**Fitchburg State University**

**EDUCATOR Programs**

**Comprehensive Syllabus**

Fall 2016

## Course Prefix and Number: TBD

# Course title Teaching Strategies for Students Who are Blind/VI with Multiple Disabilities in the Sensorimotor Stage of Development

## 2.0 Credit hours

## Day(s) and time of classes - Online

Number of Class Meetings: Six Week Online Class

**Instructor: Nathalie de Wit**

**Telephone: 617-972-7455**

**E-mail: Nathalie.deWit@Perkins.org**

1. **COURSE DESCRIPTION:**

This course will offer practical teaching strategies for students for with visual impairments and multiple disabilities in the sensorimotor stage of development. Through lectures, videos, discussions, readings and case studies, participants will develop integrate knowledge, which can be applied to their own students. Participants will demonstrate an understanding of the unique needs of the students with visual impairments and multiple disabilities at the sensorimotor level of development and how these students can be taught meaningful routines which become a foundation for learning new concepts.

***If you plan on matriculating into a graduate program at Fitchburg State University, please be aware that twelve semester hours of Fitchburg State University credit taken within a year prior to the student’s admission may be applied to the degree program with the approval of the program chairperson. Anything over 12 credits prior to matriculation will NOT be accepted towards the degr***

**TEXTS:**

Blaha, R. (2001). *Calendars for students with multiple impairments including deafblindness*. Austin, TX: Texas School for the Blind and Visually Impaired.

Chen, D., & Downing, J. (2006). *Tactile strategies for children who have visual impairments and multiple disabilities: Promoting communication and learning skills*. New York: AFB Press, American Foundation for the Blind.

Smith, M. (2005). *Sensory Learning Kit*. Louisville, KY: American Printing House for the Blind. (Will be provided in PDF format)

Fitchburg State University Teacher Preparation Programs. (2012).  *Conceptual framework.*  Fitchburg, MA: Author. [Online] Available: <http://www.fitchburgstate.edu/offices/academic-offices/education-unit/conceptual-framework/>

Massachusetts Department of Elementary and Secondary Education. (1999-2011). *Curriculum frameworks*. Malden, MA: Author. [Online] Available: <http://www.doe.mass.edu/frameworks/current.html>

**Fitchburg State University Teacher Education Conceptual Framework**



1. **LEARNING OUTCOMES / OBJECTIVES:**

This course will address the dispositions of the Conceptual Framework in the following way(s):

**Knowledge**: As a result of the learning experiences in the course, you will become more cognizant of:

* *Demonstrate an understanding of the Sensorimotor Stage of Development*
* *Differentiate the five elements of the Van Dijk Approach*
* *Differentiate the five phases of Active Learning*
* *Demonstrate an understanding of different types of stress students in the sensorimotor stage exhibit*
* *Demonstrate an understanding of the four tactile strategies to be used with students who are visually impaired with multiple disabilities*
* *Analyze when the use of switches is appropriate for a student*

**Skill**: As a result of the learning experiences in the course, you will become better able to:

* *Analyze the needs of the students at Attention, Participation, and Exploration Levels of learning*
* *Break down three different levels of learning as explained in the Sensory Learning Kit*
* *Outline how the student’s Attention, Participation and Exploration Levels of learning can be increased*
* *Create a comprehensive lesson plans for students at the Attention, Participation and Exploration Levels of learning that include IEP objectives*
* *Create a comprehensive student specific lesson plan for different appetite items.*

**Caring**: As a result of the learning experiences in the course, you will become more competent in your ability to:

* *Demonstrate an understanding of different types of stress students in the sensorimotor stage exhibit*
* *Demonstrate an understanding of the four tactile strategies to be used with students who are visually impaired with multiple disabilities*

**Ethical**: As a result of the learning experiences in the course, you will become more competent in your ability to:

* *Assess a student using the Sensory Learning Kit*

1. **INSTRUCTIONAL STRATEGIES**

X Lecture X Data Collection and Analysis

X Discussion/Questioning Pre-Practicum

Laboratory Role Playing/Simulation

Problem Finding/Solving X Independent Learning

Discovery Field Trips

X Interviewing X Computer Applications

Collaborative Learning Groups X Viewing or Listening to Followed by

X Reflective Responses Discussing

Creating Visual Illustrations of Concepts Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Technology Initiatives**:

Users of the Fitchburg State University technology systems are subject to all applicable federal, state, and international technology laws. Questions regarding regulations may be directed to the Office of Information Technology.

