

SPED 536: Methods for Young Children with Disabilities: Motor & Adaptive Skills (3 credits)

Instructor:

Email:

Office Hours:

Class Day/Time:

Class Location:

CONCEPTUAL FRAMEWORK

Michael D. Eisner College of Education
California State University, Northridge
(Approved May 2018)

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- We value academic excellence in the acquisition of research-based professional knowledge and skills.
- We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.
- We value ethical practice and what it means to become ethical and caring professionals.
- We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.
- We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.
- We value creative, critical, and reflective thinking and practice.

Important Notice: The department office cannot take messages for professors. If you

need to contact me, please email me directly. I will try my best to get back to you within 24 hours of receiving your message. I am rarely online during weekends due to other commitments. Do your best to plan the timing of your questions accordingly. All official communication will be by e-mail to your CSUN email account.

Students with Disabilities

The California State University does not discriminate on the basis of disability in admission or access to, or treatment or employment in, its programs and activities. Sections 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and various state laws prohibit such discrimination. Students with disabilities are encouraged to register with the Disability Resource and Educational Services (DRES) at <https://www.csun.edu/dres>. Registration and completion of a services agreement must occur each semester. Reasonable and effective accommodations and services will be provided for students that register with DRES in a timely manner and with appropriate documentation in accordance with federal, state, and university guidelines. DRES can be reached at (818) 677-2684 and is located in Bayramian Hall, room 110.

Additional Campus Resources and Support

If you are facing challenges related to food insecurity, housing precarity/homelessness, mental health, access to technology, eldercare/childcare, or healthcare, you can find guidance, help, and resources from **CSUN with A HEART** (<https://www.csun.edu/heart>). There are also additional links on our Canvas site for resources to support your academic goals and engagement with campus activities.

Course Description

The course includes study of information pertaining to typical and atypical growth and development of children from birth through school age. A study of common physical disorders and their impact on development and learning will occur. Methods of assessment and intervention will be presented with emphasis on transdisciplinary model of service delivery, including collaboration with families, to address the needs of children having physical and multiple disabilities. Focus on observational skills, program development and implementation for gross, fine, and oral motor and adaptive skill areas. Specific information and techniques on physical positioning, lifting and carrying individuals with physical disabilities of different ages, various ways (both high and light technological) to adapt and accommodate for the needs of individuals having severe physical and multiple disabilities, and individualized teaching techniques. Issues related to health care will be addressed.

Course Objectives

Objectives: By completing this course, students will:

1. Acquire a basic knowledge and observational skills of typical growth and development of children;
2. Discuss the effects of atypical motor development and acquire knowledge of common physical disorders;
3. Learn how physical and multiple impairments impact development and learning
4. Acquire knowledge of knowledge and skills that other professionals have to offer and learn

- techniques of working as part of a transdisciplinary team for educational programming and implementation of objectives into everyday routines;
5. Demonstrate appropriate handling and positioning techniques, lifting and handling of a variety of individuals having physical and multiple disabilities;
 6. Demonstrate understanding of normal oral motor development, the role of familial and cultural factors on feeding and nutrition, effects of various disabilities on the feeding process and problems, common nutritional problems and effective methods for establishing mealtime environments and promoting feeding skills;
 7. Demonstrate the ability to use switches, adapt materials as needed, and make use of range of motion techniques to maximize a student's potential;
 8. Demonstrate their knowledge of a variety of teaching techniques to promote learning, despite severity of disability;
 9. Demonstrate and understanding of appropriate intervention strategies used to promote development of Activities of Daily Living (ADL) and adaptive skills;
 10. Gain information on types and purposes of assistive devices and equipment to make or order for children with physical and multiple disabilities;
 11. Acquire strategies to promote interactions between individuals with physical and multiple disabilities and their nondisabled peers;
 12. Understand the impact on the family of having a child with physical and multiple disabilities and to be aware of and sensitive to cultural and linguistic differences that exist, and
 13. Understand the differences between active and passive therapy and benefit to the student

Required Readings

Download weekly lecture materials via Canvas accessed via the CSUN home page [HYPERLINK "http://www.csun.edu"](http://www.csun.edu) www.csun.edu (click on "myNorthridge Portal", then on Canvas, & enter your portal username and password).

Required Text: Orellove, F.P., Sobsey, D., & Silberman, R.K. (2004). *Educating children with multiple disabilities: A collaborative approach. 4th edition*. Baltimore: Paul H. Brookes Publishing Co.

