting Dates:** 08/31/15 - 12/8/15
Phone:	**Meeting Day(s):** Tuesday
E-Mail: mainswor@gmu.edu	**Meeting Time(s):** 7:20 pm-10:00 pm
Office Hours: By Appointment	**Instructing University:** GMU

> *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. Hours of Lecture or Seminar per week: 3 Hours of Lab or Studio per week: 0

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) 993-3670 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
Orelove, 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.

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 Virginia Consortium for Teacher Preparation in Special Education Adapted Curriculum, a grant from the Virginia Department of Education that includes George Mason University, Virginia Commonwealth University, Radford University, Norfolk State University, James Madison University, and Old Dominion Universityy. Through the completion of the Adapted Curriculum Consortium program, students are eligible for teacher licensure in the Commonwealth of Virginia in the area of Special Education – 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: Learner Differences, Standard 3: Curricular Content Knowledge, Standard 4: Assessment, & Standard 5: Instructional Planning and Strategies. (Updated Fall 2014 to align with the revised CEC Standards)

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*. You need to 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 however this will not change your in class activity grade for the day.

    Late Work.

All assignments are due **in class** by 7:00pm 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 which 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.

Blackboard Submission for Accreditation
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 Blackboard (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 Blackboard. Failure to submit the assessment to Blackboard will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Blackboard submission, the IN will convert to an F nine weeks into the following semester.

Grading Scale

Graduate Students:
95-100% = A
90-94% = A-
87-89% = B+
80-86% = B
70-79% = C
<70% - F

Assignments

    Performance-based Assessment (Blackboard submission required).
    The performance-based assessment for this course is the *Physical Management Plan with Assistive Technology.*

Performance-Based Assesmsent : 100 points possible.

<u>Physical Management Plan with Assistive Technology (Instructional Program):</u> 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. Discuss relevant laws and policies as they pertain to the education of your student
4. Plan an instructional strategy to teach this goal.

    Other Assignments.

In Class Assignments: 10 points each for a total of 100 points possible

There will be a total of 10 (ten) unannounced 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 10 points. **In class assignments can NOT be made up** .

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. Please see detailed instructions on Blackboard.

Schedule – Draft – Subject to change.

Session #	Date	Topic	Reading Assignments to be completed **before** class (*Articles are posted in Blackboard*)	Assignments due
1	9-1-15	Course Overview: using Research		
2	9-8-15	Quality of Life. /	, Chapter 1: Orelove	
3	9-15-15	Common Causes and Medical Terms	Hoon & Tolley (2013) Gage (1991) Zelleke et al. (2013)	
	9-22-15	Typical Development- NO FORMAL CLASS	Posted on BB in content folder for tonight	Quiz posted on BB in content folder for tonight
4	9-29-15	Equipment & Related Services	Barnes & Whinnery (2002)	
5	10-6-15	Positioning	Chapter 5 & 6: Orelove	1st research article due
6	10-13-15	The law	Obringer & Coffey (2010)	
7	10-20-15	Sensory Impairments/	Chapter 10: Orelove Liptak (2013)	
8	10-27-15	AT / Communication	Chapter 11: Orelove Desch (2013) Lanconia et al. (2002)	2nd research article due
9	11-3-15	Writing IEP goals; working it into the classroom	Chapter 3 & 7 Orelove	
10	11-10-15	Positioning Lab	Chapter 9: Orelove	
11	11-17-15	Feeding lab	Chapter 12: Orelove Meier,Fryling & Wallace (2012) Vaz et al. (2012)	
12	11-24-15	SIB/Abuse	As posted on BB	
13	12-1-15	Family Life	Chapter 2: Orelove	Physical Management Plan due
14	12-8-15	Final Lecture and in class activity		

ADAPTED CONSORTIUM SYLLABUS STATEMENTS AND POLICIES

Honor Code

Each university has its own honor code and it is important for you to review the honor code at your university. However, all students taking this course, regardless of the university they are enrolled in, are expected to follow this honor code and may be asked to pledge all assignments and their exam to indicate that they have followed the honor code. A pledge means that you have not cheated or plagiarized, nor have you given or received assistance that violated the description of how assignments are to be completed for this course. The shortened version may be used: "Pledged" followed by the date and your full name (typed "signatures" will be OK for assignments/tests submitted electronically).
A complete copy of each university's Honor System document is available through
GMU: http://mason.gmu.edu/~montecin/plagiarism.htm
VCU: www.students.vcu.edu/rg/policies/rg7honor.html.
Radford: http://www.radford.edu/~dos-web/handbook02-03/Honor_Code.pdf
NSU: http://www.nsu.edu/student_judicial/policy.html
JMU: http://www.jmu.edu/honor/code.shtml
ODU: https://www.odu.edu/about/monarchcitizenship/student-conduct

Accommodations for Disability
At all the participating universities, accommodations can be made with the instructor if a student has a documented disability. University specific information regarding eligibility, services and accommodations can be found at:
GMU: http://www.gmu.edu/student/drc/
VCU: http://www.students.vcu.edu/dss/index.html
Radford: http://www.radford.edu/~dro/
NSU: http://www.nsu.edu/disabilityservices/index.html
JMU: https://www.jmu.edu/ods/
ODU: https://www.odu.edu/life/diversity/accessibility

Inclement Weather
If classes are cancelled at the teaching university, a message will be posted on the class Blackboard site and all class members will receive an email. Because such cancellations are often at the last minute, it may be difficult to get this message prior to leaving for class. If in doubt, visit the teaching university's website. Do not email us; I will email you regarding weather as soon as it is announced. Please note, the cancellation of classes due to inclement weather is determined by the decision of the instructing university only. If the instructing university is open and operational then you are expected to attend class.

