

VIRGINIA CONSORTIUM FOR TEACHER PREPARATION IN SPECIAL EDUCATION ADAPTED CURRICULUM

Spring 2019
Positioning and Handling, 3 Credits

Consortium Courses:

- VCU: SEDP 658 Educating Students with Severe Disabilities
- RU: EDSP 665 Positioning and Handling
- NSU: SPE 641 Physical and Occupational Therapy Procedures Adapted
- JMU: EXED 625: Medical and Technological Aspects of Special Education
- ODU: SPED 678: Interdisciplinary Approaches for Children with Sensory/Motor Disabilities
- GMU: EDSE 669 Interdisciplinary Approach for Children with Sensory and Motor Disabilities
 - EDSE 469 DL1: CRN: 21420
 - EDSE 669 DL1: CRN: 21417, EDSE 669 6U1: CRN 22530, EDSE 669 6Y1: CRN: 22503

Instructor: Dr. Jonna Bobzien	Meeting Dates: 1/22/2019 – 5/2/2019
Phone: 757-683-3307	Meeting Day(s): Online
E-Mail: jbobzien@odu.edu (preferred) jbobzien@gmu.edu	Meeting Time(s): N/A
Office Hours: Mon-Thurs: 10am -5pm (please leave message)	Meeting Location: N/A
Office Location: Old Dominion University 122 Lion's Child Study Center	Instructing University: ODU

****Note:** This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

Prerequisite(s): None **Co-requisite(s):** None

GMU Course Description

Emphasizes positioning, handling, and adaptive strategies. Focuses on understanding the roles of related disciplines in collaborative planning and service delivery. Offered by Graduate School of Education. May not be repeated for credit.

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

Course Delivery Method

Learning activities include the following:

1. Mini lecture powerpoint presentations

2. Application activities
3. Discussion boards
4. Examinations
5. Video and other media supports
6. Electronic supplements and activities via Blackboard

This course will be delivered online (76% or more) using an asynchronous (online) 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 22

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 university email and Blackboard, as these are the official methods of communication for this course.
- 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 online courses do not have a “fixed” meeting day, but must begin on January 22nd and end May 2nd, each module period will run **12 days. As such, starting and ending days for each module will vary by day of the week.** Regardless of the day of the week, modules will open beginning at **6am on the start day** and close **at midnight on the ending day**

(Please see the schedule for specific module start/finish dates).

- **Log-in Frequency:**
Students must actively check the course Blackboard site and their university email for communications from the instructor, class discussions, and/or access to course materials at least two 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 insure accessibility must be registered with George Mason University Disability Services (or their home university).

Learner Outcomes

Upon completion of this course, teacher candidates/students will be able to:

1. Describe typical physical development of children and apply this knowledge in guiding learning experiences.
2. Have a basic understanding of the most common medical diagnoses associated with students with severe disabilities and the impact on their functioning in school and community settings.
3. Understand the role muscle tone plays in the positioning and handling of students.
4. Be familiar with common positioning equipment used in the classroom.
5. Be able to identify the physical, sensory, and/or health/medical needs of students with severe disabilities and understand how these needs impact the educational program.
6. Be familiar with common medical terms used in conjunction with a variety of medical diagnosis.
7. Understand the roles and responsibilities of related and support staff working in a collaborative setting.
8. Be able to write educationally relevant IEP goals and objectives that address self-care and/or self-management of student physical, sensory, and/or medical needs that also enhances academic success.
9. Given an IEP, be able to develop lesson plans incorporating the goals and objectives, integrating positioning programs into the lessons.
10. Know where to go for help in the school system for related services, and how and when to initiate requests for assistance.
11. Know how to establish self-help, feeding, grooming, sensory, and toileting programs.

Course Relationship to Program Goals and Professional Organizations

This course is part of The Virginia Consortium for Teacher Preparation in Special Education Adapted Curriculum, a grant from the Virginia Department of Education that includes George Mason University, Virginia Commonwealth University, Radford University, Norfolk State University, Old Dominion University, and James Madison University. Through the completion of the Adapted Curriculum Consortium program, students are eligible for teacher licensure in the Commonwealth of Virginia in the area of Special Education – Adapted Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include CEC Standard 1: Learner development and individual differences (InTASC 1,2); CEC Standard 3: Curricular Content Knowledge (InTASC 4,5); CEC Standard 4: Assessment (InTASC 6) & CEC Standard 5: Instructional Planning and Strategies (InTASC 7,8).

