

GEORGE MASON UNIVERSITY  
College of Education and Human Development

PHED 673, DL1 - Motor Development for Special Populations  
3 Credits, Spring 2023

**Faculty:**

Name: Dr. William P. Brady, Jr  
Office Hours: By appointment  
Office Location: Online  
Phone: 703-945-0982  
Email Address: wbrady3@gmu.edu

**PREREQUISITES:**

Recommended but not Required – PHED 670

**UNIVERSITY CATALOG COURSE DESCRIPTION:**

Provides knowledge that focuses on individuals with orthopedic, sensory, and learning disabilities in physical education setting. Areas of focus include development of motor patterns and skills assessment, and planning and instruction for students with disabilities.

**COURSE OVERVIEW:**

This course is designed for educators and is intended to expand and foster skills and knowledge regarding the historical and legal foundation of special education / adapted physical education, medical conditions and their related restrictions, and teaching strategies to accommodate different ability levels.

The content within this course will be conveyed via text readings, instructor videos and posts within our discussion board and blackboard, and student centered projects.

**COURSE DELIVERY METHOD:**

This course will be delivered online 100% of the time using an asynchronous format via the 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 and email password. The course site will be available on Monday, January 23, 2023 at 9:00am.

**Under no circumstance, 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 required 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 standard up-to-date browsers. To get a list of Blackboard's supported browsers see:  
[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)  
To get a list of supported operation systems on different devices see:  
[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)
- 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: [Add or delete options, as desire.]
  - 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/](http://www.apple.com/quicktime/download/)

## Expectations

- Course Week:  
Because asynchronous courses do not have a “fixed” meeting day, our week will start on Mondays and conclude on Sundays.
- 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 five 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 on **Blackboard** or on 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. Identify and discuss legislation (i.e. Civil Rights Act of 1964, Rehabilitation Act of 1973, etc) affecting the education of students with disabilities.
2. Identify and discuss landmark special education case law (i.e. Brown vs Brd of Ed 1954, Board of Education of Hendrick Hudson Central School District vs. Rowley, etc.) and how they shaped our education setting.
3. Identify components of an Individualized Education Plan (i.e. FAPE, LRE, PLOP, etc.), the evaluation and eligibility process, and discuss our legal obligations pertaining to each.
4. Identify and define each of the thirteen special education categories (i.e. OI, OHI, TBI, etc.) for students with disabilities to be found eligible to receive special education services.
5. Present characteristics (i.e. contraindicators, comorbidity, evidence-based instructional practice, etc.) associated with the most commonly found medical conditions (i.e. cerebral palsy, down syndrome, autism, etc.) in today's physical education setting, representing each of the thirteen special education categories.
6. Discuss and share strategies for working with IA's, how to implement peer assisting, techniques for creating a safe and successful self-contained adapted physical education class, and considerations when including a student with special needs in a general physical education class (i.e. UDL, Self-Determination Theory, Self-Efficacy Theory, T.R.E.E., Ability Awareness / Diversity Training, etc.).
7. Discuss strategies for social-emotional learning (SEL) and trauma informed care (TIC) within a general physical education class.
8. Identify various behavior management plans (i.e. Operant Conditioning, ABA, FBA)
9. Defend your belief between Regular Education Initiative vs. Least Restrictive Environment
10. Discuss your strategy to increase Evidence Based Instructional Practices within our school settings.
11. Present a summary of a research study focusing on best practice / trends for educating students with special needs.

**PROFESSIONAL STANDARDS:**

Upon completion of this course, students will have met the following National Board for Professional Teaching Standards for Physical Education Teachers (2014):

Standard I: Knowledge of Students – Accomplished teachers attain knowledge of their students’ unique qualities and characteristics to build positive relationships and create meaningful learning experiences that cultivate beneficial attitudes toward lifelong physical activity and wellness.

Standard VI: Diversity and Inclusion – Accomplished teachers create inclusive and productive learning environments that are safe, fair, and equitable for all students. They promote healthy social interactions within their schools and communities by teaching students to embrace their uniqueness and respect the diversity of others.

