



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

Fall 2018

EDSE 469 001: Interdisciplinary Approach for Children with Sensory and Motor Disabilities  
CRN 81026, 3 – Credits

<b>Instructor:</b> Dr. Grace Francis	<b>Meeting Dates:</b> 8/27/2018 – 12/04/2018
<b>Phone:</b> 703.993.6064	<b>Meeting Day(s):</b> Tuesday
<b>E-Mail:</b> gfranci@gmu.edu	<b>Meeting Time(s):</b> 7:20 pm – 10 pm
<b>Office Hours:</b> 703.993.6064	<b>Meeting Location:</b> Fairfax, KH 17
<b>Office Location:</b> 216 Finley	<b>Other Phone:</b> N/A

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

**Prerequisite(s):** None

**Co-requisite(s):** None

**Course Description**

Emphasizes positioning, handling, and adaptive strategies. Focuses on understanding the roles of related disciplines in collaborative planning and service delivery. Offered by Graduate School of Education. May not be repeated for credit.

**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 teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

**Advising Tip**

Are you completing a special education minor? If so, be sure to send your Undergraduate Minor Declaration (<http://registrar.gmu.edu/wp-content/uploads/UMD.pdf>) to the advising office: Fairfax campus Finley 102, phone: 703-993-3670, fax: 703-993-3681.

**Course Delivery Method**

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, teacher candidates/students will be able to:

1. Describe typical physical development of children and apply this knowledge in guiding learning experiences.
2. 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.
3. Understand the role muscle tone plays in the positioning and handling of students.
4. Be familiar with common positioning equipment used in the classroom.
5. 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.
6. Be familiar with common medical terms used in conjunction with a variety of medical diagnosis.
7. Understand the roles and responsibilities of related and support staff working in a collaborative setting.
8. 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.
9. Given an IEP, be able to develop lesson plans incorporating the goals and objectives, integrating positioning programs into the lessons.
10. Know where to go for help in the school system for related services, and how and when to initiate requests for assistance.
11. Know how to establish self-help, feeding, grooming, sensory, and toileting programs.

### **Course Relationship 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, Old Dominion University, and James Madison University. 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, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include CEC Standard 1: Learner development and individual differences (InTASC 1,2); CEC Standard 3: Curricular Content Knowledge (InTASC 4,5); CEC Standard 4: Assessment (InTASC 6) & CEC Standard 5: Instructional Planning and Strategies (InTASC 7,8).

### Required Textbooks

Orelove, F. P., Sobsey, D., & Gilles, D. (2017). *Educating Students with Severe and Multiple Disabilities: A Collaborative Approach* (5<sup>th</sup> ed.). Baltimore, MD: Brookes Publishing.

### Recommended Textbooks

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

### Additional Readings

See Blackboard.

### Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

#### **Tk20 Performance-Based Assessment Submission Requirement**

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDSE 469, the required PBA is Physical Management Plan with Assistive Technology. Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the "IN" can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

### Assignments and/or Examinations

#### **Performance-based Assessment (Tk20 submission required)**

Assignment	Description	Points	Due date
Physical Management Plan with Assistive Technology	-Description of student -Functional goal -Laws and policies related to education of student -Instructional strategy to achieve goal	100	Dec 4

**College Wide Common Assessment (TK20 submission required)**

For GMU Students Only: the Physical Management Plan with Assistive Technology will also be assessed using the InTASC Individual Student Plan rubric. The rubric is available on Blackboard.

**Performance-based Common Assignments (No Tk20 submission required)**

None.

**Other Assignments**

Assignment	Description	Points	Due date
Three In-Class Activities	In-class activities related to course content	15 ea./45	-
Discussion Board Post #1	Strategy or resource to support inclusion	20	Oct 23 Oct 30
Interview with an Expert	Online, in-person, or phone interview with an expert who works with students with physical or sensory impairments	75	Nov 13

**Course Policies and Expectations**

**Attendance/Participation**

Students are expected to attend and participate in all scheduled classes. In-class activities cannot be made up for points.

**Late Work**

There will be a 10% deduction in grade per day for work submitted late. Students may submit work early if they would like to receive instructor feedback. At the instructor's discretion, students may be given the opportunity to resubmit an assignment, assuming the assignment is submitted on time. Resubmitted assignments are not eligible for full credit.

**Grading Scale**

Grade	Percentile
A	100.-90.
B+	89.99-88.
B	87.99-80.
C	79.99-70.
D	69.99- 60.
F	59.99 and below

\*Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” Work submitted must be your own or with proper citations (see <https://catalog.gmu.edu/policies/honor-code-system/>).

**Professional Dispositions**

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/polices-procedures/>.