Required Textbooks

There is no required textbook for this course; however, each module contains required reading materials provided by the professor. You are responsible for keeping up with these required readings.

Recommended Textbooks

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Hanson, M., & Harris, S. (1986). *Teaching the young child with motor delay: A guide for parents*

and professionals. Austin, TX: PRO-ED.

Orelove, F.P., Sobsey, D., & Gilles, D.L. (2017). *Educating students with severe and multiple disabilities: A collaborative approach* (5th ed.). Baltimore, MD: Brookes.

Additional Readings (available under each module in Blackboard)

Ault, M.M., Guy, B., Guess, D., Bashinski, S., & Roberts, S. (1995). Analyzing behavior state and learning environments: Application in instructional settings. *Mental Retardation*, 33(5), 304-316.

Batshaw, M.L., Pellegrins, L., & Roizen, N.J. (2007). *Children with disabilities*, (6th ed.). Baltimore, MD: Brookes.

Bigge, J. L., Best, S. J., & Heller, K. W. (2001). *Teaching individuals with physical or multiple disabilities* (4th ed.). Columbus, OH: Merrill Prentice-Hall.

Dunst, C.J. (1981). *Infant learning*. Hingham, Mass.: Teaching Resources Corporation.

Finnie, N. (1997). *Handling the young child with cerebral palsy at home* (3rd ed.). Boston: Butterworth-Heinemann.

Hanson, M.J. & Harris, S.R. (1986). *Teaching the young child with motor delays. A guide for parents and professionals.* Austin, TX: PROED.

Heller, K.W., Forney, P.E., Alberto, P.A., Best, S.J., & Schwartzman, M.N. (2009). *Understanding physical, health, and multiple disabilities*, (2nd ed.). Upper Saddle River, NJ: Merrill.

Heller, K.W., Alberto, P.A., Forney, P.E., & Schwartzman M.N. (1996). *Understanding physical, sensory, and health impairments*. Pacific Grove, CA: Brookes/Cole.

Hill, J.L. (1999). *Meeting the needs of students with special physical and health care needs*. Upper Saddle River, NJ: Merrill.

Hooper, S.R. & Umansky, W. (2004). *Young children with special needs*, (4th ed.). Upper Saddle River, NJ: Merrill.

Howe, M.B., Brittain, L.A., & McMathren, R.B. (2004). Meeting the sensory needs of young children in classrooms. *Young Exceptional Children*, 8(1), 11-19.

Lynch, S.A. & Simpson, C.G. (2004). Sensory processing: Meeting individual needs using the seven senses. *Young Exceptional Children*, 7(4), 2-9.

Orelove, F.P. & Sobsey, D. (1996). *Educating children with multiple disabilities: A*

transdisciplinary approach (3rd ed.). Baltimore: Paul H. Brookes.
Snell, M.E. & Janney, R. (2000). *Social relationships and peer support*. Baltimore, MD: Pearson.

Sternberg, L. (Ed.). (1994). *Individuals with profound disabilities: Instructional and assistive strategies*. Austin, TX: Pro-Ed.

Snyder, P., Breath, D., & DeMauro, G. (1999). Positioning strategies for feeding and eating. In D. Koontz-Lowman & S.M. Murphy (Ed.). *The educator's guide to feeding children with disabilities*. Baltimore: Brookes.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Tk20 Performance-Based Assessment Submission Requirement

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDSE 669, the required PBA is Physical Management Plan with Assistive Technology. Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments and/or Examinations

Performance-based Assessment (Tk20 submission required)

The performance-based TK20 assignment is the Physical Management Plan with Assistive Technology. Please refer to *course assignments* for assignment details.

College Wide Common Assessment (TK20 submission required)

For GMU Students Only: the Physical Management Plan with Assistive Technology will also be assessed using the InTASC Individual Student Plan rubric. The rubric is available on Blackboard.

Performance-based Common Assignments (No Tk20 submission required)

None

Course Assignments

A. **Physical Management Plan (TK20 submission required):** For this assignment, students are to identify a student within an educational setting who has a severe and/or multiple disabilities as well as physical, sensory, and /or medical needs. For those without access to a student who meets this description, the instructor will provide you with a case that you may use to complete the assignment. For this assignment you will:

1. Write a detailed description of this student based on records available and observation of the student
2. Discuss relevant laws and policies as they pertain to the education of your student
3. Determine an appropriate functional goal for the student
4. Provide an instructional plan outlining the strategies/interventions to be used to teach the functional goal chosen.
5. Write a summary explaining why the skill chosen for instruction and the methodology described will benefit the student.