Cell Phones and Weapons
All cell phones and beepers should be deactivated while in the classroom. Also, University rules at all participating universities prohibit the possession any firearm, other weapon, or explosive. Please consult the student handbook and your university for specific information concerning this policy at your university.

Course Materials
This course gives you access to PowerPoint files, class lecture notes, handouts, and copyrighted articles. All of these materials should be regarded as authored materials, which if used or referred to must be fully credited through reference to the author, the class, and date. If used beyond citation, permission of the instructor/author is required.

Technology Proficiencies
All students participating in this course are expected to be proficient in several technology skills. Students are expected to be proficient in using the Internet and have reliable and consistent Internet access. Students are expected to have an active university email account and to check email regularly. This course requires students to use Blackboard, which is our online course management system located at http://mymason.gmu.edu under the ORGANIZATIONS tab.

NON GMU Students: Your login for Blackboard Organizations is: *x_first name.last name* For example, John Smith's username would be: x_john.smith. For **new** students (beginning Summer 2015), you will receive an email (to your university email) with your Blackboard password.

Students are expected to login to this system frequently and be proficient in using its features. Students are expected to be proficient in using the computer, which includes downloading and saving files, typing, and word processing skills. Students participating in this course are expected to use Microsoft Word for all written assignments. Furthermore, students are expected to use Microsoft PowerPoint and Adobe Acrobat Reader for class documents located on the Blackboard website.

Remote Site Student
It is the policy of the consortium that students attending classes at university sites are expected to be present at those university sites during class time. However, there are situations in which students are unable to attend classes at the university sites and may be permitted to take a course as a "remote site" student. To be considered, students must meet the **requirement of more than 90 minutes of one-way travel time to the closest participating university (under normal circumstance). OR have a documented medical need.** In addition, **t**here are several technology and procedural requirements that are detailed on the Consortium website: http://kihd.gmu.edu/sdc/ and posted on Blackboard. Students must obtain permission from both the course instructor and the consortium coordinator to be considered a remote site student. Students' continued participation as a remote site will be re-assessed each semester.

In *special* circumstances where students would otherwise miss class (in accordance to the attendance policy) students may request to participate as a remote site if they (a) have met all of technical and procedural requirements, (b) have received permission from the instructor at least *one week* prior to class, and (c) have had a successful test session with GMU tech support personnel.

Course Facilitators
Each site will have a facilitator or assistant who will assist with the class. Learn who that person is as they will be taking role and keeping track of class participation and reporting it to me weekly. However, if you think you must miss a class, please email me ahead if at all possible (or later if need be).

Blackboard Assistance
This course requires that you be a regular email user and be able to use various features of Blackboard (sign on, download materials, hand in completed assignments electronically in the drop box). You may direct your questions about Blackboard to the facilitator at the class site as well as to email Marci Kinas Jerome (mkinas@gmu.edu). She will be the best resource. We are all learning this system together and some of us will be faster than others. Expect some snafus along the way, but please help each other out as you can. You will want to download all the required materials early in the semester or as soon as they are posted. Please note that some handouts/readings may be given to you in class that are not posted on Blackboard. Also check Blackboard for announcements. Sometimes I will place handouts for class on Blackboard and will alert you by email or in the previous class; in these cases please download and bring them to class.

Remote Site Viewing
All Consortium courses are recorded and archived on a video-streaming server. Students and faculty are welcome to view previous classes at http://torrent.gmu.edu and click on the link for specific class.

Student may also view the PowerPoints, communicate with the instructor, and interact with other at home students using Adobe Connect. Each consortium class has their own Adobe Connect website. To get to your Adobe Connect course site go to:
- Characteristics: http://webcon.gmu.edu/characteristics/
- Teaching Strategies: http://webcon.gmu.edu/teaching/
- Positive Behavior Supports: http://webcon.gmu.edu/pbs
- Curriculum and Assessment: http://webcon.gmu.edu/assessment
- Positioning and Handling: http://webcon.gmu.edu/positioning

You will login with the guest username (sdcguest@gmu.edu) and password (sdcsite).
The first time you use Adobe Connect you may be prompted to download a plug in, it only takes a few seconds to install.

Policies and Resources Specific for GMU Students:

Advising Tip
Have you met with an advisor? All students should make an appointment to meet with an advisor to outline a plan for completing coursework and non-course requirements such as testing. To make an appointment by phone or in person, go to http://gse.gmu.edu/special-education/advising/.

Digital Library
Effective summer 2015, the Division of Special Education and disAbility Research will discontinue the use of the Pearson Digital Library. No further registrations will be accepted. Students who hold current subscriptions will continue to have access to the library for the remainder of their subscription time. However, no further updates will be made to the digital library. During this time, should a textbook be revised or a new book is adopted for a class where the text is included in the digital library, Pearson will have options available to you and will provide you with an individual e-text or, if there is no e-text, a printed copy. Students, who have purchased a 3-year subscription directly through Pearson Education, will also have an option to obtain a prorated refund. However, 3-year subscription access cards purchased via the GMU bookstore will need to speak with a George Mason Bookstore Representative. Please be aware that the issuance of a refund, in this case, is at the discretion of the George Mason bookstore. Concerns or questions may be directed to Molly Haines at Molly.Haines@pearson.com.

a. Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/the-mason-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/]