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

ECED 406.DL1 Medical and Developmental Aspects of Disabilities of Diverse Young Learners
3 Credits, Spring 2019
NET 1/22 – 5/15
Fully Online

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.

Course Delivery Method
This course will be delivered online (76% or more) using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on January 22, 2019.

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.

Technical Requirements
To participate in this course, students will need to satisfy the following technical requirements:
- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU 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 course requirements.

- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player: https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations
- Course Week: Because asynchronous courses do not have a "fixed" meeting day, our week will start on the first day listed for each module.
- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 4 times per week.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations: Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives
This course is designed to enable students to do the following:
1. Describe nature, characteristics, and medical aspects of major disabling and at-risk conditions.

2. Identify and describe the typical and atypical physical, social, emotional, speech and language, intellectual, and self-help development and its impact on diagnoses and special education eligibility.
3. Explain how various factors (e.g., low socioeconomic status, attention deficit disorders, developmental disorders, gifted education, substance abuse, trauma) impact development, developmental issues, and developmental disabilities.
4. Identify formal and informal assessments or assessment techniques to for the diagnosis and eligibility of disabling and at-risk conditions.
5. Describe the management of neuro-developmental, motor, and other developmental disabilities, to include the role of emergency care, health care professionals, and medical care (e.g., medications, treatments), in the lives of young children with disabling and at-risk conditions.
6. Describe research-based instructional and behavior interventions for young children, birth – five years, with specific disabling and at-risk conditions within the context of the cultural, linguistic, and family context of the child.
7. Identify the developmental basis and appropriate expectations for behavior and social emotional skills for children birth to 5 years, to assist with behavior management, self-regulation, and to maintain a positive learning environment.
8. Write educationally relevant IFSP and IEP annual goals, short-term objectives, accommodations, and assistive technology strategies that for providing intervention techniques in the areas of self-help, motor (may include positioning and mobility needs of students), cognitive, social and emotional, and language development.
9. Explain service delivery options and related services to support success and functionality in all settings, to include inclusive settings with typically developing peers.
10. Use the principles of online learning, online instructional strategies, and the use of technology to enhance curriculum development and student learning.

Professional Standards – Interstate Teacher Assessment and Support Consortium (InTASC), Council of Exceptional Children (CEC), and National Association for the Education of Young Children (NAEYC)
Upon completion of this course, students will have met the following professional standards:
N/A - Students will work toward meeting InTASC, CEC, and NAEYC standards.

Required Texts
American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
Batshaw, M., Roizen, N., & Lotrecchiano, G. (2013). *Children with disabilities* (7th ed.). Baltimore, MD: Paul H. Brookes. (available online through Mason libraries)

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).

Assignments	Due Dates	Points
Attendance & Participation	Ongoing	25
Handout	March 2	10

Mini-Case Study 1	March 23	15
Mini-Case Study 2	April 6	15
Comprehensive Case Study	May 3	35
TOTAL		**100**

- **Assignments and/or Examinations**

Handout (10 points)
Students will design a comprehensive handout that lists developmental milestones for one assigned cognitive, fine motor, gross motor, communication, social-emotional, or self-help/adaptive 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 (2 mini case studies, 15 points each)
Students will apply the nature, characteristics, and medical aspects of disabling and at-risk conditions to a case study that will be provided by the instructor. Using APA format, students will write a three- to five-page, double-spaced paper (excluding title page and references list) that introduces the child, provides a lesson plan that addresses one developmental domain, and provides a reflection on the lesson planning process. The physical format of the paper will include the title page, double-spaced introduction to the child, single-spaced lesson plan template, doubled-spaced reflection, and references page. Specifics for each section include the following:
- *Introduction to the child* – Students will summarize the important facts about the child, his/her history, and his/her family. They may "embellish" the details of the assigned case study; however, they may not change the facts about the birth, medical, or services history. Students will add strengths and areas of need based on what is discussed as the level of functioning. This introduction will be approximately two double-spaced pages.

