



College of Education and Human Development

Early Childhood Education Program

4400 University Drive, MS 4B3, Fairfax, Virginia 22030

Phone: 703-993-3844; Fax: 703-993-4370; email: [earlyed@gmu.edu](mailto:earlyed@gmu.edu)

<https://gse.gmu.edu/programs/earlychildhood/>

**ECED 506/EDSE 558 Medical Aspects of Physical and Sensory Disabilities  
in Young Children (3:3:0)**

**Spring 2012**

**Thursdays 4:30-7:10 pm**

**Thompson 1018**

**Instructor:** Kimberly Sopko, Ed.D.

**Office:** Thompson 1100D

**Telephone:**

**Email address:** [ksopko@gmu.edu](mailto:ksopko@gmu.edu)

**Office hours:** by appointment

**Course Description**

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

**Nature of Course Delivery**

This course utilizes a distributed learning format requiring active participation of all students. Students are expected to complete all class readings prior to each session so as to engage in active dialogue, productive learning, and critical reflection. Activities will include instructor presentation, small-group discussions, student presentations, videos, and whole class sharing to support course content. In addition, a Blackboard online component of coursework is required.

**Learner Outcomes**

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

1. Have a basic understanding of the most common medical diagnosis affecting students eligible for special education services.
2. Understand and recognize the typical development progression.
3. Recognize how atypical development occurs and recognize “blocks” to typical development.
4. Describe the role muscle tone plays in the positioning and handling of children
5. Describe common positioning equipment used in the classroom with children with physical disabilities.
6. Identify the health/medical needs of students with disabilities and understand how these needs impact the educational process.
7. Describe the roles and responsibilities of related and support staff working in trans-disciplinary settings.
8. Write educationally relevant IEP goals and objectives specific for positioning.

9. Explain where to go for help in the school system for related services and how and when to initiate requests for assistance.
10. Recognize signs of abuse and understand teacher responsibilities in response to suspicions.
11. Describe when and how to begin to establish self-help, feeding, and toileting programs.

### **Professional Standards**

This course is aligned with the standards established by the Council for Exceptional Children (CEC).

### **Required Texts**

Orelove, F. P. & Sobsey, D., & Silberman, R. (2004). *Educating Children with Multiple Disabilities: A Collaborative Approach*. Fourth Edition. Baltimore, MD: Brookes Publishing. ISBN: 1557667101

### **Recommended Texts**

Batshaw, M., Pellegrino, L., & Roizen, N. (2007). *Children with Disabilities*. Sixth Edition. Baltimore, MD: Brookes Publishing. ISBN: 1557668585 [ Book on Reserve in Library]

### **George Mason University Policies and Resources for Students**

- Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Mason Email – Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, division, and program will be sent to students solely through their Mason email account. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301ge.html>].
- Counseling and Psychological Services – The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops, and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- Office of Disability Services – Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor in writing at the beginning of the semester <http://ods.gmu.edu/>].
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- The Writing Center (Optional Resource) – The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

- University Libraries (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See <http://library.gmu.edu/>].

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

**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.

### ***Collaboration***

Collaboration is an important human activity that involves shared responsibility in promoting healthy, productive lives, and educational success. We commit ourselves to work toward these goals in genuine partnerships with individuals, families, community agencies, schools, businesses, foundations, and other groups at the local, regional, national, and international levels.

### ***Ethical Leadership***

In all professions represented by the college, leadership is an essential component denoting ability and willingness to help lead professional practice to higher levels. We commit ourselves to practice ethical leadership through deliberate and systematic attention to the ethical principles that guide all leaders in a moral society.

### ***Innovation***

We have a history of creating dynamic, innovative programs, and we are dedicated to continue creating innovative approaches in all areas of our work. We commit ourselves to seeking new ways to advance knowledge, solve problems, improve our professional practice, and expand on our successes.

### ***Research-Based Practice***

The best practice in any discipline is based upon sound research and professional judgment. We commit ourselves to basing our instruction, scholarship, and policy recommendations on well-established principles that, wherever possible, emerge from research and reflection on its implications for professional practice.

