



College of Education and Human Development

Early Childhood Education Program
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<https://gse.gmu.edu/programs/earlychildhood/>

ECED 506.600 Medical Aspects of Physical and Sensory Disabilities in Diverse Young Learners (3:3:0)

Summer 2016 | Hybrid Course, 6/07 – 7/28

Thursday, 5:00 – 7:40 pm

6/9, 6/16, 6/23, 6/30, 7/07, 7/14, 7/21, 7/28

Fairfax High School

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Office hours: By appointment

Course Description

Focuses on medical aspects of young children with disabilities and the role of professionals in service delivery. Explores etiology, symptomatology, and management of neuromotor disabilities. Emphasizes positioning, adaptive strategies, and understanding assistive technology devices.

Nature of Course Delivery

This course utilizes a distributed learning format requiring active participation of all students. Students are expected to complete all class readings prior to each session so as to engage in active dialogue, productive learning, and critical reflection. Activities will include instructor presentation, small-group discussions, student presentations, videos, and whole class sharing to support course content. In addition, a Blackboard online component of coursework is required.

Learner Outcomes

This course is designed to enable students to do the following:

- Have a basic understanding of the most common medical aspects and diagnoses affecting young children with disabling and at-risk conditions who may be eligible for special education services.
- Identify and describe the typical development progression.
- Recognize how atypical development occurs and recognize “blocks” to typical development.
- Describe the role muscle tone plays in the positioning and handling of children.
- Describe common positioning equipment used in the classroom with children having physical disabilities.

- Identify the health/medical needs of students with disabilities and understand how these needs impact the educational process.
- Describe the roles and responsibilities of health care professionals, related, and support staff working in transdisciplinary settings.
- Write educationally relevant IEP goals/objectives and accommodations that address positioning and mobility needs of students.
- Explain where to go for help in the school system for related services and how and when to initiate requests for assistance.
- Recognize signs of abuse and understand teacher responsibilities in response to suspicions.
- Describe when and how to begin to establish self-help, feeding, and toileting programs.

Professional Standards

This course is aligned with the standards established by the Council for Exceptional Children (CEC).

Required Texts

Batshaw, M., Roizen, N., & Lotrecchiano, G. (2013). *Children with disabilities* (7th ed.). Baltimore, MD: Brookes. ISBN: 159857194X

Recommended Text

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

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/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 [<http://cehd.gmu.edu/values/>].

For GSE Syllabi

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 Requirements

Note: The instructor reserves the right to make changes to the syllabus as needed. If changes are made, students will be notified of them in class or by their Mason e-mail address.

General Requirements

1. The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small-group activities, it is imperative that students keep up with the readings and participate in class and online.
2. Participation in class and/or online is important to students' learning; therefore, students are expected to make every effort to attend class sessions and/or complete online tasks within the designated timeframe. Absences, tardiness, leaving early, and not completing online tasks in the designated timeframe may negatively affect course grades. If, due to an emergency, students will not be in class, they must call the instructor and leave a message or send an email before class. The following policy is from the university course catalog:

Students are expected to attend the class periods of the courses for which they register. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation. Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus.
3. In line with Mason's policy that students should not be penalized because of observances of their religious holidays, students shall be given an opportunity to make up, within a reasonable time, any academic assignment that is missed due to individual participation in religious observances. It is the student's responsibility to inform the instructor of any intended absences for religious observations in advance of the class that will be missed. Notice should be provided in writing as soon as possible.
4. During face-to-face and live online meetings, the use of cell phones, smart phones, and other communicative devices is not allowed in this class. Students may use laptops, tablets, or other electronic devices for taking notes or reading electronic copies of assignments. Engaging in activities not related to the course (e.g., gaming, emailing,

texting) may result in a reduction in the participation grade, loss of this privilege, or confiscation of the device for the remainder of the class period.

5. It is expected that assignments will be turned in on time. However, it is recognized that students occasionally have serious problems that prevent work completion. If such a dilemma arises, students should speak to the instructor prior to the assignment due date (when possible). If the student does not communicate with the instructor prior to the due date, a late penalty of about 5% will be applied.
6. Mason is an Honor Code university; please see the Office for Academic Integrity for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when responsible for a task, students will perform that task. When students rely on someone else's work in an aspect of the performance of that task, they will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind), students will ask for guidance and clarification.

Written Assignments

All formal written assignments will be evaluated for content and presentation. The American Psychological Association, Sixth Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Portions of the APA manual appear at the Style Manuals link on the Mason library web at <http://infoguides.gmu.edu/content.php?pid=39979>. Students may consult the Writing Center for additional writing support.

Students will do the following:

1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
2. Develop points coherently, definitively, and thoroughly.
3. Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
4. Use correct capitalization, punctuation, spelling, and grammar.
5. Type the paper with double spacing, indented paragraphs, 1-inch margins all around, and 12-point Times New Roman font.

Grading Criteria

A = 95-100 A- = 90-94 B+ = 87-89 B = 83-86 B- = 80-82 C = 70-79 F = < 70

Grading Policy

All CEHD undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at <http://catalog.gmu.edu>. Those students enrolled in a CEHD Licensure Graduate Certificate program, however, must earn a B- or better in all licensure coursework. A degree-seeking graduate student will be dismissed after accumulating grades of F in two courses or 9 credits of unsatisfactory grades (C or F) in graduate courses. A 3.0 grade point average is required for completion of the graduate degree.

