



COURSE/TITLE: EDSP 403/603: Instruction for Students with Physical Disabilities
INSTRUCTOR: Dr. Frances L. Kohl
TIME: Tuesday, 1:15-4:15
SEMESTER: Spring, 2016
LOCATION: EDUC 3315
OFFICE HOURS: Monday: 1:00-3:00 PM & Tuesday: 10-12 PM (other times by appt.)
PHONE: 301.405.6490 **E-MAIL:** flkohl@umd.edu
MAILBOX: Room 3104, Benjamin Building, College of Education
OFFICE: Room 1240D, Benjamin Building, College of Education

DESCRIPTION: Information is presented on physical, medical, and communication needs commonly found with students displaying physically disabling, genetic, and health related conditions (e.g., cerebral palsy, epilepsy, deaf-blindness, traumatic brain injury, Down syndrome) and focuses on educational implications in public school, home, recreational, vocational, and community settings. Educational implications address: (a) knowledge of physical disabilities and terminology (e.g., etiologies, physical symptoms, treatments); (b) procedures for instructional modifications, universal design of learning, and assistive technology (e.g., uses of adaptive equipment, environmental accessibility); (c) alternative forms of communication; and (d) cooperation with support staff (e.g., occupational, speech, physical therapist) and parents/family members.

Accommodations for Individuals with Disabilities: If you have a documented disability and need academic accommodations, submit documentation within the second week of class. For information on accommodations, visit www.counseling.umd.edu/DSS.

Attendance: As future educators, you are held to a high standard of professional behavior. This course is important to your future and the future of the many students you will teach. Attendance and in-class participation are ongoing requirements. Therefore, attendance will be recorded for each class and included in evaluation. **University policy excuses the absences for illness (self or dependent), religious observances (where the nature of the observance prevents the student from being present during the placement or class period), and participation in University activities at the request of University authorities. Students must request the excuse in writing and supply appropriate documentation.** Notify Dr. Kohl as soon as possible BEFORE CLASS regarding any absence and, in the case of religious observances, please provide a written notification of the projected absence within two weeks of the start of the semester. More information on attendance can be found at: <http://www.faculty.umd.edu/teach/attendance.html>

- It is highly recommended to exchange telephone numbers with at least one classmate to obtain notes and follow-up assignments missed during an absence.

Technology Use Policy: While UMD recognizes students' need for educational technological devices, the use of cellular phones during class time is not permissible. **All phones** must be turned off and put away in purses, backpacks, etc. during class. Laptop computers are allowed in class, **but for professional reasons only** including taking notes, use of Canvas, or investigating professional websites. ***Absolutely no text messaging or unprofessional use of a laptop (checking emails) during class will be tolerated. You will be asked to leave the class.***

Course Outline EDSP 403/603 Spring, 2016

<u>Date</u>	<u>Class</u>	<u>Topic</u>	<u>Requirements</u>
1/26	1	Course Requirements	Readings
2/02	2	Cerebral Palsy	Readings
2/09	3	Normal Motor Development	Readings; Feeding Assignment Head Count
2/16	4	Abnormal Motor Development	Readings
2/23	5	Handling & Positioning; Adaptive Equipment	Readings; Exam Review & Study Guide
3/01	6	EXAMINATION #1	
3/08	7	Adaptive Feeding Procedures	Readings
3/15		SPRING BREAK	
3/22	8	Epilepsy/Medicine Management	Readings
3/29	9	Epilepsy/Medicine Management	Readings
4/05	10	Toileting; Dressing	Readings; Exam Review & Study Guide
4/12	11	EXAMINATION #2 (2 hours)	Graduate School Application Information
4/19	12	Assistive Technology (1)	Readings; FEEDING LOG DUE
4/26	13	Com Aids Demonstration (2) Special Guest Speaker: Ms. Elizabeth Bortz Prentke Romich Co.	Exam #3 (Take Home) Distributed
5/03	14	Assistive Technology (3) Praxis II Workshop	
5/10	10	Down Syndrome Communicable Diseases Anaphylactic Shock Traumatic Brain Injury	Readings EXAM #3 (TAKE HOME) DUE CPR Certificate

EDSP 403/603 Assignment & Grading Requirements

All written assignments are to be **typed and double-spaced**. Attention will be given to writing style, organization, and grammar; points may be subtracted depending upon the ease of readability.

