

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

**EDSE 558
Medical Aspects of Physical and Sensory Disabilities in Young Children (3:3:0)
Spring 2010
Tuesdays, 4:30 – 7:10 pm
Innovation Hall 133**

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Office hours by appointment.

Course Description

Focuses on medical aspects of young children with disabilities and the role of professionals in service delivery. Explores etiology, symptomatology, and management of neuromotor disabilities. Emphasizes positioning, adaptive strategies, and understanding assistive technology devices. *Field Experience Required.*

Nature of Course Delivery

The class will include lecture, video, discussion, group work formats and will require active participation of all students.

Learner Outcomes

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

1. Have a basic understanding of the most common medical diagnosis affecting students eligible for special education services.
2. Understand and recognize 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 with 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 related and support staff working in trans-disciplinary settings.
8. Write educationally relevant IEP goals and objectives specific for positioning.
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

This course complies with the standards for teacher licensure established by the Council for Exceptional Children. The course content has been designed to address the following standards and competencies.

Council for Exceptional Children (CEC)

- Standard 2 Development and Characteristics of Learners

Virginia Early Childhood Special Education Endorsement Competencies

- Understanding of and experiences with the **medical aspects** of young children with disabling and at-risk conditions and the management of neurodevelopmental and motor disabilities, including emergency care and the role of health care professionals in the lives of individuals with disabilities.

Required Text

Orelove, F. P., & Sobsey, D. (1996). *Educating children with multiple disabilities: A transdisciplinary approach*. (4th ed.). Baltimore: Paul H. Brookes.

Required Readings

“Educating Ashley,” “Developing Cross-Cultural Competence: Serving Families of Children with Significant Developmental Needs,” “Working with Culturally and Linguistically Diverse Families”
The links to all these articles are available on blackboard.

Recommended Reading (not required)

Snell, M. E., & Brown, F. *Instruction of students with severe disabilities*. (5th ed.). New Jersey: Prentiss Hall.

Course Requirements

General Requirements

1. The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities, it is imperative that students keep up with the readings and participate in class.
2. Class attendance is important. If, due to an emergency, students will not be in class, they must email the instructor and leave a message.
3. The university requires that all pagers and cell phones be turned off before class begins. Laptops and other electronic devices are to be used for educational and learning purposes only and should not be used during class time to check email, surf the web, or communicate with people outside of the class unless part of the class activity.
4. It is expected that assignments will be turned in on time (the beginning of the class in which they are due). However, it is recognized that graduate students occasionally have serious problems that prevent work completion. If such a dilemma arises, students should speak to the instructor in a timely fashion.

Attendance

Attendance in class is important to students' learning; therefore, students are expected to make every effort to attend class sessions. Absences, tardiness, and leaving early may negatively affect course grades. The following policy is from the university course catalog:

Students are expected to attend the class periods of the courses for which they register. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation. Five points will be deducted from class total for each absence after the first one. Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus. The determination of penalty will be at the instructor's discretion, depending on the reason for the tardiness.

Note: To determine whether the campus is closed due to inclement weather, call 703-993-1000 or go to www.gmu.edu

Written Assignments

All written assignments prepared outside of class will be evaluated for content and presentation as graduate-level writing. 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 GMU library web guide at <http://library.gmu.edu/resources/edu/>.

Students will

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.

Grading Criteria

A = 95 – 100	A- = 90 – 94	B+ = 87 – 89	B = 83 – 86
B- = 80 – 82	C = 70 – 79	F = < 70	

A+ is possible if work is of exceptional high quality.

Grading Policy

All CEHD undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the catalog:

<http://catalog.gmu.edu/content.php?catoid=5&navoid=104>. Those students enrolled in a CEHD licensure 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.

CEHD Syllabus Statements of Expectations

All students must abide by the following:

- Students are expected to exhibit professional behavior and dispositions. See <http://gse.gmu.edu/facultystaffres/profdisp.htm> for a listing of these dispositions.
- Students must follow the guidelines of the University Honor Code. See <http://www.gmu.edu/catalog/apolicies/#Anchor12> for the full honor code.
- Students must agree to abide by the university policy for Responsible Use of Computing. See <http://www.gmu.edu/facstaff/policy/newpolicy/1301gen.html>. Click on responsible Use of Computing Policy at the bottom of the screen.
- Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See <http://www.gmu.edu/student/drc/> or call 703-993-2474 to access the DRC.

Assignments

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 learning experiences as is evidenced by (1) participating in all activities, (2) engaging in small and large group discussions, (3) completing written work related to the activities, and (4) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class discussions, activities, and written reflections.

