

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
PROGRAM – SPECIAL EDUCATION**

**Syllabus EDSE 628.652: Elementary Reading/Curriculum Strategies for Students
with Disabilities Accessing the General Curriculum (3 credits)**
Semester and Year: Spring 2010

Course day/time: Thursdays, 4:30-8:30 pm (Jan 7th -Mar 11th)

Course location: (Off campus) Phillips School for Contemporary Education,
7010 Braddock Rd, Annandale, VA 22003 - 703-941-8810

Professor:

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Course Purpose and Intended Audience

This course is intended to introduce participants to instructional procedures for facilitating inclusive instruction in general education classes for students with disabilities. Participants will become familiar with effective instructional strategies for working with students with disabilities, such as mild mental retardation/intellectual disabilities, learning disabilities, emotional disabilities, autism, and communication disorders. Participants will become familiar with effective strategies for incorporating reading strategies, adapting curriculum materials, designing instructional procedures, and evaluation methods to accommodate students with disabilities within general education inclusive environments.

Course Description

This course applies research on teacher effectiveness, teacher accountability, instructional approaches, and advances in technology at the elementary level for individuals with emotional disabilities, learning disabilities, and intellectual disabilities. Course content includes curriculum and instructional strategies in reading, language arts, mathematics, science, social studies, and social skills; cognitive strategies in self-regulation, study skills, attention, memory, and motivation; and peer-mediated instruction, including cooperative learning and peer tutoring. This course will incorporate the evidence-based practices (EBPs) relevant to elementary curriculum learning strategies, constructing effective lessons, and designing instructional procedures. These EBPs are indicated with an asterisk (*) in this syllabus. Evidence for the selected research-based practices is informed by meta-analysis, literature reviews/synthesis, the technical assistance networks which provide web-based resources, and the national organizations whose mission is to support students with disabilities. We address

both promising and emerging practices in the field of special education. This course will provide opportunities for students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for students with disabilities. Prerequisites: none.

Course Objectives

The objectives of the course are the following:

- To familiarize participants with the learning characteristics of students with mild disabilities including learning disabilities, emotional disabilities, and intellectual disabilities.
- To familiarize participants with the principles of effective instruction for including students with disabilities in general education classes, including the use and application of prioritizing objectives, adapting materials, instruction, the environment, and evaluation procedures.
- To familiarize participants with strategies for promoting inclusion with classroom peers as peer tutors, assistants, and cooperative learning.
- To familiarize participants with strategies for improving motivation.
- To familiarize participants with strategies for improving attention and memory skills.
- To familiarize participants with strategies for improving study and organizational skills.
- To familiarize participants with strategies for adapting evaluation procedures.
- To familiarize participants with strategies for teaching and adapting language and literacy.
- To familiarize participants with strategies for teaching and adapting math.
- To familiarize participants with strategies for teaching and adapting science and social studies.

Student Outcomes

Upon completion of this course, students will be able to:

- Describe elementary level intervention research and the associated issues in intervention research, including technological advances as applied to individuals with mild disabilities;
- Describe and implement elementary level research-based curriculum and strategies for teaching reading, language arts, math, science, social studies, and social skills for individuals with mild disabilities;
- Describe and implement elementary level research-based cognitive strategies in self-regulation and metacognition, study skills, attention, memory, and motivation for individuals with mild disabilities;
- Describe and implement elementary level research-based strategies for peer mediation, including peer tutoring and cooperative learning, for individuals with mild disabilities;
- Develop and implement strategies in curriculum and strategies to correspond with the Virginia Standards of Learning.

Relationship of Courses to Program Goals and Professional Organizations

This course is part of the George Mason University, College of Education and Human Development, Special Education Program for teacher licensure in the Commonwealth of Virginia for teaching students with disabilities who access the general curriculum. This program complies with the standards for teacher licensure established by the Council for Exceptional Children, the major special education professional organization. As such, the learning objectives for this course cover many of the competencies for elementary curriculum and strategies for teaching individuals with emotional disturbances, learning disabilities, and mild mental retardation.

The CEC Standards are listed on the following web site:

http://www.cec.sped.org/ps/perf_based_stds/common_core_4-21-01.html

CEC standards that will be addressed in this class include some of the following:

Standard 4 - Instructional Strategies

Skills:

- Use strategies to facilitate integration into various settings.
- Teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs.
- Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.
- Use strategies to facilitate maintenance and generalization of skills across learning environments.
- Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem.
- Use strategies that promote successful transitions for individuals with exceptional learning needs.

