

**George Mason University**  
**College of Education and Human Development**  
**Early Childhood Education**

ECED 406.001 Medical Aspects of Physical and Sensory Disabilities of Diverse Young Learners  
3 Credits, Spring 2017  
Wednesday/ 4:30 – 7:10 pm  
Robinson B 108, Fairfax Campus

**Faculty**

Name: Kimberly Sopko, PhD  
Office Hours: By Appointment  
Office Location: Krug Hall 213  
Office Phone: 703-993-4496  
Email Address: [ksopko@gmu.edu](mailto:ksopko@gmu.edu)

**Prerequisites/Corequisites**

None

**University Catalog 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.

**Course Overview**

Not Applicable

**Course Delivery Method**

This course will be delivered using a lecture and discussion format.

**Learner Outcomes or Objectives**

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

1. Describe most common medical aspects and diagnoses affecting young children with disabling and at-risk conditions who may be eligible for special education services.
2. Identify and describe 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 health care professionals, related, and support staff working in transdisciplinary settings.

8. Write educationally relevant IEP goals/objectives and accommodations that address positioning and mobility needs of students.
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 (Council of Exceptional Children and National Association for the Education of Young Children)**

Upon completion of this course, students will have met the following professional standards:  
Not Applicable

**Required Texts**

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

Batshaw, M., Roizen, N., & Lotrecchiano, G. (2013). *Children with disabilities* (7<sup>th</sup> ed.). Baltimore, MD: Brookes.

**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).

<b>Assignments</b>	<b>Due Dates</b>	<b>Points</b>
Attendance & Participation	Ongoing	15
Mini-Case Study	March 8	25
Handout	April 12	25
Comprehensive Case Study	May 10	35
<b>TOTAL</b>		<b>100</b>

- **Assignments and/or Examinations**

**Mini-Case Study (25)**

While learning the etiology and characteristics of medical diagnoses of young children with disabilities is critical, the practical application of this content will serve students best as current practitioners in the field. Students will respond to a short case study directly related to the readings. For the case study, students will choose a developmental domain and discuss how the disability may affect a typical trajectory of skill development in chosen domain. Students will explicitly link this discussion to the textbook, using direct quotes as needed.

Next, students will create a modified lesson plan to address a particular need/weakness they have identified. This modified plan is to include materials, one objective, rationale for objective, lesson activities, and a short reflection about the planning for this lesson.

This assignment should follow APA style and be four to five pages in length (excluding title page). This case study will provide an important foundation for the comprehensive final assignment.

### **Handout (25 points)**

Students will design a comprehensive handout that lists developmental milestones across the assigned cognitive, fine motor, gross motor, communication, social-emotional, or adaptive domain. Sections will address development from birth to age 5 in the following intervals:

Birth to 6 months  
7 to 12 months  
13 to 18 months  
19 to 24 months  
25 to 36 months  
3 to 4 years  
4 to 5 years

The handout should include at least five skills at each interval with three peer-reviewed resources and three parent-friendly resources presented in APA style.

### **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 do the following:

Choose a content area and standard/objective from the Virginia Foundation Blocks for Early Learning ([http://www.doe.virginia.gov/instruction/early\\_childhood/preschool\\_initiative/foundationblocks.pdf](http://www.doe.virginia.gov/instruction/early_childhood/preschool_initiative/foundationblocks.pdf)) or a developmentally appropriate milestone from the Milestones of Child Development ([http://www.dss.virginia.gov/files/division/cc/provider\\_training\\_development/intro\\_page/publications/milestones/milestones\\_one\\_document/Milestones\\_Revised.pdf](http://www.dss.virginia.gov/files/division/cc/provider_training_development/intro_page/publications/milestones/milestones_one_document/Milestones_Revised.pdf))

Create a multiple component lesson plan that includes the following:

- Resources/materials for the lesson
- Objective (what will the student be able to do at the end of the lesson)
- Rationale for the objective
- Related services and/or support staff needed for the lesson, their role in the lesson, and rationale for their involvement
- Positioning needs, considerations, and equipment for the lesson
- Assistive technology (low tech and/or high tech) resources used in the lesson and rationale
- Lesson/lesson activities

Assessment to determine whether or not the objective was attained  
Extension of the lesson to the home and how it will be implemented at home  
Next steps

Discuss the following:

Background of the child  
How the child's diagnosis influenced the choice of lesson plans  
How the lesson plan addresses the child's physical needs, cognitive level, and social/behavioral needs  
Opportunities for inclusion and/or community-based instruction with peers  
The role of a special education teacher in the child's ongoing program  
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. Students will explicitly link this discussion to the textbook, using direct quotes as needed.

The paper should be well written with appropriate grammar, and spelling. It should follow APA style and be eight to 10 pages in length.

- **Other Requirements**

### **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 and online 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 critical reflective thinking through in-class and online discussions, activities, and written reflections.

### **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.

Type the paper with double spacing, indented paragraphs, 1-inch margins all around, and 12-point Times New Roman font.

- **Grading**

A = 95 – 100    A- = 90 – 94    B+ = 87 – 89    B = 83 – 86    B- = 80 – 82    C = 70 – 79  
 D = 60 – 69    F = < 60

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.

**Professional Dispositions**

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

**ECED 406 Class Schedule**

<b>Class</b>	<b>Topics</b>	<b>Assignments &amp; Readings Due</b>
January 25	Introductions, Syllabus, Assignments Genetics Early Development	Batshaw, Ch 1, 2 Optional reading: Batshaw, Ch. 3-5
February 1	Brain and Nervous System	Batshaw, Ch 12
February 8	Neuromuscular and Musculoskeletal Development	Batshaw, Ch 13
February 15	Developmental Disabilities Feeding Disorders Self-Help Self-Care	Batshaw, Ch 14, 15 Optional reading: Batshaw, Ch. 9
February 22	Cerebral Palsy Neural Tube Defects Traumatic Brain Injury	Batshaw, Ch 24, 25, 26
March 1	Autism Spectrum Disorders ADD/ADHD	Batshaw, Ch 21, 22

March 8	Behavior Principles Positive Behavioral Intervention Supports <i>** Note, this class may be online</i>	Batshaw, Ch 32 <b>Due to Bb – Mini-Case Study</b>
March 15	<i>No Class: Spring Break</i>	
March 22	Intellectual Disability Specific Learning Disabilities	Batshaw, Ch 17, 23 Reading Posted to Blackboard
March 29	Early Intervention Special Education Services Related Services Providers	Batshaw, Ch 30, 31
April 5	Occupational and Physical Therapy/Related Services Positioning	Batshaw, Ch 33
April 12	Hearing Impairments & Deafness Vision Impairments	Batshaw, Ch. 10, 11 <b>Due to Bb – Handout</b>
April 19	Assistive Technology Adaptive Equipment UDL	Batshaw, Ch. 36 Optional Reading posted to Blackboard
April 26	The Importance of Relationships Working in Partnership with Families	Reading posted to Blackboard
May 3	Course Wrap-up Essential Questions Lessons Learned Lessons-to-be-Learned Celebration!	
May 10	<i>No Class: Finals Week</i>	<b>Due to Bb – Comprehensive Case Study</b>

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

### 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](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- The Writing Center 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 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 Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. 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://ssac.gmu.edu/make-a-referral/>.

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