Virginia Consortium for Teacher Preparation in Severe Disabilities

Fall 2010
Positioning and Handling Course Syllabus,
EDSE 669 Section 5S1/631
3 Credit Hours

EDSE 669: Interdisciplinary Approaches for Children with Sensory/Motor Disabilities (GMU)
TEDU 558: Educating Students with Multiple Disabilities (VCU)
EDSP 665: Positioning and Handling (Radford)
EDIS 712: Positioning, Handling and Self Care Skills (UVA)
SPE 641: Physical and Occupational Therapy Procedures (NSU)

Instructor: Margaret (Peg) Siegenthaler, PT., M.Ed.
Meeting Time: 7:20 to 10:00 pm, Wednesday
Home Site Location: George Mason University, Keller Annex II, Room 113
Phone: 703-791-7292 (work) 703-501-4881 (cell)
Work Fax: 703-791-8039 Please put Attention: Peg Siegenthaler on the document you are faxing.
Email: msiegent@gmu.edu (It's best to contact me by e-mail.)
Office Hours: By appointment, Krug Hall

Required Textbook: Orelove, F.P., Sobsey, D., & Silberman, R.K. (2004*). Educating Children with Multiple Disabilities: A Collaborative Approach*. Baltimore: Paul H. Brookes

Optional resources:
Martin, S. (2006). *Teaching Motor Skills to Children with Cerebral Palsy and Similar Movement Disorders*. Bethesda: Woodbine House.
Anderson, S., Jablonski, A., Thomeer, M., & Knapp, V. (2007). *Self-Help Skills for People with Autism, a Systematic Teaching Approach.* Bethesda: Woodbine House.

Additional course information, lectures, and readings will be posted on Blackboard at http://mymason.gmu.edu

Course Description

A. Prerequisites: graduate standing or permission of instructor
B. Emphasizes positioning, handling and adaptive strategies. Focuses on understanding the roles of related disciplines in collaborative planning and service delivery.

Nature of Course Delivery

Learning activities in this class will include the following:
1. Class lecture, discussion, and participation
2. Hands on movement labs

3. Group and independent class activities
4. Class presentations
5. Written papers using the American Psychological Association format (6th edition)

Course Content

This course focuses on the educational, social, physical, and health care needs of students who possess both cognitive and physical/sensory disabilities. Information is provided on etiology and characteristic of specific disabilities, including students with special health care needs. Emphasis is given to specific strategies for positioning and handling, facilitating movement, and developing self-care skills. Review of adaptive equipment and its safe use, and selection and implementation of appropriate assistive technology will be covered. The importance and role of collaborative planning teams with professional and families, and best practice service delivery, will be discussed.

Course Purpose/Objectives:

By the end of the course, the student will:

1. 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.
2. Understand the role muscle tone plays in the positioning and handling of students.
3. Be familiar with common positioning equipment used in the classroom.
4. Be able to identify the health/medical needs of students with medical disabilities and understand how these needs impact the educational program.
5. Be familiar with common medical terms used in conjunction with a variety of medical diagnosis.
6. Understand the roles and responsibilities of related and support staff working in a collaborative setting.
7. Be able to write educationally relevant IEP goals and objectives specific for positioning.
8. Given an IEP, be able to develop lesson plans incorporating the goals and objectives, integrating positioning programs into the lessons.
9. Know where to go for help in the school system for related services, and how and when to initiate requests for assistance.
10. Know how to establish self-help, feeding, grooming, and toileting programs.

Relationship of Course to Program Goals and Professional Organizations

This course is part of The Virginia Consortium for Teacher Preparation in Severe Disabilities, a grant from the Virginia Department of Education that includes George Mason University, Virginia Commonwealth University, the University of Virginia, Radford University, and Norfolk State University. Through the completion of the SD Consortium program, students are eligible for teacher licensure in the Commonwealth of Virginia in the special education area of Severe Disabilities. This program complies with the standards for

teacher licensure established by the Virginia Department of Education. Furthermore, the SD Consortium strives to uphold the Special Education Content Standards established by the Council for Exceptional Children, the major special education professional organization.