**Class Schedule**

\*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Week/Date	Topics Covered	Readings Covered <sup>1</sup>	Assignments Due
1 Aug 28 <sup>th</sup>	Course overview Introductions		
2 Sept 4 <sup>th</sup>	Characteristics		
3 Sept 11 <sup>th</sup>	Policy	See Blackboard	
4 Sept 18 <sup>th</sup>	Assistive technology	See Blackboard	
5 Sept 25 <sup>th</sup>	Orthopedic impairments	Orelove 3	
6 Oct 2 <sup>nd</sup>	Sensory impairments	Orelove 4	
7 Oct 9 <sup>th</sup>	**class does not meet		<b>Prepare for next class</b>
8 Oct 16 <sup>th</sup>	Family-professional partnerships	Orelove 2 Blackboard readings	
9 Oct 23 <sup>rd</sup>	School and inclusion	Orelove 1 & 10	Discussion Board Part 1
10 Oct 30 <sup>th</sup>	Class release to interview expert	See Blackboard for assignment	Discussion Board Part 2

11 Nov 6 <sup>th</sup>	IEP components and goals	Orelve 9 & 11	
12 Nov 13 <sup>th</sup>	Daily living and self help	Orelve 8	Interview with an expert
13 Nov 20 <sup>th</sup>	**class does not meet		
14 Nov 27 <sup>th</sup>	Transition and employment	Orelve 13	
15 Dec 4 <sup>th</sup>			Physical Management Plan with Assistive Technology

### Core Values Commitment

The College of Education and 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/>

### GMU Policies and Resources for Students

#### Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

#### Campus Resources

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or

<https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.

- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.**

## **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).

Students at all universities pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” Work submitted must be your own or with proper citations

A complete copy of each university’s Honor System document is available through

GMU: <http://oai.gmu.edu/the-mason-honor-code/>

VCU: [www.students.vcu.edu/rg/policies/rg7honor.html](http://www.students.vcu.edu/rg/policies/rg7honor.html).

Radford: [http://www.radford.edu/~dos-web/handbook02-03/Honor\\_Code.pdf](http://www.radford.edu/~dos-web/handbook02-03/Honor_Code.pdf)

NSU: [http://www.nsu.edu/student\\_judicial/policy.html](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 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 **COURSES** tab.

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 Access and Non-Mason Students

NON GMU students will be required to activate and utilize their GMU login credentials to access Blackboard. NEW students this semester should have received an email with activation directions from Marci Kinas Jerome. Any questions please contact Marci Kinas Jerome, [mkinas@gmu.edu](mailto:mkinas@gmu.edu). Passwords must be reset every 6 months. If students do not receive the change password email request, they will need to request a password reset if they can no longer login. Students can reset their password at <https://password.gmu.edu>

### GMU Email and Non-Mason Students

NON GMU students will be required to activate their GMU email account and either check the account regularly or forward their mail to their home university account. By default all accounts in the Blackboard system are GMU accounts. Directions for activating your GMU email account can be found at: <http://masonlive2.gmu.edu/instructions.cfm> and directions for forwarding your mail are located at: <http://masonlive2.gmu.edu/tutorials/forwardemail.cfm>

### 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, there 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.

**Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

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

#### 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 [vcms.gmu.edu](http://vcms.gmu.edu). Select the category: EDSE and click on the link for the specific class session. The password for this class is 4669.

## Appendix

### SPA Assessment Rubric for TK20 / Physical Management Plan Scoring Guide

	<b>Does Not Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>
Student Description CEC/IIC Standard 1	Candidate provides partial demographic and background information, giving only a limited view of the context of student's physical, sensory, medical and academic needs, and levels of support. Candidate provides a limited discussion of the educational impact of the student's exceptionality and current physical, sensory, and/or medical needs, attitude, interests, values, and behavior and the effect these conditions can on the life of a student with severe exceptional learning needs.	Candidate provides demographic and background information related to the target student's physical, sensory, and/or medical needs as well as academic needs and levels of support. Candidate discusses the educational impact of the student's exceptionality and current physical, sensory, and/or medical needs, attitude, interests, values, and behavior and the effect these conditions can on the life of a student with severe exceptional learning needs.	Candidate provides demographic and background information related to the target student's physical, sensory, and/or medical needs as well as academic needs and levels of support. Candidate discusses the educational impact of student's current physical, sensory, and/or medical needs, attitude, interests, values, and behavior and effect these conditions can on the life of a student with severe exceptional learning needs. Candidate provides an extensive discussion of the educational impact of the student's exceptionality that clearly justifies the need for the development of functional goals and planned instruction.
Relationship to IEP CEC/IIC Standard 6	Candidate provides an incomplete description of specific supports and services available to the target student and fails to establish a clear link between laws, policies, and rights and the provision of specialized health care to meet the medical needs of the student with severe exceptional learning needs.	Candidate outlines laws, policies, and rights related to the provision of specialized health care and/or medical needs for students with severe exceptional learning needs. This description includes specific supports and services available to the target student based on both the legal, judicial and educational systems	Candidate outlines laws, policies, and rights related to the provision of specialized health care and/or medical needs for students with severe exceptional learning needs. This description is thorough and comprehensive and includes a range of specific supports and services available to the target student based on