- **Never use actual names of students or teachers. Use S for student & T for teacher.**
- All electronic assignments must be uploaded to Canvas in WORD (NO PDF), 12 point font, 1” margins, and must be titled as follows: **LastNameFirstName.AssignmentName.Date** If the assignment is not titled as requested, it will not be accepted.
- **All assignments are due on the dates specified in the Course Outline. Points are subtracted on all late assignments except when prior arrangements have been approved by the instructor.**

1. **Readings and Class Engagement/Discussion**. It is expected that teacher candidates will have read the required readings for each class prior to lecture, attend class, and participate in discussions and activities. Attendance and in-class participation are ongoing requirements and an integral part of the work of this course. Therefore, attendance will be recorded and included in evaluation as well as being punctual, paying attention, and engaged in learning.
2. **Examinations**. Three examinations will be given over the semester: Two in class (2 hours) and one take home exam. Each is based on reading assignments, handouts, and lecture materials. In class exam format will be short answer essay. There is no final examination.
3. **Feeding Sessions**. Teacher candidates are required to feed a student with severe physical disabilities for a minimum of three (3) feeding sessions. Teacher candidates must keep a log of their experience to include descriptions of the student, techniques, positions, equipment, and/or outcome of each feeding session; refer to Appendices A and B. The Feeding Log and signed cover sheet (Appendix C) are due on April 19, 2016. On Feb. 9, 2016, teacher candidates will indicate one of three schools so a list of teacher candidates can be sent to each school contact person. DO NOT contact your school or start your feeding assignment until March 7, 2016 after the lecture/power point presentation on adaptive feeding procedures.
4. **CPR Certification**. Teacher candidates must become certified in CPR training for **Adult and Infant/Child**. The certification must be in vivo, not on-line. A **copy** of your card indicating current CPR certification must be handed in by the last day of class.
5. **Internet Search**. Teacher candidates must find and print the first page of each website listed in Appendix D. It is assumed you will read about each organization or company. Please include your name and the **due date** on each page. These pages will be collected at the beginning of each class period and returned the next week.

Grading and Teacher Candidate Learning Outcomes

Each requirement will count as follows:

1. Class Discussion/Engagement, Attendance, Internet Search, CPR	5
2. In Class Exam 1 and 2 (25 points each)	50
3. Take Home Exam	25
4. Feeding Log	<u>20</u>
TOTAL	100

A+	100 – 98	B+	89 – 87	C+	79 – 77
A	97 – 93	B	86 – 83	C	76 – 73
A-	92 – 90	B-	82 – 80	C-	72 – 70
				D	Below 70

EDSP 403/603 Teacher Candidate Learning Outcomes:	CEC (2012) Special Educator Preparation Standards	InTASC (2014) Core Teaching Standards	College of Education (2011) Conceptual Framework	Maryland Teacher Technology Standards (2002)
1. Characteristics/Definitions: To know the characteristics & definitions related to the identification and instruction of individuals with physical disabilities (e.g., cerebral palsy, epilepsy, Down syndrome, TBI, deaf-blindness, etc.)	1,7	1,2	Learners, Equity & Diversity	I
2. Assessment: To know and implement meaningful assessment procedures for normal and abnormal motor development and communication for individuals with physical disabilities	3,4	6	Goals & Assessment	IV
3. Instructional Planning: To plan appropriate and individualized instruction for students with physical disabilities	3,5	7		V
4. Curriculum: To analyze and apply functional curriculum which encourages independence in positioning, feeding, dressing, toileting, etc. with students having physical disabilities	3,5	4,5	Subject Matter	V
5. Instructional Strategies: To know and apply handling and positioning, adaptive equipment, medicine management, assistive technology/UDL, communication, systematic feeding strategies, etc. (e.g., prompt hierarchies, gradual guidance) for students with physical disabilities	5	8	Pedagogy, Technology	VI
6. Inclusion Practices and Collaboration: To know and apply strategies to facilitate inclusion of students with physical disabilities with peers without disabilities in age-based neighborhood schools (e.g., UDL, differentiated instruction, communication)	2,7	3,9	Social & Cultural Contexts	II, VI
7. Professional and Ethical Responsibilities: to use foundational and practical knowledge of the field and the professional ethical principles to inform special education practice, to engage in lifelong learning, and to advance the profession.	6	9	Foundational Competencies Reflection, Advocacy, Responsible & Ethical Action	VII