The Virginia Licensure Regulations for School Personnel are listed on the following website: http://www.pen.k12.va.us/VDOE/Compliance/TeacherED/nulicvr.pdf

The CEC Standards are listed on the following web site: http://www.cec.sped.org/ps/perf_based_stds/standards.html#standards

Course specific competencies and standards are listed on the following website: http://kihd.gmu.edu/sdc/competencies.html

Note: Every student registered for any EDSE course as of Fall 2007 semester is required to submit signature assignments to TaskStream (regardless of whether a course is an elective, a one time course or part of an undergraduate minor). TaskStream information is available at http://gse.gmu.edu/programs/sped. Failure to submit the assignment to TaskStream will result in reporting the course grade as Incomplete (IN). Unless the grade is changed, upon completion of the required submission, the IN will convert to an F nine weeks into the following semester.

Tentative Class Schedule and Assignment Due Dates

Date	Class Activities	Assignments, Readings, and Due Dates
9/1	Introductions: Syllabus review; Course expectations; Blackboard training	
9/8	Sensorimotor development: Typical and atypical; Sensory integration	Orelove et al, Chapter 6. *About You blog on Blackboard* at http://mymason.gmu/edu
9/15	Sensorimotor development: Typical and atypical; Motor control, muscle tone, posture, CP classification	
9/22	Students with sensory impairments	*Blackboard discussion #1 due.* Orelove et al, Chapter 10.
9/29	Assistive technology; Developing adaptations to promote participation in inclusive environments	Orelove et al, Chapter 5.
10/6	Positioning and strategies for fine motor and visual motor activities	*Resource website assignment due.* *Blackboard discussion #2 due.*
10/13	Adapted equipment and strategies for positioning and mobility	
10/20	Communication skills; Augmentative and alternative communication	Orelove et al, Chapter 11. *Blackboard discussion due #3 due.*
10/27	Physical management in the classroom: Handling and positioning lab	Orelove et al, Chapter 7.
11/3	Physical management in the classroom: Handling and positioning lab…continued	*Blackboard discussion #4 due.*
11/10	*Student presentations of low-tech project.*	*Low-tech assistive device project due.*
11/17	Self-care skills; Mealtime and feeding skills; Children with Special Health Care Needs; Integrating Health Care and Educational Programs	Orelove et al, Chapters 8, 9, 12, 13. *Blackboard discussion #5 due.*
11/24	Happy Thanksgiving! ***No class***	
12/1	Collaborative assessment and planning with professionals and families; IEPs; Roles of related services	Orelove et al, Chapters 1-3. *CPR training card due.*
12/8	Students participate in group Blackboard discussion of projects.	*Final project due.* *Blackboard discussion for final project due by 12/10.*

Attendance and Course Assignments

All assignments must be posted to Blackboard by class meeting time on the due date. If the assignment is late, there will be a 10% point penalty for each day that the assignment is late.

Class attendance/participation: 13 points (one point per class)
Each class involves activities, videotapes, discussions, etc. that are designed to enhance student learning. Regular attendance is vital to gain maximum benefit. Significant tardiness or early departure will count as an absence. If you know ahead of time you will not be in class, please contact the instructor the week before the class.

Blog: About Me. 2 points, due to be posted on Blackboard, with photo, on September 8.
This assignment is located under *Control Panel, Organizational Tools, Blogs* on Blackboard.

Blackboard Discussions: 10 points (5 discussions, each worth 2 points), refer to Class Schedule for due dates
Respond to questions posted by the instructor in the Blackboard Discussion Board (in the Communication section) that are designed to encourage reflection on course readings, lectures, and activities. In addition to posting a reflective response to the instructor's question, also post a response to one of the comments made by another student to promote further discussions. These questions will be posted on alternate weeks (see Class Schedule). Ideally, your initial response should be posted early in the week, giving students time to read the postings, and respond with the second posting later in the week. Both postings must be done prior to the following class.

Resource Website: 10 points, due on October 6
Find a website that we have not posted or discussed in class that provides valuable information related to students with severe or multiple disabilities that would be a good resource for professionals and/or parents. In a Word document, provide the following:

- Web address
- Name(s) of the organization or people who have created the website and their background(s), if known
- Description of the purpose of the website
- Type of information that it provides
- Reasons why you think it would be a valuable resource for professionals and/or parents.

Low-Tech Assistive Device: 25 points, due on November 10
Create a low-tech assistive device for a student with severe or multiple disabilities that is designed to increase, maintain, or improve their functioning in one of the following areas: Self-care, feeding, communication, positioning and mobility, access to school activities, access to home activities, or access to play and leisure activities. Do a PowerPoint presentation to the class, including a demonstration of the device, that:

- Describes the student's strengths and challenges
- Describes the purpose of the device to support the student's functioning
- Describes how to create the device
- Discusses a potential implementation plan to use the device with the student

CPR Training: 10 points, due by December 1
Due to the fragile medical status of many students with severe disabilities, it is important that teachers working with these students have CPR training. Each student is required to obtain certified training in cardiopulmonary resuscitation. Presentation of a valid CPR card (current as of December 2009) must be presented by December 2. More information will follow at first class session.