B. **Module Exams:**

Undergraduate Students: Each module will be followed with a 30 questions (.5 each) multiple choice exam to be taken on Blackboard. The module exams will assess the topic covered in the module, including notes, readings, handouts, and pictures/videos. The exams are not cumulative, but represent only information from the module being assessed. However, as the course progresses, key terms learned in the first module will be utilized throughout the remaining modules.

Graduate Students: Each module will be followed with a 30 questions (.5 each) multiple choice exam to be taken on Blackboard. Additionally, there will be one short answer question per module which will be turned into the instructor via Blackboard. The module exams will assess the topic covered in the module, including notes, readings, handouts, and pictures/videos. The exams are not cumulative, but represent only information from the module being assessed. However, as the course progresses, key terms learned in the first module will be utilized throughout the remaining modules.

C. **Discussion boards:** The discussion forums will discuss relevant information and topics related to each section of the practicum assignment. In addition to fulfilling a point requirement, these discussion boards will allow students to receive feedback, advice, and/or guidance from their peers while completing each section of the practicum. Each discussion forum will consist of an initial posting and one response posting by each student. Do not wait until the last minute to post.

- a. **Initial post:** Students will read posted questions/comments regarding each section of the practicum and discuss how their practicum experience supports or contradicts the instructor's comments/questions.
- b. **Response posts:** Students will view all initial posts and choose 1 (other than the student's own) for response postings. Use this response post as an opportunity to assist your classmates or to further your knowledge regarding the practicum assignment.
- c. **Instructor responsibility:** I will be monitoring all posts daily to ensure student participation and academic tone in the discussion boards. Please do not post comments that may be offensive or hurtful

Course Policies and Expectations

Attendance/Participation

Although this is an asynchronous course, students are expected to “attend” by logging into the course at least 2 times per week and adhering to all course deadlines.

Late Work

All assignments are due by **midnight** on the dates listed in the course schedule. *Five percent of the available points* for the assignment will be deducted each day for late submissions during the first week after the due date. *After one week* from the due date, assignments will not be accepted. Thus an assignment that is three days late is able to obtain only 85% of the points for the assignment regardless of the quality of the work. After one week, the assignment will no longer be accepted and a score of zero will be entered into the grade book for the assignment.

Grading Scale

Graduate

93-100% = A	87-89% = B+	70-79% = C
90-92% = A-	80-86% = B	< 70% = F

Undergraduate

93-100% = A	87-89% = B+	77-79% = C+	60-69% = D
90-92% = A-	80-86% = B	74-76% = C	< 60% = F
		70-73% = C-	

*Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” Work submitted must be your own or with proper citations (see <https://catalog.gmu.edu/policies/honor-code-system/>).

Professional Dispositions

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

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/>

Class Schedule

*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Due Date: midnight	Assignment	Available Points		Readings
		Under-graduate	Graduate	
Saturday, February 3, 2019	MODULE ONE: Motor Development			Batshaw Finnie Hanson & Harris Heller Hill Hooper
	Activity 1: Introduction Discussion Board	6	6	
	Activity 2: Module Exam Undergraduate: Multiple Choice only Graduate: Multiple Choice and Short Answer	15	20	
Wednesday, February 14, 2019	MODULE TWO: Primary Reflexes & Postural Adjustment			Heller K. Heller
	Activity 1: Student Description Section of Physical Management Plan	10	10	
	Activity 2: Module Exam Undergraduate: Multiple Choice only Graduate: Multiple Choice and Short Answer	15	20	
Monday, February 26, 2019	MODULE THREE: Muscle Tone			Batshaw Hanson & Harris Heller
	Activity 2: Therapy Observation Discussion Board	6	6	
	Activity 3: Module Exam Undergraduate: Multiple Choice only Graduate: Multiple Choice and Short Answer	15	20	
Saturday, March 10, 2019	MODULE FOUR: Handling & Positioning			Finnie Hanson & Harris Heller Hill Hooper Orelove
	Activity 1: Relationship to IEP Section of Physical Management Plan	10	10	
	Activity 2: Module Exam Undergraduate: Multiple Choice only Graduate: Multiple Choice and Short Answer	15	20	

