

COURSE SYLLABUS

EDSE 558/EDSE 458: Physical and Sensory Disabilities: Development, Educational and Medical Aspects
3 Credit hours
Summer 2004 (May 17th- June 21st)
MWF 7-10pm
Robinson Hall A245
Call 50948

Instructor

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Course Content:

This course focuses on the education, social, physical, and health care needs of students who possess both cognitive and physical/sensory disabilities. Emphasis is given to specific strategies for positioning and handling, facilitating movement and developing self-care skills. Review of existing adaptive equipment and its safe use will be covered. Information is provided on etiology and characteristic of specific disabilities. The importance and role of transdisciplinary teams will be discussed. Also the special needs of students with significant health care needs will be covered. Target age of focus is children from 2-10. Also discussed will be collaborative planning and best practice service delivery. Child abuse recognition and intervention will be addressed.

Course text

Required text: Orellove, F.P., and Sobsey, D (1996) Educating children with multiple disabilities: A transdisciplinary approach. (4th edition). Baltimore: Paul H. Brookes.

Selected chapters from Snell, M.E. and Brown, F. Instruction of Students with Severe Disabilities. (5th edition). New Jersey: Prentiss Hall. These chapters will be distributed in class.

COURSE PURPOSE/OBJECTIVES:

By the end of the course each student will:

1. Have a basic understanding of the most common medical diagnosis affecting students eligible for special education services.
2. Understand and recognize the normal development progression.
3. Recognize how atypical development occurs and recognize "blocks" to normal development.
4. Understand the role muscle tone plays in the positioning and handling of students.
5. Be familiar with common positioning equipment used in the classroom with students with physical disabilities.
6. Be able to identify the health/medical needs of students with disabilities and understand how these needs impact the educational program.

7. Understand the roles and responsibilities of related and support staff working in transdisciplinary settings.
8. Be able to write educationally relevant IEP goals and objectives specific for positioning.
9. Know 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. Understand where to begin to establish self- help, feeding and toileting programs.

ASSIGNMENTS

Exams: Two take home exams will be given. The exams will cover material from readings, lectures, videos and class discussions. More information on exams will be provided in class. Exams will be a mix of essay and objective questions

Class Assignments: There will be several class assignments throughout the course. They may be activities to do at home, or in groups during the class. Points will be assigned according to the project. More information will follow in class.

CPR Training:

Due to the fragile medical status of many students with severe disabilities, it is important that teachers working with these students have CPR training. Due to the condensed time frame of this course, CPR certification is not required. However, it is strongly encouraged and 5 extra credit points will be given for any student who produces a current CPR card.

COURSE POLICIES

Format for written assignments:

All written assignments should be done in the same format as you would any college writing assignment.

Papers should be double-spaced in 12 point with standard margins

Proofed for spelling and grammatical or typo errors

If you are using references, they should be annotated using APA format.

Honor Code:

All students taking this course are expected to follow GMU's honor code. All exams and assignments will be pledged to indicate that the honor code has been followed. A pledge means that you have not cheated or plagiarized, nor have you given or received assistance that violates the description of how assignments are to be completed for this course. The shortened versions may be used: "Pledged" followed by the date and your full name (typed "signatures" will be OK for assignments/tests submitted electronically). A complete copy of GMU's Honor System document is available through

GMU: <http://mason.gmu.edu/~montecin/plagiarism.htm>

Accommodations for Disabilities:

Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990 require GMU to provide academic adjustments or accommodations for students with documented disabilities.

Students seeking academic adjustments or accommodations must self-identify with the Coordinator of Services for Students with Disabilities on the appropriate campus. If this is relevant to you, please contact me via email as soon as possible and indicate both what the disability is and how your

university has made accommodations for you in the past. I will discuss (via email) this further with you.

Cell Phones- beeper

Cell phones and beepers should be set on vibrate. No personal calls should be taken in class unless it is a family emergency.

Class Attendance

Since many of the classes involve activities, videotapes, discussion, etc., regular attendance is vital to gain maximum benefit. This class is condensed into one month, so it will be difficult to make-up missed assignments. Each class member needs to make every effort to be in attendance at each class. Anyone who misses more than one class will lose 5 points for each class missed after the first absence. Significant tardiness or early departure will count as an absence. If you know ahead of time you will not be in class, please contact me the day before the class.

