

**George Mason University  
College of Education and Human Development  
Early Childhood Education**

ECED 506.N01,600 Medical and Developmental Aspects of Disabilities of Diverse Young  
Learners

3 Credits, Summer 2018

5/21 – 7/8, Saturdays / 9:00 am – 3:50pm

Face-to-Face Class Sessions: 6/2, 6/16, 6/30

Bull Run Hall 246, Science and Technology (PW) Campus

**Faculty**

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**Prerequisites/Corequisites**

None

**University Catalog Course Description**

Focuses on medical and developmental aspects of children with disabilities, birth to age 5. Emphasizes the role of professionals in service delivery. Explores etiology, symptomatology, and management of neuromotor and developmental disabilities. Emphasizes positioning, adaptive strategies, and understanding assistive technology devices. Offered by Graduate School of Education. May not be repeated for credit. Equivalent to EDSE 558.

**Course Overview**

Not Applicable

**Course Delivery Method**

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 or Objectives**

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

1. Describe most common medical aspects and diagnoses affecting young children with disabling and at-risk conditions who may be eligible for special education services.
2. Identify and describe the typical development progression.
3. Recognize how atypical development occurs and recognize “blocks” to typical development.

4. Describe the role muscle tone plays in the positioning and handling of children.
5. Describe common positioning equipment used in the classroom with children having physical disabilities.
6. Identify the health/medical needs of students with disabilities and understand how these needs impact the educational process.
7. Describe the roles and responsibilities of health care professionals, related, and support staff working in transdisciplinary settings.
8. Write educationally relevant IEP goals/objectives and accommodations that address positioning and mobility needs of students.
9. Explain where to go for help in the school system for related services and how and when to initiate requests for assistance.
10. Recognize signs of abuse and understand teacher responsibilities in response to suspicions.
11. Describe when and how to begin to establish self-help, feeding, and toileting programs.

**Professional Standards (Council of Exceptional Children and National Association for the Education of Young Children)**

Upon completion of this course, students will have met the following professional standards:  
Not Applicable

**Required Texts**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN: 9781433805615  
 Batshaw, M., Roizen, N., & Lotrecchiano, G. (2013). *Children with disabilities* (7th ed.). Baltimore, MD: Brookes. ISBN: 9781598571943  
 Additional required readings will be posted to 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).

<b>Assignments</b>	<b>Due Dates</b>	<b>Points</b>
Attendance & Participation	<i>Ongoing</i>	15
Handout	<i>June 3</i>	15
Mini-Case Study 1	<i>June 10</i>	20
Mini-Case Study 2	<i>June 24</i>	20
Comprehensive Case Study Project	<i>July 1</i>	30
<b>TOTAL</b>		<b>100</b>

- **Assignments and/or Examinations**

**Handout (15 points)**

Students will design a comprehensive handout that lists developmental milestones across the assigned cognitive, fine motor, gross motor, communication, or social-emotional domain. Sections will address development from birth to age 5 in the following intervals:

Birth to 6 months

7 to 12 months

13 to 18 months

19 to 24 months

25 to 36 months

3 to 4 years

4 to 5 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.

**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 ensure students understand how to apply the information as practitioners in the field. For each case study, students will choose one developmental domain (cognitive, communication, motor, or social emotional) and discuss how the disability identified in the case study may affect typical child development in chosen domain. Students will use a variety of evidence-based resources, including the textbook, to support their discussions.

Following a discussion of how development may be affected by the disability, students will create a lesson plan using the template provided to address a particular need/weakness they have identified. This lesson plan will include rationale specific components of the lesson plan and a short reflection on the planning process for this lesson.

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

**Comprehensive 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:

- 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](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.dss.virginia.gov/files/division/cc/provider\\_training\\_development/intro\\_page/publications/milestones/milestones\\_one\\_document/Milestones\\_Revised.pdf](http://www.dss.virginia.gov/files/division/cc/provider_training_development/intro_page/publications/milestones/milestones_one_document/Milestones_Revised.pdf)).

- Create a multiple component lesson plan using the template provided 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
- 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, excluding title and reference pages.

- **Other Requirements**

**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 is 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 is evidenced by (a) participating in all activities, (b) engaging in small- and large-group discussions, (c) completing written work related to the activities, and (d) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through online discussions, activities, and written reflections.

- Professional dispositions are to be displayed at all times while interacting with the instructor and other students.

### **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 website 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**

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

Incomplete (IN): This grade may be given to students who are passing a course but who may be unable to complete scheduled coursework for a cause beyond reasonable control.

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.

### **Professional Dispositions**

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

## Class Schedule

Date	Topics	Readings and Assignments Due
<b>WEEK 1</b> May 21 to May 27	Introductions, Syllabus, Assignments  Genetics  Early Development  Brain and Nervous System	Batshaw, Ch 1, 2, 3, 4, 5, 6, 7, 12
<b>WEEK 2</b> May 28 to Jun 3	Neuromuscular and Musculoskeletal Development  Developmental Disabilities  Feeding Disorders  Self-Help and Self-Care	Batshaw, Ch 9, 13, 14, 15  <b>DUE: Handout by June 3</b>
<b>WEEK 3</b> Jun 4 to Jun 10	Cerebral Palsy  Neural Tube Defects  Traumatic Brain Injury  Autism Spectrum Disorders  ADD/ADHD	Batshaw, Ch 21, 22, 24, 25, 26  <b>DUE: Mini-Case Study 1            by June 10</b>
<b>WEEK 4</b> Jun 11 to Jun 17	Behavior Principles  Positive Behavioral Intervention Supports  Intellectual Disability  Specific Learning Disabilities	Batshaw, Ch 17, 23, 32

Date	Topics	Readings and Assignments Due
<b>WEEK 5</b> Jun 18 to Jun 24	Early Intervention  Special Education Services  Occupational and Physical Therapy/Related Services  Positioning and Adaptive Equipment	Batshaw, Ch 30, 31, 33  <b>DUE: Mini-Case Study 2 by June 24</b>
<b>WEEK 6</b> Jun 25 to Jul 1	Hearing Impairments & Deafness  Vision Impairments  Assistive Technology  UDL	Batshaw, Ch. 10, 11, 36  <b>DUE: Comprehensive Case Study Project by July 1</b>
<b>WEEK 7</b> Jul 2 to Jul 8	The Importance of Relationships  Working in Partnership with Families  Essential Questions  Lessons Learned and Lessons-to-be-Learned	

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

### 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/>.**