



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

Fall 2016

EDSE 469 001: Interdisciplinary Approach for Children with Sensory and Motor
Disabilities

CRN: 77968, 3 - Credits

Instructor: : Dr. Grace “Frankie” Francis	Meeting Dates: 08/29/16 - 12/20/16
Phone: 703.993.6064	Meeting Day(s): Tuesday
E-Mail: gfranci4@gmu.edu	Meeting Time(s): 7:20 pm - 10:00 pm
Office Hours: By Appointment	Meeting Location: Fairfax

***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.

Equivalent to EDSE 669

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.

Advising Tip

Are you completing a special education minor? If so, be sure to send your Undergraduate Minor Declaration (<http://registrar.gmu.edu/wp-content/uploads/UMD.pdf>) to the advising office: Fairfax campus Finley 102, phone: 703-993-3670, fax: 703-993-3681.

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. Electronic supplements and activities via Blackboard

Learner Outcomes

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

1. Describe typical physical development of children and apply this knowledge in guiding learning experiences.
2. 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.
3. Understand the role muscle tone plays in the positioning and handling of students.
4. Be familiar with common positioning equipment used in the classroom.
5. 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.
6. Be familiar with common medical terms used in conjunction with a variety of medical diagnosis.
7. Understand the roles and responsibilities of related and support staff working in a collaborative setting.
8. 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.
9. Given an IEP, be able to develop lesson plans incorporating the goals and objectives, integrating positioning programs into the lessons.
10. Know where to go for help in the school system for related services, and how and when to initiate requests for assistance.
11. Know how to establish self-help, feeding, grooming, sensory, and toileting programs.

Required Textbooks

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

Additional Readings

As assigned and posted on Blackboard.

Course Relationships to Program Goals and Professional Organizations

This course is part of The Virginia Consortium for Teacher Preparation in Special Education Adapted Curriculum, a grant from the Virginia Department of Education that includes George Mason University, Virginia Commonwealth University, Radford University, Norfolk State University, Old Dominion University, and James Madison University. Through the completion of the Adapted Curriculum 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. [See <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.

Students earn attendance and participation points each class. Students cannot make up attendance/participation points if the miss class, arrive late, or leave early.

Late Work.

There will be a 10% deduction in grade per day for work submitted late. Students may submit work early if they would like to receive instructor feedback. At the instructor's discretion, students may be given the opportunity to resubmit an assignment, assuming the assignment is submitted on time. Resubmitted assignments are not eligible for full credit.

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

Students are expected to complete all assignments and, consistent with university policy, will be graded according to the following scale:

Grade	Percentile
A	100.-90.
B+	89.99-88.
B	87.99-80.
C	79.99-70.
D	69.99- 60.
F	59.99 and below

All assignments are assigned points, based on an instructor-developed rubric. Course grades are calculated by summing the points earned on assignments and participation.

Assignments

Performance-based Assessment (Tk20 submission required).

Assignment	Description	Points	Due date
Physical Management Plan with Assistive Technology	-Description of student -Functional goal -Laws and policies related to education of student -Instructional strategy to achieve goal	100	Dec 6

Performance-based Common Assignments (No Tk20 submission required).

Assignment	Description	Points	Due date
Interview with an Expert	Online, in-person, or phone interview with an expert who works with students with physical or sensory impairments	50	Nov 15
Discussion Board Post	Assistive technology budget and purchasing	30	Oct 18

Other Assignments.

Assignment	Description	Points	Due date
Attendance	Attend and participate in each class	5/each total of 55	Weekly

Total: 225

Schedule

Week/Date	Topics Covered	Readings Covered¹	Assignments Due
1 Aug 30	Course overview Introductions		
2 Sept 6	Characteristics	Orelve 6	
3 Sept 13	Policy		
4 Sept 20	Assistive technology	Orelve 5 & 9	
5 Sept 27	Orthopedic impairments	Orelve 7	
6 Oct 4	Sensory impairments	Orelve 10	
7 Oct 11	Communication impairments ** online	Orelve 11	
8 Oct 18	Family-professional partnerships	Orelve 2	Discussion board post
9 Oct 25	School and inclusion	Orelve 1	
10 Nov 1	IEP components and goals	Orelve 3	
11 Nov 8	Class release to interview expert	See folder on Blackboard interview assignment	VOTE!! ☺
12 Nov 15	Daily living and self-help	Orelve 12 & 13	Interview with an Expert
13 Nov 22	**no class		
14 Nov 29	Transition and employment ** online		One question for Paul
15 Dec 6			Physical Management Plan with Assistive Technology

¹Check Blackboard for additional readings each week.