Specific Course Assignments

| Assignments | Due Dates | Points |
|--|-----------|--------|
| Attendance & Participation, In-person and Online | Ongoing | 15 |
| Mini-Case Study 1 | June 16 | 20 |
| Mini-Case Study 2 | June 30 | 20 |
| Handout | July 14 | 15 |
| Comprehensive Case Study | July 21 | 30 |
| TOTAL | | 100 |

Attendance and Participation (15 points)

Because active participation and engagement are imperative for optimal learning, preparation for and participation in in-class activities will be evaluated based on the following criteria:

- Students attend class, arrive on time, and stay for the entire class period.
- Students complete readings and prepare for class activities prior to class as evidenced by their ability to discuss and write about the concepts presented and examined in the texts as well as participate fully in related activities.
- Students are actively involved in in-class and online learning experiences as evidenced by (1) participating in all activities, (2) engaging in small and large group discussions, (3) using laptops and other electronic devices only to support discussion and learning in a manner that is not disruptive to others and not for non-academic uses during class time, (4) completing written work related to the activities, and (5) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.

Note: To determine whether the campus is closed due to inclement weather, call 703-993-1000 or go to www.gmu.edu.

Mini-Case Study 1 and 2 (20 points each)

While learning the etiology and characteristics of medical diagnoses of young children with disabilities is critical, the practical application of this content will serve students best as current practitioners in the field. Students will respond to two short case studies directly related to the readings. For each case study, students will choose a developmental domain and discuss how the disability may affect a typical trajectory of skill development in chosen domain. Students will explicitly link this discussion to the textbook, using direct quotes as needed.

Next, students will create a modified lesson plan to address a particular need/weakness they have identified. This modified plan is to include materials, one objective, rationale for objective, lesson activities, and a short reflection about the planning for this lesson.

This assignment should follow APA style and be four to five pages in length (excluding title page). These two case studies will provide an important foundation for the comprehensive final assignment.

Handout (15 points)

Students will design a comprehensive handout that lists developmental milestones across the assigned cognitive, fine motor, gross motor, communication, social-emotional, or adaptive domain. Sections will address development from birth to age 8 in the following intervals:

| | |
|-------------------|-----------------|
| Birth to 6 months | 25 to 36 months |
| 7 to 12 months | 3 to 4 years |
| 13 to 18 months | 4 to 5 years |
| 19 to 24 months | 5 to 8 years |

The handout should include at least five skills at each interval with three peer-reviewed resources and three parent-friendly resources presented in APA style.

Case Study Project (30 points)

This project enables students to integrate course information through a case study approach. Students will be provided a choice of case studies. For the selected case study, students will do the following:

1. Choose a content area and standard/objective from the Virginia Foundation Blocks for Early Learning (http://www.doe.virginia.gov/instruction/early_childhood/preschool_initiative/foundation_blocks.pdf) or a developmentally appropriate milestone from the Milestones of Child Development (<http://www.earlychildhood.virginia.gov/documents/milestones.pdf>).
2. Create a multiple component lesson plan that includes the following:
 - Resources/materials for the lesson
 - Objective (what will the student be able to do at the end of the lesson)
 - Rationale for the objective
 - Related services and/or support staff needed for the lesson, their role in the lesson, and rationale for their involvement
 - Positioning needs, considerations, and equipment for the lesson

- Assistive technology (low tech and/or high tech) resources used in the lesson and rationale
 - Lesson/lesson activities
 - Assessment to determine whether or not the objective was attained
 - Extension of the lesson to the home and how it will be implemented at home
 - Next steps
3. Discuss the following:
- Background of the child
 - How the child's diagnosis influenced the choice of lesson plans
 - How the lesson plan addresses the child's physical needs, cognitive level, and social/behavioral needs
 - Opportunities for inclusion and/or community-based instruction with peers
 - The role of a special education teacher in the child's ongoing program
 - Level of knowledge required beyond teaching strategies to educate and support the case study child

The paper should show evidence that the student considered how to meet multiple student needs, their role as a coordinator of multiple services, and the value of comprehensive planning. Students will explicitly link this discussion to the textbook, using direct quotes as needed. The paper should be well written with appropriate grammar, and spelling. It should follow APA style and be eight to 10 pages in length.

ECED 506 Course Schedule and Topics

| Date | Topic | Readings & Assignments Due |
|------------------|--|---|
| June 9 | Introductions, Syllabus, Assignments Genetics Early Development | Batshaw, Ch 1 - 5 |
| Week 1 Online | Brain and Nervous System | Batshaw, Ch 12 |
| June 16 | Neuromuscular and Musculoskeletal Development Developmental Disabilities | Batshaw, Ch 13 - 15 DUE – Mini-Case 1 |
| Week 2 Online | Feeding Disorders Self-Help Self-Care | Batshaw, Ch 14, 15 |
| June 23 | Autism Spectrum Disorders ADD/ADHD | Batshaw, Ch 21, 22 |
| Week 3 Online | Cerebral Palsy Neural Tube Defects | Batshaw, Ch 24, 25 |
| June 30 | Behavior Principles Positive Behavioral Intervention Supports | Batshaw, Ch 32 DUE – Mini-Case 2 |
| Week 4 Online | Intellectual Disability Specific Learning Disabilities | Batshaw, Ch 17, 23 |

| Date | Topic | Readings & Assignments Due |
|------------------|--|--|
| July 7 | Early Intervention Special Education Services Related Services Providers | Batshaw, Ch 30, 31 |
| Week 5 Online | Occupational and Physical Therapy/Related Services Positioning | Batshaw, Ch 33 |
| July 14 | The Importance of Relationships Working in Partnership with Families | Batshaw, Ch 30, 31 DUE – Handout |
| Week 6 Online | Bronfenbrenner’s Ecological Model as a Framework for Working with Children with Medical Disabilities and their Families | Instructor will provide readings |
| July 21 | Course Wrap-up Essential Questions Lessons Learned Lessons-to-be-Learned Celebration! | DUE – Comprehensive Case Study |