

San José State University
EDSE 235A *Movement, Mobility, Sensory and Health*

Spring 2016

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Office Hours:	Tuesday 12:00 – 12:30 & 5:00-5:30
Class Days/Time:	Tuesday 7:00 – 9:45 pm, February 2, 2016 (first session)
Classroom:	Sweeney Hall 230

How to contact me

You may contact me by email at the above email address, and I will reply as soon as I can; however, I am unavailable during the day on Monday, Wednesday, and Friday, so I cannot take calls or emails from you during business hours on those days. You will have best success in getting your questions answered if you think through what you know, what you don't know, and what your question(s) really are. If you email me, provide a phone number to call back if the question can't be answered by a reply email.

How I will Usually Contact You

In class and through email. For group emails, I use either CANVAS or MYSJSU.

CANVAS

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on CANVAS

Connie L. Lurie College of Education Mission Statement

The mission of the Lurie College of Education is to empower graduates with the skills, knowledge and dispositions that ensure access to excellence and equity in education for every student in our diverse, technologically complex, global community.

Department of Special Education Mission Statement

The Department of Special Education prepares professionals to be effective educators, leaders in the field, and lifelong learners. We accomplish this goal in collaboration with other departments

and community partners. Together we promote equity and excellence in our curricula and instruction by infusing evidence based best practices endorsed nationally.

Course Description

This course is designed to identify the special services available to students with moderate/severe disabilities and define the implementation of these services in the school and community. The course will identify the role, function and services provided by professionals available to meet the health care and educational needs of students with multiple congenital and/or acquired anomalies and neurological impairments. The course will also address appropriate assessment and referral practices for teachers, seizures protocols, basic first aid and universal precautions, medication administration, positioning and handling for students with severe disabilities and feeding techniques. The role of adaptive physical education, school psychologist, physical and occupational therapy, orientation and mobility, and hearing specialist services will also be defined.

Course Goals and Student Learning Objectives

California Commission on Teacher Credentialing Standards (CCTC):

1. Program Standard 14: Creating Healthy Learning Environments

1a. Candidates learn how personal, family, school, community and environmental factors are related to students' academic, physical, emotional and social well-being.

1b. Candidates learn about the effects of student health and safety on learning and study the legal responsibilities of teachers related to student health and safety.

1c. Programs provide professional development for candidates to understand and utilize universal precautions designed to protect the health and safety of the candidates themselves.

2. M/S Standard 5: Movement, Mobility, Sensory and Specialized Health Care

2a. Each candidate demonstrates knowledge of and ability to support the movement, mobility, sensory and specialized health care needs required for students to access classrooms, schools and the community to the fullest extent of their ability.

2b. The candidate uses appropriate and safe techniques, procedures, materials, educational technology, assistive technology, and other adaptive equipment.

2c. Each candidate demonstrates knowledge of federal, state, and local policies related to specialized health care in educational settings.

2d. Each candidate will consult and collaborate with designated staff and parents, to provide the appropriate, safe, and consistent support across all settings.

2e. Each candidate demonstrates an understanding of the procedures required to procure services and how to access other professionals and agencies to acquire information regarding student's sensory, movement, mobility and specialized health care services.

Required Texts/Readings and Materials

Meeting Physical and Health Needs of Children with Disabilities, Teaching Student Participation and Management, Heller, Forney, Alberto, Schwartzman and Goeckel.

Recommend Texts, Readings

Sensory Integration and the Child, Jean Ayres

The Out of Sync Child, Carol Kranowitz

Handling the Young Child with Cerebral Palsy at Home, Nancie Finnie

The Educator's Guide to Feeding Children with Disabilities, Dianne Koontz Lowman and Suzanne McKeever Murphy.