- *Lesson plan* – Students will select one developmental domain for which the child has a delay. Based on the skills and perceived areas of need, they will develop a lesson plan that addresses this need, builds on what the child can do, provides some level of direct instruction and opportunity for guided and/or independent practice, and addresses the accommodations needed to implement this lesson. Students will provide a one- to two-paragraph rationale supporting the recommendations where appropriate (i.e., objectives, standards, assistive technology, context, tasks/methods/strategies, accommodations).

Students will link their rationale to the medical/physiological information being learned in this course. For example, what type of brain "damage" might an infant who suffers from IVH in infancy experience? How can your lessons address this?

- *Reflection* – Students will describe the process for planning this type of lesson. This discussion will address the considerations necessary to develop a lesson and how to integrate knowledge about the child into creating engaging, intentional lesson plans for young children with developmental delays. Students will link their rationale to the medical/physiological information being learned in this course. For example, how is specific medical history/information considered when planning the lesson? This reflection will be written in third person and will be approximately one to two pages.

Comprehensive Case Study (35 points)
This project enables students to integrate course information through a case study approach. The focus of the project is to use the information learned about the medical aspects of disabilities and how these medical aspects impact teachers' work with young children who have developmental delays and disabilities. Students will be provided a choice of case studies. For the selected case study, students will do the following:

- Discuss the background of the child and his/her developmental levels.
- Identify at least two content area(s) and two standard(s)/objective(s) that address the needs of the child from the Virginia Foundation Blocks for Early Learning (http://www.doe.virginia.gov/instruction/early_childhood/preschool_initiative/foundation-blocks.pdf) **or** at least two different domains/developmentally appropriate milestones 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).
- Create a lesson plan using the template provided that includes the following:
  - □ Objectives (what will the child be able to do at the end of the lesson)
  - □ Rationale for the objectives
  - □ Foundation Blocks **or** Milestones standards
  - □ Resources/materials for the lesson
  - □ Assistive technology (low tech and/or high tech) resources used in the lesson and rationale to support this resource
  - □ Lesson Tasks, Methods, and Strategies and expanded rationale to support instructional decisions
  - □ Adaptations/Accommodations to include related services and/or support staff needed for the lesson, their role in the lesson, and rationale for their involvement **and** positioning needs, considerations, and equipment for the lesson
  - □ Assessment to determine whether or not the objectives were attained
  - □ Extension of the lesson to the home and how it will be implemented at home (e.g., teaching/coaching may occur during a home visit)

- Discuss the lesson planning process to include how the medical aspects of the child impact the instructional approach.
  - · 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
- 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 will show evidence that students considered how to meet multiple child 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.

Using APA format, write an eight- to 10-page, double-spaced paper (excluding title page and references list) that introduces the child, provides a lesson plan that addresses appropriate developmental domains, and provides a discussion of how the child's diagnosis and developmental levels impact the lesson planning process. The physical format of the paper will include the title page; double-spaced introduction to the child; single-spaced lesson plan template; doubled-spaced discussion; and references page.

- **Other Requirements**

Attendance and Participation (25 points)
Because active participation and engagement are imperative for optimal learning, preparation for and participation in in-class and online activities will be evaluated based on the following criteria:
- Students attend class, arrive on time, and stay for the entire class period.
- Students use laptops and personal devices for instructional purposes only.
- 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 (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 in-class and online discussions, activities, and written reflections.
- Students display professional dispositions at all times while interacting with the instructor and other students.
- Students complete participation activities across the semester that complement the scheduled course topic. Instructors will periodically collect artifacts from the activities. Students in attendance and who actively engage in the learning experience will receive credit for their efforts. Graded participation activities are not announced and are implemented at the discretion of the instructor.

Written Assignments
All formal written assignments will be evaluated for content <u>and</u> 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**

A+ = 98 – 100   A = 93 – 97   A- = 90 – 92   B+ = 87 – 89   B = 83 – 86   B- = 80 – 82
C+ = 77 –79   C = 73 – 76   C- = 70 – 72   D = 60 – 69   F = < 60
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 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 seeking Virginia initial teaching licensure must earn a B- or better in all licensure coursework.

