

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

ECED 406.001 Medical and Developmental Aspects of Disabilities of Diverse Young Learners

3 Credits, Spring 2020

01/21/2020 – 05/13/2020, Tuesday/ 7:20pm – 10:00pm

Peterson Hall, Room 1105, Fairfax

**Faculty**

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**Prerequisites**

ECED 401 or ECED 501

Prerequisites require a minimum grade of C for undergraduate courses and B- for graduate courses.

**University Catalog Course Description**

Focuses on medical and developmental aspects of children with disabilities, birth to age 5. Emphasizes the role of professionals in service delivery. Explores etiology, symptomatology, and management of neuromotor and developmental disabilities. Emphasizes positioning, adaptive strategies, and understanding assistive technology devices.

**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 the medical aspects of young children with disabling and at-risk conditions.
2. Describe the management of neuro-developmental, motor, and other developmental disabilities, including the use and effects of medication and treatments.
3. Discuss the role of emergency care, health care professionals, and medical care, in the lives of diverse young children with disabling and at-risk conditions.
4. Identify and describe the typical and atypical physical, social, emotional, speech and language, intellectual, and self-help development and its impact on diagnoses and special education eligibility.
5. Explain how various factors (e.g., low socioeconomic status, attention deficit disorders, developmental disorders, gifted education, substance abuse, genetic factors, toxins, trauma) impact development, developmental issues, and developmental disabilities.

6. Describe research-based instructional and behavior interventions for young children, birth to 5 years, with specific disabling and at-risk conditions within the context of the cultural, linguistic, and family context of the child.
7. Identify the developmental basis and appropriate expectations for behavior and social emotional skills for children birth to 5 years, to assist with behavior management, self-regulation, and to maintain a positive learning environment.
8. Write educationally relevant Individualized Family Service Plan (IFSP) and Individualized Education Program (IEP) annual goals, short-term objectives, accommodations, and assistive technology strategies for providing intervention techniques in the areas of self-help, motor (may include positioning and mobility needs of students), cognitive, social and emotional, and language development.
9. Explain service delivery options and related services to support success and functionality in all settings, to include inclusive settings with typically developing peers.
10. Exhibit standards of professionalism, ethical standards, and personal integrity with children, families, and professionals in the field and in interactions with classmates, the instructor, and others.
11. Use writing as an instructional and assessment tool to generate, gather, plan, organize, and to communicate for a variety of purposes; integrate correct written conventions (i.e., grammar, usage, mechanics, and spelling); and format using current APA style.

**Professional Standards** – Virginia Professional Studies Competencies, Virginia Early Childhood Special Education Endorsement Competencies, Virginia Early/Primary Education PreK-3 EPK3 Endorsement Competencies, Interstate Teacher Assessment and Support Consortium (InTASC) Standards, Council of Exceptional Children (CEC) and Division of Early Childhood (DEC) Standards, and National Association for the Education of Young Children (NAEYC) Standards

Upon completion of this course, students will have met the following professional standards:

**Virginia Early Childhood Special Education Endorsement Competencies**

Medical Aspects

**Required Texts**

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author. ISBN: 9781433832178  
 Batshaw, M., Roizen, N., & Pellegrino, L. (2019). *Children with disabilities* (8th ed.). Baltimore, MD: Paul H. Brookes. ISBN: 9781681253206

**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).

Assignments	Due Dates	Points
Attendance & Participation • Self-Evaluation	Ongoing May 12	<b>25</b>

Mini-Case Studies		<b>30</b>
• Mini-Case Study 1	February 25	15
• Mini-Case Study 2	April 21	15
Task Analysis	March 31	<b>20</b>
Comprehensive Case Study	May 12	<b>25</b>
<b>TOTAL</b>		<b>100</b>

- **Assignments and/or Examinations**

**Mini-Case Studies (2 mini case studies, 15 points each)**

Students will apply the nature, characteristics, and medical aspects of disabling and at-risk conditions to a case study that will be provided by the instructor. Using correct written conventions and APA format, students will write a paper that introduces the child, provides a lesson plan that addresses one developmental domain, and provides a reflection on the lesson planning process. The physical format of the paper will include the title page, double-spaced introduction to the child, single-spaced lesson plan template, doubled-spaced reflection, and references page. Specifics for each section include the following:

- **Introduction to the child** – Students will summarize the important facts about the child, his/her history, and his/her family. Students will include information about medicines, treatments, health care professionals, related services, etc. that are involved with or have been involved with the case study child. They may “embellish” the details of the assigned case study; however, they may not change the facts about the birth, medical, or services history. Students will add strengths and areas of need based on what is discussed as the level of functioning. This introduction will be approximately two double-spaced pages.
- **Lesson plan** – Students will select one developmental domain for which the child has a delay. Based on the skills and perceived areas of need, they will develop a lesson plan that addresses this need, builds on what the child can do, provides some level of direct instruction and opportunity for guided and/or independent practice, and addresses the accommodations needed to implement this lesson. This lesson plan will be based on one IFSP or IEP goal developed by the student and that is representative of the case study child’s developmental needs. Students will provide a one- to two-paragraph rationale supporting the recommendations where appropriate (i.e., objective, standards, assistive technology, context, tasks/methods/strategies, accommodations). Students will link their rationale to the medical/physiological information being learned in this course. For example, what type of brain “damage” might an infant who suffers from intraventricular hemorrhage (IVH) in infancy experience? How can the lessons address this?
- **Reflection** – Students will describe the process for planning this type of lesson. This discussion will address the considerations necessary to develop a lesson and how to integrate knowledge about the child into creating engaging, intentional lesson plans for young children with developmental delays. Students will link their rationale to the medical/physiological information being learned in this course. For example, how is specific medical history/information considered when planning the lesson? This reflection will be written in third person and will be approximately one to two pages.

### **Task Analysis (20 points)**

The purpose of this assignment is to ensure students have the knowledge and skills to include young children with a wide variety of disabling and at-risk conditions across all lessons, activities, and settings. To address the individual needs of students with complex medical needs and developmental delays in an early childhood classroom, students will create a task analysis for two different activities that might be offered in an inclusive preschool setting. To begin, students will identify two activities for preschool-aged students (e.g., washing hands, using blocks to build a structure, engaging in a re-enactment or retelling of a familiar story). For each activity, they will identify two different disabilities (these can be the same for each task analysis). Once these activities and identified disabilities are approved by the instructor, students will create a task analysis to include at least five steps in the process to accomplish or complete the tasks. These task analyses will serve as the foundation for the differentiation to meet the needs of students with the identified disabilities or at-risk conditions and address two developmental areas (e.g., cognitive, communication, fine motor, gross motor, social-emotional, or adaptive).

Students will conduct a brief review of the literature to identify research-based instructional and behavior interventions for young children, birth to 5 years, with specific disabling and at-risk conditions within the cultural, linguistic, and family context of the child. Instructional and behavior interventions might include, but are not limited to, assistive technology, positioning, mobility, and/or behavior accommodations and modifications for the task analysis specific to the identified disabling and at-risk conditions. As a starting point, students will review Universal Design for Learning (<http://udlguidelines.cast.org/>) [guidelines \(i.e., engagement, representation, action, and expression\)](#). Students will identify the accommodation/modification to the appropriate task analyses steps and include a rationale, based on the research, for each accommodation/modification as it relates to the identified disability and two developmental areas. When making the accommodations/modification, students should be mindful of cultural, linguistic, and family contexts of young children.

Students will use a chart provided by the instructor to complete and ensure all necessary components are included in the assignment. Students will use APA format to include an introduction, required content, and conclusion and use appropriate grammar, spelling, punctuation, citations, and references. In support of Universal Design for Learning, students will have an option to share the information for the assignment in a way that is meaningful to them (e.g. written paper, chart, graphic organizer, infographic, PowerPoint, video, audio). Additional information will be discussed in class and provided on Blackboard.

### **Comprehensive Case Study (35 points)**

This project enables students to integrate course information through a case study approach. The focus of the project is to use the information learned about the medical aspects of disabilities and how these medical aspects impact teachers' work with young children who have developmental delays and disabilities. Students will be provided a choice of case studies. For the selected case study, students will do the following:

- Discuss the background of the child and his/her developmental levels.
- Identify at least two content area(s) and two objectives that address the needs of the child from the Virginia Foundation Blocks for Early Learning