### ***Social Justice***

Social justice embodies essential principles of equity and access to all opportunities in society, in accordance with democratic principles and respect for all persons and points of view. We commit ourselves to promoting equity, opportunity, and social justice through the college's operations and its missions related to teaching, research, and service.

## **Course Requirements**

### **General Requirements**

1. The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities, it is imperative that students keep up with the readings and participate in class.

2. Attendance in class is important to students' learning; therefore, students are expected to make every effort to attend class sessions. Absences, tardiness, and leaving early may negatively affect course grades. If, due to an emergency, students will not be in class, they must call the instructor and leave a message or send an email before class. The following policy is from the university course catalog:

Students are expected to attend the class periods of the courses for which they register. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation. Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus.

3. In line with Mason's policy that students should not be penalized because of observances of their religious holidays, students shall be given an opportunity to make up, within a reasonable time, any academic assignment that is missed due to individual participation in religious observances. It is the student's responsibility to inform the instructor of any intended absences for religious observations in advance of the class that will be missed. Notice should be provided in writing as soon as possible.
4. During face-to-face meetings, cell phones, pagers, and other communicative devices are not allowed in this class. Students must keep them stowed away and out of sight. Laptops or tablets (e.g., iPads) may be permitted for the purpose of taking notes only, but students must submit a request in writing to do so. Engaging in activities not related to the course (e.g. gaming, email, chat, etc.) will result in a significant deduction in their participation grade.
5. It is expected that assignments will be turned in on time (the beginning of the class in which they are due). However, it is recognized that students occasionally have serious problems that prevent work completion. If such a dilemma arises, students should speak to the instructor prior to the assignment due date (when possible). If the student does not communicate with the instructor, a late penalty will be applied.
6. Mason is an Honor Code university; please see the [Office for Academic Integrity](#) for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when responsible for a task, students will perform that task. When students rely on someone else's work in an aspect of the performance of that task, they will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind), students will ask for guidance and clarification.

### **Written Assignments**

All written assignments prepared outside of class will be evaluated for content and presentation. The American Psychological Association, Sixth Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Portions of the APA manual appear at the Style Manuals

link on the Mason library web guide at <http://library.gmu.edu/resources/edu/>. 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.

### Grading Criteria

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

A+ is possible if work is of exceptional high quality above and beyond that required for the course.

### Grading Policy

All CEHD undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at <http://catalog.gmu.edu>. Those students enrolled in a CEHD Licensure Graduate Certificate program, however, must earn a B- or better in all licensure coursework. A degree-seeking graduate student will be dismissed after accumulating grades of F in two courses or 9 credits of unsatisfactory grades (C or F) in graduate courses. A 3.0 grade point average is required for completion of the graduate degree.

### Specific Course Assignments

Assignments	Due Dates	Points
Attendance & Participation	Ongoing	15
Exam 1	Feb 23	10
Exam 2	Mar 29	15
Interventions & Outcomes Project	Apr 12	15
Case Study Project	May 3	30
Exam 3	May 10	15
TOTAL		100

### **Attendance and Participation (15 points)**

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

- Students attend class, arrive on time, and stay for the entire class period.
- Students complete readings and prepare for class activities prior to class as is evidenced by their ability to discuss and write about the concepts presented and examined in the texts as well as participate fully in related activities.
- Students are actively involved in in-class and online learning experiences as is evidenced by (1) participating in all activities, (2) engaging in small and large group discussions, (3) using laptops and other electronic devices only to support discussion and learning in a manner that is not disruptive to others and not for non-academic uses during class time, (4) completing written work related to the activities, and (5) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.

*Note:* To determine whether the campus is closed due to inclement weather, call 703-993-1000 or go to [www.gmu.edu](http://www.gmu.edu).

### **Interventions and Outcomes Project (15 points)**

Students will work in small teams (3-5 people) to research intervention and outcomes for specific disabling conditions and present the information in class. A handout will be prepared by the team to share with classmates the day of their presentation. The handout will include:

- a. a brief description of the disabling condition including the etiology, characteristics, and medical prognosis,
- b. a description of at least two specific educational interventions,
- c. likely outcomes for the individual, and
- d. resources and references.