Course Requirements

***Assignments are due on the date indicated on the course schedule.

1. Integrated Therapy

ECSE: 1.11, 2.1, 4.3

ECSE: 1.1, 1.2, 1.3, 4.4

Describe ways in which P.T. or O.T. can be infused into an activity for a child in the appropriate age range. Students will be given a description of a student with a disability who would benefit from having therapy infused into an activity in order to increase that student's participation in that activity. Describe the student's abilities and also their disabilities that interfere with their participation including age and grade level appropriate activities. (30 points)

2. NICU Reflection

Write a short reflection on the movie "Little Man." (2-3 paragraphs, double spaced) What were your thoughts and feelings about the movie? Does it change your opinion of parents

whose children were born premature or had medical issues requiring them to be hospitalized in the NICU? What is your opinion regarding the ethical issues that this movie brings to light? (20 points)

3. Sensory Integration Reflection

ECSE: 3.2

Write a short reflection about your own sensory strengths and weaknesses. (1-2 paragraphs, double spaced) Explain how recognizing your own sensory needs can help you understand your student.

4. Assistive Technology

ECSE: 1.6, 1.9, 1.11, 2.5, 4.6

ECSE: 1.1, 1.2, 1.3, 1.4, 4.4

Students will be given a description of a student birth to 6 years who could benefit from the use of a switch. Describe how the switch can be used during typical academic and non academic activities. Candidates will reflect upon how these assistive technology needs may change as the child grows and develops and prepares for school and how the OT or PT can provide suggestions on how to best meet these individual needs. Use form to describe under what conditions the switch will be used and data sheet included designed to track student progress. (30 points)

5. Curricular Adaptation

ECSE: 3.5

ECSE: 1.7, 2.3, 2.6, 4.6

ECSE: 1.1, 1.2, 1.3, 4.4

Describe a child age birth to 6 years who could benefit from the use of an adaptation. Candidates will be making one adaptation (non switch) for this student that will bypass a physical limitation and allow greater participation in a typical activity. Present to class. (30 points)

(See Attached Descriptions of Assignments for Greater Specifications and Samples)

Open Book Exams and Quiz

Quiz (50 points)

Midterm Exam (50 points)

Final Exam (50 points)

Grading

1. Integrated Therapy Assignment	40 points
2. NICU Reflection	20 points
3. Sensory Processing Reflection	20 points
4. Switch and Data Use	30 points
5. Physical Adaptation	30 points
Medical Conditions Quiz	50 points
Midterm Exam	50 points
Final Exam	50 points

Class Attendance and Participation	25 points
<hr/> Total Points	<hr/> 315 points

Grading System

Total points for all assignments and examinations will be cumulated. Earned points will be divided by the total number of possible points.

94-100%=A	76-79%=C+	60-62%=D
90-93% =A-	73-75%=C	
86-89%=B+	70-72%=C	
83-85%=B	66-69%=D+	
80-82%=B-	63-65%=D	

A=Outstanding

Performance reflects and outstanding level of competency attainment, including integration of information, and application of theory and research to practice. Projects and exams are comprehensive, thoughtful, well organized and clearly written.

B=Very Good

Performance surpasses a basic level of competency attainment, understanding and skill, and indicates an ability to integrate and apply information.

C=Satisfactory

Performance meets minimal level of competency attainment, understand and skill. Does not meet graduate level and professional standards.

D=Barely Passing

Performance meets expectations for attainment of some competencies.

F=Failing

Performance does not meet expectations for basic competency attainment.

Reading Material not Related to Course & Personal Technology Use During Class

Any materials not related to the course are prohibited. Cell phone usage during class is also prohibited. Please place them in your backpack and use them only during breaks, outside the classroom. In addition, students are allowed to use a personal computer during class for taking notes and viewing the PowerPoint slides ONLY. Students are NOT allowed to use their computers for personal use (answering emails, surfing the web, using social networks, instant messaging, etc.) during class time. The instructor reserves the right to impose a grade penalty for a student who violates these policies or will prohibit use of the device.

Academic Dishonesty

All assignments, quizzes and exams are based on individual work. Any group assignments will be indicated. All forms of academic dishonesty (cheating, plagiarism, etc.) are expressly

forbidden by University rules and will not be tolerated in this course. Any student who violates these rules will receive the grade of “F” and be subject to disciplinary action by the University. As stated in the CSUN catalog “The maintenance of academic integrity and quality education is the responsibility of each student within this University and the CSU system. Cheating or plagiarism in connection with an academic program at a CSU campus is listed in Section 41301, Title V, California Code of Regulations as an offense for which a student may be expelled, suspended or given a less severe disciplinary sanction. Academic dishonesty is an especially serious offense and diminishes the quality of scholarship and defrauds those who depend on the integrity of the University’s Programs. Such dishonesty includes: Cheating, Fabrication, Facilitating Academic Dishonesty, and Plagiarism.” (<https://catalog.csun.edu/policies/academic-dishonesty/>). All incidents of cheating or plagiarism will be reported.

Sexual Misconduct Disclosures and Maintaining a Respectful Learning Environment

Students and faculty each have responsibility for maintaining a respectful space to express their opinions. Professional courtesy and consideration for our classroom community are especially important with respect to topics dealing with differences in race, color, gender and gender identity/expression, sexual orientation, national origin, religion, disability, and age.