Websites used for this class:

Health

www.californiahealthykids.org

Feeding

www.new-vis.com

Adaptive Equipment

www.abilitations.com

www.rifton.com

General Resources

<http://www.cec.sped.org> The Council of Exceptional Children

<http://www.php.com> Parent Helping Parent Resource Center

<http://www.nichy.org> National Information Center for Children and Youth with Disabilities

Classroom Protocol

Class starts on time, and I expect everyone to have arrived and be ready to start class on time, in short a professional group of people who is prepared and ready to go. If you must leave class during class time and you wish to reenter, do so with as minimal an interruption as possible to other students. Drinks, water, food are ok in class. All cell phones shall be either off or on silent ring mode. If you need to take a call, take it outside of the classroom. Better yet, don't take the call at all.

You may bring your laptop if you like for note taking, but if you do, ensure it's ready to go before class starts. (No booting beeps and the like during class, please). You should expect to prepare for and participate in class exercises and activities for each class.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](#) section at

<http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](#) web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/.

The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Assignments and Grading Policy

Workload:

This class is a three-unit class that consists of 150 minutes of in-class instruction and approximately six hours of work outside the classroom each week.

Students are expected to complete all required assigned readings and assignments prior to class and be prepared to discuss them during class. Some of the readings will be discussed in class, while others will not be discussed. Students will be expected to complete all written assignments, tests and presentations. A make-up exam will only be given in case of a documented emergency, and/or a medical note from a doctor. In all cases, please call the instructor before the time of the exam to inform her of such an emergency. Late assignments will automatically lose ½ point for each day late. All assignments are due on the dates indicated in the syllabus. Please talk to the instructor before the due date if you have problems. Class participation and attendance are expected and will be reflected in your grade.

Grading:

Grading will be by percent score as follows. Grades in my book will be totaled then rounded to the nearest full point at the end of the semester.

97-100	A+	87-89	B+	77-79	C+	67-69	D+	<60	F
94-96	A	84-86	B	74-76	C	64-66	D		
90-93	A-	80-83	B-	70-73	C-	60-63	D-		

You need a C or better to complete Requirement for graduation.

ASSIGNMENTS

<u>ASSIGNMENT</u>	<u>LEARNING OUTCOMES</u>	<u>DUE DATE</u>	<u>PERCENTAGE</u>
In-Class Project: A Healthy Environment	1 a, b, c 2 b	February 9	CR/NC
Assignment 1: Effects of Positioning on Function	1 a, b 2 a, b	March 15	25%
Test 1: Physically Challenged Student	1 ab & 2 a, b	March 22	15%
Test 2: Sensory Challenged Student	2 a, b, c, d	April 19	15%
Assignment 2: Final Comprehensive Presentation	1 and 2	April 26 or May 10	25%
Assignment 3: DIS Referral Form)	2 c, d, e	April 26	10%
Participation			10%

ASSIGNMENT DESCRIPTIONS AND GRADING RUBRICS

This class consists of exercises and take-home activities, which students need to develop skills. I expect students to attend class and participate. Students can expect assignments and in-class exercises that are not on the syllabus, but which, nevertheless, will be part of the class participation grade. I expect students to have completed assigned readings before class, and students will be randomly called upon to explain their interpretations of readings or other exercises.

Assignment #1

DUE DATE: March 15, 2016

HANDLING AND POSITIONING PAPER: How Positioning affects function in the classroom

Observe a classroom, CCS Medical Therapy Unit or home based Early Intervention Program serving infants, toddlers, teenagers or adults with severe motor impairments. Your observation should span several hours so that you are able to observe how positioning changes during the day for the child/adult according to the activity.

BE SURE TO SCHEDULE VISITS WELL AHEAD OF TIME. Classroom teachers and/or administrators must be contacted and appointments scheduled. **DO NOT** observe classrooms without an appointment.

Your paper should include the following:

1. Demographics of Student

Child/adult's name (first name only)

Age

Disability with complete description of motor function

Main mode of movement at this time (wheelchair, stroller, parent, etc.)

Describe the classroom design/set-up and any specialized adaptations

2. Include a brief description of activities and where they took place (floor, table top, etc.). How was the child/adult positioned and how functional were they in the position in regard to their ability to participate in the activity.