Due Date: midnight	Assignment	Available Points		Readings
		Under-graduate	Graduate	
Thursday, March 22, 2019	MODULE FIVE: Therapeutic Feeding			Batshaw Bigge Finnie Hanson & Harris Hill Hooper Synder
	Activity 1: Functional Goal Section of Physical Management Plan	10	10	
	Activity 2: Module Exam Undergraduate: Multiple Choice only Graduate: Multiple Choice and Short Answer	15	20	
Tuesday, April 3, 2019	MODULE SIX: Behavioral State			Ault Howe Lynch Orelove Sternberg
	Activity 1: Sensory Stimulation Discussion Board	6	6	
	Activity 2: Module Exam Undergraduate: Multiple Choice only Graduate: Multiple Choice and Short Answer	15	20	
Monday, April 15, 2019	MODULE SEVEN: Early Cognitive Development			Dunst Hooper
	Activity 1: Instructional Plan Section of Physical Management Plan	10	10	
	Activity 2: Cognitive Development Discussion Board	6	6	
	Activity 3: Module Exam Undergraduate: Multiple Choice only Graduate: Multiple Choice and Short Answer	15	20	
Friday, April 27, 2019	MODULE EIGHT: Social Development			Heller Hooper Snell
	Activity 1: Summary of Physical Management Plan	10	10	
	Activity 2: Socialization Observation Discussion Board	6	6	
	Activity 3: Module Exam Undergraduate: Multiple Choice only Graduate: Multiple Choice and Short Answer	15	20	
Wednesday, May 2, 2019	Complete Physical Management Plan must be submitted on TK20 & InTASC			
Saturday, May 5, 2019	FINAL GRADES POSTED	200	240	
		Total points		

ADAPTED CONSORTIUM SYLLABUS STATEMENTS AND POLICIES

Honor Code

Each university has its own honor code and it is important for you to review the honor code at your university. However, all students taking this course, regardless of the university they are enrolled in, are expected to follow this honor code and may be asked to pledge all assignments and their exam to indicate that they have followed the honor code. A pledge means that you have not cheated or plagiarized, nor have you given or received assistance that violated the description of how assignments are to be completed for this course. The shortened version may be used: “Pledged” followed by the date and your full name (typed “signatures” will be OK for assignments/tests submitted electronically).

Students at all universities pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” Work submitted must be your own or with proper citations

A complete copy of each university’s Honor System document is available through

GMU: <http://oai.gmu.edu/the-mason-honor-code/>

VCU: www.students.vcu.edu/rg/policies/rg7honor.html.

Radford: http://www.radford.edu/~dos-web/handbook02-03/Honor_Code.pdf

NSU: http://www.nsu.edu/student_judicial/policy.html

JMU: <http://www.jmu.edu/honor/code.shtml>

ODU: <https://www.odu.edu/about/monarchcitizenship/student-conduct>

Accommodations for Disability

At all the participating universities, accommodations can be made with the instructor if a student has a documented disability. University specific information regarding eligibility, services and accommodations can be found at:

GMU: <http://www.gmu.edu/student/drc/>

VCU: <http://www.students.vcu.edu/dss/index.html>

Radford: <http://www.radford.edu/~dro/>

NSU: <http://www.nsu.edu/disabilityservices/index.html>

JMU: <https://www.jmu.edu/ods/>

ODU: <https://www.odu.edu/life/diversity/accessibility>

Student Support Resources

At all the participating universities, students have access to free counseling and support services.

University specific information can be found at:

GMU: <https://caps.gmu.edu/>

VCU: <https://counseling.vcu.edu/>

Radford: <https://www.radford.edu/content/student-counseling/home.html>

NSU: <https://www.nsu.edu/Campus-Life/Services-Resources/Counseling-Center>

JMU: <https://www.jmu.edu/counselingctr/>

ODU: <https://www.odu.edu/counselingservices>

Course Materials

This course gives you access to PowerPoint files, class lecture notes, handouts, and copyrighted articles. All of these materials should be regarded as authored materials, which if used or referred to must be fully credited through reference to the author, the class, and date. If used beyond citation, permission of the instructor/author is required.