	<b>Does Not Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>
		to which they are entitled, and the student’s physical, sensory, and/or medical needs.	both the legal, judicial and educational systems to which they are entitled, and the student’s physical, sensory, and/or medical needs.
Functional Goal CEC/IIC Standard 5	Candidate develops an instructional goal that is not age or ability related and/or does not target appropriate self-care or self-management skills based on the physical, sensory, and/or medical needs of students with severe exceptional learning needs. Candidate's use of functional assessment data to inform functional assessment goals is limited.	Candidate develops an age-and ability-appropriate functional goal that enhances self-care and/or self-management skills for students with severe exceptional learning needs based on their physical, sensory, and/or medical needs. Candidate also uses assessment data to inform functional, instructional goals.	Candidate develops an age-and ability-appropriate functional goal that enhances self-care and/or self-management skills for students with severe exceptional learning needs based on their physical, sensory, and/or medical needs. Candidate also uses assessment data to inform functional, instructional goals. Candidate develops a functional goal which is designed to enhancing functioning across multiple environments.
Assessment Plan CEC/IIC Standards 4 & 5	Candidate provides an incomplete or partial outline of procedures for obtaining functional assessment data in a variety of environments. Candidate fails to describe an assessment plan which makes responsive adjustments to instruction based on continual observations. Candidate fails to describe methods of maintaining records and does not outline a plan for modifying instructional practices in response to ongoing assessment data.	Candidate outlines procedures for obtaining functional assessment data in a variety of environments. Candidate describes an assessment plan which makes responsive adjustments to instruction based on continual observations. Candidate describes methods of maintaining records and outlines a plan for modifying instructional practices in response to ongoing assessment data.	Candidate outlines procedures for obtaining functional assessment data in a variety of environments. Candidate selects, adapts, and modifies assessment procedures including individual response methods to meet the unique abilities and needs of individuals with severe exceptional learning needs. Candidate describes an assessment plan which makes responsive adjustments to instruction based on continual observations.

	<b>Does Not Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>
			Candidate describes methods of maintaining records and outlines a plan for modifying instructional practices in response to ongoing assessment data.
Instructional Procedures CEC/IIC Standard 5	Candidate fails to select and adapt instructional strategies and materials which incorporate evidence based practices validated for the characteristics of learners with severe exceptional learning needs. Candidate provides an incomplete description of a variety of accommodations and/or modifications which fails to demonstrate how these learners with severe exceptional learning needs will receive access to the curriculum. Candidate fails to describe strategies to facilitate maintenance and generalization of skills across learning environments and multiple service providers. Candidate fails to describe appropriate adaptations to meet the student's sensory, physical, medical and/or health needs and develops a plan to evaluate and modify instructional practices in response to ongoing assessment data.	Candidate selects and adapts instructional strategies and materials which incorporate evidence based practices validated for the characteristics of learners with severe exceptional learning needs. Candidate provides a thorough description of a variety of accommodations and/or modifications which demonstrate how these learners with severe exceptional learning needs will receive access to the curriculum. Candidate describes strategies to facilitate maintenance and generalization of skills across learning environments and multiple service providers. Candidate describes appropriate adaptations to meet the student's sensory, physical, medical and/or health needs and develops a plan to evaluate and modify instructional practices in response to ongoing assessment data.	Candidate selects and adapts instructional strategies and materials which incorporate evidence based practices validated for the characteristics of learners with severe exceptional learning needs that are responsive to the student's cultural, linguistic, and gender differences. Candidate provides a thorough description of a variety of accommodations and/or modifications which demonstrate how these learners with severe exceptional learning needs will receive access to the curriculum. Candidate describes strategies to facilitate maintenance and generalization of skills across learning environments and multiple service providers. Candidate describes appropriate adaptations to meet the student's sensory, physical, medical and/or health needs and develops a plan to evaluate and modify instructional practices in response to ongoing assessment data.

	<b>Does Not Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>
			Candidate describes instructional procedures which include a plan for individualized reinforcement systems and environmental modifications.
Assistive Technology CEC/IIC Standard 3 and 5	Candidate fails to incorporate appropriate assistive technology devices, tools and/or strategies that are specifically related to the instructional plan and/or based on the student's physical, sensory, and/or medical needs that support the student in reaching criterion for the identified functional goal.	Candidate incorporates appropriate assistive technology devices, tools and/or strategies into the instructional plan based on the student's physical, sensory, and/or medical needs that support the student in reaching criterion for the identified functional goal.	Candidate incorporates a range of appropriate low tech and high tech assistive technology devices, tools and/or strategies into the instructional plan based on the student's physical, sensory, and/or medical needs. These technology options support the student in reaching criterion for the identified functional goal as well as improving student's behavior, independence level and/or social functioning.