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

ECED 506.001 Medical and Developmental Aspects of Disabilities of Diverse Young Learners
3 Credits, Fall 2021
8/23/2021–12/15/2021
Asynchronous Fully Online

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 online (76% or more) using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on August 23, 2021.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
To get a list of supported operation systems on different devices see
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player: https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: Because asynchronous courses do not have a "fixed" meeting day, our week will start on Monday and finish on Sunday.
  Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 4 times per week.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content, or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations: Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

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. Summarize research on specific disabilities, including medical aspects of the disability; how it affects development in the birth to 5-year-old population; evidence-based practices to support young children with the disability; appropriate accommodations, modifications, assistive technology, and adaptive materials to support young children with the specific disability; and expected medical and developmental pathways.
11. 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.

12. 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 – Interstate Teacher Assessment and Support Consortium (InTASC) Standards, Division of Early Childhood (DEC) Professional Preparation Standards, and National Association for the Education of Young Children (NAEYC) Professional Standards and Competencies, Virginia Professional Studies Competencies, and Virginia Early Childhood Special Education Endorsement Competencies

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.). Author. ISBN: 9781433832178
Batshaw, M., Roizen, N., & Pellegrino, L. (2019). *Children with disabilities* (8th ed.). Brookes. ISBN: 9781681253206
(This textbook is available through the Mason library. You may access an electronic version by searching the library catalog through Bb.)

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

Assignments	Due Dates	Points
Attendance & Participation	Ongoing	**25**
• Self-Evaluation	Dec 4	
Mini-Case Studies		**30**
• Mini-Case Study 1	Oct 2	15
• Mini-Case Study 2	Oct 30	15
Task Analysis	Oct 16	**20**
Disability Research Paper and Presentation	Nov 13	**25**
TOTAL		**100**

- **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.

Disability Research Paper and Presentation (25 points)
Students will conduct an in-depth review of the literature for one specific disability and present their findings to the class. Students will review the literature specific to the disability in the population of children birth to 5 years of age. Using the course textbook, textbooks from other ECSE courses, and the research literature found through the Mason library, students will use APA format and write an eight- to 10-page paper that describes the following:
- An overview of the disability;
- Medical aspects of the disability;
- How it affects development in the birth to 5-year-old population;
- Evidence-based practices to support young children with the disability;
- Appropriate accommodations, modifications, assistive technology, and adaptive materials to support young children with the specific disability; and
- Expected medical and developmental pathways.

In addition to the research paper, students will create an engaging presentation for the class on their findings/literature review. Students may select their method of presentation (e.g., PowerPoint, Prezi, Keynote).

- **Other Requirements**

Attendance and Participation (25 points)
Because active participation and engagement are imperative for optimal learning, preparation for and participation in online activities will be evaluated based on the following criteria:

- Students complete readings and online content 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 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 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 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 an attendance and participation self-evaluation.

Written Assignments

All formal written assignments will be evaluated for content <u>and</u> 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 = 95-100   A- = 90-94   B+ = 87-89   B = 80-86   C = 70-79   F = < 70
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 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 seeking Virginia initial teaching licensure must earn a B- or better in all graduate 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	Topic	Assignment Due
Module 1 Aug 23- Sept 5	Syllabus and Assignments Review • Online Learning Factors Affecting Development (e.g., substance abuse, genetic factors, toxins, trauma) • Impact on development • Nature, characteristics, and medical aspects of genetic disorders Fetal Development, Prenatal Diagnosis, and Newborn Screening	Batshaw et al., Ch 1, 2, 3, 4, 6
Module 2 Sept 6-19	Brain and Nervous System • Typical and atypical development • Impact of various factors on brain and nervous system development • Executive Functioning • Self-regulation Premature & Small-for-Dates Infants Neuromuscular and Musculoskeletal Development • Typical and atypical development • Impact of various factors on brain and nervous system development Management of Neuro-developmental, Motor, and Other Disabilities • Role of emergency care, health care professionals, and medical care (e.g., medications, treatments)	Batshaw et al., Ch, 5, 7, 8, 9, 38, 39, 41

Module 3 Sept 20-Oct 3	Developmental Disabilities • Typical and atypical development • Research-based interventions • Assessment • IFSP and IEP goals IFSP and IEP Considerations • Confidentiality • Importance of accurate medical history • Release of information • Medical or nursing MOUs Accommodations for Children with Disabling and At-Risk Conditions • Assistive technology • Adaptive equipment • Universal design for learning	Batshaw et al., Ch 11, 12, 33, 36 Additional readings to Bb **Due to Bb (10/2) – Mini-Case Study # 1**
Module 4 Oct 4-17	Intellectual Disability Down Syndrome • Typical and atypical development • Research-based interventions • Assessment • IFSP and IEP goals Communication Disorders Specific Learning Disabilities • Typical and atypical development • Research-based interventions • Assessment • IFSP and IEP goals	Batshaw et al., 14, 15, 17, 20 **Due to Bb (10/16) – Task Analysis** (Student will schedule and meet with Instructor via Zoom to complete Task Analysis prior to due date)
Module 5 Oct 18-31	Autism Spectrum Disorders ADD/ADHD • Typical and atypical development • Research-based interventions • Assessment • IFSP and IEP goals Cerebral Palsy Traumatic Brain Injury • Typical and atypical development • Research-based interventions • Assessment • IFSP and IEP goals	Batshaw et al., 18, 19, 21, 22, 23 **Due to Bb (10/30) – Mini-Case Study # 2**

Module 6 Nov 1-14	Hearing Impairments & Deafness Vision Impairments - Typical and atypical development - Research-based interventions - Assessment - IFSP and IEP goals Service Delivery for Disabling and At-Risk Conditions - Early intervention - Early childhood special education - Inclusive settings - Related services - Role of health care professionals	Batshaw et al., 25, 26, 30, 31, 32, 33 **Due to Bb and DB (11/13) – Disability Research Paper (Bb) and Presentation (DB)**
Module 7 Nov 15- Dec 5	Feeding Disorders Sleeping Disorders - Typical and atypical development - Research-based interventions - Assessment - IFSP and IEP goals Biological Basis of Behavior - Typical and atypical development - Behavior principles - Research-based interventions, including positive behavior supports, child guidance Current Research and Trends - Genetic testing - Brain research	Batshaw et al., 10, 13, 27, 28, 29, 34 ▪ Feeding Disorders ▪ Sleep Disorders ▪ Behavior ▪ Genetic Testing ▪ Brain Research **Due to Bb (12/4) – Attendance & Participation Self-Evaluation**
Dec 6-7	Reading Days – No Class	
Dec 8-15	Exam Days – No Class	**Due to Bb (12/8)** – Assignment Revisions as Approved by Instructor

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 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.

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