Candidates will utilize technology as:

* A research tool
* A communication method
* An enhancement tool for the design of lessons and curriculum units
* An enhancement tool for data collection

1. **COURSE REQUIREMENTS**:

**Discussion Forums:**

There are 6 Discussion Forums each worth 5 points for a total of 30 points.

Discussion Forum Participation Rubric

Participation in the discussion forums is critical for maximizing your learning experiences in this course. You are required to be part of an online community who interact, through discussion to enhance and support the professional development of the group. Part of the assessment criteria for the course includes assessing the quality and quantity of your participation in the discussion forum.

Some characteristics we consider to be part of excellent discussion contributions are outlined below.

* A minimum of two posts are required. You should submit your initial post early in the session, and your subsequent responses to the posts of other participants at timely intervals within the duration of the session. Keep in mind that the goal is to have a dynamic discussion that lasts throughout the entire session.
* Your posts and responses should be thorough and thoughtful. Just posting an “I agree” or “Good ideas” will not be considered adequate. Support your statements with examples, experiences, or references. You are, however, encouraged to be brief – keep each post and response to one or two short paragraphs. Keep in mind that your fellow participants will be reading and responding to you, too.
* Make certain to address the discussion prompt(s). This does not mean you should not extend the topic, but do not stray from the topic.
* Discussions occur when there is dialogue. Build upon the posts and responses of other learners to create discussion threads. Make sure you revisit the discussion forum and respond (if necessary) to what other participants have posted to your initial responses.
* When relevant, add to the discussion by including prior knowledge, work experiences, references, web sites, resources, etc. (giving credit when appropriate).
* Your contributions to the discussions should be complete and free of grammatical or structural errors
* The rubric point scale will be used to assess your work based on a 5 point scale.

**Rubric for Discussion Forums**

|  |  |  |  |
| --- | --- | --- | --- |
| **Discussion Forum Rubric** | **2 points** | **1 point** | **0 points** |
| **Incorporation of and reference to the readings in discussion responses**  **Max pts: 1** | Max pts: 1 | Responses include reference to the readings assigned for the week. | Responses do not include any reference to the readings for the week. |
| **Quality, well-written response**  **Max pts: 2** | Responses clearly address the discussion topic including student’s own thoughts as well as the responses posted by others. | Responses address the discussion topic but do not respond to responses posted by others. | Responses do not address the discussion topic. |
| **Appropriate number of responses**  **Max pts: 2** | A minimum of two responses are posted. | Only one response is posted. | No resposes are posted. |

**Assignments:**

There are 6 Assignments worth a total of 140 points.

**Rubric for Assignments**

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| --- | --- | --- | --- |
| **Rubric for Assignment 1**  **Max. pts: 30** | **Full Credit** | **Partial Credit** | **No Credit** |
| **On-time Response**  **Max. pts: 5** | Full credit when turned in on time – 5 pts | No Partial Credit when turned in late | No Credit when turned in late – 0 pts |
| **Clear explanation of teaching strategy 1**  **Max. pts: 10** | Response is well written and includes at least 2 references to text or websites – 10 pts | Response includes 1 reference to text or website – 5 pts | Response is unclear and includes no references to text or websites – 0 pts |
| **Clear explanation of teaching strategy 2**  **Max. pts: 10** | Response is well written and includes at least 2 references to texts, websites, or lecture – 10 pts | Response includes 1 reference to texts, websites, or lecture – 5 pts | Response is unclear and includes no references to texts, websites, or lecture – 0 pts |
| **Clear Intergration of both strategies into comparision**  **Max. pts: 5** | Response clearly integrates both strategies when comparing and contrasting – 10 pts | Response somewhat integrates both strategies when comparing and contrasting -5 pts | Response does not clearly integrate both strategies when comparing and contrasting – 0 pts |