[http://www.doe.virginia.gov/instruction/early\\_childhood/preschool\\_initiative/foundation-blocks.pdf](http://www.doe.virginia.gov/instruction/early_childhood/preschool_initiative/foundation-blocks.pdf)) or at least two different domains/developmentally appropriate milestones 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 lesson plan using the template provided that includes the following:
  - Objectives (what will the child be able to do at the end of the lesson) based on one identified IFSP/IEP objective
  - Rationale for the objectives
  - Foundation Blocks or Milestones standards
  - Resources/materials for the lesson
  - Assistive technology (low tech and/or high tech) resources used in the lesson and rationale to support this resource
  - Lesson Tasks, Methods, and Strategies and expanded rationale to support instructional decisions
  - Adaptations/Accommodations to include related services and/or support staff needed for the lesson, their role in the lesson, and rationale for their involvement and positioning needs, considerations, and equipment for the lesson
  - Assessment to determine whether or not the objectives were attained
  - Extension of the lesson to the home and how it will be implemented at home (e.g., teaching/coaching may occur during a home visit)
- Discuss the lesson planning process to include how the medical aspects of the child impact the instructional approach.
  - 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
  - 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 will show evidence that students considered how to meet multiple child 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.

Using APA format, write an eight- to 10-page, double-spaced paper (excluding title page and references list) that introduces the child, provides a lesson plan that addresses appropriate developmental domains, and provides a discussion of how the child's diagnosis and developmental levels impact the lesson planning process. The physical format of the paper will include the title page; double-spaced introduction to the child; single-spaced lesson plan template; doubled-spaced discussion; and references page.

- **Other Requirements**

### **Attendance and Participation (25 points)**

Because active participation and engagement are imperative for optimal learning, preparation for and participation in in-class and online activities will be evaluated based on the following criteria:

- Students attend class, arrive on time, and stay for the entire class period.
- Students use laptops and personal devices for instructional purposes only.
- 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 (a) participating in all activities, (b) engaging in small- and large-group discussions, (c) completing written work related to the activities, and (d) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.
- Students display professional dispositions at all times while interacting with the instructor and other students.
- Students complete participation activities across the semester that complement the scheduled course topic. Instructors will periodically collect artifacts from the activities. Students in attendance and who actively engage in the learning experience will receive credit for their efforts. Graded participation activities are not announced and are implemented at the discretion of the instructor.
- Students submit attendance and participation self-evaluation.

### **Written Assignments**

All formal written assignments will be evaluated for content and presentation. The American Psychological Association, Seventh 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. 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.
5. Type the paper with double spacing, indented paragraphs, 1-inch margins all around, and 12-point Times New Roman font.

- **Grading**

A+ = 98 – 100   A = 93 – 97   A- = 90 – 92   B+ = 87 – 89   B = 83 – 86   B- = 80 – 82  
C+ = 77 – 79   C = 70 – 76   D = 60 – 69   F = < 60

Incomplete (IN): This grade may be given to students who are passing a course but who may be

unable to complete scheduled coursework for a cause beyond reasonable control.

All CEHD 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 seeking Virginia initial teaching licensure must earn a C or better in all undergraduate licensure coursework.

### Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/policies-procedures/>.

### Class Schedule

Date	Topics	Readings
<b>Week 1</b> <b>Jan 21</b>	Syllabus and Assignments Review <ul style="list-style-type: none"> <li>• Online learning</li> </ul> Factors Affecting Development (e.g., substance abuse, genetic factors, toxins, trauma) <ul style="list-style-type: none"> <li>• Impact on development</li> <li>• Nature, characteristics, and medical aspects of genetic disorders</li> </ul>	Batshaw et al., Ch 1, 2
<b>Week 2</b> <b>Jan 28</b>	Fetal Development, Prenatal Diagnosis, and Newborn Screening	Batshaw et al., Ch 3, 6  <u>Recommended Reading</u> Batshaw et.al. Ch 4
<b>Week 3</b> <b>Feb 4</b>	Brain and Nervous System <ul style="list-style-type: none"> <li>• Typical and atypical development</li> <li>• Impact of various factors on brain and nervous system development</li> <li>• Executive Functioning</li> <li>• Self-regulation</li> </ul> Premature & Small-for-Dates Infants	Batshaw et al., Ch, 5,7, 8
<b>Week 4</b> <b>Feb 11</b>	Neuromuscular and Musculoskeletal Development <ul style="list-style-type: none"> <li>• Typical and atypical development</li> <li>• Impact of various factors on brain and nervous system development</li> </ul> Management of Neuro-developmental, Motor, and Other Disabilities <ul style="list-style-type: none"> <li>• Role of emergency care, health care professionals, and medical care (e.g., medications, treatments)</li> </ul>	Batshaw et al., 9, 39, 41  <u>Recommended Reading</u> Batshaw et al., Ch 38