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	Assignments & Readings Due
Week 1 **Jan 22-27**	Introductions Syllabus and Assignments Review • Online learning Genetics • Impact on development • Nature, characteristics, and medical aspects of genetic disorders Learning Outcomes 1, 2, 10	Batshaw & Roizen, Chapters 1, 3
Week 2 **Jan 28-Feb 3**	Brain and Nervous System • Typical and atypical development • Impact of various factors on brain and nervous system development Learning Outcomes 2, 3	Batshaw & Roizen, Chapter 2, 12
Week 3 **Feb 4-10**	Neuromuscular and Musculoskeletal Development • Typical and atypical development • Impact of various factors on brain and nervous system development Management of Neurodevelopmental, Motor, and Other Disabilities • Role of emergency care, health care professionals, and medical care (e.g., medications, treatments) Learning Outcomes 2, 3, 5	Batshaw & Roizen, Chapter 13, 14 Optional reading: Batshaw & Roizen, Chapters 3, 4, 5
Week 4 **Feb 11-17**	Biological Basis of Behavior • Brain development • Executive functioning • Self-regulation Learning Outcomes 2, 7	Batshaw & Roizen, Chapters 29 Additional readings on BB

Date	Topics	Assignments & Readings Due
Week 5 **Feb 18-24**	Biological Basis of Behavior • Typical and atypical development • Behavior principles • Research-based interventions, including positive behavior supports, child guidance Learning Outcomes 2, 6	Batshaw & Roizen, Chapters 32 Additional readings on BB
Week 6 **Feb 25-Mar 3**	Developmental Disabilities • Typical and atypical development • Evidence-based interventions • Assessment • IFSP and IEP goals Learning Outcomes 2, 4, 6, 8	Batshaw & Roizen, Chapters 15, 16, 17 **Due to Bb – Handout (DUE 3/2)**
Week 7 **Mar 4-10**	Cerebral Palsy Neural Tube Defects • Typical and atypical development • Evidence-based interventions • Assessment • IFSP and IEP goals Learning Outcomes 2, 4, 6, 8	Batshaw & Roizen, Chapters 7, 24, 25
Week 8 **Mar 18-24**	Autism Spectrum Disorders ADD/ADHD • Typical and atypical development • Evidence-based interventions • Assessment • IFSP and IEP goals Learning Outcomes 2, 4, 6, 8	Batshaw & Roizen, Chapters 8, 21, 22 **Due to Bb – Mini-Case Study 1 (DUE 3/23)**
Week 9 **Mar 25-31**	Intellectual Disability Specific Learning Disabilities Traumatic Brain Injury • Typical and atypical development • Evidence-based interventions • Assessment • IFSP and IEP goals Learning Outcomes 2, 4, 6, 8	Batshaw & Roizen, Chapters 17, 23, 26

Date	Topics	Assignments & Readings Due
Week 10 **Apr 1-7**	Hearing Impairments & Deafness Vision Impairments Feeding Disorders • Typical and atypical development • Evidence-based interventions • Assessment • IFSP and IEP goals Learning Outcomes 2, 4, 6, 8	Batshaw & Roizen, Chapters 9, 10, 11 Optional reading: Batshaw & Roizen, Chapter 20 **Due to Bb – Mini-Case Study 2 (DUE 4/6)**
Week 11 **Apr 8-14**	Service Delivery for Disabling and At-Risk Conditions • Early intervention • Early childhood special education • Inclusive settings • Related services • Role of health care professionals Learning Outcomes 5, 9	Batshaw & Roizen, Chapters 30, 31, 33
Week 12 **Apr 15-21**	Accommodations for Children with Disabling and At-Risk Conditions • Assistive Technology • Adaptive Equipment • Universal design for learning Learning Outcomes 8, 9	Batshaw & Roizen, Chapters 36, 41
Week 13 **Apr 22-28**	IFSP and IEP Considerations • Confidentiality • Importance of accurate medical history • Release of information • Medical or nursing MOUs Learning Outcomes 8, 9	Additional readings to BB
Week 14 **Apr 29-May 4**	Current Research and Trends • Genetic testing • Brain research Learning Outcomes 1, 3, 6	Batshaw & Roizen, Chapters 34, 37, 38 Additional readings to BB **Due to Bb – Comprehensive Case Study (DUE 5/3)**
Week 15	**Finals week – no class**	

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 follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources
- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.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/.