*CEC = Council for Exceptional Children: Initial Professional Content Standards

<http://www.cec.sped.org/~media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards%20with%20Elaborations.pdf>

*InTASC = Interstate Teacher Assessment and Support Consortium: Core Teaching Standards
http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_and_Learning_Progressions_for_Teachers_10.html

*CF = UM College of Education Conceptual Framework
http://www.education.umd.edu/Academics/Programs/teacher_education/documents/FINALCFApproved2011.pdf

*MTTS= Maryland Teacher Technology Standards
<http://www.marylandpublicschools.org/MSDe/programs/technology/techstds/index.html>

Required Texts

Brown, F., McDonnell, J.J., & Snell, M.E. (2016). Instruction of students with severe disabilities (8th ed.). Boston: Pearson.

Batshaw, M.L., Roizen, N.J., & Lotrecchiano, G.R., (2013). *Children with disabilities*. (7th ed.). Baltimore, MD: Paul H. Brookes Publishing Co.

READING ASSIGNMENTS

(X) = Reading available on Canvas

Bolded, Underlined Chapters = Read Carefully

Weeks 1 and 2: CHARACTERISTICS OF CEREBRAL PALSY (CP)

Required Readings

1. Batshaw: Chapters 10, 11, and **24**

Weeks 3, 4, & 5: MOTOR DEVELOPMENT: NORMAL AND ABNORMAL NEURODEVELOPMENTAL (NDT) THERAPY HANDLING & POSITIONING STUDENTS ADAPTIVE EQUIPMENT

Required Readings - Motor Development

1. Batshaw: Chapters 1 - **7, 12, 13, and 33**
- (X) 2. NDT and Motor Development Handouts

Required Readings - Handling & Positioning

1. Brown: Chapter **9**
- (X) 2. Handling, Positioning, and Transferring Handouts

Weeks 7: ADAPTIVE FEEDING PROCEDURES

Required Readings

1. Batshaw: Chapters 8, **9**, and 35
2. Brown: Chapter **10 pp. 349-358**

Weeks 8 and 9: EPILEPSY; MEDICINE INTERVENTION

Required Readings

1. Batshaw: Chapter **27**
2. Brown: Chapter **8**

Weeks 10: TOILETING & DRESSING TECHNIQUES

Required Readings

1. Brown: Chapter **10 pp. 336-349 (toileting) and pp.358-3-68 (dressing)**

**Weeks 12, 13, and 14: ASSISTIVE TECHNOLOGY
AUGMENTATIVE COMMUNICATION
MANUAL SYSTEMS**

Required Readings

1. Brown: Chapter **12**
2. Batshaw: Chapters **36**

**Week 15: DOWN SYNDROME
TRAUMATIC BRAIN INJURY
COMMUNICABLE DISEASES
ANAPHYLACTIC SHOCK**

Required Readings:

1. Batshaw: Chapter **18** (Down Syndrome) and **26** (TBI)
- (X)2. Handouts on Communicable Disease Prevention
3. Brown: Chapter 8

Appendix A
Practical Experience Requirement (30 points)

After March 8, 2016, **YOU MUST:**

A. **EMAIL** the following contact person (in bold) at your selected school with age preference:

Duckworth School* 11201 Evans Trail 301/572-0620

Contact Person: Email Ms. Lisa Wenzel lisa.wenzel@pgcps.org Spring Break: 3/24 through 4/4/16
Prince George's County Beltsville, MD School Principal: Ms. Lisa Wenzel Breakfast and Lunch

Stephen Knolls 10731 St. Margaret's Way 301/929-2151

Spring Break: 3/24 through 4/1/16

Contact Person: Email Mr. Robert Tarloff Robert_A_Tarloff@mcpsmd.org
Montgomery County Kensington, MD 20895 School Coordinator: Ms. Kim Redgrave Lunch ONLY

Longview School 13900 Bromfield Road 301/601-4830

Spring Break: 3/24 through 4/1/16

Contact Person: Email Ms. Michelle Mach michelle_mach@mcpsmd.org
Montgomery County Germantown, MD 20874 Coordinator: Ms. Michelle Mach Lunch ONLY

*Criminal Check for Prince George's County (\$7) through school system is required. Information provided.