-Types of equipment utilized during the class

-Your overall assessment of positioning strategies in the class

Was the equipment appropriate for the child/adult? Did it aid in their ability to interact? Was attention shown to proper positioning for tone and/or to increase ability to participate? If positions could have been improved, list your suggestions with qualifiers.

3. How would you improve the class design to make it more functional and/or accessible? This is where you DREAM for this student.

This paper must be 4-6 pages in length, typed and double spaced. Paper will not be accepted unless it is typed.

Grading Rubric for Positioning paper: total = 50 points

5 points: Timely completion of assignment

15 points: Demographics of the student: description of current motor function and positioning activities

15 points: Assessment of positioning strategies used and effects on function

15 points: Your suggested improvements: Dream Big!!!

Assignment # 2

DUE DATE: April 26 and May 10, 2016

FINAL PRESENTATIONS: COMPREHENSIVE TOPICS FROM EDSE 235 COURSE

OBJECTIVES

Course Objectives:

1. Effects of personal, family, school, community and environmental factors as related to students' academic, physical, emotional and social well-being.
2. Effects of student health and safety on learning and the legal responsibilities of teachers related to student health and safety.
3. Understand and utilize universal precautions designed to protect the health and safety of the candidates themselves.
4. Gain knowledge of and ability to support the movement, mobility, sensory and specialized health care needs required for students to access classrooms, schools and the community to the fullest extent of their ability.
5. Learn appropriate and safe techniques, procedures, materials, educational technology, assistive technology, and other adaptive equipment.
6. Gain knowledge of federal, state, and local policies related to specialized health care in educational settings.
7. Gain knowledge in consultation and collaboration with designated staff and parents, to provide the appropriate, safe, and consistent support across all settings.
8. An understanding of the procedures required to procure services and how to access other professionals and agencies to acquire information regarding student's sensory, movement, mobility and specialized health care services.

Final Presentation Format

Each group of students will collaborate to decide on a topic for this presentation. The topic can be developed as per the course objective mentioned above. The topics can range from positioning and handling strategies for a particular age group or population, to the student with sensory integration deficits and adaptations necessary in the classroom to perhaps a look at current legislation affecting the designated services for a child with special health care needs.

Presentation can be in a lecture format with PowerPoint or presented as per DVD or even a skit format.

It will be necessary to cite all sources used, such as websites, special education journals, or textbooks. You may interview experienced special education teachers, occupational therapists, or other professionals to brainstorm for topics. Be creative! Try to imagine you were a student with this disability and think about how it would affect your learning experience, especially pertaining to sensory input (lack of or over stimulation).

The presentation will be 20-25 minutes in length during the designated class.

Grading Rubric for Final Presentation: total = 50 points

Instructor and peer evaluation will be done on each group presentation

All group members will be scored the same

10 points: Topic Selection and Proposal

10 points: Presentation organization and depth

15 points: Current and Pertinent Research on topic area

15 points: Relevant Strategies for the Classroom environment

Assignment #3

DUE DATE: April 26, 2016

FINDING AN EFFECTIVE REFERRAL CHECKLIST FOR DIS SERVICES

Because of the complexity of the health needs of students with disabilities and their families, an interdisciplinary approach to meeting these needs is necessary and most effective. The assignment is for you to share one working resource that effectively refers a child for one of the following Designated Instructional Services or feel free to add any additional services you may be acquainted with. The assignment is to research via the web or via an interview with a member of the designated service or maybe you already have a gem in your file cabinet. You need to provide a copy of this checklist/tool to each of your classmates.

- occupational therapy
- physical therapy
- speech pathologist
- school psychologist
- vision specialist
- adaptive PE specialist
- behavioral specialist

References:

American Cancer Society. (2006). National health education standards: Achieving excellence, Second Edition.

Bundy, A. C. (2002). *Sensory integration : theory and practice*. Philadelphia: F.A.Davis.

California State Board of Education. (2008). California health education standards for California public schools, kindergarten through grade twelve. Sacramento: California Department of Education.

Cheung, P. P. & Sui, A. M. H.(2009). A comparison of patterns of sensory processing in children with and without developmental disabilities. *Research in Developmental Disabilities*, 30(6), 1468-1480.

