

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

ECED 406.DL2 Medical and Developmental Aspects of Disabilities of Diverse Young Learners  
3 Credits, Spring 2022  
1/24/2022–5/18/2022  
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 January 24th, 2022.

**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](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](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/](http://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. 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** – 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 • Self-Evaluation and Reflection	Ongoing May 12	<b>25</b>
Case Studies • Case Study 1 Part 1 – IEP Sections Part 2 – Lesson Plan Part 3 – Accommodations/UDL Considerations • Case Study 2 Part 1 – IEP Sections Part 2 – Lesson Plan Part 3 – Accommodations/UDL Considerations	  Feb 19 Mar 12 Apr 16  Mar 5 Apr 2 Apr 30	<b>50</b>  10 10 5  10 10 5
Disability Research Paper Handout	Mar 26 May 7	<b>25</b>
<b>TOTAL</b>		<b>100</b>

• **Assignments and/or Examinations**

**Case Studies (2 case studies, 25 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 three-part paper, including specific sections of an IEP, targeted lesson plan, and accommodations/UDL considerations. Specifics for each section include the following:

- **Part 1: The IEP** – Students will complete the Present Level of Academic Achievement and Functional Performance (PLAAFP) section of an IEP to summarize/introduce the child and write two IEP annual goals that address two different developmental domains specific to the case study child. When writing the strengths-based PLAAFP, students will include detailed information regarding the case study child’s developmental strengths and areas of need across developmental domains (i.e., cognition, fine and gross motor, communication, social emotional) and in comparison to typical peers; family, social, cultural, and linguistic considerations to support the child and family; environmental and medical concerns for the child with particular attention paid to the medical aspects of the child’s developmental concerns; and, effective strategies for supporting development specific to the child (e.g., instructional strategies, routines-based and embedded strategies). Based on the PLAAFP and case study information, students will write two SMART IEP annual goals. Each goal will be a different developmental domain (cognition, fine and gross motor, communication, social emotional) specific to the case study child’s needs. In addition, students will write a cited rationale as to why these two goals are appropriate for the case study child.
- **Part 2: Lesson Plan** – Students will select one IEP annual goal identified in Part 1 and develop a lesson plan to be implemented in an early childhood special education classroom, inclusive preschool classroom, child care setting, or natural environment. Using the template provided, students will state the IEP annual goal; context for implementation with cited rationale; detailed tasks, methods, and strategies to include a direct instruction component with cited rationale; family, social, cultural, and linguistic considerations; and information on how progress monitoring strategies will be implemented to track ongoing progress toward achievement of the IEP annual goal. The tasks, methods, and strategies section of the lesson plan will build on the case study child’s strengths, provide a detailed description of the direct instruction methods, and the opportunity for guided and/or independent practice of skills covered by the lesson plan.
- **Part 3: Accommodations** – Students will complete the accommodations and modifications page of the IEP. Students will include accommodations specific to the child, not just accommodations for the lesson plan, and include any accommodations necessary to meet the medical aspects of the child’s identified disability and/or developmental delays. In addition, students will complete the template provided to ensure Universal Design for Learning (UDL) considerations are provided for the case study child through the above lesson. A cited rationale for these UDL considerations is required.

### **Disability Research Paper (25 points)**

Students will conduct an in-depth review of the literature (i.e., textbook and peer-reviewed research materials) for one specific disability with medical aspects to consider when providing instruction and services to young children and their families. Students will review the literature within the last 10 years 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 in relation to typical developmental pathways;
- 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 as a child moves into elementary school and beyond (e.g., long-term prognosis).

The topic for this disability research paper must be approved by the instructor.

- **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 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**

<b>Date</b>	<b>Topic</b>	<b>Assignment Due</b>
<b>Week 1</b> Jan 24-Jan 30	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> Jan 31-Feb 6	Fetal Development, Prenatal Diagnosis, and Newborn Screening	Batshaw, et al., Ch 3, 4, 6
<b>Week 3</b> Feb 7-13	Premature & Small-for-Dates Infants	Batshaw, et al., Ch 5  <u>Recommended Reading</u> Batshaw, et al., Ch 7
<b>Week 4</b> Feb 14-20	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>	Batshaw, et al., Ch 8  <b>Due to Bb (2/19) – Case Study 1: Part 1</b>

Date	Topic	Assignment Due
<b>Week 5</b> Feb 21-27	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> 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 9, 21, 23, 38  <u>Recommended Reading</u> Batshaw, et al., Ch 39, 41
<b>Week 6</b> Feb 28- Mar 6	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> 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 12, 14, 15  <u>Recommended Reading</u> Batshaw, et al., Ch 13  <b>Due to Bb (3/5) – Case Study 2: Part 1</b>
<b>Week 7</b> Mar 7-13	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> 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, 31, 33  <b>Due to Bb (3/12) – Case Study 1: Part 2</b>
<b>Week 8</b> Mar 14-20	<b>Mason Spring Break</b>	



<b>Date</b>	<b>Topic</b>	<b>Assignment Due</b>
<b>Week 9</b> Mar 21-27	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> </ul>	Batshaw, et al., Ch 36  <u>Optional Reading</u> Batshaw, et al., Ch 32  <b>Due to Bb (3/26) – Disability Research Paper</b>
<b>Week 10</b> Mar 28-Apr 3	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> 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., 18, 19, 30, 31  <b>Due to Bb (4/2) – Case Study 2: Part 2</b>
<b>Week 11</b> Apr 4-10	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>	Batshaw, et al., Ch 34
<b>Week 12</b> Apr 11-17	Current Research and Trends <ul style="list-style-type: none"> <li>• Genetic testing</li> <li>• Brain research</li> </ul>	See Bb for readings  <b>Due to Bb (4/16) – Case Study 1: Part 3</b>
<b>Week 13</b> Apr 18-24	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., 25, 26
<b>Week 14</b> Apr 25-May 1	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., 28, 29  <u>Recommended Reading</u> Batshaw, et al., 10, 16  <b>Due to Bb (4/30) – Case Study 2: Part 3</b>

Date	Topic	Assignment Due
<b>Week 15</b> May 2-8	Trauma and its Effects in Early Childhood	See Bb for readings  <b>Due to DB (5/7) – Disability Research Handout</b>
<b>May 9-18</b>	<b>Reading Days and Exam Week</b>	<b>Due to Bb (5/12) – Attendance &amp; Participation Self-Evaluation and Reflection</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 VIA should be directed to [viahelp@gmu.edu](mailto:viahelp@gmu.edu) or <https://cehd.gmu.edu/aero/assessments>. 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>.**