VIRGINIA CONSORTIUM FOR TEACHER PREPARATION IN SPECIAL EDUCATION ADAPTED CURRICULUM

Spring 2016
Positioning and Handling, 3 Credits

Consortium Titles
- 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 469 DL1, CRN: 18266
    - EDSE 669 DL1, CRN: 18267; EDSE 669 6U1, CRN 18851

Instructor: Dr. Jonna Bobzien	**Meeting Dates:** 01/19/16 - 04/27/16
Phone: 757-642-6110 (cell) 757-683-3307 (work)	**Meeting Day(s):** Asynchronous
E-Mail: jbobzien@odu.edu	**Meeting Time(s):** Asynchronous
Office Hours: Tues., Wed., & Thur. 10:00a-3:00p	**Instructing University:** Old Dominion U.

> *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.

Course Purpose
The purpose of this course is to provide students with information regarding early cognitive and fine/gross motor development, atypical development processes in these areas, and strategies for positioning and handling of individuals with severe physical and sensorimotor disabilities. Particular attention focuses upon strategies for facilitating and suppressing abnormal muscle tone and techniques to assist with therapeutic feeding.

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

Module activities include the following:

1. Mini lecture powerpoint presentations
2. Application activities
3. Discussion boards
4. Examinations
5. Video and other media supports
6. Electronic supplements and activities via Blackboard

DELIVERY METHOD:

This course will be delivered online using an **asynchronous** format via the Blackboard learning management system (LMS) housed in the MyMason portal under ORGANIZATIONS. You will log in to the Blackboard course site using your Mason email name (everything before "@masonlive.gmu.edu) and email password or Consortium provided username and password. The course site will be available on January 19, 2016. The instructor will alert students via email of course availability.

TECHNICAL REQUIREMENTS:

To participate in this course, students will need the following resources:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- Consistent and reliable access to their university email and Blackboard, as these are the official methods of communication for this course
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.
- The following software plug-ins for Pcs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
    - Adobe Acrobat Reader: http://get.adobe.com/reader/
    - Windows Media Player: http://windows.microsoft.com/en-US/windows/downloads/windows-media-player
    - Apple QuickTime Player: www.apple.com/quicktime/download/
- A headset microphone for use with the Blackboard Collaborate web conferencing tool may be utilized.

EXPECTATIONS:
- **Course Week:** Refer to the asynchronous bullet below if your course is asynchronous or the synchronous bullet if your course is synchronous.
    - o **Asynchronous:** Because online courses do not have a "fixed" meeting day, each module period will run **two weeks,** beginning on a **Tuesday** and finishing on a **Monday** (**Please see the schedule for specific module start/finish dates**).
- **Log-in Frequency**: Refer to the asynchronous bullet below is your course is asynchronous or the synchronous bullet if your course is synchronous.
    - o **Asynchronous:** Students must actively check the course Blackboard site and their university email for communications from the instructor, at a minimum this should be **2 times per week**. Daily checks are highly encouraged.
- **Participation**: Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions.
- **Technical Competence**: Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course. GMU students should contact ITU (http://itservices.gmu.edu/help.cfm) at (703) 993-8870 or support@gmu.edu.
- **Technical Issues**: Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload**: Expect to log in to this course **at least two times a week** to read announcements, participate in the discussions, and work on course materials. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the course schedule of topics, readings, activities and assignments due.

Netiquette: Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

Learner Outcomes

The following Virginia Department of Education competencies will be addressed by this course as they relate to students with severe disabilities (Special Education Adapted Curriculum K-12):

- 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

There is no required textbook for this course; however, each module contains required reading materials provided by the professor. You are responsible for keeping up with these required readings.

Recommended Textbooks

Hanson, M., & Harris, S. (1986). Teaching the Young Child with Motor Delays. Austin, TX: PRO-ED.

