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

ECED 506.600/601 Medical and Developmental Aspects of Disabilities
of Diverse Young Learners
3 Credits, Summer 2024, Online Asynchronous
6/17/2024-8/3/2024

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 June 17, 2024.

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.
- 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 four 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) Teaching Standards, Division of Early Childhood (DEC) Initial Practice-Based Professional Preparation Standards for Early

Interventionists/Early Childhood Special Educators (EI/ECSE), National Association for the Education of Young Children (NAEYC) Professional Standards and Competencies for Early Childhood Educators, Virginia Professional Studies Endorsement 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 Weekly	**25**
Child Development Resource for Families	July 6	**20**
Disability Research Paper and Presentation	July 13	**15**
Assessment Fact Sheet	July 27	**15**
Case Study	August 1	**25**
TOTAL		**100**

• **Assignments and/or Examinations**

Child Development Resource for Families (20 points)
Using a variety of resources (e.g., course textbook and readings, previous course textbooks, websites linked on Blackboard, peer-reviewed resources in Mason's library), students will develop a comprehensive resource for families. This resource will be a blueprint for development birth through five years of age in each developmental domain [i.e., cognition, communication (expressive and receptive language), motor (fine and gross), social emotional]. This resource will identify major expected developmental milestones in each of the above domains at various ages (i.e., three months, six months, nine months, 12 months, 18 months, 2 years, 3 years, 4 years, 5 years). Students are expected to identify at least five milestones per age in each domain.

Students may select their method of presentation to include preparing a booklet, slide presentation, comprehensive infographic, flow chart, etc. that will assist families in understanding typical developmental milestones and the progression of skills (e.g., cooing to

babbling to single words to phrases and sentences). Students will include an APA-formatted reference list with the resource.

Disability Research Paper and Presentation (15 points)
Students will conduct an in-depth review of the literature (i.e., textbook and peer-reviewed research materials) for one specific disability with a focus on the medical aspects and developmental concerns/outcomes of the disability. 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.* Students will use APA format and write an eight- to 10-page paper that describes the following:
- An overview or summary of the disability;
- Specific medical aspects of the disability;
- How disability and medical aspects affect development in the birth to 5-year-old population in relation to typical developmental pathways;
- Evidence-based practices to support young children with the identified 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).

This research paper will be written using formal writing conventions described in *The Publication Manual of the American Psychological Association*. The topic for this disability research paper must be approved by the instructor.

In addition to the research paper, students will create an engaging 3-5 minute video or audio presentation for the class on their findings/literature review. This presentation may be designed as a conference poster session, panel discussion, breakout session, etc. and include a summary handout or infographic (electronic version is preferred) for classmates. Students may select their method of presentation (e.g., PowerPoint, Prezi, Keynote). Handouts and presentation materials will be posted to the Discussion Board.

Assessment Fact Sheet (15 points)
Students will use their knowledge of child development and medical aspects of disabilities to develop a fact sheet describing common assessments used in early childhood special education. Students will identify and summarize at least two assessments used with children birth through five years and families in each of the following areas:
- General or overall development
- Cognition
- Communication
- Motor skills
- Social emotional skills
- Specific disabilities (e.g., autism spectrum disorder, ADHD)

The description/summary will include the name of the assessment, ages for which it can be used, domain(s) assessed, how administered, information gained, how results are reported, and how results can be used in an ECSE setting.

Case Study (25 points)
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 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 target a different developmental domain (i.e., 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. See Blackboard for specific instructions and for directions on completing required sections of the IEP.

- *Part 2: Lesson Plan* – Students will select one 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 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 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 and note them. 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.

- **Other Requirements**

Attendance and Participation (25 points)

1. Attendance is taken when the class is scheduled to start, and a student will be considered late once attendance is taken. If a student leaves more than 10 minutes before the end of the class, then it is considered an early departure. Two late arrivals or early departures, or a combination of both, equals one absence.

2. Students who are registered for the course at the start of the semester must attend the first class session to continue in the course. If the student is registered for the course and unable to attend the first class session, they should drop the course and plan to take it in a subsequent semester.

3. Course length:
   a. <u>For undergraduate students:</u> In 15-week semester-long courses, more than 2 class absences will result in one full letter grade (10%) deduction. For example, if a student has a 92% in a 15-week course, after more than 2 absences their grade will automatically change to an 82%. In a course that is less than a full 15-week semester length, inclusive of 7.5-week and 10-week courses, more than 1 class absence will result in one full letter grade (10%) deduction. For example, if a student has a 92% in a 7.5-week course or a 10-week course, after more than 1 absence their grade will automatically change to an 82%.
   b. <u>For graduate students:</u> In 15-week semester-long courses, more than 2 class absences will result in one letter grade (5%) deduction. For example, if a student has 92% in a 15-week course, after more than 2 absences their grade will automatically change to an 87%. In a course that is less than a full 15-week semester length, inclusive of 7.5-week and 10-week courses, more than 1 class absence will result in one letter grade deduction. For example, if a student has a 92% in a 7.5-week course or a 10-week course, after more than 1 absence their grade will automatically change to an 82%.