Standard X: Collaboration and Partnerships – Accomplished teachers recognize that their responsibilities extend beyond the classroom. They collaborate with other educators and work in partnership with stakeholders to strengthen physical education programs and enhance student learning.

Standard XI: Professional Growth – Accomplished teachers are respected leaders who diligently pursue personal and professional growth to improve teaching practices and meet the diverse needs of students.

**REQUIRED TEXT:**

Block, M.E. (2016). *A Teacher’s Guide to Adapted Physical Education* (4<sup>th</sup> Ed.). Baltimore, MD: Brookes Publishing.

**COURSE PERFORMANCE EVALUATION:**

- **Assignments and/or Examinations**

**Grading Scale:**

Course Points	Grade
390 – 400	A+
375 – 389	A
360 – 374	A-
350 – 359	B+
335 – 349	B
320 – 334	B-
300 – 319	C
<299	F

**Assignments and value:**

**Points**

Exams

Mid-term: will cover content from Modules 1-6 and consist of short answer questions (35)

Final: will cover content from Modules 1-14 and consist of short answer questions (45)

Quizzes

Quiz #1: will cover content from Modules 1-3 and consist of short answer questions (20)

Quiz #2: will cover content from Modules 1-10 and consist of short answer questions (20)

Projects

Landmark Court Cases: identify a specific court case that interpreted Federal legislation and summarize the plaintiffs and defendants views, and decision from the court (35)

Medical Conditions: identify a specific medical condition and highlight its characteristics and how they impact the learning environment. (35)

Research Summary: select and summarize a research study related to special education / adapted physical education (35)

Discussion Board

There will be seven short discussion post entries focusing on defining or summarizing different content areas as discussed within class. (25 pts per post) (175)

Total Points 400

- **Late Work Policy**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy). If work is submitted up to 48 hours beyond the due date, it will be subject to a 50% mark down. Work will not be accepted beyond the 48 hours, and the student will receive a 0 for that assignment.

- **Grading**

University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The GMU system for grading graduate courses is as follows:

<b>Grade</b>	<b>Quality Points</b>	<b>Graduate Course</b>
A+	4.00	Satisfactory / Passing
A	4.00	Satisfactory / Passing
A-	3.67	Satisfactory / Passing
B+	3.33	Satisfactory / Passing
B	3.00	Satisfactory / Passing
B-	2.67	Satisfactory / Passing*
C	2.00	Unsatisfactory / Passing
F	0.00	Unsatisfactory / Failing

\* Although a B- is a satisfactory grade for a course, graduate students must maintain a 3.00 average in their degree program and present a 3.00 GPA on the courses listed in the graduation application.

**PROFESSIONAL DISPOSITIONS:**

See <https://cehd.gmu.edu/students/policies-procedures/>

**CLASS SCHEDULE:**

<b>Module and Date</b>	<b>Topic / Content</b>	<b>Readings/Assignment</b>
<b>Module #1</b> Week of Jan. 23 <sup>rd</sup>	-Course requirements -Ice Breaker Activity -How did we get where we are today with educating students with special needs?	-Syllabus -Post #1 <u><i>Ice Breaker</i></u> -Post #2 <u><i>History &amp; Federal Legislation of Spec. Educ.</i></u> -Read Chapters 1 & 2
<b>Module #2</b> Week of Jan. 30 <sup>th</sup>	-How did the Federal Courts interpret Federal Legislation?	-Project <u><i>Landmark Court Cases of Special Education</i></u> -Read Chapters 3 & 4
<b>Module #3</b> Week of Feb. 6 <sup>th</sup>	-The IEP is a legal document...lets understand its components (i.e. FAPE, LRE, PLOP, etc.) -Procedure for Due Process (i.e. Hearing, Mediation, Federal Court, Court of Appeals, etc.)	-Post #3 <u><i>Components of an IEP</i></u> -Preview for Quiz #1 (material covered within class and chapters 1 – 4)
<b>Module #4</b> Week of Feb. 13 <sup>th</sup>	Define and Discuss characteristics of.... -Intellectual Disabilities -Learning Disabilities -Autism	-Quiz #1 -Chapter 8 -Chapter 9 -Chapter 11 -Project <u><i>Specific Disability</i></u>
<b>Module #5</b> Week of Feb. 20 <sup>th</sup>	Define and Discuss characteristics of.... -Deaf and Hard of Hearing -Visual Impairment and Blindness	-Chapter 13 -Chapter 14 -Project <u><i>Specific Disability</i></u>