Course Relationships to Program Goals and Professional Organizations
This course is part of The Virginia Consortium for Teacher Preparation in Severe Disabilities, a grant from the Virginia Department of Education that includes George Mason University, Virginia Commonwealth University, the University of Virginia, Radford University, and Norfolk State University. Through the completion of the SD 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.* Although this is an asynchronous course, students are expected to "attend" by logging into the course at least 2 times per week and adhering to all course deadlines.

> *Late Work.* All assignments are due by **midnight** on the dates listed in the course schedule. *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.

Tk20 Performance-Based Assessment Submission Requirement
Every student registered for any Special Education course with a required performance-based assessment is required to submit the *Physical Management Plan with Assistive Technology* to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through 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 Tk20 submission, the IN will convert to an F nine weeks into the following semester.

Grading Scales

Note: There are two grading scales, one for graduate students and one for undergraduate students. Each scale presents the total points available for the course, as well as the corresponding grade and percentage.

Undergraduate Students		Graduate Students	
Total points available= 200		Total points available= 280	
186-200	93-100% = A	259-280	93-100% = A
180-185	90-92% = A-	250-258	90-92% = A-
172-179	87-89% = B+	243-249	87-89% = B+
166-171	83-86% = B	231-242	83-86% = B
160-165	80-82% = B-	223-230	80-82% = B-
152-159	77-79% = C+	195-222	70-79% = C
146-151	73-76% = C	<194	<70% = F
140-145	70-72% = C-		
128-139	60-69% = D		
<127	<60% = F		

Course Assignments

A. **Physical Management Plan (TK20 submission required):** 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, sensory, and /or medical needs. For those without access to a student who meets this description, the instructor will provide you with a case that you may use to complete the assignment. For this assignment you will:

1. Write a detailed description of this student based on records available and observation of the student
2. Discuss relevant laws and policies as they pertain to the education of your student
3. Determine an appropriate functional goal for the student
4. Provide an instructional plan outlining the strategies/interventions to be used to teach the functional goal chosen.
5. Write a summary explaining why the skill chosen for instruction and the methodology described will benefit the student.

B. **Module Exams:**

Undergraduate Students: Each module with be followed with a 30 questions (.5 each) multiple choice exam to be taken on Blackboard. The module exams will assess the topic covered in the module, including notes, readings, handouts, and pictures/videos. The exams are not cumulative, but represent only information from the module being assessed. However, as the course progresses, key terms learned in the first module will be utilized throughout the remaining modules.

Graduate Students: Each module with be followed with a 30 questions (.5 each) multiple choice exam to be taken on Blackboard. Additionally, there will be one short answer question per module which will be turned into the instructor via Blackboard. The module exams will assess the topic covered in the module, including notes, readings, handouts, and pictures/videos. The exams are not cumulative, but represent only information from the module being assessed. However, as the course progresses, key terms learned in the first module will be utilized throughout the remaining modules.

C. **Discussion boards:** The discussion forums will discuss relevant information and topics related to each section of the practicum assignment. In addition to fulfilling a point requirement, these discussion boards will allow students to receive feedback, advice, and/or guidance from their peers while completing each section of the practicum. Each discussion forum will consist of an initial posting and one response posting by each student. Do not wait until the last minute to post.

a. **Initial post:** Students will read posted questions/comments regarding each section of the practicum and discuss how their practicum experience supports or contradicts the instructor's comments/questions.

b. **Response posts:** Students will view all initial posts and choose 1 (other than the student's own) for response postings. Use this response post as an opportunity to assist your classmates or to further your knowledge regarding the practicum assignment.

c. **Instructor responsibility:** I will be monitoring all posts daily to ensure student participation and academic tone in the discussion boards. Please do not post comments that may be offensive or hurtful

Summary of Course Assignments:

UNDERGRADUATE Assignments				GRADUATE Assignments		
Assignment	**Points Each**	**Total Points**		**Assignment**	**Points Each**	**Total**
Discussion Boards (including introduction)	6	30		Discussion Boards (including introduction)	6	30
Physical Management Plan Components	10	50		Physical Management Plan Components	10	50
Module Examinations (Multiple Choice only)	15	120		Module Examinations (Multiple Choice & Short Answer)	25	200
TOTAL POINTS FOR COURSE		200		**TOTAL POINTS FOR COURSE**		280

Schedule

Due Date: midnight	Assignment	Available Points		Readings
		Under-graduate	**Graduate**	
January 29, 2016	**MODULE ONE: Motor Development**			**Batshaw Finnie Hanson & Harris Heller Hill Hooper**
	Activity 1: Introduction Discussion Board	**6**	**6**	
	Activity 2: Module Exam Undergraduate: Multiple Choice only Graduate: Multiple Choice and Short Answer	**15**	**25**	
February 10, 2016	**MODULE TWO: Primary Reflexes & Postural Adjustment**			**Heller K. Heller**
	Activity 1: Student Description Section of Physical Management Plan	**10**	**10**	
	Activity 2: Module Exam Undergraduate: Multiple Choice only Graduate: Multiple Choice and Short Answer	**15**	**25**	
February 23, 2016	**MODULE THREE: Muscle Tone**			**Batshaw Hanson & Harris Heller**
	Activity 2: Therapy Observation Discussion Board	**6**	**6**	
	Activity 3: Module Exam Undergraduate: Multiple Choice only Graduate: Multiple Choice and Short Answer	**15**	**25**	
March 6, 2016	**MODULE FOUR: Handling & Positioning**			**Finnie Hanson & Harris Heller Hill Hooper Orelove**
	Activity 1: Relationship to IEP Section of Physical Management Plan	**10**	**10**	
	Activity 2: Module Exam Undergraduate: Multiple Choice only Graduate: Multiple Choice and Short Answer	**15**	**25**	
March 19, 2016	**MODULE FIVE: Therapeutic Feeding**			**Batshaw Bigge Finnie Hanson & Harris Hill Hooper Synder**
	Activity 1: Functional Goal Section of Physical Management Plan	**10**	**10**	
	Activity 2: Module Exam Undergraduate: Multiple Choice only Graduate: Multiple Choice and Short Answer	**15**	**25**	

April 1, 2016	**MODULE SIX: Behavioral State**			**Ault Howe Lynch Orelove Sternberg**
	Activity 1: Sensory Stimulation Discussion Board	**6**	**6**	
	Activity 2: Module Exam Undergraduate: Multiple Choice only Graduate: Multiple Choice and Short Answer	**15**	**25**	
April 13, 2016	**MODULE SEVEN: Early Cognitive Development**			**Dunst Hooper**
	Activity 1: Instructional Plan Section of Physical Management Plan	**10**	**10**	
	Activity 2: Cognitive Development Discussion Board	**6**	**6**	
	Activity 3: Module Exam Undergraduate: Multiple Choice only Graduate: Multiple Choice and Short Answer	**15**	**25**	
April 25, 2016	**MODULE EIGHT: Social Development**			**Heller Hooper Snell**
	Activity 1: Summary of Physical Management Plan	**10**	**10**	
	Activity 2: Socialization Observation Discussion Board	**6**	**6**	
	Activity 3: Module Exam Undergraduate: Multiple Choice only Graduate: Multiple Choice and Short Answer	**15**	**25**	
April 27, 2016	**Complete Physical Management Plan must be submitted on TK20**			
May 2, 2016	**FINAL GRADES POSTED**	**200**	**280**	
		Total points		

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

Course Materials
This course gives you access to PowerPoint presentations, class lecture notes, handouts, video presentations, textbook chapters, 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 Spring 2016), 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.

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 through the assignment submission link). You may direct your questions about Blackboard to Marci Kinas Jerome (mkinas@gmu.edu). She will be the best resource.

Policies and Resources Specific for GMU Students:

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 George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. 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/]

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.