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| **Rubric for Assignment 2**  **Max. pts: 30** | **Full Credit** | **Partial Credit** | **No Credit** |
| **On-time Response**  **Max. pts: 5** | Full credit when turned in on time – 5 pts | No Partial Credit when turned in late | No Credit when turned in late – 0 pts |
| **Clear explanation of three learning levels**  **Max. pts: 10** | Response is well written and includes at least 2 references to texts, websites, or lecture – 10 pts | Response includes 1 reference to texts, websites, or lecture – 5 pts | Response is unclear and includes no references to texts, websites, or lecture – 0 pts |
| **Clear explanation of four tactile strategies**  **Max. pts: 15** | Response is well written and includes at least 2 references to texts, websites, or lecture – 15 pts | Response includes 1 reference to texts, websites, or lecture – 8 pts | Response is unclear and/or no references to texts, websites, or lecture were included – 0 pts |

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| **Rubric for Assignments**  **3 and 4**  **Max. pts: 20 each** | **Full Credit** | **Partial Credit** | **No Credit** |
| **On-time Response**  **Max. pts: 5** | Full credit when turned in on time – 5 pts | No Partial Credit when turned in late | No Credit when turned in late – 0 pts |
| **Clear explanation of likes, dislikes and possible alternative strategies**  **Max. pts: 10** | Response is well written and includes likes, dislikes and alternative strategies – 10 pts | Response includes some form of likes, dislikes, or possible alternative strategies – 5 pts | Response is unclear and/or includes no likes, dislikes or alternative strategies – 0 pts |
| **References were used from text, websites, or lecture**  **Max. pts: 5** | Response is well written and includes at least 2 references to texts, websites or lecture – 5 pts | Response includes 1 reference to texts, website, or lecture – 3 pts | Response is unclear and/or no references to texts, websites, or lectures were included – 0 pts |

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| --- | --- | --- | --- |
| **Rubric for Assignment 5**  **Max. pts: 20** | **Full Credit** | **Partial Credit** | **No Credit** |
| **On-time Response**  **Max. pts: 5** | Full credit when turned in on time – 5 pts | No Partial Credit when turned in late | No Credit when turned in late – 0 pts |
| **Clear explanation of integrating Active Learning into Exploration Level as well as how physical limitations may be addressed**  **Max. pts: 10** | Response is well written and includes integration of Active Learning and Exploration Level as well as addressing physical limitations – 10 pts | Response is well written but misses some aspects of integration of Active Learning and Exploration Level or did not address physical limitations – 5 pts | Response is unclear and or multiple aspects of assignment are missing – 0 pts |
| **References were used from text, websites, or lecture**  **Max. pts: 5** | Response is well written and includes at least 2 references to texts, websites or lecture – 5 pts | Response includes 1 reference to texts, website, or lecture – 3 pts | Response is unclear and/or no references to texts, websites, or lectures were included – 0 pts |

|  |  |  |  |
| --- | --- | --- | --- |
| **Rubric for Assignment 6**  **Max. pts: 50** | **Full Credit** | **Partial Credit** | **No Credit** |
| **On-time Response**  **Max. pts: 5** | Full credit when turned in on time – 5 pts | No Partial Credit when turned in late | No Credit when turned in late – 0 pts |
| **Clear application of assessment**  **Max. pts: 20** | Response is well written and explains steps of the assessment in order – 20 pts | Response is unclear or misses certain parts of the assessment – 10 pts | Response is unclear and several parts of the assessment is missing – 0 pts |
| **Clear integration of assessment into the lesson plan**  **Max. pts: 25** | Response is well written and there is a clear integration of the assessment into the lesson plan – 25pts | Response is well unclear as to the integration of the assessment into the lesson plan – 13 pts | Response is unclear missing parts of the lesson plan – 0 pts |

# **EVALUATION OR GRADING POLICY:**

Assignment 1 15%

Assignment 2 15%

Assignment 3 10%

Assignment 4 10%

Assignment 5 10%

Discussion Questions 1-6 15%

Final Cumulative Assignment: 25%

Participation in online classes is crucial to effective learning and is therefore part of the grade. 10% of the grade will be deducted on late assignments for each day the assignment is late. Assignments are due by midnight on the due date. They are considered late when uploaded after that time. Please contact the instructor by email to discuss personal circumstances for any late assignments.