Technology Proficiencies

All students participating in this course are expected to be proficient in several technology skills. Students are expected to be proficient in using the Internet and have reliable and consistent Internet access. Students are expected to have an active university email account and to check email regularly. This course requires students to use Blackboard, which is our online course management system located at <http://mymason.gmu.edu> under the **COURSES** tab.

Students are expected to login to this system frequently and be proficient in using its features. Students are expected to be proficient in using the computer, which includes downloading and saving files, typing, and word processing skills. Students participating in this course are expected to use Microsoft Word for all written assignments. Furthermore, students are expected to use Microsoft PowerPoint and Adobe Acrobat Reader for class documents located on the Blackboard website.

Blackboard Access and Non-Mason Students

NON GMU students will be required to activate and utilize their GMU login credentials to access Blackboard. NEW students this semester should have received an email with activation directions from Marci Kinas Jerome. Any questions please contact Marci Kinas Jerome, mkinas@gmu.edu. Passwords must be reset every 6 months. If students do not receive the change password email request, they will need to request a password reset if they can no longer login. Students can reset their password at <https://password.gmu.edu>

GMU Email and Non-Mason Students

NON GMU students will be required to activate their GMU email account and either check the account regularly or forward their mail to their home university account. By default, all accounts in the Blackboard system are GMU accounts. Directions for activating your GMU email account can be found at: <http://masonlive2.gmu.edu/instructions.cfm> and directions for forwarding your mail are located at: <http://masonlive2.gmu.edu/tutorials/forwardemail.cfm>

Course Facilitators

Each site will have a facilitator or assistant who will assist with the class. Learn who that person is as they will be taking role and keeping track of class participation and reporting it to me weekly. However, if you think you must miss a class, please email me ahead if at all possible (or later if need be).

Blackboard Assistance

This course requires that you be a regular email user and be able to use various features of Blackboard (sign on, download materials, hand in completed assignments electronically through the assignment submission link). You may direct your questions about Blackboard to Marci Kinas Jerome (mkinas@gmu.edu). She will be the best resource.

Policies and Resources for GMU 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 <http://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://ods.gmu.edu/>).
- Students must silence all sound emitting devices 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 <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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

Appendix

SPA Assessment Rubric for TK20 / Physical Management Plan Scoring Guide

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Student Description CEC/IIC Standard 1	Candidate provides partial demographic and background information, giving only a limited view of the context of student's physical, sensory, medical and academic needs, and levels of support. Candidate provides a limited discussion of the educational impact of the student's exceptionality and current physical, sensory, and/or medical needs, attitude, interests, values, and behavior and the effect these conditions can on the life of a student with severe exceptional learning needs.	Candidate provides demographic and background information related to the target student's physical, sensory, and/or medical needs as well as academic needs and levels of support. Candidate discusses the educational impact of the student's exceptionality and current physical, sensory, and/or medical needs, attitude, interests, values, and behavior and the effect these conditions can on the life of a student with severe exceptional learning needs.	Candidate provides demographic and background information related to the target student's physical, sensory, and/or medical needs as well as academic needs and levels of support. Candidate discusses the educational impact of student's current physical, sensory, and/or medical needs, attitude, interests, values, and behavior and effect these conditions can on the life of a student with severe exceptional learning needs. Candidate provides an extensive discussion of the educational impact of the student's exceptionality that clearly justifies the need for the development of functional goals and planned instruction.
Relationship to IEP CEC/IIC Standard 6	Candidate provides an incomplete description of specific supports and services available to the target student and fails to establish a clear link between laws, policies, and rights and the provision of specialized health care to meet the medical needs of the student with severe exceptional learning needs.	Candidate outlines laws, policies, and rights related to the provision of specialized health care and/or medical needs for students with severe exceptional learning needs. This description includes specific supports and services available to the target student based on both the legal, judicial and educational systems to which they are entitled, and the student's physical, sensory, and/or medical needs.	Candidate outlines laws, policies, and rights related to the provision of specialized health care and/or medical needs for students with severe exceptional learning needs. This description is thorough and comprehensive and includes a range of specific supports and services available to the target student based on both the legal, judicial and educational systems to which they are entitled, and the student's physical, sensory, and/or medical needs.

