



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

Spring 2017

EDSE 669 633: Interdisciplinary Approach for Children with Sensory and Motor
Disabilities

CRN: 21107, 3 – Credits

Instructor: Dr. Melissa Ainsworth	Meeting Dates: 01/09/17 – 03/20/17
Phone: 703-993-5469	Meeting Day(s): Monday
E-Mail: mainswor@gmu.edu	Meeting Time(s): 5:00 pm - 9:30 pm
Office Hours: By Appointment	Meeting Location: Off-campus
Office Location: Finely 206A	Other Phone:

Note: This syllabus may change according to class needs. Teacher Candidates/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.

Schedule Type: LEC

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 teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

Advising Tip

Have you met with an advisor? All students should make an appointment to meet with an advisor to outline a plan for completing coursework and non-course requirements such as testing. To make an appointment by phone or in person, go to <http://gse.gmu.edu/special-education/advising/>.

Course Delivery Method

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

Learner Outcomes

Upon completion of this course, teacher candidates/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 teacher candidates/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 teacher candidates/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 teacher candidates/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.

Course Relationship 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, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include CEC Standard 1: Learner development and individual differences (InTASC 1,2); CEC Standard 3: Curricular Content Knowledge (InTASC 4,5); CEC Standard 4: Assessment (InTASC 6) & CEC Standard 5: Instructional Planning and Strategies (InTASC 7,8).

Required Textbooks

Orelove, Sobsey & Giles, *Educating Students w/Severe & Multiple Disabilities: A Collaborative Approach*, 5th edition, Paul Brookes, ISBN 9781598576542

Recommended Textbooks

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

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

Required Resources:

Access to Blackboard

Additional Readings

As assigned and posted in blackboard

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Tk20 Performance-Based Assessment Submission Requirement

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDSE 669, the required PBA is Physical Management Plan with Assistive Technology. Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-

stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the “IN” can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments

Performance-based Assessment (Tk20 submission required)

100 points

Physical Management Plan with Assistive Technology (Instructional Program): For this assignment, students are to identify a student within an educational setting who has severe and/or multiple disabilities including physical, sensory, 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.

More details are available on Blackboard under the Assignments tab

College Wide Common Assessment (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.

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

none

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: 15 points each for a total of 90 points possible

There will be a total of 6 (six) unannounced 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 15 points for a possible 90 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.

Course Policies and Expectations

Attendance/Participation

This class is designed to be interactive and rigorous. This is so your learning is optimized. Your attendance in class is important and *required*. This a shortened semester course so it is of utmost importance that you make every effort to attend class. If you are absent, your class activity grade for the date will be 0. **In class activities may NOT be made up.**

Late Work

All assignments are due **posted to blackboard** by 5:00 PM 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. **If you are having difficulty with an assignment, please contact the instructor as soon as possible.**

Submitting an assignment late does not alter the due dates of the other assignments and prevents timely feedback that may be of value in later assignments. Strive to keep up with the assignment schedule.

Grading Scale

94-100% = A

90-93% = A-

87-89% = B+

82-86% = B

80-81% = B-

70-79% = C

<70% = F

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: <http://cehd.gmu.edu/values/>

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.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/>).
- 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 Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

Class Schedule

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Session #	Date	Topic	Reading Assignments to be completed before class (<i>Articles are posted in Blackboard</i>)	Assignments due
1	1-9-17	Course Overview: Quality of Life; Educating for the future; Attitudes: understanding research		
	1-16-17	No class!	Get ahead on readings	
2	1-23-17	Typical physical development & self-care needs; common medical diagnosis & terms;	Chapter 3: Orelove, Hoon & Tolley (2013) Gage (1991)	
3	1-30-17	writing IEP goals that address self-care, Sensory impairments/ communication/scanning:	Chapters 4,5,6,7: Orelove Heller & Avant (2011)	.
4	2-6-17 **Meet at Key Center	Positioning equipment; adaptations in the classroom: Assistive technology	Chapters 11: Orelove	1 st research article review due.
5	2-13-17	Positioning lab; guest speaker Colleen Wood, physical therapist	Chapter 9: Orelove Barnes & Whinnery(2002)	
	2-20-17	No class!		
6	2-27-17	The Law – SIB - Abuse	Obringer & Coffey Oliver & Petty (2012) Hershowitz & Lamb (2007)	2 nd research article review due.
7	3-6-17	Guest Panel of Students Family life	Chapters 2 & 9: Orelove	

Session #	Date	Topic	Reading Assignments to be completed before class (<i>Articles are posted in Blackboard</i>)	Assignments due
8	3-13-17	Feeding lab	Chapter 8: Orelove,	Instructional plan due uploaded to blackboard
9	3-20-17	Related Service Providers; integrating physical needs into lesson planning	Chapter 1: Orelove	

Assessment Rubric(s)

Physical Management Plan Scoring Guide

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Student Description CEC/IIC Standard 1	Candidate provides partial demographic and background information, giving only a limited view of the context of student's physical, sensory, medical and academic needs, and levels of support. Candidate provides a limited discussion of the educational impact of the student's exceptionality and current physical, sensory, and/or medical needs, attitude, interests, values, and behavior and the effect these conditions can on the life of a student with severe exceptional learning needs.	Candidate provides demographic and background information related to the target student's physical, sensory, and/or medical needs as well as academic needs and levels of support. Candidate discusses the educational impact of the student's exceptionality and current physical, sensory, and/or medical needs, attitude, interests, values, and behavior and the effect these conditions can on the life of a student with severe exceptional learning needs.	Candidate provides demographic and background information related to the target student's physical, sensory, and/or medical needs as well as academic needs and levels of support. Candidate discusses the educational impact of student's current physical, sensory, and/or medical needs, attitude, interests, values, and behavior and effect these conditions can on the life of a student with severe exceptional learning needs. Candidate provides an extensive discussion of the educational impact of the student's exceptionality that clearly justifies the need for the development of functional goals and planned instruction.
Relationship to IEP	Candidate provides an incomplete description of specific supports and	Candidate outlines laws, policies, and rights related to the provision of	Candidate outlines laws, policies, and rights related to the provision of