Standard 5 - Learning Environments and Social Interactions

Knowledge:

- Demands of learning environments.
- Basic classroom management theories and strategies for individuals with exceptional learning needs.
- Effective management of teaching and learning.
- Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.
- Social skills needed for educational and other environments.
- Strategies for crisis prevention and intervention.
- Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world.

- Ways to create learning environments that allow individuals to retain and appreciate their own and each other's respective language and cultural heritage.
- Ways specific cultures are negatively stereotyped.
- Strategies used by diverse populations to cope with a legacy of former and continuing racism.

Skills:

- Create a safe, equitable, positive, and supportive learning environment in which diversities are valued.
- Identify realistic expectations for personal and social behavior in various settings.
- Identify supports needed for integration into various program placements.
- Design learning environments that encourage active participation in individual and group activities.
- Modify the learning environment to manage behaviors.
- Use performance data and information from all stakeholders to make or suggest modifications in learning environments.
- Establish and maintain rapport with individuals with and without exceptional learning needs.
- Teach self-advocacy.
- Create an environment that encourages self-advocacy and increased independence.
- Use effective and varied behavior management strategies.
- Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs.
- Design and manage daily routines.
- Organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences.
- Mediate controversial intercultural issues among students within the learning environment in ways that enhance any culture, group, or person.
- Structure, direct, and support the activities of paraeducators, volunteers, and tutors.
- Use universal precautions.

Standard 7 - Instructional Planning

Knowledge:

- Theories and research that form the basis of curriculum development and instructional practice.
- Scope and sequences of general and special curricula.
- National, state or provincial, and local curricula standards.
- Technology for planning and managing the teaching and learning environment.

Course Materials

Required Text:

Vaughn, S., & Bos, C.S. (2009). Strategies for teaching students with learning and behavior problems. (7th Ed.) Upper Saddle River, NJ: Prentice Hall.

Several readings may also be assigned throughout the semester.

Companion websites:

<http://courses.gmu.edu>

Log on to this site to obtain the syllabus, prepare for course lectures with Power Points and supplemental information, check class assignments, review the assignments, and observe the course documents. Please check this site weekly for updates/announcements!!! **PLEASE DO NOT USE BLACKBOARD TO EMAIL.**

<http://gmucommunity.blackboard.com>

Cohort Blackboard: Refer to the Cohort Blackboard site for ALL of the most up-to-date cohort program information, including the **Frequently Asked Questions (FAQs)**.

Students are responsible for reading and understanding the information in the FAQs:

Login: cohort

Password: cohort

George Mason Patriot Web: <https://patriotweb.gmu.edu/> A self-service website for students, faculty, and staff of George Mason University. A wealth of useful links, information, and online forms are available on this website including program of studies details, application for graduation, request for transfer of credit, and internship application.

Advising Contact Information: Please make sure that you are being advised on a regular basis as to your status and progress through the special education program. You may wish to contact Jancy Templeton, GMU Special Education Advisor, at jtemple1@gmu.edu or 703-993-2387. When contacting her, always provide your G number to her.

Weather Emergency Information: We will follow Fairfax County Public Schools Inclement Weather Plans.

TaskStream

The signature assignment required for this course must be submitted electronically to Mason's NCATE management system, *TaskStream* via <https://www.taskstream.com>.

*Note: Every student registered for any EDSE course as of the Fall 2007 semester is required to submit signature assignments to TaskStream (regardless of whether a course is an elective, a one time course or part of an undergraduate minor). TaskStream information is available at <http://gse.gmu.edu/programs/sped/>. Failure to submit the assignment to TaskStream will result in reporting the course grade as Incomplete (IN). Unless this grade is changed, upon completion of the required submission, the IN will convert to a F nine weeks into the following semester.**

See <http://gse.gmu.edu/programs/sped/taskstream/> for detailed steps.

Student Responsibilities

Your attendance, participation, and effort for each class session of EDSE 628 are collectively a part of your commitment to your learning. As teachers you provide an experience for your students to be a community of learners. As graduate students, *you* are also a part of this community of learners. Within this professional community, you have a responsibility to yourself and to each other to:

- Be on time for each class
- Be prepared for each class by having any assignments done before the start of class
- Complete written copies of assignment in appropriate format (all papers are to be typed and double spaced, written using APA format, reviewed for spelling/grammar, **proofread**)
- Demonstrate respect and consideration for all individuals in our community of learners
- Participate meaningfully
- Engage in academically honest behavior by being familiar with and abiding by all requirements listed in the *George Mason University Honor Code*:
http://www.gmu.edu/catalog/apolicies/#TOC_H12 This URL defines student and faculty conduct to promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community.

