



College of Education and Human Development

Early Childhood Education Program

4400 University Drive, MS 4B3, Fairfax, Virginia 22030

Phone: 703-993-3844; Fax: 703-993-4370; email: earlyed@gmu.edu

<https://gse.gmu.edu/programs/earlychildhood/>

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

Fall 2011

Day, Time: Thursday, 4:30-7:10

Location: Prince William Campus, Bull Run Hall, 247

Instructor: Eva Thorp, Ed.D.

Office: Robinson A329a

Telephone: 703.993.2035

Email address: ethorp@gmu.edu

Office hours: before and after class, or 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.

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 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

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.

College of Education and Human Development Core Values

In the context of an enduring college-level and university-level commitment to teaching, research and service, the College of Education and Human Development also holds the following core values:

Collaboration

Collaboration is an important human activity that involves shared responsibility in promoting healthy, productive lives and educational success. We commit ourselves to work toward these goals in genuine partnerships with individuals, families, community agencies, schools, businesses, foundations, and other groups at the local, regional, national and international levels.

Ethical Leadership

In all professions represented by the college, leadership is an essential component denoting ability and willingness to help lead professional practice to higher levels. We commit ourselves to practice ethical leadership through deliberate and systematic attention to the ethical principles that guide all leaders in a moral society.

Innovation

We have a history of creating dynamic, innovative programs and we are dedicated to continue creating innovative approaches in all areas of our work. We commit ourselves to seeking new ways to advance knowledge, solve problems, improve our professional practice and expand on our successes.

Research-Based Practice

The best practice in any discipline is based upon sound research and professional judgment. We commit ourselves to basing our instruction, scholarship and policy recommendations on well-established principles that, wherever possible, emerge from research and reflection on its implications for professional practice.

Social Justice

Social justice embodies essential principles of equity and access to all opportunities in society, in accordance with democratic principles and respect for all persons and points of view. We commit ourselves to promoting equity, opportunity, and social justice through the college's operations and its missions related to teaching, research, and service.

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 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 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 do the following:

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 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	Sept. 22	10
Exam 2	Oct. 13	10
Interventions and Outcomes Project	Nov. 10	15
Case Study Project	Dec. 1	35
Exam 3	Dec 15	15
TOTAL		100

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 critically reflective thinking through in-class and online discussions, activities, and written reflections.

Interventions and Outcomes Project (15 points)

Students will work in pairs (2 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=10 pts; # 3=15pts)

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 of 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, 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.

Course Schedule and Topics

Date	Topic	Readings & Assignments Due
Sept. 1	Introduction and Course Overview Genetics	Batshaw: Ch. 1
Sept. 8	Medical Characteristics: Focus on Educational Impact and Early Childhood Development (pre-natal diagnosis, labor and delivery)	Batshaw: Ch. 2-7
Sept. 15	Typical and Atypical Development Brain and Central Nervous System	Batshaw: Ch. 13&15; Orelove: Ch 6
Sept. 22	Sensorimotor Development: Implications for the Educational Team	Orelove: Ch 6; Batshaw: Ch. 14
Sept. 29	Collaborative educational services Transdisciplinary practices, roles and responsibilities	Orelove: Chs. 1 & 2; Batshaw: 33, 38 Exam # 1 due
Oct. 6	Sensorimotor impairments: Impact of vision loss and hearing loss in the classroom.	Orelove: Ch. 10; Batshaw: Ch. 11&12
Oct. 13	Children with special health care needs Integrating health care and educational programs	Orelove: Chs. 8 & 9
Oct. 20	Tone / Posture Physical Management in the Classroom: Handling and Positioning Adaptive Equipment	Orelove: Ch. 7; Batshaw: Ch. 26, 27,37 Exam # 2 due
Oct. 27	Oral motor and dental concerns Feeding issues and skills Adapting for fine motor issues	Orelove: Ch. 12; Batshaw: Ch. 31, 32
Nov. 3	Communication- aided/unaided Adaptations for Inclusion Technology for severe disabilities	Orelove: Chs 5 & 11; Batshaw: Ch. 22&36
Nov. 10	Transdisciplinary approach IEP goals and objectives Individualized instruction	Orelove: Chs. 3 & 4; Batshaw: Ch. 34 Intervention & Outcome Project due <i>Class presentations</i>

Nov. 17	On-line work: Child abuse Communicating and working with families	Orelove: Ch 2; <i>Class presentations</i>
Nov. 24	NO CLASS - THANKSGIVING	
Dec. 1	Self help and self care issues for young children with disabilities	Orelove: Ch 13 Case Study Project Due
Dec. 8	Issues of culture and language when providing service to young children with physical disabilities Supporting home care of children who are medically fragile	Batshaw: Ch 40 & 42
Dec. 15	FINAL	Exam # 3 Due

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

EDSE 558 Case Study Rubric (35 possible points)

Student Name:

Assignment Dimension	Grading Elements		
Statement of age and developmentally appropriate goal Goal clearly related to student profile.	Goal and objective well described. Matches student profile for age, grade and cognitive level. 2 pts	Missing elements of goal or objectives. No clear relationship to student. 1 pt	No goal or objectives identified. Minimal or poor correspondence to student profile. 0 pts
Lesson Plan Elements	Clear, comprehensive plans and expected outcomes. Well defined accommodations for student profile.	Lacking comprehensive elements of planning and outcomes. Accommodations for student profile minimally addressed.	Plans do not account for all elements. Accommodations lacking or poorly addressed.
<i>*Positioning (equipment, schedule, related services)</i>	4 pts	2 pts	1 pt
<i>*Assistive Technology (equipment, student use, related services)</i>	4 pts	2 pts	1 pt
<i>*Home Program (considers cultural differences, attitudes, and language)</i>	4 pts	2 pts	1 pt
<i>*Assessment of skill achievement and VAAP evidence as appropriate</i>	4 pts	2 pts	1 pt
Discussion and Reflection	Well thought out. Integration of course materials: terminology; rationale. Teacher and student perspectives.	Incomplete arguments. Limited information from class and resources. Limited perspective.	Poorly presented. Lacks information. Does not address teacher and student perspectives.

<i>How child diagnosis influenced the choice of lesson plans</i>	2 pts	1 pt	0 pt
<i>How lesson plan addresses child's physical needs, cognitive performance levels, and behavioral needs</i>	3 pts	2 pts	1 pt
<i>Opportunities for inclusion and/or community-based instruction</i>	3 pts	2 pts	1 pt
<i>How case study changes(or does not change) perspective of role of special educator</i>	2 pts	1 pt	0 pt
<i>Level of knowledge required beyond teaching strategies</i>	3 pts	2 pts	1 pt
<i>Role of paraprofessionals in classroom</i>	3 pts	2 pts	1 pt
Mechanics Grammar, spelling Person first language APA style 2 references	No mistakes Proper APA style inc. citations 2 references 1 pts	2-3 grammatical errors 1-2 citation errors Less than 2 references .5 pt	4 or more grammatical errors Improper citations No references 0 pts
Total Points Earned			