- B. Get your assigned teacher (who will oversee your feeding) from the contact person above.
- C. Set up three (3) dates/times with assigned teacher by phone/email. Follow directions on Appendices B and C. You must go to your assignment three different times (you can't feed three different students on one day). If your assigned student is absent, ask to feed another.
- D. Do NOT use a student's name in your log (make references as "S") or the school's name. Refer to staff as the teacher, assistant, and physical/occupational/speech therapist. Your assigned teacher's & school's name must only be on the Log Cover Sheet (Appendix C).
- E. Give or email your assigned teacher a copy of the following: ***Policies and Procedures Regarding Practicum Experiences EDSP 403/603 Feeding Experience*** (found on Canvas)

Each teacher candidate must keep a narrative log of the procedures used in his/her feeding experience. Information included in the log should be concise and **in narrative form**. Incorporate terminology, definitions, and techniques from class into the log. **Use the following six (6) underlined statements as organizational headings in your log in a WORD document:**

1. Description of Student (age, sex, type and degree of CP/impairment, type of tone, oral impairments; type of class/school; type of communication system). Be specific.
2. List Dates, Times, Length, and Location of each Feeding Session.
3. Description of Student's Feeding Position including type of adaptive chair; head position, leg/angles, types/location of supports, etc. Describe your position for feeding the student.
4. Types of Adaptive Feeding Equipment and Assistive Technology (special bowl, spoon, wrist supports, communication aid/system and how it was used, attention signal, etc.)
5. Description of Feeding Difficulties, Procedures/Techniques, and Outcomes:
 - (a) Describe type of food, food preparation, consistency/texture of food, etc. and if possible, attach a copy of a "feeding protocol" (with student's name removed).
 - (b) Describe any chewing problems (e.g., tongue thrust, tonic bite, no lip closure)
 - (c) Describe any oral normalization, jaw and lip control, head stabilization procedures
 - (d) Describe any procedure or technique attempted, comments or questions, observable progress of the student, or other pertinent information for each feeding session.
6. Additional Assistance/Comments: Did you receive assistance from other professionals (e.g., physical therapist, assistant)? Explain who and what type of assistance.
7. Hand in **Appendix C** with your assigned teacher's signature **in class** on the due date.

The feeding log must NOT exceed three (3) doubled spaced typed pages.

Appendix B
Arranged Feeding Dates with Classroom Teacher

**Attach or Email: *Policies and Procedures Regarding Practicum Experiences:*
*EDSP 403/603 Feeding Experience (01/2016)***

This form and the handout, *Policies and Procedures Regarding Practicum Experiences*, are to be given or emailed to your assigned teacher once dates and times have been arranged. Teachers and teacher candidates must read the policies and procedures carefully.

Teacher Candidate Name: _____

Phone Number: _____

Email: _____

Dates and Times of Feeding:

#1:

#2:

#3:

Teacher Candidates: This form and the *Policies and Procedures Regarding Practicum Experiences: EDSP 403/603 Feeding Experience* are to be given to your assigned teacher when dates are arranged. If you cannot make a session, call the school immediately and arrange another date/time with your assigned teacher. If your assigned student is absent or unavailable for feeding and you are at the placement, please ask your assigned teacher if you could assist in feeding another student.

Assigned Teachers: This assignment is a requirement of EDSP 403/603. If you need to contact me, please feel free to do so:

Dr. Francey Kohl, Professor
Special Education Program
Department of Counseling, Higher Education, and Special Education
University of Maryland
College Park, Maryland
Phone: 301.405.6490
Email: flkohl@umd.edu

Thank you very much. Your cooperation and assistance in providing this feeding opportunity to our teacher candidates is greatly appreciated.