<b>Date</b>	<b>Topics</b>	<b>Readings</b>
<b>Week 5 Feb 18</b>	Developmental Disabilities <ul style="list-style-type: none"> <li>• Typical and atypical development</li> <li>• Research-based interventions</li> <li>• Assessment</li> <li>• IFSP and IEP goals</li> </ul>	Batshaw et al., Ch 11, 12
<b>Week 6 Feb 25</b>	IFSP and IEP Considerations <ul style="list-style-type: none"> <li>• Confidentiality</li> <li>• Importance of accurate medical history</li> <li>• Release of information</li> <li>• Medical or nursing MOUs</li> </ul> Accommodations for Children with Disabling and At-Risk Conditions <ul style="list-style-type: none"> <li>• Assistive technology</li> <li>• Adaptive equipment</li> <li>• Universal design for learning</li> <li>•</li> </ul>	Batshaw et.al. Ch. 33, 36  <b>Due to Bb – Mini-Case Study # 1</b>
<b>Week 7 Mar 3</b>	Intellectual Disability Down Syndrome <ul style="list-style-type: none"> <li>• Typical and atypical development</li> <li>• Research-based interventions</li> <li>• Assessment</li> <li>• IFSP and IEP goals</li> </ul>	Batshaw et al., Ch 14, 15
<b>Mar 10</b>	Spring Break	
<b>Week 8 Mar 17</b>	Communication Disorders Specific Learning Disabilities <ul style="list-style-type: none"> <li>• Typical and atypical development</li> <li>• Research-based interventions</li> <li>• Assessment</li> <li>• IFSP and IEP goals</li> </ul>	Batshaw et al., Ch 17, 20
<b>Week 9 Mar 24</b>	Autism Spectrum Disorders ADD/ADHD <ul style="list-style-type: none"> <li>• Typical and atypical development</li> <li>• Research-based interventions</li> <li>• Assessment</li> <li>• IFSP and IEP goals</li> </ul>	Batshaw et al., Ch 18, 19

Date	Topics	Readings
<b>Week 10</b> <b>Mar 31</b>	Cerebral Palsy Traumatic Brain Injury <ul style="list-style-type: none"> <li>• Typical and atypical development</li> <li>• Research-based interventions</li> <li>• Assessment</li> <li>• IFSP and IEP goals</li> </ul>	Batshaw et al., Ch 21, 23  <u>Recommended Reading</u> Batshaw et.al. Ch 22  <b>Due to Bb – Task Analysis</b>
<b>Week 11</b> <b>April 7</b>	Hearing Impairments & Deafness Vision Impairments <ul style="list-style-type: none"> <li>• Typical and atypical development</li> <li>• Research-based interventions</li> <li>• Assessment</li> <li>• IFSP and IEP goals</li> </ul>	Batshaw et al., Ch 25, 26
<b>Week 12</b> <b>April 14</b>	Service Delivery for Disabling and At-Risk Conditions <ul style="list-style-type: none"> <li>• Early intervention</li> <li>• Early childhood special education</li> <li>• Inclusive settings</li> <li>• Related services</li> <li>• Role of health care professionals</li> </ul>	Batshaw et al., Ch 31, 33  <u>Recommended Reading</u> Batshaw et.al., Ch. 30, 32
<b>Week 13</b> <b>April 21</b>	Feeding Disorders Sleeping Disorders <ul style="list-style-type: none"> <li>• Typical and atypical development</li> <li>• Research-based interventions</li> <li>• Assessment</li> <li>• IFSP and IEP goals</li> </ul>	Batshaw et al., Ch. 28, 29  <u>Recommended Reading</u> Batshaw et al., Ch 10  <b>Due to Bb – Mini-Case Study # 2</b>
<b>Week 14</b> <b>April 28</b>	Biological Basis of Behavior <ul style="list-style-type: none"> <li>• Typical and atypical development</li> <li>• Behavior principles</li> <li>• Research-based interventions, including positive behavior supports, child guidance</li> </ul> Current Research and Trends <ul style="list-style-type: none"> <li>• Genetic testing</li> <li>• Brain research</li> </ul>	Batshaw et.al., Ch 34  <u>Recommended Reading</u> Batshaw et.al., Ch. 13, 27
<b>May 5</b>	Reading Day	

Date	Topics	Readings
<b>Week 15</b> <b>May 12</b>	Exam Period	<b>Due to Bb –  Comprehensive Case Study</b>  <b>Due to Bb – Attendance &amp;  Participation Self-  Evaluation</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 <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://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://ds.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 <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>.

**Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:** As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures

of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

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