



**College of Education and Human Development  
Division of Special Education and disAbility Research**

Spring 2016

EDSE 669 626: Interdisciplinary Approach for Children with Sensory and Motor  
Disabilities

CRN: 18476, 3 - Credits

<b>Instructor:</b> Dr. Melissa Ainsworth	<b>Meeting Dates:</b> 03/28/16 - 05/16/16
<b>Phone:</b> 703-993-5469 <b>Cell:</b>	<b>Meeting Day(s):</b> Monday
<b>E-Mail:</b> mainswor@gmu.edu	<b>Meeting Time(s):</b> 5:00 pm-10:00 pm
<b>Office Hours:</b> By Appointment	<b>Meeting Location:</b> Off-campus/Other County Location

***Note:** This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.*

**Course Description**

Emphasizes positioning, handling, and adaptive strategies. Focuses on understanding the roles of related disciplines in collaborative planning and service delivery.

Hours of Lecture or Seminar per week: 3

Hours of Lab or Studio per week: 0

**Prerequisite(s):** None

**Co-requisite(s):** None

**Advising Contact Information**

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other students should refer to their faculty advisor.

## **Nature of Course Delivery**

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard
7. Alternate site for class one night for the purpose of learning

## **Learner Outcomes**

Upon completion of this course, students will be able to:

- Describe typical physical development of children and apply this knowledge in guiding learning experiences.
- 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.
- Understand the role muscle tone plays in the positioning and handling of students.
- Be familiar with common positioning equipment used in the classroom.
- Be able to identify the physical, sensory, and/or health/medical needs of students with severe disabilities and understand how these needs impact the educational program.
- Be familiar with common medical terms used in conjunction with a variety of medical diagnosis.
- Understand the roles and responsibilities of related and support staff working in a collaborative setting.
- Be able to write educationally relevant IEP goals and objectives that address self-care and/or self-management of student physical, sensory, and/or medical needs that also enhances academic success.
- Given an IEP, be able to develop lesson plans incorporating the goals and objectives, integrating positioning programs into the lessons.
- Know where to go for help in the school system for related services, and how and when to initiate requests for assistance.
- Know how to establish self-help, feeding, grooming, sensory, and toileting programs.

## **Required Textbooks**

Orellove, F. P., Sobsey, D., & Silberman, R. K. (2004). *Educating Children with Multiple Disabilities: A collaborative Approach*. 4th Edition. Baltimore, MD: Paul Brookes. ISBN: 9781557667106

Additional readings as provided and assigned.

### **Digital Library**

Effective summer 2015, the Division of Special Education and disAbility Research will discontinue the use of the Pearson Digital Library. No further registrations will be accepted. Students who hold current subscriptions will continue to have access to the library for the remainder of their subscription time. However, no further updates will be made to the digital library. During this time, should a textbook be revised or a new book is adopted for a class where the text is included in the digital library, Pearson will have options available to you and will provide you with an individual e-text or, if there is no e-text, a printed copy. Students, who have purchased a 3-year subscription directly through Pearson Education, will also have an option to obtain a prorated refund. However, 3-year subscription access cards purchased via the GMU bookstore will need to speak with a George Mason Bookstore Representative. Please be aware that the issuance of a refund, in this case, is at the discretion of the George Mason bookstore. Concerns or questions may be directed to Molly Haines at Molly.Haines@pearson.com.

### **Recommended Textbooks**

Batshaw, M., Roizen, N. J., Lotrecchiano, G. R. (2013). *Children With Disabilities*. 7<sup>th</sup> Edition. Baltimore, MD: Paul Brookes Publishing. ISBN: 13: 9781598571943

### **Required Resources**

Access to blackboard

### **Additional Readings**

As assigned and posted in blackboard

### **Course Relationships 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 area of Special Education – Adapted Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. The CEC standards that will be addressed in this class include Standard 1: Learner Differences, Standard 3: Curricular Content Knowledge, Standard 4: Assessment, & Standard 5: Instructional Planning and Strategies. (Updated Fall 2014 to align with the revised CEC Standards)

### **GMU Policies and Resources for Students:**

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- c. 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.
- d. 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/>].
- e. Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. <http://ods.gmu.edu/>.
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. 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/>].

### **Professional Dispositions**

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

### **Core Values Commitment**

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. [See <http://cehd.gmu.edu/values/>]

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 Policies & Expectations

### *Attendance.*

#### **Attendance.**

This class is designed to be interactive and rigorous. This is so your learning is optimized. Your attendance in class is important and *required*. There are only eight sessions for this course so it is of utmost importance that you make every effort to attend class. If you are absent, your class activity grade for that date will be 0. **In class Activities may NOT be made up.** Please contact the instructor if you know ahead of time that you will not be in class on a particular day due to illness or an emergency.

