



**College of Education and Human Development  
Division of Special Education and disAbility Research**

Spring 2019

EDSE 669 646: Interdisciplinary Approach for Children with Sensory and Motor Disabilities  
CRN: 22115, 3 – Credits

<b>Instructor:</b> Dr. Marci Kinas Jerome	<b>Meeting Dates:</b> 1/10/2019 – 3/7/2019
<b>Phone:</b> 703-993-8295	<b>Meeting Day(s):</b> Thursday
<b>E-Mail:</b> mkinas@gmu.edu	<b>Meeting Time(s):</b> 5 pm – 9:30 pm
<b>Office Hours:</b> By Appointment	<b>Meeting Location:</b> Off Campus
<b>Office Location:</b> By Appointment	<b>Other Phone:</b>

**\*\*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

**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.

**Advising Tip**

Have you met with an advisor? All students should make an appointment to meet with an advisor to outline a plan for completing coursework and non-course requirements such as testing. To make an appointment by phone or in person, go to <http://gse.gmu.edu/special-education/advising/>.

**Course Delivery Method**

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

### **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).

This course contains at least one Common Assessment developed by the College of Education and Human Development to assess our candidates' performance on nationally accepted standards for beginning teachers (InTASC) and our programs' performance on national accreditation standards (CAEP).

### **Required Textbooks**

Orelove, F. P., Sobsey, D., & Gilles, D. (2017). *Educating Students with Severe and Multiple Disabilities: A Collaborative Approach* (5<sup>th</sup> ed.). Baltimore, MD: Brookes Publishing.

### **Recommended Textbooks**

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

### **Additional Readings**

Additional readings will be posted on Blackboard.

### **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 assessment for this course is the Physical Management Plan with Assistive Technology. Please see the Other Assignments section for assignment description.

#### **College Wide Common Assessment (TK20 submission required)**

The Physical Management Plan will be uploaded twice – once for TK20 and a second time for assessment as a common assignment. More information will be provided on BB.

### Other Assignments

#### **In-Class Assignments** (15 points each for a total of 105 points possible)

There will be a total of seven (seven) unannounced in-class assignments throughout the course. They may be writing assignments, reading checks, an in-class group “project” or other assignment. Each of the assignments are worth up to 15 points for a possible 90 points total. In-class assignments can NOT be made up. Please note that if you miss class the night of an in-class assignment – you will not be able to make it up. In-class assignments are designed to practice what was learned in class.

#### **Research Reviews** (50 points each for a total of 100 points possible)

As a teacher, you should be able to read and apply research in your field. You will be assigned one article to critique outside of class which is worth up to 50 points. You will choose a second article to critique on your own as well which is worth up to 50 points. The two scores will be added to equal one grade of up to 100 points possible. Assignment description and rubric are posted on Blackboard under the Assignments tab. **Critique 1 due 1/31, critique will due 2/14.**

#### **Physical Management Plan with Assistive Technology** (100 points)

For this assignment, students are to identify a student within an educational setting who has severe and/or multiple disabilities including physical, sensory, and /or medical needs. For those without access to a student who meets this description, the instructor will provide you with a student or a case study will be provided if no student is available. You will: (1) Write a detailed description of this student based on records available and observation of the student, (2) Determine a functional goal, and (3) Plan an instructional strategy to teach this goal. Assignment description and rubric are posted on Blackboard under the Assignments tab. **Due 2/28.**

<b>Assignment</b>	<b>Due Date</b>	<b>Points</b>
In-Class Activities	Unannounced	105 Points (15 pt. x 7)
Research Critiques	1/31; 2/14	100 Points (50 pt. x 2)
Physical Management Plan with AT	2/28	100 Points
<b>TOTAL</b>		<b>305 Points</b>

### Course Policies and Expectations

#### **Attendance/Participation**

This class is designed to be interactive and rigorous. This is so your learning is optimized. Your attendance in class is important and required. This a shortened

semester course so it is of utmost importance that you make every effort to attend class. If you are absent, your class activity grade for the date will be 0. In class activities may NOT be made up.

Please note: If FCPS closes due to inclement weather, class will move to an online format. Students may be asked to connect synchronously from home via Webex during the scheduled class time and/or complete an assigned activity via Blackboard. Online assignments may also count towards your in-class activity grade.

### **Late Work**

All assignments are due posted to blackboard by 5:00 PM on the dates listed in the course schedule in this syllabus. Ten 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 70% 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. If you are having difficulty with an assignment, please contact the instructor as soon as possible. Submitting an assignment late does not alter the due dates of the other assignments and prevents timely feedback that may be of value in later assignments. Strive to keep up with the assignment schedule.

### **Grading Scale**

Grade	Percentile
A	100. – 94.
A-	93.99 – 90.
B+	89.99 – 87.
B	86.99 – 80.
C	79.99 – 70.
F	69.99 and below

\*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/polices-procedures/>.

## Class Schedule

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

<b>Session</b>	<b>Date</b>	<b>Topic/Learning Experiences</b>	<b>Chapters</b>	<b>Assignments Due to Blackboard</b>
1	1/10	Course overview: Quality of life; Educating for the future; Attitudes: understanding research		
2	1/17	Typical physical development & self-care needs; common medical diagnosis & terms;	Chapter 3: Orelove Hoon & Tolley (2013) Gage (1991)	
3	1/24	Writing IEP goals that address self-care; sensory impairments/communication/scanning:	Chapters 4,5,6,7: Orelove Heller & Avant (2011)	
4	1/31	Guest panel of students; Family life Guest Speaker: Dr. Melissa Ainsworth, Parent	Chapters 2 & 9: Orelove	<ul style="list-style-type: none"> <li>• 1st research article review due uploaded to Blackboard.</li> </ul>
5	2/7	Positioning equipment; adaptations in the classroom: Assistive technology	Chapters 11: Orelove	
6	2/14	Positioning lab Guest Speaker: Marbea Tammaro, OT	Chapter 9: Orelove Barnes & Whinnery (2002)	<ul style="list-style-type: none"> <li>• 2nd research article review due uploaded to Blackboard.</li> </ul>
7	2/21	The Law – SIB - Abuse	Obringer & Coffey (2010) Other readings to be posted	
8	2/28	Feeding lab Guest Speaker: Stacie Brady, SLP	Chapter 8: Orelove	<ul style="list-style-type: none"> <li>• Instructional plan due uploaded to Blackboard</li> </ul>
9	3/7	Related service providers; integrating physical needs into lesson planning	Chapter 1: Orelove	<ul style="list-style-type: none"> <li>• Complete GMU Course Evaluation in Class</li> <li>• Completed instructor-developed final evaluation in Blackboard</li> </ul>

## 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 <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](mailto: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

	<b>Does Not Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>
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	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

	<b>Does Not Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>
		to which they are entitled, and the student’s physical, sensory, and/or medical needs.	both the legal, judicial and educational systems to which they are entitled, and the student’s physical, sensory, and/or medical needs.
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.

	<b>Does Not Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>
			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 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.	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 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 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 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.

	<b>Does Not Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>
			Candidate describes instructional procedures which include a plan for individualized reinforcement systems and environmental modifications.
Assistive Technology CEC/IIC Standard 3 and 5	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.	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.	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.