### **Exams (# 1=10 pts; # 2=15 pts; # 3=15 pts)**

Three exams will be given. The exams will cover material from readings, lectures, videos, and class discussions. More information on exams will be provided in class. Exams will be a mix of essay and objective questions.

### **Case Study Project (30 points)**

This project enables students to integrate course information through a case study approach. Students will be provided a choice a case studies. For the selected case study, students will:

1. choose an age and developmentally appropriate curricular goal from a preschool curriculum or FCPS preschool Program of Studies (POS), or a VAAP goal based on Standards of Learning (SOL) [check blackboard for weblinks]

2. create a multiple component lesson plan that integrates
  - Positioning and includes equipment needs, scheduling, and related service interventions
  - Assistive Technology and includes equipment needs, student use, and related service interventions
  - A home program that considers cultural differences, attitudes, and language
  - Assessment of skill achievement
  - VAAP evidence (if appropriate)
  
3. In a brief paper (@ 2 pages), the student will also discuss
  - how the case study child's diagnosis influenced the choice of lesson plans
  - how the lesson plan addresses the child's physical needs, cognitive performance levels, and behavioral needs
  - opportunities for inclusion and/or community-based instruction

and reflect upon

- how this case study exercise changes (or does not change) their perspective of the role of a special education teacher
- the level of knowledge required beyond teaching strategies to educate and support the case study child
- the role of paraprofessionals in their classroom.

The paper should show evidence that the student considered how to meet multiple student needs, their role as a coordinator of multiple services, and the value of comprehensive planning. The paper should be well written with appropriate grammar, spelling, person first language, follow APA style and include at least two references.

### ECED 506 Course Schedule and Topics

Date	Topic	Readings & Assignments Due
Jan. 26	Introduction and Course Overview Genetics	Batshaw: Ch. 1 <i>Book on reserve in library</i>
Feb 2	Medical Characteristics: Focus on Educational Impact and Early Childhood Development (pre-natal diagnosis, labor and delivery)	Batshaw: Ch. 2-4 <i>Book on reserve in library</i>
Feb 9	Sensorimotor Development and Brain and Central Nervous System	Orelove: Ch 6 pp. 193-220 Batshaw: Ch. 13 <i>Book on reserve in library</i>
Feb 16	Atypical Sensorimotor Development: Implications for the Educational Team	Orelove: Ch 6 pp 220-247

Feb 23	Collaborative educational services Transdisciplinary practices, roles and responsibilities	Orelove: Chs. 1 & 2 <b>Exam # 1</b>
Mar 1	Sensorimotor impairments: Impact of vision loss and hearing loss in the classroom.	Orelove: Ch. 10
Mar 8	Children with special health care needs Integrating health care and educational programs	Orelove: Chs. 8 & 9
Mar 15	<b>Spring break no class</b>	
Mar 22	Tone / Posture Physical Management in the Classroom: Handling and Positioning Adaptive Equipment	Orelove: Ch. 7
Mar 29	Oral motor and dental concerns Feeding issues and skills Adapting for fine motor issues	Orelove: Ch. 12 <b>Exam # 2</b>
Apr 5	On-line work: Child abuse Communicating and working with families Issues of culture and language when providing service to young children with physical disabilities	
Apr 12	Communication- aided/unaided Adaptations for Inclusion Technology for severe disabilities	Orelove: Chs. 5 & 11 <b>Intervention &amp; Outcome Project due</b>
Apr 19	Individualized instruction and support IEP goals and objectives	Orelove: Ch 3 <b>Class presentations</b>
Apr 26	Self-help and self-care issues for young children with disabilities	Orelove: Ch 13 <b>Class presentations</b>
May 3	Supporting home care of children who are medically fragile	<b>Case Study Project Due</b>  <b>Class presentations</b>
May 10	<b>FINAL</b>	<b>Exam # 3</b>

*\*Schedule subject to change based on needs of class and discretion of the instructor.*