**FITCHBURG STATE UNIVERSITY**

**GRADUATE GRADING SYSTEM**

**4.0** 95 - 100 A

**3.7** 92 - 94 A-

**3.5** 89 - 91 A-/B+

**3.3** 86 - 88 B+

**3.0** 83 - 85 B

**2.7** 80 - 82 B-

**2.5** 77 - 79 B-/C+

**2.3** 74 - 76 C+

**2.0** 71 - 73 C

**0.0**  0 - 70 F

**W** Withdrawn

**IN** Incomplete

**IP** In-Progress

1. **COURSE CONTENT/TOPICAL OUTLINE**

**Session 1**

**From ­­\_\_\_\_\_\_ to \_\_\_\_\_\_\_**

This session will cover Piaget’s Sensorimotor Stage of Development and Sensory Processing. Participants will understand how these apply to students with Visual Impairment and multiple disabilities. Participants will be able to identify basic cognitive and communication skills of learners in this developmental stage.

Participants will be introduced to two strategies for Learning: the Van Dijk Approach and Active Learning.

**Readings:**

* [*https://prezi.com/p-ab0jkpmogm/copy-of-sensorimotor-stages/*](https://prezi.com/p-ab0jkpmogm/copy-of-sensorimotor-stages/)
* [*https://nationaldb.org/library/page/1969*](https://nationaldb.org/library/page/1969)
* *http://www.drjanvandijk.org/jan-as-expert/jan-as-developer/educational-curriculuum.htmlhttps://nationaldb.org/library/page/1969*
* [*http://www.tsbvi.edu/resources/2151-five-phases-of-educational-treatment-used-in-active-learning-based-on-excerpts-from-are-you-blind-by-dr-lilli-nielsen*](http://www.tsbvi.edu/resources/2151-five-phases-of-educational-treatment-used-in-active-learning-based-on-excerpts-from-are-you-blind-by-dr-lilli-nielsen)
* http://activelearningspace.org
* *Tactile Strategies for Children Who Have Visual Impairments and Multiple Disabilities Chen and Downing - Chapter 1*

Lecture:

Lecture Session 1

Discussion Forum

Discussion Forum 1a

* Introduce yourself, where you live, where you work
* What do you want to get out of this class?

Discussion Forum 1b

* Describe a student you work with who is learning at the sensorimotor stage of development.
* Describe Piaget’s sub-stage this student would be in.

**Assignment 1**

Compare and contrast the two teaching strategies for students in the sensorimotor stage in a 2-4 page paper.

**Quizzes:** Pre-test, Post-test – 5 multiple choice and/or true/false questions

**Assignments, quizzes and discussion questions are due at 11:59PM on Sunday\_\_\_\_\_\_\_\_\_\_**

**Session 2**

**From ­­\_\_\_\_\_\_ to \_\_\_\_\_\_\_**

This session will cover the three different levels of learning as described in the sensory learning kit. Participants use these arousal states to create appropriate lessons for students in each of these levels.

Four different tactile strategies will be explained.

**Readings:**

* *Sensory Learning Kit – Millie Smith pgs 8-23*
* *Tactile Strategies for Children Who Have VI and Multiple Disabilities Chen and Downing Chapter 3*
* *Videos of Millie Smith’s Lecture*

**Lecture:**

Lecture Session 2

Discussion Forum Session 2

Describe one of your students who falls in one of three learning levels (Attention, Exploration, Function). What kind of difficulties have you experienced trying to teach this student?

**Assignment 2**

Give a brief description of the three learning levels and four tactile strategies discussed in the lecture in a 2-3 page paper.

