



CALIFORNIA
STATE UNIVERSITY
NORTHBRIDGE

SPED 536

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

Semester , Year

Basic Information

Instructor

Email

Office Hours

By appointment (on
zoom or in person)

Class Time

Class Location

EDUC
<https://canvas.csun.edu>

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Welcome! I am excited to see how each of you will bring your own personality, knowledge, and experiences into this class as you learn about the motor and adaptive skills of young children with disabilities and how to assess and teach children with physical disabilities. Motor and adaptive skills are essential for children— they help connect young children to new experiences and increase a child's participation in daily activities. Looking forward to a great semester!

Conceptual Framework- What does the college value?

Michael D. Eisner College of Education (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.

Campus Resources– What support is available?

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.



CSUN WITH
AHEART
SUPPORTING YOUR BASIC NEEDS. INSPIRING YOUR FUTURE.

**It goes
like this:
Teaching
is
touching
life.**

~Jaime
Escalante

**Believe in
yourself, learn,
and never stop
wanting to build a
better world.**

~Mary McLeod
Bethune

Course Description- What is this class about?

This course focuses on motor and adaptive skills for young children with disabilities – here's the official description from the catalog:

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- What will I learn?

The goal of this course is to help you engage in critical and reflective thinking to develop and practice the skills and knowledge to make a difference in the lives of children with disabilities, the community, and your own professional and personal growth. After completing this course, I expect you to be able to:

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.

You can expect me to support your attainment of these objectives by cultivating a positive learning environment that includes understanding, feedback, and guidance. We're in this together!

Accessibility– Need additional support? Ask for help.

**Alone we can do
so little;**



**together we can
do so much.**

~Helen Keller

Everyone's brain and body works differently– please ask for help if you want it.

It is my goal to create a learning environment that supports a diversity of learning styles. If you anticipate any issues related to the format, materials, or requirements of this course, please contact me so we can explore potential options. I will be more than happy to work with you so that you can have a positive learning experience.

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.

Class Format– What is class like?

All official communication will be by e-mail to your CSUN email account so check it frequently.

Attendance: Your active and consistent participation is required to get the most from this course. An additional couple hours a week should be reserved for reviewing class material, preparing for the next class, and working on course assignments. I hope that the various activities will further your understanding and application of the class topics. This is a hybrid course that includes in-person and online activities designed to prepare you to teach. All of us in the class– you, me, your peers– have a responsibility to create an environment in which we can all learn from each other. I expect everyone to participate so that we can all benefit from the insights and experiences each person brings. Please let me know if there are other teaching practices I can use to promote your success in this course. I know that extenuating circumstances arise that can make this difficult. If circumstances make you miss more than classes during the semester, you may be overextended. I ask that you come see me to discuss options. Remember that eligibility for financial aid is also based on student participation.

In-Person Meeting: Campus meeting will be required (*see course schedule for meeting dates). Please come on time, prepared, and ready to participate in class activities which will include, but is not limited to lectures, role-playing, paired/group projects, etc. Plan to stay the entire time. In the case of an emergency or illness, you may arrange with another student in class to participate via Zoom on a student's mobile device or laptop and speak on your behalf. Please request this only when you are truly desperate as this can be disruptive to your classmates and me.

Zoom Meetings: Some meetings will be held on Zoom (<https://www.csun.edu/it/zoom>). While having your video off in class is permissible, I strongly encourage you to keep your cameras on during class as it is part of your demonstration of professional behavior. Teaching and learning are social endeavors. We do not learn (nor teach) in a vacuum. Whenever possible, please be fully present and engaged in class, as evidenced by your camera on and engagement with other students and me.

Canvas: Class materials and resources are available online. You will access these by logging on with your campus credentials to Canvas (<https://canvas.csun.edu/>). If you have difficulty logging in to the course or you do not see the course listed, please contact the IT Help Desk. To succeed in this course, you must have reliable access to a computer and internet connection. CSUN offers currently enrolled students the option to borrow devices such as computers and internet hotspots through its Device Loaner Program (<https://www.csun.edu/it/device-loaner-program>). Minimal technical skills, such as attaching documents and using Word are necessary for succeeding in the course. If you are having technical difficulties, please contact technical support at <https://www.csun.edu/it/need-help>.

Restrictions on Disclosure and Distribution: To foster a safe environment for learning, the redistribution of audio or video recordings of statements or comments from the course to individuals who are not students in the course is prohibited without the express permission of the faculty member and of any students who are recorded. Unauthorized distribution of such materials is a violation of academic standards and may violate copyright laws and/or privacy rights.

