



College of Education and Human Development

Early Childhood Education Program
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EDSE 558 Medical Aspects of Physical and Sensory Disabilities in Young Children (3:3:0)

Spring 2011: Thursdays 7:20-10:00 pm

Science Technology I: 126

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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.

Nature of Course Delivery

The class will have lecture, discussion (in-class and on-line), and 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 is aligned with the standards established by the National Association for the Education of Young Children (NAEYC) and the Council for Exceptional Children (CEC).

Required Texts

Orelove, F. P. & Sobsey, D., & Silberman, R. (2004). *Educating Children with Multiple Disabilities: A Collaborative Approach*. Fourth Edition. Baltimore, MD: Brookes Publishing. ISBN: 1557667101

Recommended Texts

Batshaw, M., Pellegrino, L., & Roizen, N. (2007). *Children with Disabilities*. Sixth Edition. Baltimore, MD: Brookes Publishing. ISBN: 1557668585 [Book on Reserve in Library]

College of Education and Human Development Expectations and Resources

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University 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 must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support

students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

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

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 call the instructor and leave a message.
3. The university requires that all pagers and cell phones be turned off before class begins. All in-class usage of electronic devices, which includes telephones, laptops, etc., must have approval of course instructor. Laptops and other electronic devices are to be used for educational and learning purposes only related to current class activities and should not be used during class time to check email, surf the web, or communicate with people outside of the class. Participation points may be lost if students fail to comply.
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 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. 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.

Written Assignments

All written assignments prepared outside of class will be evaluated for content and 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 guide at <http://library.gmu.edu/resources/edu/>. Students may consult the Writing Center for additional writing support.

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 = 109 – 115 A- = 104 – 108 B+ = 100 – 103 B = 95 – 99
 B- = 92 – 94 C = 80 – 91 F = < 80

A+ is possible if work is of exceptional high quality above and beyond that required for the course.

Grading Policy

All CEHD undergraduate and graduate 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 enrolled in a CEHD Licensure Graduate Certificate 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.

Specific Course Assignments

Assignments	Due Dates	Points
Attendance & Participation	Ongoing	15
Exam 1	Feb. 24	10
Exam 2	March 24	20
Interventions and Outcomes Project	April 14	15
Case Study Project	May 5	35
Exam 3	May 12	20
TOTAL		115

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 and online discussions, activities, and written reflections.

Interventions and Outcomes Project (15 points)

Students will work in small teams (3-5 people) to research intervention and outcomes for specific disabling conditions and present the information in class. A handout will be prepared by the team to share with classmates the day of their presentation. The handout will include:

- a. a brief description of the disabling condition including the etiology, characteristics, and medical prognosis,
- b. a description of at least two specific educational interventions,
- c. likely outcomes for the individual, and
- d. resources and references.

Exams (# 1=10 pts; # 2=20 pts; # 3=20pts)

Three 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.

Case Study Project (35 points)

This project enables students to integrate course information through a case study approach. Students will be provided a choice a case studies. For the selected case study, students will:

1. choose an age and developmentally appropriate curricular goal from a preschool curriculum or FCPS preschool Program of Studies (POS), or a VAAP goal based on Standards of Learning (SOL) [check blackboard for weblinks]
2. create a multiple component lesson plan that integrates
 - Positioning and includes equipment needs, scheduling, and related service interventions
 - Assistive Technology and includes equipment needs, student use, and related service interventions

- A home program that considers cultural differences, attitudes, and language
- Assessment of skill achievement
- VAAP evidence (if appropriate)

3. In a brief paper (@ 2 pages), the student will also discuss

- how the case study child's diagnosis influenced the choice of lesson plans
- how the lesson plan addresses the child's physical needs, cognitive performance levels, and behavioral needs
- opportunities for inclusion and/or community-based instruction

and reflect upon

- how this case study exercise changes (or does not change) their perspective of the role of a special education teacher
- the level of knowledge required beyond teaching strategies to educate and support the case study child
- the role of paraprofessionals in their classroom.

The paper should show evidence that the student considered how to meet multiple student needs, their role as a coordinator of multiple services, and the value of comprehensive planning. The paper should be well written with appropriate grammar, spelling, person first language, follow APA style and include at least two references.

EDSE 558 - Course Schedule and Topics

Date	Topic	Readings & Assignments Due
Jan. 27	Introduction and Course Overview Genetics	Batshaw: Ch. 1 <i>Book on reserve in library</i>
Feb 3	Medical Characteristics: Focus on Educational Impact and Early Childhood Development (pre-natal diagnosis, labor and delivery)	Batshaw: Ch. 2-4 <i>Book on reserve in library</i>
Feb 10	Typical and Atypical Development Brain and Central Nervous System	Orelove: Ch 6
Feb 17	Sensorimotor Development: Implications for the Educational Team	Orelove: Ch 6
Feb 24	Collaborative educational services Transdisciplinary practices, roles and responsibilities	Orelove: Chs. 1 & 2 Exam # 1 due
Mar 3	Sensorimotor impairments: Impact of vision loss and hearing loss in the classroom.	Orelove: Ch. 10

Mar 10	Children with special health care needs Integrating health care and educational programs	Orellove: Chs. 8 & 9
Mar 17	Spring break no class	
Mar 24	Tone / Posture Physical Management in the Classroom: Handling and Positioning Adaptive Equipment	Orellove: Ch. 7 Exam # 2 due
Mar 31	Oral motor and dental concerns Feeding issues and skills Adapting for fine motor issues	Orellove: Ch. 12
Apr 7	Communication- aided/unaided Adaptations for Inclusion Technology for severe disabilities	Orellove: Chs 5 & 11
Apr 14	Transdisciplinary approach IEP goals and objectives Individualized instruction	Orellove: Chs. 3 & 4 Intervention & Outcome Project due <i>Class presentations</i>
Apr 21	On-line work: Child abuse Communicating and working with families	Orellove: Ch 2
Apr 28	Self help and self care issues for young children with disabilities	Orellove: Ch 13 <i>Class presentations</i>
May 5	Issues of culture and language when providing service to young children with physical disabilities Supporting home care of children who are medically fragile	Case Study Project Due <i>Class presentations</i>
May 12	FINAL	Exam # 3 Due

*Schedule subject to change based on needs of class and discretion of the instructor.