**Quizzes:** Pre-test, Post-test – 5 multiple choice and/or true/false questions

**Assignments, quizzes and discussion questions are due at 11:59PM on Sunday\_\_\_\_\_\_\_\_\_\_**

**Session 3**

**From ­­\_\_\_\_\_\_ to \_\_\_\_\_\_\_**

This session will focus on the first level of learning, Quiet Alert/Attention. It will start out with a case study and explore strategies to increase the student’s attention level. It will explain how to create comprehensive lesson plans for these students.

**Readings:**

* *Case study video of student at the Quiet Alert/Attention level of learning*
* *Sensory Learning Kit – Millie Smith pgs 24-29*
* [*https://www.youtube.com/watch?v=MSOPqxrLeGc*](https://www.youtube.com/watch?v=MSOPqxrLeGc)

Lecture:

Lecture Session 3

Discussion Forum Session 3

What has been the most difficult aspect of teaching a student at the Quiet Alert/Attention level? Describe in detail. Reply to two other participants in the class.

**Assignment 3**

After watching the video of the case-study student, and, considering what has been covered thus far in the class, what did you like and what would you do differently. Explain why in detail in a 1-2 page paper.

**Quizzes:** Pre-test, Post-test – 5 multiple choice and/or true/false questions

**Assignments, quizzes and discussion questions are due at 11:59PM on Sunday\_\_\_\_\_\_\_\_\_\_**

**Session 4**

**From ­­\_\_\_\_\_\_ to \_\_\_\_\_\_\_**

This session will focus on the second level of learning, Active Alert/Exploration. It will start out with a case study and explore strategies to increase the student’s level of participation. It will explain how to create comprehensive lesson plans for these students.

**Readings:**

* *Millie Smith Lecture Video*
* *Sensory Learning Kit – Millie Smith pgs 30-40*
* *Case Study Video of student at Active Alert/Exploration level of learning*

**Lecture:**

Lecture Session 4

Discussion Forum Session 4

What has been the most difficult aspect of teaching a student at the Active Alert/Exploration level? Describe in detail. Reply to two other participants in the class.

**Assignment 4**

After watching the video of the case-study student, and, considering what has been covered thus far in the class, what did you like and what would you do differently. Explain why in detail in a 1-2 page paper.

**Quizzes:** Pre-test, Post-test – 5 multiple choice and/or true/false questions

**Assignments, quizzes and discussion questions are due at 11:59PM on Sunday\_\_\_\_\_\_\_\_\_\_**

**Session 5**

**From ­­\_\_\_\_\_\_ to \_\_\_\_\_\_\_**

This session will focus on the third level of learning, Partial Participation/Function. It will start out with a case study and explore strategies to increase the student’s level of functional use of object. It will explain how to create comprehensive lesson plans for these students.

**Readings:**

* <http://www.tsbvi.edu/incorporating-active-learning-theory-into-activity-routines>
* <http://www.tsbvi.edu/seehear/winter04/active.htm>
* http://activelearningspace.org
* *Millie Smith Lecture Videos*
* *Case Study Video of student at third level of learning*

**Lecture**

Lecture Session 5

Discussion Forum 5

How would you use the three learning approaches discussed in this class? Would you combine them, use one and not another? Reply to two other participants in the class.

**Assignment 5**

How could you incorporate Active Learning Theory in a Partial Participation/Function level of learning? How do physical limitations affect Active Learning Theory? Explain in 1-2 page paper.

**Assignments, quizzes and discussion questions are due at 11:59PM on Sunday\_\_\_\_\_\_\_\_\_\_**

**Session 6**

**From ­­\_\_\_\_\_\_ to \_\_\_\_\_\_\_**

This session will explain and elaborate on the Sensory Learning Kit (SLK) assessment. It will cover the five items in the assessment that will create a comprehensive understanding of the student’s learning level as well as the student’s interest in specific objects that can be used in lessons. The session will also cover a hierarchy of switch use and examples of different items that can be used for lessons.

**Readings:**

*Sensory Learning Kit – pgs 44-104*

*Sensory Learning Kit – pgs 143-165*

*Calendars for Students with Multiple Impairments including Deafblindness Chapters 1-2*

**Lecture:**

Lecture Session 6

Discussion Forum 6

Post any questions regarding the assessment you are doing with your student. Reply to two other participants in the class.

