



College of Education and Human Development

Early Childhood Education Program
4400 University Drive, MS 4C2, Fairfax, Virginia 22030
Phone: 703-993-3844; Fax: 703-993-4370; email: earlyed@gmu.edu
<https://gse.gmu.edu/programs/earlychildhood/>

ECED 506.001 Medical Aspects of Physical and Sensory Disabilities in Diverse Young Learners (3:3:0)
Spring 2015
Wednesdays, 4:30pm – 7:10pm
Robinson A247

Instructor: Deborah Wolcott Stone, Ph.D.

Telephone:

Email address: dstone10@gmu.edu

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.

Nature of Course Delivery

This course utilizes a distributed learning format requiring active participation of all students. Students are expected to complete all class readings prior to each session so as to engage in active dialogue, productive learning, and critical reflection. Activities will include instructor presentation, small-group discussions, student presentations, videos, and whole class sharing to support course content. In addition, a Blackboard online component of coursework is required.

Learner Outcomes

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

1. Have a basic understanding of the most common medical diagnoses 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 having 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 Council for Exceptional Children (CEC).

Required Texts

Batshaw, M., Roizen, N., & Lotrecchiano, G. (2013). *Children with Disabilities* (7th ed.). Baltimore, MD: Brookes Publishing. ISBN: 159857194X

American Psychological Association. (2009). *Publication style manual* (6th ed.). Washington, DC: APA. ISBN: 1433805618

Other Required Readings

Hershkowitz, I., Lamb, M.E., & Horowitz, D. (2007). Victimization of children with disabilities. *American Journal of Orthopsychiatry*, 77(4), 629-635.

Hibbard, R.A., Desch, L.W., Committee on Child Abuse and Neglect, & Council on Children with Disabilities. (2007). Maltreatment of children with disabilities. *Pediatrics*, 119, 1018-1025. doi: 10.1542/peds.2007-0565.

Stalker, K. and McArthur, K. (2012) Child abuse, child protection and disabled children: A review of recent research. *Child Abuse Review*, 21(1), 24-40. ISSN 0952-9136

George Mason University Policies and Resources for Students

- Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- Mason Email – 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, division, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].

- Counseling and Psychological Services – 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/>].
- Office of Disability Services – 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 <http://ods.gmu.edu/>].
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- The Writing Center (Optional Resource) – 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/>].
- University Libraries (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See <http://library.gmu.edu/>].

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

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.

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.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 and on-line.
2. Attendance in class and/or online is important to students' learning; therefore, students are expected to make every effort to attend class sessions and/or complete online tasks within the designated timeframe. Absences, tardiness, leaving early, and not completing online tasks in the designated timeframe may negatively affect course grades. If, due to an emergency, students will not be in class, they must call the instructor and leave a message or send an email before class. 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.
3. In line with Mason's policy that students should not be penalized because of observances of their religious holidays, students shall be given an opportunity to make up, within a reasonable time, any academic assignment that is missed due to individual participation in religious observances. It is the student's responsibility to inform the instructor of any intended absences for religious observations in advance of the class that will be missed. Notice should be provided in writing as soon as possible.
4. During face-to-face and live online meetings, cell phones, pagers, and other communicative devices are not allowed in this class. Students must keep them stowed away and out of sight. Laptops or tablets (e.g., iPads) may be permitted for the purpose of taking notes only. Engaging in activities not related to the course (e.g. gaming, email, chat, etc.) will result in a significant reduction in the participation grade.
5. It is expected that assignments will be turned in on time. 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 prior to the assignment due date

(when possible). If the student does not communicate with the instructor, a late penalty will be applied.

6. Mason is an Honor Code university; please see the Office for Academic Integrity for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when responsible for a task, students will perform that task. When students rely on someone else's work in an aspect of the performance of that task, they will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind), students will ask for guidance and clarification.

Written Assignments

All formal written assignments 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 at <http://infoguides.gmu.edu/content.php?pid=39979> 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

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 18	10
Exam 2	Apr 1	15
Interventions & Outcomes Project	Apr 8	15
Case Study Project	Apr 29	30
Exam 3	May 6	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 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 and online learning experiences as evidenced by (1) participating in all activities, (2) engaging in small and large group discussions, (3) using laptops and other electronic devices only to support discussion and learning in a manner that is not disruptive to others and not for non-academic uses during class time, (4) completing written work related to the activities, and (5) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.

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

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:

- Brief description of the disabling condition, including the etiology, characteristics, and medical prognosis;
- Description of at least two specific educational interventions for young children with this condition;
- Likely outcomes for the child; and
- Resources and references.

Exams (# 1=10 pts; # 2=15 pts; # 3=15 pts)

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 consist primarily of essay questions.

Case Study Project (30 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 the Virginia Foundation Blocks for Early Learning.
2. Create a multiple component lesson plan that integrates
 - Positioning and includes equipment needs, scheduling, and related service interventions;
 - Assistive Technology, including equipment needs, student use, and related service interventions;
 - Home program that considers cultural differences, attitudes, and language; and
 - Assessment of skill achievement.
3. Discuss (in a brief/about 2 page paper):
 - 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
 - How this case study exercise changes (or does not change) your perspective of the role of a special education teacher
 - Level of knowledge required beyond teaching strategies to educate and support the case study child.

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, and follow APA style with at least two references.

ECED 506 Course Schedule and Topics

Date	Topic	Readings & Assignments Due
Jan 21	Introduction and course overview, genetics	Batshaw – Chapter 1
Jan 28 (Online)	Medical characteristics: Focus on educational impact and early childhood development (pre-natal diagnosis, labor and delivery)	Batshaw – Chapters 2, 3, 4
Feb 4	Sensorimotor development: Brain and nervous system	Batshaw – Chapter 12
Feb 11 (Online)	Neuromuscular and musculoskeletal development	Batshaw – Chapter 13
Feb 18	Developmental disabilities	Batshaw: Chapters 15, 17 DUE – Exam 1
Feb 25 (Online)	Vision loss and hearing loss	Batshaw – Chapters 10, 11
Mar 4	Communicating and working with families	Batshaw – Chapter 37
Mar 11	Spring break	NO CLASS

Date	Topic	Readings & Assignments Due
Mar 18	Neuro-Developmental Therapy (NDT) Physical management in the classroom	
Mar 25 (Online)	Collaborative educational services, special education services, and early intervention	Batshaw – Chapters 30, 31
Apr 1	Oral motor and dental concerns Feeding issues and skills Supporting home care of children who are medically fragile	Batshaw – Chapter 9 DUE – Exam 2
Apr 8 (Online)	On-line module – <i>Child Abuse Recognition and Prevention</i>	Hershkowitz (2007), Hibbard (2007), Stalker (2012) DUE – Intervention & Outcome Project
Apr 15	Behavior principles and behavior management Self-help and self-care issues for young children with disabilities	Batshaw – Chapter 32
Apr 22		DUE – Class presentations
May 1		DUE – Class presentations DUE – Case Study Project Due
May 6		DUE – Exam 3

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