*Do the best
you can until
you know
better. Then
when you
know better,
do better.”*

~Maya
Angelou

Class Guidelines– What are the class norms? (for you & me)

- **Write and speak in digestible chunks.** Lengthy paragraphs and speeches are difficult for others to digest. Keep your statements short and simple.
- **Use humor carefully.** Sarcasm, in particular, does not translate well in class and especially in online environments. It's best to avoid the potential pitfalls of misunderstood messages.
- **Assume the best intentions.** It can be easy to misread someone's intended message. Give your peers and instructor the benefit of the doubt. Ask them to clarify their meaning.
- **We are not the same.** Respect differences and check your assumptions.
- **Language matters.** Choose your words carefully; avoid using slang, and be kind.
- **Minimize class disruptions.** Please remember to mute ring tones and notification sounds on cell phones during class. Try your best to be on time.

Something else you'd like to add here? Please let me know.

Student Conduct Code

This class will follow the CSUN Student Conduct Code. Detailed information can be found at <http://catalog.csun.edu/policies/student-conduct-code/>

*I want to know **your** own thoughts and ideas about the class material so submit your own work.*

Plagiarism and cheating will not be tolerated. If you are not clear on what constitutes plagiarism, see this resource from the University Library: <https://libguides.csun.edu/journalism/plagiarism>

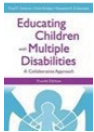

Respect for Diversity & Commitment to Non-Discrimination

It is my intent to create an inclusive class environment where students from all diverse backgrounds and perspectives will be well served by this course and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. My goal is to present materials and activities that are respectful of diversity and honors your identities, including accounts and viewpoints from traditionally underrepresented groups. Please let me know if there are ways to improve in this regard for you personally or for other students or student groups. You can also submit anonymous feedback, which will lead to my making a general announcement to the class if necessary to address concerns.

With the above in mind, students and faculty each have responsibility for maintaining a safe and respectful space to express their reasoned opinions. Because our classroom should be free of all forms of discrimination, professional courtesy and consideration for our classroom community are especially important with respect to topics dealing our diverse social identities. Any student who has concerns with inappropriate behavior in the course should contact me as soon as possible so I can facilitate discussions with concerned parties to talk through the issues, or you may also contact CSUN's Title IX Coordinator directly: Barrett Morris, University Hall, Room 285, Phone: (818) 677-2077, Email: barrett.morris@csun.edu

Textbooks– What books do I need?

<https://www.bkstr.com/csunorthridgestore/shop/textbooks-and-course-materials>

	<p>Orelove, F.P., Sobsey, D., & Silberman, R.K. (2004). <i>Educating children with multiple disabilities: A collaborative approach</i>. 4th edition. Baltimore: Paul H. Brookes Publishing Co.</p>
	<p>There will be other readings assigned on Canvas as appropriate.</p>

Course Requirements– What do I have to do?

Lots of different ways to demonstrate what you have learned- Detailed information and grading rubrics will be provided on our Canvas site.

□ **Integrated Therapy (30 points)**

Describe ways in which P.T. or O.T. can be infused into an activity for a child in the appropriate age range. You 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/grade level appropriate as well as culturally responsive activities.

□ **NICU Reflection (20 points) [1.8]**

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? Address also issues of assumptions, biases, and dominant norms.

□ **Sensory Integration Reflection (20 points)**

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.

□ **Assistive Technology (30 points) [2.5][7.14]**

You will be given a description of a student from 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. You 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.

□ **Curricular Adaptation (30 points)**

Describe a child age birth to 6 years who could benefit from the use of an adaptation. You 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.

□ **Open Book Exams and Quiz**

Quiz (50 points)

Midterm Exam (50 points)

Final Exam (50 points) [1.8][2.5][7.14]

Need help? Or just want to connect? Contact me or reach out to your classmates (through Canvas or email). We can do this! The key to learning is putting in effort. I will do my best to support and encourage your efforts and I hope you will do the same.

And how will I be graded?

Integrated Therapy	30
NICU Reflection	20
Sensory Integration Reflection	20
Assistive Technology	30
Curricular Adaptation	30
Open Book Exams & Quiz	150
Attendance/ Participation	25
Total Possible Points	315

How do points change to grades?

A	93-100%
A-	90-92.9%
B+	87-89.9%
B	83-86.9%
B-	80-82.9%
C+	77-79.9%
C	70-76.9%
D	60-69.9%
F	59.9% & below

More on Grading

It is important that each of you set professional goals for achievement, and pursue readings and assignments with your professional development as the focus (even when it might be hard). However, this class is graded per Department of Special Education policy. Grades reflect performance in exams, projects, and class attendance and participation. Comments, questions, concerns, need help or advice, or just want to talk? Contact me.