**Assignment 6**

Final Cumulative Assignment: Use the SLK to assess a student and create a lesson plan for one of the appetite activities.

**Assignments, quizzes and discussion questions are due at 11:59PM on Sunday\_\_\_\_\_\_\_\_\_\_**

**Fitchburg State University** encourages all Extended Campus students to take advantage of our online student services. We have created a “virtual student center” just for you. Here you will find access to Counseling Services, Career Services, The Student Activity Center, the university bookstore and many other helpful links. You can access our student center by going to the university homepage at <http://www.fitchburgstate.edu> and clicking on Offices and Services. Scroll down and click on Extended Campus Center. You will find links to Library Services, our Virtual Student Center and other important information.

**FITCHBURG STATE UNIVERSITY**

**DISTANCE LEARNING & EXTENDED CAMPUS LIBRARY SERVICES**

The Gallucci-Cirio Library at Fitchburg State University provides a full range of library services including borrowing privileges; document delivery (books and articles mailed to your home); Interlibrary Loan; reference assistance via: phone, email, IM, Blackboard’s Collaborate tools, Skype and in-person; library instruction via online and in-person at extended campus sites; research help and more. Any questions relating to library services should be directed to the E-Learning & Instruction Librarian, at 978-665-3062 or [dllibrary@fitchburgstate.edu](mailto:dllibrary@fitchburgstate.edu). There is also a special section for Distance Learning and Extended Campus Services at <http://fitchburgstate.libguides.com/dlservices> outlining the wide range of services available to you and how to access them.  Activate your library account online through our ILLiad system at <https://fitchburgstate.illiad.oclc.org/illiad>; from here you can access article, book, and media. request forms to get items from our library and from other libraries. If you haven't used ILLiad before, you will need to click on the "First Time User? Create Your Account" link and set up your account.

Students who are currently registered with the university may access any of the library’s subscription databases, including an increasing number with full-text, by visiting the Gallucci-Cirio Library’s homepage at <http://www.fitchburgstate.edu/academics/library> and clicking on the Research Databases button in the center of the page. Select the resource you want to access from the alphabetical or subject listing. Once you click on the database title you will be prompted for your Falcon Key logon information; this is the same logon you will use for your Fitchburg State email account and if you have any online Blackboard courses. If you do not know your Falcon Key username and password or if you have any problems logging in, contact the university’s Technology Help Desk at 978-665-4500 or [helpdesk@fitchburgstate.edu](mailto:helpdesk@fitchburgstate.edu). The Library can issue you a temporary guest login to access the library's databases while the Technology Department is setting up your account: contact us at 978-665-3062 or [dllibrary@fitchburgstate.edu](mailto:dllibrary@fitchburgstate.edu)

All registered Fitchburg State University students are eligible for a Fitchburg State University OneCard ID which also serves as his/her library card. If you have not received your OneCard yet, you can still access all of our online services as long as you have activated your library account through ILLiad. After activation by the Gallucci-Cirio Library and receipt of your OneCard, students may access participating Massachusetts State College/University Libraries and you may request an ARC Card to access participating libraries in the Academic and Research Collaborative (ARC) during the current semester. OneCards are available on campus all year round.  Students wanting a OneCard must either complete the online Extended Campus OneCard request form at <http://www.fitchburgstate.edu/offices/technology/onecard/> or present a course registration confirmation at the One Card Office in the Anthony Building of the main campus. Please call 978-665-3039 for available times or if you have any questions about your One Card.

**UNIVERSITY AND EDUCATION UNIT POLICIES**

**Policy on Disability**

Disability Services is the primary support system for students with disabilities taking classes in the day and evening divisions. The office is located on the third floor of the Hammond Building and can be reached at 978-665-4020 (voice/relay). If you need course adaptations or accommodations because of a disability, if you have emergency medication information, or if you need special arrangements in case the building must be evacuated, please make an appointment at the beginning of the course to talk with me. It is important that the issues relating to disabilities be discussed with me as soon as possible.