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Functional Goal CEC/IIC Standard 5	Candidate develops an instructional goal that is not age or ability related and/or does not target appropriate self-care or self-management skills based on the physical, sensory, and/or medical needs of students with severe exceptional learning needs. Candidate's use of functional assessment data to inform functional assessment goals is limited.	Candidate develops an age- and ability-appropriate functional goal that enhances self-care and/or self-management skills for students with severe exceptional learning needs based on their physical, sensory, and/or medical needs. Candidate also uses assessment data to inform functional, instructional goals.	Candidate develops an age- and ability-appropriate functional goal that enhances self-care and/or self-management skills for students with severe exceptional learning needs based on their physical, sensory, and/or medical needs. Candidate also uses assessment data to inform functional, instructional goals. Candidate develops a functional goal which is designed to enhancing functioning across multiple environments.
Assessment Plan CEC/IIC Standards 4 & 5	Candidate provides an incomplete or partial outline of procedures for obtaining functional assessment data in a variety of environments. Candidate fails to describe an assessment plan which makes responsive adjustments to instruction based on continual observations. Candidate fails to describe methods of maintaining records and does not outline a plan for modifying instructional practices in response to ongoing assessment data.	Candidate outlines procedures for obtaining functional assessment data in a variety of environments. Candidate describes an assessment plan which makes responsive adjustments to instruction based on continual observations. Candidate describes methods of maintaining records and outlines a plan for modifying instructional practices in response to ongoing assessment data.	Candidate outlines procedures for obtaining functional assessment data in a variety of environments. Candidate selects, adapts, and modifies assessment procedures including individual response methods to meet the unique abilities and needs of individuals with severe exceptional learning needs. Candidate describes an assessment plan which makes responsive adjustments to instruction based on continual observations. Candidate describes methods of maintaining records and outlines a plan for modifying instructional practices in response to ongoing assessment data.
Instructional Procedures CEC/IIC Standard 5	Candidate fails to select and adapt instructional strategies and materials which incorporate evidence based practices validated for the characteristics of learners with severe exceptional learning needs. Candidate	Candidate selects and adapts instructional strategies and materials which incorporate evidence based practices validated for the characteristics of learners with severe exceptional learning needs. Candidate	Candidate selects and adapts instructional strategies and materials which incorporate evidence based practices validated for the characteristics of learners with severe exceptional learning needs that are

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
	<p>provides an incomplete description of a variety of accommodations and/or modifications which fails to demonstrate how these learners with severe exceptional learning needs will receive access to the curriculum. Candidate fails to describe strategies to facilitate maintenance and generalization of skills across learning environments and multiple service providers. Candidate fails to describe appropriate adaptations to meet the student’s sensory, physical, medical and/or health needs and develops a plan to evaluate and modify instructional practices in response to ongoing assessment data.</p>	<p>provides a thorough description of a variety of accommodations and/or modifications which demonstrate how these learners with severe exceptional learning needs will receive access to the curriculum. Candidate describes strategies to facilitate maintenance and generalization of skills across learning environments and multiple service providers. Candidate describes appropriate adaptations to meet the student’s sensory, physical, medical and/or health needs and develops a plan to evaluate and modify instructional practices in response to ongoing assessment data.</p>	<p>responsive to the student’s cultural, linguistic, and gender differences. Candidate provides a thorough description of a variety of accommodations and/or modifications which demonstrate how these learners with severe exceptional learning needs will receive access to the curriculum. Candidate describes strategies to facilitate maintenance and generalization of skills across learning environments and multiple service providers. Candidate describes appropriate adaptations to meet the student’s sensory, physical, medical and/or health needs and develops a plan to evaluate and modify instructional practices in response to ongoing assessment data. Candidate describes instructional procedures which include a plan for individualized reinforcement systems and environmental modifications.</p>
<p>Assistive Technology CEC/IIC Standard 3 and 5</p>	<p>Candidate fails to incorporate appropriate assistive technology devices, tools and/or strategies that are specifically related to the instructional plan and/or based on the student’s physical, sensory, and/or medical needs that support the student in reaching criterion for the identified functional goal.</p>	<p>Candidate incorporates appropriate assistive technology devices, tools and/or strategies into the instructional plan based on the student’s physical, sensory, and/or medical needs that support the student in reaching criterion for the identified functional goal.</p>	<p>Candidate incorporates a range of appropriate low tech and high tech assistive technology devices, tools and/or strategies into the instructional plan based on the student’s physical, sensory, and/or medical needs. These technology options support the student in reaching criterion for the identified functional goal as well as improving student’s behavior, independence level and/or social functioning.</p>