Emmons, P. G. & Anderson, L. M. (2005). *Understanding sensory dysfunction: Learning, development and sensory dysfunction in autism spectrum disorder, ADHD, learning disabilities, and bipolar disorders*. London: Jessica Kingsley Publishers.

- Finnie, N. (1997). *Handling the young child with cerebral palsy at home*. Woburn, MA: Butterworth-Heinman.
- Glanz, K. Rimer, B. K. & Viswanath, K. (2008). *Health behavior and health education: Theory, research, and practice*. San Francisco: Jossey-Bass.
- Kline, F. M. & Silver, L. B. (2004). *The educator's guide to mental health issues in the classroom*. Baltimore: Paul H. Brookes.
- Kline, F. M., Silver, L. B. & Russell, S.C. (2000). *The educator's guide to medical issues in the classroom*. Baltimore: Paul H. Brookes.
- Lowman, D. K. & Murphy, S. M. (1999). *The educator's guide to feeding children with disabilities*. Baltimore: Paul H. Brookes.
- Nind, M. (2009). Using intensive interaction and sensory integration: A handbook for those who support people with severe autistic spectrum disorder. *British Journal of Learning Disabilities*, 37(3). 240-255.
- Stieb, E., Carter, E., & Haver, K. (2007). *The asthma educator's handbook*. NY: McGraw-Hill CO.

University Policies

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University's Academic Integrity policy](http://www.sjsu.edu/senate/S07-2.htm), located at <http://www.sjsu.edu/senate/S07-2.htm>, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sa.sjsu.edu/judicial_affairs/index.html) is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy S07-2 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the [Disability Resource Center](http://www.drc.sjsu.edu/) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability. Once registered you must present the appropriate paperwork to this instructor before test or classroom accommodations can be met.

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. Staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges, our writing specialists have met a rigorous GPA requirement and are well trained to assist all students at all levels within all disciplines to become better writers. The [Writing Center website](http://www.sjsu.edu/writingcenter/about/staff/) is located at <http://www.sjsu.edu/writingcenter/about/staff/>.

**EDSE 235A
Spring 2015**

COURSE SCHEDULE

<u>Class Date</u>	<u>Topic</u>	<u>Reading/Project Assignment</u>
<p>Week 1 Feb 3</p>	<p>Introductions Discuss CANVAS Review syllabus Review of IDEA and the laws around Special Education (IEP etc)</p>	<p>Acquaint yourself with the course syllabus/assignments All lectures will be posted weekly on CANVAS Any guest speaker presentations will also be put onto CANVAS Discuss Adaptive Equipment assignment for next class</p>
<p>Week 2 Feb 9</p>	<p>Health and Safety: Teachers' responsibility for health and safety of students with disabilities. Mental Health Issues Social Health Issues Physical Health Issues Guest Speaker: Riju Krishna <u>In class project #1:</u> check out the CA Healthy Kids Website. Break into small groups and each group do 1 module from the online trainings and report to class 5 ideas you learned. Modules to pick from: CA Health Education Health and Safety Physical Activity Nutrition</p>	<p><i>Reading:</i> <i>Meeting Physical and Health Needs of Children with Disabilities</i> <i>Part 1: Chapter One: Promoting Health in Students with Disabilities</i> <i>Chapter 3: Communication for Physical and Health Needs</i> <i>Browse: www.californiahealthykids.org</i></p>