01/10/16

Appendix C

EDSP 403/603 Feeding Log Cover Sheet

Teacher Candidate: _____

School: _____ County: _____

Assigned Teacher: _____

Dates of Feeding:

#1:

#2:

#3:

Signature of Assigned Teacher Date

Comments:

This cover page is to be signed by your assigned teacher when all feeding sessions are completed and then handed in when the assignment is due in class.

Appendix D

Web Page Assignments for EDSP 403/603 Spring, 2016

Requirement: Find & print the first page of each website and hand in on the due date. **Include your name on the web page and the date due.** If you miss a week, hand in the next week and write your name AND the original due date on the page.

<u>Date</u>	<u>Session</u>	<u>Organization/Company</u>
2/02	2	1. National Information Center for Children and Youth with Disabilities (NICHCY) – Find Information on CP 2. MD Department of Education – 2012 Maryland Accommodations Manual
2/09	3	1. United Cerebral Palsy Association (UCPA) 2. March of Dimes (MOD)
2/16	4	1. Neuro-Developmental Therapy Association (NDTA) 2. Move International
2/23	5	1. Rifton Equipment Co. 2. Adaptive Equipment Company of interest to your Age Base Concentration
3/01	6	NO Web sites – Examination #1
3/08	7	1. AbleData (Assistive Technology Information) 2. New Visions (Feeding Website)
3/22	8	1. Epilepsy Foundation of America 2. One other web site on epilepsy
3/29	9	1. Mayer-Johnson Co. 2. Maryland Disability Technical Assistance Program (MD-TAP) 3. Any web site <u>for apps</u> related to <u>Communication Aids</u>
4/05	10	1. Prentke Romich Co. 2. Simplified Technology for Children with Disabilities (Linda Burkhart)
4/12	11	NO Web sites – Examination #2
4/19	12	1. Connections Beyond Sight and Sound 3. Maryland State Department of <u>Health and Mental Hygiene</u>
4/26	13	ETS - Praxis II Examination
5/03	14	1. National Down Syndrome Society (NDSS) 2. Association for Children with Down Syndrome 3. Brain Injury Association (formerly National Head Injury Foundation)

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University of Maryland, College of Education, and EDSP Policies/Information

Academic Integrity: The University of Maryland has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student, you are responsible for upholding these standards for this course. It is important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. Students who are uncertain as to what constitutes academic dishonesty should consult the publication Academic Dishonesty found at: <http://www.testudo.umd.edu/soc/dishonesty.html> or the Student Honor Council, visit www.shc.umd.edu which defines ACADEMIC DISHONESTY as any of the following acts:

- (a) CHEATING: intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- (b) FABRICATION: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- (c) FACILITATING ACADEMIC DISHONESTY: intentionally or knowingly helping or attempting to help another to violate any provision of this *Code*.
- (d) PLAGIARISM: intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

Academic dishonesty may take many forms. Examples of academic dishonesty include, but are not limited to, the following:

- buying, selling, or trading papers, projects, or other assignments or examinations;
- using or attempting to use any unauthorized book, notes, or assistance from any person during a quiz or examination;
- plagiarizing and/or submitting the work of another as your own;
- fabricating information, references, or citations;
- facilitating dishonest acts of others pertaining to academic work;
- submitting, without instructor permission, work previously used;
- tampering with the academic work of another person;
- ghosting-taking a quiz or exam in place of a student or having any person take a quiz or exam in your place;
- any attempt to falsify an assigned grade or an examination, quiz, report, or program or in a grade book, document, or other record;
- any attempt, or actual, collusion willfully giving or receiving unauthorized or unacknowledged assistance on any assignment (both parties to the collusion are considered responsible); and
- forging a faculty member's or administrator's signature on any card, form, or document.