<b>Module #6</b> <b>Week of Feb. 27<sup>th</sup></b>	<b>Define and understand characteristics of....</b> <b>-Emotional Disabilities</b> <b>-Orthopedic Impairments</b> <b>-Other Health Impairments</b> <b>-Traumatic Brain Injury</b>	<b>-Chapter 12</b> <b>-Chapter 15</b> <b>-Chapter 16</b> <b>-Project <u>Specific Disability</u></b> <b>-Preview for Mid-Term</b> <b>(material covered within class and all chapters read to this point)</b>
<b>Module #7</b> <b>Wk. of March 6<sup>th</sup></b>		<b>Mid-Term Exam</b>
<b>Wk. of March 13<sup>th</sup></b>	<b>Spring Break</b>	
<b>Module #8</b> <b>Wk. of March 20<sup>th</sup></b>	<b>-Lets look at best practice strategies (i.e. U.D.L. and T.R.E.E.) to motivate students, how to work with I.A.'s, how to incorporate peer assist, and how to use diversity training / ability awareness....all within both...APE &amp; GPE classes!</b>	<b>-Post #4 <u>Best Practices</u></b> <b>-Chapters 5, 6, &amp; 7</b>
<b>Module #9</b> <b>Wk. of March 27<sup>th</sup></b>	<b>- So many teachers have questions about behavior! Lets look at some strategies (i.e. FBA, ABA, etc.) to prevent and respond (NOT react) to inappropriate behaviors, and discuss the theories (i.e. Operant Conditioning, SDT, SET, etc. ) related to these approaches.</b>	<b>-Post #5 <u>Behavior Management</u></b> <b>-Chapters 17 &amp; 19</b>
<b>Module #10</b> <b>Week of April 3<sup>rd</sup></b>	<b>-Our classrooms are becoming much more diverse....What does SEL curriculum look like? How should we respond to TIC?</b>	<b>-The answers to these questions, and a lot more, are within our Course Content in Blackboard</b> <b>-Preview for Quiz #2</b>
<b>Module #11</b> <b>Week of April 10<sup>th</sup></b>	<b>-Lets make it a goal to stay out of court...in doing so, lets discuss: Tort Law, Liability, Negligence, IEP Accommodations, "Stay Put" rule, Foreseeability &amp; Best Practice, etc.)</b>	<b>-Quiz #2</b> <b>-Related information found within our Course Content in Blackboard</b> <b>-Chapter 18</b>

<b>Module #12</b> <b>Week of April 17<sup>th</sup></b>	<b>-Evidence / Research Based Instructional Practices</b>	<b>-Project <u>Research Summary</u></b>
<b>Module #13</b> <b>Week of April 24<sup>th</sup></b>	<b>-Getting involved outside of the school setting (i.e. Special Olympics, Paralympics)</b>	<b>-Post #6 <u>Opportunities outside of the school setting</u></b>
<b>Module #14</b> <b>Week of May 1st</b>	<b>-The debate continues...should ALL students with special needs be “included” / educated within a general education setting? We know about LRE, now lets understand REI!</b>	<b>-Post #7 <u>Defend your view...REI or LRE ?</u></b> <b>-Preview for Final Exam</b>
<b>Module #15</b> <b>Week of May 8th</b>		<b>Final Exam</b>

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 <https://ds.gmu.edu>)

### *Campus Resources*

- Support for submission of assignments to VIA should be directed to [VIAhelp@gmu.edu](mailto:VIAhelp@gmu.edu) or <https://cehd.gmu.edu/aero/assessments>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

**Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:** As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

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