Final Project/Signature Assignment, Case Study and Unit Plan: 30 points, project due on December 8; Blackboard discussion due by December 10
Each student will be responsible for doing a project during the course of the semester. This project can be done in PowerPoint or Word. The topic should be directly related to the subject matter covered in class. Assistance and suggestions will be made based on your individual interests, as well as your present job and the student population you work with. Select a topic of interest that is relevant to a student with whom you work. Gather information about the topic from the course readings, lectures, discussions, and other sources. Develop a plan for your student that will address their needs related to the topic. In lieu of a final oral presentation, students will discuss their topics in groups on the Blackboard Discussion Board on December 10.

Let's use the topic of tactile defensiveness as an example. Begin by gathering background information about tactile defensiveness, including defining what tactile defensiveness is, typical behaviors of students who have tactile defensiveness, methods to evaluate a students' tactile functioning, and treatment strategies for students who have tactile defensiveness. Next, provide detailed descriptions of your student's strengths and challenges, the goals of your plan, the environments or situations in which you will put your plan into practice, and your implementation plan including team collaboration.

Be certain that your case study and unit plan to include a repertoire of research-based instructional strategies for individualized instruction; promote positive learning results in general and special education curriculum; methods for modifying the learning environment. *In addition to being submitted through Blackboard, this assignment must be uploaded to TaskStream prior to the end of the course.*

Other examples of appropriate subjects are developing plans for:

- Incorporating position changes and mobility for a student who has physical challenges into the course of a routine school day.
- Providing adaptations and strategies for a student who has sensory or motor challenges to participate in fine motor or visual motor school activities.
- Incorporating communication devices or mobility equipment for a student into field trips.
- Providing adaptations and strategies for a student with physical or cognitive challenges to promote their independence in self-care skills.
- Incorporating a feeding plan into your regular lunch program for a student with a feeding disorder.

Course Policies

The Graduate School of Education (GSE) expects that all students abide by the following:

Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See http://mail.gmu.edu <http://mail.gmu.edu/> and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Office of Disability Services (ODS) and inform the instructor, in writing, at the beginning of the semester. See http://www2.gmu.edu/dpt/unilife/ods/ or call 703-993-2474 to access the ODS.

Course Grading
Course grades will be calculated to total points earned for in class participation, projects, presentations, CPR training, and written assignments, for a possible total of 100 points. Guidelines for grading will be discussed the first night of class, but will follow this format:
95-100 = A
90-94 = A-
85-89 = B+
80-84 = B
70-79 = C
< 70 = F
By the third class, you will be able to access your current standing in class on Blackboard (in Student Tools). Any incomplete grades need to be completed within six weeks following the end of the course or the final grade will be reduced a grade for each additional month delay.

Course Grading:
Consistent attendance and participation in class discussions and activities (each class is worth 1 point): 13 points
Student Blog on Blackboard: 2 points
Blackboard Discussions: 10 points
Resource Website: 10 points
Low-Tech Assistive Device: 25 points
CPR Training: 10 points
Final Project/Case Study and Unit Plan: 30 points

Inclement Weather

If classes are canceled at GMU, a message will be posted on the class Blackboard site and all class members will receive an email as soon as it is announced. 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, call (703) 993-1000, or visit http://www.gmu.edu. 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 (GMU). 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. For the articles (available both on Blackboard and on a class CD), copyright laws must be followed: print only one copy per student. The PowerPoint presentations, notes, and handouts are provided on Blackboard for your convenience and to facilitate your mastery of concepts presented in this course; PowerPoints will be available on Blackboard by noon of the class day or sooner. If you plan to print copies of PowerPoint slides, this must be done before class begins (before 4 pm or 7:20 pm) and using a 3 or more slides per page handout format (do not print full slide pages). 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.

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 also expected to have an active 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.

NON GMU Students: Your login for Blackboard Community is: *x_first name.last name.* For example John Smith's username would be x_john.smith. Your password is: *bbcommunity*.