**With a positive attitude,
you can be anything you want to
be.**
~Selena

So what do the grades mean? The following is the Department of Special Education's grading policy:

- A = Outstanding.** Performance reflects an outstanding level, including the integration of information and the application of theory and research to practice. Projects and exams are comprehensive, thoughtful, well organized, and clearly written.
- B = Very Good.** Performance reflects competencies that surpass a basic level of understanding and skill, and that indicates some ability to integrate and apply information.
- C = Satisfactory.** Performance reflects a minimal level of competency attainment, understanding, and skill. It does not meet graduate-level and professional standards.
- D = Barely passing.** Performance reflects the attainment of some competencies.
- F = Failing.** Performance does not meet expectations for basic competency attainment.

Submission of Assignments- How do I submit work?

Assignments are submitted by **uploading them to Canvas**. Feedback and grades will be provided through Canvas. Please make sure you are giving yourself enough time to complete and submit the assignments for the course to minimize any unforeseen challenges. *Plan ahead!*

Unless otherwise specified, all assignments must be typed, have one-inch margins, font size 12, and be submitted as **Microsoft documents or pdfs**. CSUN provides all students with free access to Microsoft Office, which includes Word, PowerPoint, and Excel. Here is a link to the CSUN free Microsoft Office site: <https://www.csun.edu/it/microsoft-office>

Writing: Students are expected to turn in papers and assignments of high quality. All work should represent your reflections upon and the integration of information covered in class in an organized way. References should follow APA guidelines (<http://owl.english.purdue.edu/owl/resource/560/01/>). Additionally, written assignments are to be clear in sentence construction and should be proofread before submitting. If you need additional assistance with writing, please visit the University Writing Center at: <https://www.csun.edu/undergraduate-studies/learning-resource-center/university-writing-center>

Person-first Language: In general, use person-first language in your professional writing and speaking to acknowledge that people are more than their disability. Only use identify-first language if you have knowledge of that specific preference for an individual. Not sure? Ask.

Due Dates: Submitting work on time helps you stay on track with the coursework and enables you to participate in meaningful discussions with your classmates. Life can be unpredictable though and I get that. Please email me (before the due date) if extenuating circumstances arise so that options can be discussed.

*Courage
does not
always
roar.
Sometimes
courage is
the quiet
voice at
the end of
the saying
"I will try
again
tomorrow!"*

~Mary Anne
Radmacher

Withdrawals and Incompletes

Sometimes unexpected things happen— I understand. However, it is your responsibility to monitor your own performance as you will not be automatically dropped for absences or poor performance. **Incomplete grades** are granted only in extreme and unavoidable situations. Fifty percent (50%) of classwork must be completed with a passing grade before an incomplete can be considered. *Before you decide you are unable to stay in this class, I encourage you to meet with me. We might be able to resolve your concerns.*



Course Schedule– When do I do everything?

Date	Topics
Class 1	Introduction, Class Expectations, Medical Terminology
Class 2	Best Practices, Infusing Therapy into Typical Routines, Partial Participation
Class 3	Principles of Typical Development and Gross Motor Development Assignment #1 Integrative PT/OT DUE
Class 4	Reflexes, Righting and Equilibrium Reactions, Fine Motor Development
Class 5	Cerebral Palsy
Class 6	Prematurity and NICU [1.8] 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
Class 8	Sensory Integration Assignment #3 Sensory Processing Reflection DUE
Class 9	Midterm Exam + mid-semester feedback
Class 10	Switch Lab and Movement Lab
Class 11	Adaptations, Technology-Guest speaker [2.5][4.4][7.14] Assignment #4 Switch Use and Data Sheet DUE
Class 12	Daily Care Needs: Oral Motor Development, Feeding, and Nutrition, Tube Feedings
Class 13	Disorders of Physical Development: Other Medical Conditions No Class-Self Study Module and Take Home Quiz DUE
Class 14	Physical Positioning: Lifting, Transferring, Carrying, Equipment, Wheelchair Safety
Class 15	Class Presentations on Adaption Assignment #5 Physical Adaptation DUE
Finals	FINAL EXAM

**Schedule, topics, & assignments subject to change with notice*

Linking Key:

TPE	Page #
[1.8]	8
[1.8]	5
[1.8]	5
[2.5]	8
[2.5]	5
[2.5]	5
[4.4]	8
[7.14]	8
[7.14]	5
[7.14]	5