In this course, the topic of sex (including sexual misconduct/sexual violence) may emerge either purposefully or inadvertently in readings, films, class discussions or other class materials. We recognize that such topics may be particularly upsetting for some survivors; we encourage all students to seek the support they need.

While making personal connections with the topics studied in any course can be a meaningful and important endeavor, please be aware of the following policy regarding confidentiality and disclosures of incidents of sexual misconduct/sexual violence.

As your instructors, one of our responsibilities is to help maintain a respectful learning environment on our campus. In the event that you choose to write, speak or otherwise disclose about having experienced sexual misconduct/sexual violence, including rape, sexual assault, sexual battery, dating violence, domestic violence, or stalking and specify that this violence occurred while you or the perpetrator were a CSUN student, federal and state laws require that we, as a “responsible employee,” notify our campus Title IX Coordinator. The Title IX Coordinator will contact you to inform you of your rights and options as a survivor and connect you with support resources, including possibilities for holding accountable the person who harmed you. Know that you will not be forced to share information and your level of involvement will be your choice.

CSUN’s Title IX Coordinator is:

Barrett Morris
University Hall, Room 285
Phone: (818) 677-2077
E-Mail: barrett.morris@csun.edu

If you do not want the Title IX Coordinator notified, instead of disclosing the experience to us,

you can speak confidentially with CSUN’s Care Advocate.*

CSUN’s Care Advocate can be contacted at (818) 677-7492

For more information regarding your university rights and options as a survivor of sexual misconduct/sexual violence, please visit the University’s Title IX website at: <http://www.csun.edu/title-ix>

*Note: If it is determined that an alleged perpetrator poses an imminent threat to self or others, or if person(s) under 18 years of age are involved, our Care Advocate is required to notify our Department of Police Services.

**Course Schedule
Topics of Study**

Date	Topics
Class 1	Introduction, Class Expectations, Medical Terminology
Class 2	Best Practices, Infusing Therapy into Typical Routines, Partial Participation ECSE: 1.1, 1.2, 1.3, 1.11, 2.1, 2.3, 2.6, 4.4 ECSE: 1.1, 1.2, 1.3
Class 3	Principles of Normal Development and Gross Motor Development Assignment #1 Integrative PT/OT DUE ECSE: 1.1, 1.2, 1.3, 3.2, 4.1, 4.3
Class 4	Reflexes, Righting and Equilibrium Reactions, Fine Motor Development ECSE: 1.1, 1.2, 1.3, 1.4, 3.2, 4.1, 4.3
Class 5	Cerebral Palsy ECSE: 4.1
Class 6	Prematurity and NICU NO VIRTUAL CLASS! Watch “Little Man” movie and write Reflection
Class 7	Activities of Daily Living & Daily Care Needs: Toileting, Dressing Grooming, Health Care Issues Assignment #2 NICU Reflection DUE ECSE: 1.1, 1.2, 1.3, 3.2, 4.1, 4.3
Class 8	Sensory Integration Assignment #3 Sensory Processing Reflection DUE ECSE: 1.1, 1.2, 1.3, 3.2, 4.1, 4.3

Class 9	Midterm Exam
Class 10	Switch Lab and Movement Lab ECSE: 1.9, 2.5 ECSE: 1.4
Class 11	Adaptations, Technology-Guest speaker <i>Assignment #4 Switch Use and Data Sheet DUE</i> ECSE: 1.7, 2.5
Class 12	Daily Care Needs: Oral Motor Development, Feeding, and Nutrition, Tube Feedings ECSE: 1.1, 1.2, 1.3, 3.2, 4.1, 4.3
Class 13	Disorders of Physical Development: Other Medical Conditions <i>No Class-Self Study Module and Take Home Quiz DUE</i> ECSE: 4.1
Class 14	Physical Positioning: Lifting, Transferring, Carrying, Equipment, Wheelchair Safety
Class 15	Class Presentations on Adaption <i>Assignment #5 Physical Adaptation DUE</i> ECSE: 2.6, 3.5 ECSE: 1.1, 1.2, 1.3, 1.5, 2.6, 4.4
Finals	FINAL EXAM

SPED 536 Syllabus linking page**Instructions requested that only the "I" will be linked:****TPE1-ECSE:**

1.1-pg 7

1.2-pg 7

1.3-pg 7

1.4-pg 7

1.7-pg 8

1.9-pg 8

1.11-pg 8

TPE2-ECSE:

2.1-pg 7

2.3-pg 7

2.5-pg 8

2.6-pg 7

TPE3-ECSE:

3.2-pg 4

3.5-pg 4

TPE4-ECSE:

4.1-pg 7

4.3-pg 7

4.4-pg 7

TPE5-ECSE:

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TPE6-ECSE:

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