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. Although Microsoft PowerPoint is part of the Microsoft Office Suite, students who do not have PowerPoint can download a free viewer that will allow at http://www.microsoft.com/downloads/details.aspx?FamilyId=D1649C22-B51F-4910-93FC-4CF2832D3342&displaylang=en Adobe Acrobat Reader is a free software program used to read

PDF files and can be downloaded at
http://www.adobe.com/support/downloads/product.jsp?product=10&platform=Windows

Students using Microsoft Office 2007 are expected to save and submit assignments in the Microsoft Office 2003 format, as all universities have not yet made the transition to Office 2007.

TaskStream Submission

TaskStream (www.taskstream.com) is an electronic portfolio and assessment management tool that the SD Consortium is utilizing in part to meet accreditation requirements for the National Council of Accreditation of Teacher Education (NCATE) as well as for student portfolio evaluation purposes. EVERY student taking this course at EVERY university IS REQUIRED to upload and submit the signature assignment for this course to TaskStream for evaluation by the end of the semester. Directions for creating this course to TaskStream and submitting assignments are available on Blackboard in the *TaskStream* folder within the *Syllabus* section.

The signature assignment(s) for this class is: *Case Study and Unit Plan*

Course Facilitators

Each class 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 at all possible (or later if need be). Because of the potential for confusion caused by people speaking at the same time in this multi-site course, it will be important to raise hands before asking questions or making comments. Along with the facilitators, I will try hard to enforce this rule and to be alert to questions from the distance sites. Facilitators will also FAX in-class written tasks following class or early the next day to me. When in class assignment forms or handouts are sent the day of the class, facilitators will need to download and copy them for class members.

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 in the drop box). You may direct your questions about Blackboard to the facilitator at the class site as well as to email Marci Kinas Jerome (mkinas@gmu.edu). She will be the best resource. We are all learning this system together and some of us will be faster than others. Expect some snafus along the way, but please help each other out as you can. You will want to download all the required materials early in the semester or as soon as they are posted. Please note, that some handouts/readings may be given to you in class that are not posted on blackboard. Also check Blackboard for announcements. Sometimes I will place handouts for class on Blackboard and will alert you by email or in the previous class; in these cases please download and bring them to class.

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 http://torrent.gmu.edu and click on the link for [Communication] in the Public Folders link. Classes are listed by date and time. Since the Consortium includes some remote site students, all consortium classes are broadcast live via the Internet at the same website. 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, in instances where students would otherwise miss class (in accordance to the attendance policy) students may participate in the class via the live web stream. However, students who participate in the web-stream instead of at their university site are still subject to the response cost as outlined in the attendance policy for this course. Directions for viewing the video-stream can be found in the course Blackboard site.

Student may also view the PowerPoints, communicate with the instructor, and interact with other at home students using Adobe Connect. Each consortium class has their own Adobe Connect website. To get to your Adobe Connect course site go to:

- Positive Behavior Supports: http://webcon.gmu.edu/pbs
- Curriculum and Assessment: http://webcon.gmu.edu/assessment
- Positioning and Handling: http://webcon.gmu.edu/positioning

You will login with the guest username (sdcguest@gmu.edu) and password (sdcsite).
The first time you use Adobe Connect you may be prompted to download a plug in, it only takes a few seconds to install.

Scoring Rubric
Resource Website

Student's Name:_____

Descriptor	Points	Comments
Web Address: website not previously used in class Possible 2 points		
Name(s) of organization or people who have created the website and their credentials (if stated). Possible 2 points		
Description of purpose of website Possible 2 points		
Type of information that it provides Possible 2 points		
Reasons why you think it would be a valuable resource for professionals and/or parents Possible 2 points		
Total (possible 10 points)		

Scoring Rubric
Low-Tech Assistive Device

Student's Name:_____

Descriptor	Points	Comments
Class presentation of Power Point and low-tech device Possible 6 points		
Description of student's strengths and challenges Possible 6 points		
Description of how to create device Possible 6 points		
Discuss a potential implementation plan for the use of the device with a student Possible 7 points		
Total Points Possible 25		

Scoring Rubric
Final Project: Case Study and Unit Plan
Signature Assignment

Student's Name:_____

Descriptor	Points	Comments
Introduction stating: o Subject (description of a topic being addressed) o Purpose of project Possible 4 points		
Background information: o Definition of disability o Describe typical behaviors for students with this disability o Methods for evaluating student's current level of functioning o Current strategies for assisting children with the disability Possible 8 points		
Detailed description of student's strengths and challenges Possible 8 points		
Detailed Plan discussing: o Goals of Plan o Environment for use o Implementation plan including team collaboration Possible 10 points		
Total **Possible 30 Points**		