<p>TBD</p> <p>Home or class</p>	<p><u>In class project</u> : Browse the websites on the right. Choose 1 piece of adaptive equipment that you think might be helpful to one of your students with a moderate to severe disability.</p> <p>*Discussion on Positioning and Handling Paper due March 15</p>	<p>www.abilitations.com www.alimed.com www.litegait.com www.rallis.com www.rifton.com www.sammonspreston.com www.theradapt.com</p>
<p>Week 3 Feb 16</p> <p>TBD location</p>	<p>Positioning and Handling * Postural Tone and effects on movement * Proper body mechanics for handling</p> <p>Guest Instructor: TBD</p>	<p>Reading: <i>Meeting Physical and Health Needs of Children with Disabilities</i> Chapter 5: Lifting, Carrying and Transferring Chapter 6: Proper Handling and Positioning Chapter 7: Mobility</p> <p>Review these websites for your positioning paper www.abilitations.com www.alimed.com www.litegait.com www.rallis.com www.rifton.com www.sammonspreston.com www.theradapt.com</p>
<p>Week 4 Feb 23</p>	<p>Physical Health Conditions encountered in the Classroom Medically Fragile Students:</p> <ul style="list-style-type: none"> • Seizure protocol • Medication administration • Tracheostomies • G-Tubes • Nutrition <p>Guest Instructor: TBD</p>	<p>Reading: <i>Meeting Physical and Health Needs of Children with Disabilities</i> Part I: Chapter 4: Medication Administration and Procedures Part II: Physical and Management Skills Part IV: Instruction in Respiratory Procedures</p> <p>CANVAS: PPT for Medical Issues by Guest Speaker</p>

Week 5 Mar 1	Fieldwork time:	NO CLASS: Classroom Observation done during this week. Continue to use websites and review class notes for positioning paper
Week 6 Mar 8	Feeding in the Classroom Feeding I: Positioning for Feeding	<i>Meeting Physical and Health Needs of Children with Disabilities</i> Part III: Chapter 8 Eating and Feeding Techniques Chapter 9: Tube Feeding *www.new-vis.com: click on Feed Your Mind Section, then click on Informational Papers, then click on Sensorimotor For feeding <ul style="list-style-type: none"> • <i>Changing the Physical Environment</i> • <i>Handling and Positioning Pointers</i> • <i>Changing the Sensory Environment</i> • <i>Sensory Information and Mouth: Partners at Mealtime</i> • <i>The Body and Mouth: Partners at Mealtime</i>
Week 7 Mar 15	Feeding II: Oral motor dysfunction, Speech issues Guest Instructor: Christie Bacon, MA, CCC-SLP DUE: Positioning/Handling Paper	<i>CANVAS: Handouts for oral motor development and treatment</i>

<p>Week 8 Mar 22</p>	<p>TEST 1: 45 minutes</p> <p>Guest speaker: TBD by needs of this class</p>	<p>Test will cover materials regarding the student with physical challenges</p> <p>Relax and Integrate</p>
<p>Week 9 Mar 29</p>	<p>SPRING RECESS</p>	
<p>Week 10 Apr 5</p>	<p>Sensory Integration I: Disorders in Sensory Processing and effects on emotion, behavior and learning</p> <p>Instructor: Sabine M. Jiao, MS, OTR/L</p> <p>Final Comprehensive Presentations: Discuss and Form Groups</p>	<p><i>Sensory Integration and the Child:</i> Chapter 1-9 , pages 3-123</p> <p>www.integrationscatalog.com</p>
<p>Week 11 April 12</p>	<p>Sensory Integration II: Classroom Assessments and Strategies</p> <p>Instructor: Angela Ballou, M.S. OTR/L</p> <p>Canine Companionship: Effects on sensory calmness</p>	<p>The Out of Sync Child: Part 1: Recognizing Sensory Processing Disorder</p> <p>www.sensory-processing-disorder.com www.sinetwork.org www.spdfoundation.net</p>
<p>Week 12 April 19</p>	<p>TEST 2: 45 minutes</p> <p>Group Meetings for Final Comprehensive presentations</p>	<p>Test 2 covers material on Sensory Integration and the student challenged with sensory needs</p>
<p>Week 13 April 26</p>	<p>REFERRAL CHECKLIST DUE</p> <p>FINAL COMPREHENSIVE PRESENTATIONS (3 groups)</p>	

Week 14 May 3 May 10 or during final exam time	FINAL COMPREHENSIVE PRESENTATIONS (3 groups)	Use of Music Therapy in classroom: Guest speaker: Roger Kimbro