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
CEC/IIC Standard 6	services available to the target student and fails to establish a clear link between laws, policies, and rights and the provision of specialized health care to meet the medical needs of the student with severe exceptional learning needs.	specialized health care and/or medical needs for students with severe exceptional learning needs. This description includes specific supports and services available to the target student based on both the legal, judicial and educational systems to which they are entitled, and the student's physical, sensory, and/or medical needs.	specialized health care and/or medical needs for students with severe exceptional learning needs. This description is thorough and comprehensive and includes a range of specific supports and services available to the target student based on both the legal, judicial and educational systems to which they are entitled, and the student's physical, sensory, and/or medical needs.
Functional Goal CEC/IIC Standard 5	Candidate develops an instructional goal that is not age or ability related and/or does not target appropriate self-care or self-management skills based on the physical, sensory, and/or medical needs of students with severe exceptional learning needs. Candidate's use of functional assessment data to inform functional assessment goals is limited.	Candidate develops an age-and ability-appropriate functional goal that enhances self-care and/or self-management skills for students with severe exceptional learning needs based on their physical, sensory, and/or medical needs. Candidate also uses assessment data to inform functional, instructional goals.	Candidate develops an age-and ability-appropriate functional goal that enhances self-care and/or self-management skills for students with severe exceptional learning needs based on their physical, sensory, and/or medical needs. Candidate also uses assessment data to inform functional, instructional goals. Candidate develops a functional goal which is designed to enhancing functioning across multiple environments.
Assessment Plan CEC/IIC Standards 4 & 5	Candidate provides an incomplete or partial outline of procedures for obtaining functional assessment data in a variety of environments. Candidate fails to describe an assessment plan which makes responsive adjustments to instruction based on continual observations. Candidate fails to describe methods	Candidate outlines procedures for obtaining functional assessment data in a variety of environments. Candidate describes an assessment plan which makes responsive adjustments to instruction based on continual observations. Candidate describes methods of maintaining records and outlines a plan	Candidate outlines procedures for obtaining functional assessment data in a variety of environments. Candidate selects, adapts, and modifies assessment procedures including individual response methods to meet the unique abilities and needs of individuals with severe exceptional learning

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
	of maintaining records and does not outline a plan for modifying instructional practices in response to ongoing assessment data.	for modifying instructional practices in response to ongoing assessment data.	needs. Candidate describes an assessment plan which makes responsive adjustments to instruction based on continual observations. Candidate describes methods of maintaining records and outlines a plan for modifying instructional practices in response to ongoing assessment data.
Instructional Procedures CEC/IIC Standard 5	Candidate fails to select and adapt instructional strategies and materials which incorporate evidence based practices validated for the characteristics of learners with severe exceptional learning needs. Candidate provides an incomplete description of a variety of accommodations and/or modifications which fails to demonstrate how these learners with severe exceptional learning needs will receive access to the curriculum. Candidate fails to describe strategies to facilitate maintenance and generalization of skills across learning environments and multiple service providers. Candidate fails to describe appropriate adaptations to meet the student's sensory, physical, medical and/or health needs and develops a plan to evaluate and modify instructional practices in response to ongoing assessment data.	Candidate selects and adapts instructional strategies and materials which incorporate evidence based practices validated for the characteristics of learners with severe exceptional learning needs. Candidate provides a thorough description of a variety of accommodations and/or modifications which demonstrate how these learners with severe exceptional learning needs will receive access to the curriculum. Candidate describes strategies to facilitate maintenance and generalization of skills across learning environments and multiple service providers. Candidate describes appropriate adaptations to meet the student's sensory, physical, medical and/or health needs and develops a plan to evaluate and modify instructional practices in response to ongoing assessment data.	Candidate selects and adapts instructional strategies and materials which incorporate evidence based practices validated for the characteristics of learners with severe exceptional learning needs that are responsive to the student's cultural, linguistic, and gender differences. Candidate provides a thorough description of a variety of accommodations and/or modifications which demonstrate how these learners with severe exceptional learning needs will receive access to the curriculum. Candidate describes strategies to facilitate maintenance and generalization of skills across learning environments and multiple service providers. Candidate describes appropriate adaptations to meet the student's sensory, physical, medical and/or health needs and develops a plan to evaluate and modify

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
			instructional practices in response to ongoing assessment data. Candidate describes instructional procedures which include a plan for individualized reinforcement systems and environmental modifications.
Assistive Technology CEC/IIC Standard 3 and 5	Candidate fails to incorporate appropriate assistive technology devices, tools and/or strategies that are specifically related to the instructional plan and/or based on the student's physical, sensory, and/or medical needs that support the student in reaching criterion for the identified functional goal.	Candidate incorporates appropriate assistive technology devices, tools and/or strategies into the instructional plan based on the student's physical, sensory, and/or medical needs that support the student in reaching criterion for the identified functional goal.	Candidate incorporates a range of appropriate low tech and high tech assistive technology devices, tools and/or strategies into the instructional plan based on the student's physical, sensory, and/or medical needs. These technology options support the student in reaching criterion for the identified functional goal as well as improving student's behavior, independence level and/or social functioning.