Class Assignments/ Informal quizzes, group projects (15 points)

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 activity. More information will follow in class.

Mid-Term Exam (25 points) and Final Exam (20 points)

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.

Semester Project (25 points)

There will be one large project that will be due prior to class final. This project will encompass various areas that have been touched upon during the semester and tie in disabilities with lesson planning and use of positioning equipment and technology. Graduate students will need to explore Standards of Learning and ASOLs (T/TAC online – www.ttaconline.com) to develop their lesson plan. Graduate students will be graded on a higher standard commiserate with their educational background. Grading will be spelled out in the rubric for the project.

EDSE 558 Medical Aspects of Physical and Sensory Disabilities in Young Children Spring 2010 4:30-7:10 pm Tuesday Jan 19-May12th Fairfax Campus Innovation Hall 133 Schedule of Class Topics		
DATE	TOPIC	Readings and Class Activity
Tues Jan 19 Ms. Rapoza	Introductions/Review/Syllabus Blackboard Terminology, Typical/Atypical Development infants and toddlers Medical Characteristics with focus on Educational Impact and on Early Childhood Development	Read pp. 210-218 in Orelove (text). Read handout on Motor Development Distribute Educating Ashley to Graduate students Assign diagnosis project Discuss Final Project Child abuse requirement
Tues Jan 26 Mrs. Rapoza	Finish Medical Characteristics with focus on Educational Impact and on Early Childhood Development if necessary Brain anatomy Sensori-Motor Systems	Terminology Quiz Chapters 2, 6: Orelove Handouts Work in groups for diagnosis project
Tues Feb 2 Mrs. Rapoza	Impact of Vision Loss in the classroom Impact of Hearing Loss in the classroom Discuss cochlear implants	Orelove: Chapter 10 Bring any accommodation you may use in the classroom with visually impaired or hard of hearing students Video on cochlear implants Read articles on cochlear implants Link is on the attachment to the syllabus
Tues Feb 9 Mrs. Rapoza	Special Health Care Needs Health Care Plans Pharmacology for teachers	Chapter 8, 9: Orelove Diagnosis papers due: First group of 5 present diagnosis
Tues Feb 16 Mrs. Rapoza	Oral motor concerns Feeding issues in the classroom Dental concerns	Chapters 12: Orelove MIDTERM DISTRIBUTED Bring a wash cloth, toothbrush Cracker (any

And _____	Fine motor concerns Adapting for fine motor problems	type) Bring a hardback children's book Bring a simple, cheap puzzle
Tues Feb 23 Mrs. Rapoza	Tone/Posture Handling and positioning Use of adapted equipment w/c safety budget considerations Reflect on 1 st part of final project/class time to work on final projects	Chapters 7 Orelove Assign dates for final project Second group of diagnosis presented
CHANGE OF VENUE FOR CLASS Key Center School 6404 Franconia Rd. Springfield VA 22150		
Tues March 2 Rapoza & Walker	Adapted equipment Use of hoier lift Understanding w/c use Safe lifts and moves	Dress in comfortable clothing- no skirts or dresses. Closed toe shoes Grad students: Be prepared to discuss Educating Ashley MIDTERM DUE Third group of diagnosis presented
Tues March 9	Spring break no class	
Tues March 16 Mrs. Rapoza	Autism spectrum Sensory Issues Toileting Issues	Chapters 10, 13 Orelove Bring samples of toileting checklists
Tues March 23 Mrs. Walker	Motor groups- how to develop Balance, vestibular issues, playground safety Collaboration/transdisciplinary approach IDEIA; writing good IEP goals and objectives	Chapters 1, 2 Orelove Bring samples of IEP goals you think are good or bad Blackout all identifying information FINAL DISTRIBUTED
Tues March 30	Field Experience Opportunity: Will be discussed in class	
Tues April 6 Mrs. Rapoza	CASE STUDIES PRESENTED Child Abuse considerations Communicating with parents- best practice	Class project presented (5) CLASS PROJECT DUE Child abuse quiz Child abuse certificate due Read pp. 360-386
Tues April 13	Communication- aided/unaided Adaptations for Inclusion Technology for severe disabilities	Chapter 5, Orelove Bring a favorite switch or communication device
Tues April 20 Mrs. Rapoza	Self help and self care issues for young children with disabilities	Class project presented (5)
Tues April 27	Issues of culture and language when providing service to young children with physical disabilities Collaboration with families of students with disabilities Supporting home care of children who are medically fragile	Class projects presented (5)
Tues May 4 Mrs. Rapoza	READING DAY No Class	

Tues May 11	FINAL	Final class projects presented
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