4. Per the catalog (AP.1.6.1), excused absences, to observe religious holidays or to participate in university-sponsored activities (e.g., intercollegiate athletics, forensics team, dance company, etc.) must be communicated to each faculty, within the first two weeks of the semester, with the dates of major religious holidays on which the student will be absent, and the dates for which they are requesting an excused absence for participation in any university-sponsored activity scheduled prior to the start of the semester, and as soon as possible otherwise. Absence from classes or exams for these reasons does not relieve students from responsibility for any part of the course work required during the absence. Students who miss classes, exams, or other assignments because of their religious observance or for participation in a university activity will be provided a reasonable alternative opportunity, consistent with class attendance policies stated in the syllabus, to make up the missed work. Students are obligated to provide their instructor with a letter from a university official stating the dates and times that participation in the University-sponsored activity would result in the student missing class.

5. Inclusive ECE program participation policy:
   a. In accordance with the GMU Attendance Policies (University Catalog, 2023-2024), "Students are expected to attend the class periods of the courses for which they are registered. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation is a factor in

grading, instructors may use absence, tardiness, early departure, or failure to engage in online classes as de facto evidence of nonparticipation." See https://catalog.gmu.edu/policies/academic/registration-attendance/#ap-1-6.

Online participation in synchronous sessions requires students to remain engaged and active learners. Therefore, students must keep their camera on throughout the entire class session. Students must attend the entire class session without distractions and participate in small group and whole group activities. If cameras are off and engagement is not evidenced the student will be marked as absent.

If you must be absent, late, or leave early from class, or have your camera off, inform the instructor prior to the beginning of the class session, at least 24-48 hours.

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 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 graduate 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. See
https://cehd.gmu.edu/students/policies-procedures/.

Class Schedule

Date	Topic	Assignment Due
Week 1 June 17-23	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 **Due to DB (6/20): Introduction** **Due to Bb (6/21): A&P Week 1 Activity**
Week 2 June 24-30	Premature & Small-for-Dates Infants Brain and Nervous System • Typical and atypical development • Impact of various factors on brain and nervous system development • Executive Functioning • Self-regulation	Batshaw, et al., Ch 5, 7, 8 **Due to Bb (6/28): A&P Week 2 Activity**

Date	Topic	Assignment Due
Week 3 July 1-7	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) Cerebral Palsy Traumatic Brain Injury Developmental Disabilities Intellectual Disability Down Syndrome • Typical and atypical development • Research-based interventions • Assessment • IFSP and IEP goals	Batshaw, et al., Ch 9, 12, 13, 14, 15, 21, 23, 38, 39, 41 **Due to Bb (7/5): A&P Week 3 Activity** **Due to Bb (7/6): Child Development Resource for Families**
Week 4 July 8-14	IFSP and IEP Considerations • Confidentiality • Importance of accurate medical history • Release of information • Medical or nursing MOUs Communication Disorders Specific Learning Disabilities • Typical and atypical development • Research-based interventions • Assessment • IFSP and IEP goals Accommodations for Children with Disabling and At-Risk Conditions • Assistive technology • Adaptive equipment • Universal design for learning	Batshaw, et al., Ch 17, 20, 31, 33, 36 Optional Reading Batshaw, et al., Ch 32 **Due to Bb (7/12): A&P Week 4 Activity** **Due to Bb (7/13): Disability Research Paper and Presentation**

Date	Topic	Assignment Due
Week 5 July 15-21	Service Delivery for Disabling and At-Risk Conditions • Early intervention • Early childhood special education • Inclusive settings • Related services • Role of health care professionals Autism Spectrum Disorders ADD/ADHD • 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	Batshaw, et al., 18, 19, 30, 31, 34 **Due to Bb (7/19):** **A&P Week 5 Activity**
Week 6 July 22-28	Current Research and Trends • Genetic testing • Brain research Hearing Impairments & Deafness Vision Impairments • Typical and atypical development • Research-based interventions • Assessment • IFSP and IEP goals	See Bb for readings Batshaw, et al., 25, 26 **Due to Bb (7/26):** **A&P Week 6 Activity** **Due to Bb (7/27):** **Assessment Fact Sheet**
Week 7 July 29 – Aug 3	Feeding Disorders Sleeping Disorders • Typical and atypical development • Research-based interventions • Assessment • IFSP and IEP goals Trauma and its Effects in Early Childhood	See Bb for readings Batshaw, et al., 10, 16, 28, 29 **Due to Bb (8/2): A&P Week 7 Activity** **Due to Bb (8/1): Case Study**

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 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, sexual harassment, interpersonal violence, and stalking: As a faculty member, I am designated as a "Non-Confidential Employee" and must report all disclosures of sexual assault, sexual harassment, 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 or support measures 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.