Course Material

Students will have access to PowerPoint files, handouts and copyrighted articles. Copyright laws must be followed. Each student may print one copy for their individual use. All PowerPoint presentations, notes, handouts etc are provided for your convenience and to facilitate your mastery of concepts presented in this course. All of 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.

Inclement Weather.

It is unlikely that there will be any class cancellation due to inclement weather. However, in the event that GMU is closed due to a power failure or some other unusual situation, every attempt will be made to contact the students by 5 pm. If in doubt, dial the University phone number, or visit the university website. If the instructing university is open and operational, then you are expected to attend. Do not call or email me to see whether class is being held. I do not make the decision. During the day, I move frequently from one school to another, so it is difficult for me to check my email frequently. I normally check my email first thing in the morning and again at noon.

Class Grading System

Course grades will be calculated by totaling points earned for in class participation, projects, written assignments and midterm and final. Guidelines for grading will be discussed the first night of class, but generally will follow the format 93-100 A, 90-92 A-, 86-89 B, etc. Any incomplete grades need to be completed within two weeks following the end of the course or final grade will be reduced a grade for each additional week delay. Don't forget, points will be deducted for all absences after the first one.

Suggested Readings

Campbell, P.H. (2000). Promoting participation in natural environments by accommodating motor disabilities. In M.E. Snell and F. Brown (Eds.), Instruction of students with severe disabilities (5th ed.) Pp. 291-329. Upper Saddle River, NJ: Merrill/Prentice Hall.

Graff, J.C., Ault, M.M., Guess, D., Taylor, M. & Thompson. B. (1990). Health care for students with disabilities. Baltimore: Paul H. Brookes.

Prickett, J.G., & Rafalowski Welch, T. (1995) Deaf blindness: Implications for learning. In K.M. Huebner, J.G. Prickett, T. Rafalowski Welch, & E. Joffe (Eds.) Hand in hand, Vol.1 (pp.25-60). New York: AFB Press.

Date	Topic EDSE 558	Assignment	Of Interest
May 17	Review Syllabus, Class Expectations, Abuse certificate Discuss portfolio, Terminology, Typical/Atypical Development		Get class buddy to pick up missed material-
May 19	Finish Development Medical diagnosis and Impact on Educational program	pp. 220-226 in Orelove book	video, slides
May 21	Sensorimotor system, Tone, posture Physical manifestations of Disabilities	Chapter 6	video, overheads
May 24	Collaborative approach to special education Role of related services, collaborative planning, Referrals	Chapter 1	Role playing
May 26	Special Health Care Needs, Health Plans, Adapted Equipment, Seating, W/C safety and regulations	Chapters 8,9	Videos, catalogue review
May 28	Physical Management, Handling and Positioning, Lifting, Use of adapted equipment	Chapter 7	Lab Practicum- Change of location and date for this class
June 2	Review- MIDTERM DISTRIBUTED Alternative Assessment	Chapter 4	Video portion of midterm Bring samples of Alternative Assessment you may have done
June 4	Vision/Hearing: Classroom implications, Deaf/Blind needs	Chapter 10	Videos, Group class activity.
June 7	MIDTERM DUE: Communication, Augmented Communication, Technology	Chapters 5, 11	Bring one switch or augmented communication device you use in classroom
June 9	Curriculum, IEP- writing objectives, 504	pp. 91-110	Group class activity
June 11	Child Abuse/Neglect- Classroom Implication QUIZ on abuse	pp. 360-369	Certificates due on Abuse
June 14	Bowel/Bladder care, Dental, Meal-time self help, Feeding	Chapters 12, 13	
June 16	Positioning and Postures for Fine Motor Activities, Oral motor, Feeding, FINAL DISTRIBUTED	Review chapter 13	Sharon Chan OTR- guest lecturer
June 18	Gross motor group- Motor planning, preschool activities		Mary Walker PT guest lecturer
June 21	Parent Panel Review material. FINAL DUE		Parents will speak on their experiences