Honor Pledge: The University of Maryland Honor Pledge reads: *I pledge on my honor that I have not given or received any unauthorized assistance on this assignment or examination.* Unless you are specifically advised to the contrary, the pledge statement should be handwritten and signed

on the front cover of all papers, projects, or other academic assignments submitted for evaluation in this course. Students who fail to write and sign the Pledge will be asked to confer with instructor. **Foundational Competencies:** The College of Education Foundational Competencies Policy was adopted in November 2010 and specifies the professional criteria expected of all teacher candidates in the College. Performance that meets the Foundational Competencies is expected across all professional settings, including university-based coursework and field placements. If concerns arise in any professional setting, a referral will be made to the Teacher Candidate's advisor. Each Teacher Candidate and Supervisor will complete the Foundational Competencies evaluation at the end of each field placement experience. Additional Foundational Competencies evaluation forms may be completed if concerns arise during a field placement or in any professional setting. **These evaluations will be reviewed along with candidates' performance across all program requirements and coursework. Continuation in the Special Education teacher certification program depends on both satisfactory completion of all coursework and satisfactory ratings on the Foundational Competencies.**

Learning Assistance Services: Assistance in study skills, time management, and writing is available at the Learning Assistance Service (LAS) located in the UMD Counseling Center. More information can be found at the following website: <http://www.inform.umd.edu/LASRV>. Additionally, if you are encountering personal problems that hamper your academic performance, contact the Counseling Center 301-314-7651 for resources or referrals.

Physical Restraint and Seclusion: Teacher Candidates are **not** permitted to implement physical restraint and seclusion procedures or to participate in school system training on the use of physical restraint and seclusion procedures. We urge teacher candidates to become thoroughly familiar with the ethical and practical responsibilities involved in dealing with these issues. Please refer to the Council for Exceptional Children's Policy on Physical Restraint and Seclusion Procedures in School Settings (adopted September 2009) which is located at the following link: <http://www.cec.sped.org/~media/Files/Policy/CEC%20Professional%20Policies%20and%20Positions/restraint%20and%20seclusion.pdf>

Office of Student Conduct: If a student displays disorderly or disruptive behaviors in class or poses a concern for violence, he or she will be referred to the Office of Student Conduct – this may result in being charged under the University's Code of Student Conduct and/or be referred for counseling or mental health interventions, if appropriate.



Professional Practices for EDSP Teacher Candidates - EDSP 403/603 Spring 2016

Please initial each policy as discussed in class and hand at the end of the first day of class.

_____ Assignments are graded one time only; students are not allowed to rewrite or redo any assignment. If you have questions before an assignment is due, send any questions by email, make an appointment, or ask during office hours. Allowing individual students to rewrite assignments after evaluation leads to initial submissions that are sloppy or done at the last minute as well as capricious grading accusations.

_____ No extra points will be given within EDSP 403/603.

_____ Due to electronic submissions of assignments, avoid using any identifiable information (names in particular) of students, teachers, other professional staff, principals, schools, programs, counties, etc. on all assignments or projects. Parents and professionals don't want any identifiable information floating in cyber space. For descriptions, use generic terms such as "the student", "the teacher", "the high school", etc.

_____ Teacher candidates and faculty are not allowed to take pictures or videos of students, parents, teachers, etc. without official documentation; each of our four school district partners (Montgomery, Prince George's, Howard, and Anne Arundel) have a required permission Form for teacher candidate use that must be signed by the school's principal before sending to parents.

_____ I am responsible for upholding the standards of academic integrity for this course and I am aware of the consequences of cheating, fabrication, facilitation, and plagiarism.

_____ I understand and pledge not to submit or use a paper, project, or assignment in more than one class.

_____ I understand that Dr. Kohl does not accept late assignments. Exceptions include a doctor's note if ill or advance notice of observed religious holidays.

_____ I understand that it is my responsibility to meet with Dr. Kohl and submit required documentation if I need accommodations in EDSP 403/603.

_____ I understand it is my responsibility to check for announcements/emails/PPTs sent by Dr. Kohl each week before class. I will READ the syllabus to make sure I am aware of due dates for assignments, readings, and activities.

_____ **READING THE COURSE MATERIAL IS IMPERATIVE.** Students cannot master the content of the course without reading the material. The subject matter is clarified in class and with online materials and handouts. Students are encouraged to ask questions whenever information needs clarifying.

Signature: _____ **Date:** _____

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