**Attendance and Participation**

1. As an emerging professional, you are expected to attend every class session, to be on time, and to communicate with the instructor regarding any absences. Absences and tardiness may result in a permanent grade change. Attendance at all pre-practicum sessions is mandatory.
2. Participation in class discussions and cooperative groups is expected. All candidates are responsible for meeting required deadlines on projects and assignments; your ability to complete tasks in a timely fashion demonstrates professional maturity and an ability to organize and manage time. Completion of assigned reading is imperative to your individual development as a professional.
3. All of these behaviors regarding attendance, preparation, and meeting deadlines are critical for successful teaching and thus are factored into the final grade.

# **Education Unit Computer Literacy Requirement**

All assignments must be typed, doubled-spaced, and use APA format when appropriate. Refer to Internet Resources for Writing on the Fitchburg State University website for assistance.

You are expected to use word processing for all assignments (unless otherwise instructed). [If your course has other requirements list those also, e.g., ‘You are expected to use e-mail for dialogues with other class members, to examine the use of software in the field, and to use the Internet to obtain information, ideas and resources.’]

**Cellular Telephones and Other Devices**

Kindly turn-off cellular telephones during class time and field experiences and place them in book bags or purses. Please no texting in class. It reflects negatively upon you as a developing professional. Once class begins and if use of the laptop is not required, all laptops should be closed during class time so that your full attention can be focused on your colleagues and the discussion or lecture in progress. If you prefer to take class notes on your laptop, please inform the instructor. You are on your honor to be focused on note taking and not on e-mail, Facebook or other technological enterprise not germane to the class in progress. Thank you in advance for your consideration of colleagues and students.

# **Grade Appeal**

If you disagree with the evaluation of your work or believe an improper grade has been assigned, an appeal may be followed. Please discuss the matter with the instructor and refer to the Fitchburg State University Grade Appeal Policy in your Student Handbook located: athttp://www.fitchburgstate.edu/uploads/files/EducationUnit\_NCATE/Standard2/narrative/Student\_Handbook\_Web\_1213.pdf

# **Academic Integrity Policy**

The faculty in the Education Unit at Fitchburg State University that work submitted in fulfillment of course requirements will be solely that of the individual candidate and all other sources will be cited appropriately. University Academic Integrity Policy, as outlined in the University Catalogue, will be strictly adhered to.

# **Copyright Policy**

You are reminded that, in preparing handouts for peers or the instructor, reproduction of copyrighted material without permission of the copyright owner is illegal. Such unauthorized copying may violate the rights of the author or publisher. Fitchburg State University adheres to federal laws regarding use of copyrighted materials. See the Electronic Use of Copyrighted Materials on the Fitchburg State University website for more details.

### READING AND RESOURCES

**Websites**:

* [*https://prezi.com/p-ab0jkpmogm/copy-of-sensorimotor-stages/*](https://prezi.com/p-ab0jkpmogm/copy-of-sensorimotor-stages/)
* <http://www.drjanvandijk.org/jan-as-expert/jan-as-developer/educational-curriculuum.html>
* https://nationaldb.org/library/page/1969
* <http://www.tsbvi.edu/resources/2151-five-phases-of-educational-treatment-used-in-active-learning-based-on-excerpts-from-are-you-blind-by-dr-lilli-nielsen>
* <http://files.eric.ed.gov/fulltext/EJ728841.pdf>
* <http://www.tsbvi.edu/incorporating-active-learning-theory-into-activity-routines>
* http://activelearningspace.org
* <http://www.tsbvi.edu/seehear/winter04/active.htm>
* Lectures 1-6

**Videos**:

* Case study videos
* Millie Smith Lecture Videos

**Books**:

Blaha, R. (2001). *Calendars for students with multiple impairments including deafblindness*. Austin, TX: Texas School for the Blind and Visually Impaired.

Chen, D., & Downing, J. (2006). *Tactile strategies for children who have visual impairments and multiple disabilities: Promoting communication and learning skills*. New York: AFB Press, American Foundation for the Blind.

Smith, M. (2005). *Sensory Learning Kit*. Louisville, KY: American Printing House for the Blind.