### *Late Work.*

#### **Late Work.**

All assignments are due **in class** by 4:30PM on the dates listed in the course schedule in this syllabus. *Five percent of the available points* for the assignment will be deducted each day for late submissions during the first week after the due date. *After one week* from the due date, assignments will not be accepted. Thus an assignment that is three days late is able to obtain only 85% of the points for the assignment regardless of the quality of the work. After one week, the assignment will no longer be accepted and a score of zero will be entered into the grade book for the assignment.

The point deduction will be made after the grading is complete. The date that the assignment was received by the instructor in hand will be considered the date submitted. Submitting an assignment late does not alter the due dates of the other assignments and prevents timely feedback to students regarding their work may be of value in later assignments. Strive to keep up with the assignment schedule so that you will be able to have appropriate formative evaluation and feedback from your instructor across the semester.

#### **Tk20 Performance-Based Assessment Submission Requirement**

Every student registered for any Special Education course with a required performance-based assessment is required to submit the *Physical Management Plan with Assistive Technology* to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

## **Grading Scale**

94-100% = A

90-93% = A-

87-89% = B+

82-86% = B

80-81% = B-

70-79% = C

<70% - F

## **Assignments**

### **Performance-based Assessment (TK20 submission required).**

100 points possible.

Physical Management Plan with Assistive Technology (Instructional Program): For this assignment, students are to identify a student within an educational setting who has a severe and/or multiple disabilities as well as physical, sensor, and /or medical needs. For those without access to a student who meets this description, the instructor will provide you with a student or a case study will be provided if no student is available. You will

1. Write a detailed description of this student based on records available and observation of the student
2. Determine a functional goal
3. Plan an instructional strategy to teach this goal.

### **Performance-based Common Assignments (No TK20 submission required).**

The physical management plan will be uploaded twice – once for TAK20 and a second time for assessment as a common assignment. More information will be provided on BB.

### **Other Assignments.**

**Research Reviews:** 50 points each for a total of 100 points possible.

As a teacher, you should be able to read and apply research in your field. You will be assigned one article to critique outside of class which is worth up to 50 points. You will choose a second article to critique on your own as well which is worth up to 50 points. The two scores will be added to equal one grade of up to 100 points possible.

**In Class Assignments:** 20 points each for a total of 100 points possible

There will be a total of 5 (five) in class assignments throughout the course. They may be writing assignments, reading checks, an in class group “project” or other assignment. Each of the

assignments are worth up to 20 points for a possible 100 points total. **In class assignments can NOT be made up** . Please note that if you miss class the night of an in class assignment – you will be able to make it up. In class assignments are designed to practice what was learned in class.

## Schedule

Session #	Date	Topic	Reading Assignments to be completed <b>before</b> class ( <i>Articles are posted in Blackboard</i> )	Assignments due
1	3-28-16	Course Overview: Quality of Life; Educating for the future; Attitudes		
2	4-4-16	Typical physical development & self-care needs; common medical diagnosis & terms;	Chapter 1: Orelove, Hoon & Tolley (2013) Gage (1991)	
3	4-11-16 <b>**Meet at Key Center</b>	Positioning equipment; adaptations in the classroom: Assistive technology	Chapters 5 & 7: Orelove	This class period will take place at Key Center on Franconia road in Springfield.
4	4-18-16	Guest Panel of Students; writing IEP goals that address self-care, Sensory impairments/ communication/scanning	Chapters 2 & 3: Orelove Heller & Avant (2011) Chapters 10 & 11: Orelove, Sobsey & Silberman	1 <sup>st</sup> research article review due.(hard copy due in class)
5	4-25-16	SI Positioning lab; guest speaker Colleen Wood, physical therapist	Chapter 6 & 9: Orelove  Barnes & Whinnery(2002)	
6	5-2-16	Feeding lab Family life – SIB - Abuse	Chapter 12: Orelove, Oliver & Petty (2012)  Hershowitz & Lamb (2007)	2 <sup>nd</sup> research article review due. (hard copy due in class)
7	5-9-16	ON LINE Class & Quiz The Law	Obringer & Coffey	Online Assignment due tonight.
8	5-19-14	Related Service Providers; integrating physical needs into lesson planning		Instructional plan due uploaded to blackboard

\*\*This schedule is subject to change. If changes occur the instructor will provide you with an updated schedule.