Nature of Course Delivery:

1. Class lecture, discussion, and participation.
2. Media and relevant multimedia presentations.
3. Study and independent library research (application research papers).
5. Application activities, including simulations and demonstrations of research-based strategies
6. Class presentations of lessons and creative visual supports for student learning.
7. On-line; e.g., Discussion Board, Blackboard, Web-Based Modules

Evaluation:

1. Class attendance and participation
2. Strategy application assignment and presentation
3. Group lesson plan design and delivery
4. Learning visual /VAKT tool; create and present
5. Chapter quizzes, essay responses, and/or activities on readings
6. On-Line Activities

Course Requirements

1. Class attendance and participation
2. Completion of all assigned readings.
3. Completion of quizzes, essay responses, and/or activities on readings (will be due before class meetings).
4. Completion of application activities, including in-class activities and discussions.
5. Completion of strategy application project.
6. Presentations (strategy application, visual support, lesson plan, reading/fluency comprehension).

Assignment Descriptions and Criteria for Evaluation

Requirement	Possible Points	My Points
Attendance & Participation (In-Class Activities & Discussions)	20	
Written Research Application Project **signature assignment	20	
Presentation of Application Project	10	
Quizzes (from readings)	16	
Group Lesson Plan (Written & Presented)	15	
Learning Visual/VAKT Tool (Create & Present) (Science/Social Studies)	5	
Reading Fluency or Comprehension Demonstration	6	
On-line Module Assignments	8	
Total	100	

** Points will be deducted for work submitted late.*

It is recommended that students retain electronic and hard copies of ALL course products. Products from this class can become part of one's individual professional portfolio used to document satisfactory progress towards licensure as based on the CEC standards.

Criteria for Grading

- A+= 95-100 points
 A= 90-94 points
 B+= 86-89 points
 B= 80-85 points

C= 70-70 points
 F <70

ASSIGNMENT DESCRIPTION

Participation / Attendance (20 Points)

Class attendance and participation is demonstrated by attending class and being psychologically available to learn, completing and handing in weekly class assignments, and participating in class discussions/activities throughout the semester. Points are negatively affected by being late to class, demonstrating a disinterest in the material/discussions (e.g., reflection activities, small group activities, discussions, etc.), and/or absences. Points are positively impacted by thoughtful contributions made in class, listening to the ideas of other peers, respectively, and demonstrating an enthusiasm for learning. **Class will begin at its scheduled time, with quizzes being conducted at the beginning of class. Tardiness may result in losing credit for that classes' quiz.** Each class (10 sessions): 1.0 = psychologically invested, prepared, present and prompt; 1.0 = participation, thoughtful contributions, completed in-class assignments). (2 points possible per class session)

Strategy Application Assignment Required Artifact for Portfolio

There are **two parts** to the strategy assignment. The first part is the written component; the second part is the presentation component. Directions for the written component are provided first, followed by the directions for the presentation component.

Part I: Strategy Application Written Project

- **Select an intervention research article from a professional journal** (e.g. Learning Disabilities Research and Practice, Behavioral Disorders, Education and Treatment of Mental Retardation, and Developmental Disabilities) and have it approved. The focus of the article must include support for an elementary level research-based strategy (ies) for teaching reading, language arts, math, science, social studies, and social skills for individuals with mild disabilities; *or* the focus must be on cognitive strategies in self-regulation and metacognition, study skills, attention, memory, or motivation for individuals with mild disabilities. Please see instructor for assistance in selecting an article and you must select your article by the third class. The important part is that your research article must be approved prior to beginning your assignment. You may want to email or call the instructor with the complete article citation and a brief description first.
- **Read the article thoroughly.** As you read the article, think about the following: Try to describe carefully the intervention (s) that was implemented in the study. There may be several interventions being compared within a single study, so be sure to try to describe the differences among the instructional conditions. Try to

describe the results of the study. Which instructional condition worked best? Also, try to remember the types of students that participated in the study. For example, were the participant's elementary aged students with emotional disturbances (ED), with mental retardation (MR), with physical disabilities (PD), or with autism?

- **Implement this intervention in your own class or that of another teacher and describe the results.** Your paper should describe what was done in your classroom. Describe the *participants* (students; **DO NOT use any student names, however, provide a brief description of the class, school, and students.**), *method* (including *materials* and *procedures*), and *results* (e.g., results of pre-post testing and student opinion survey). You need not replicate exactly the conditions of the article, but include both the article and copies of the materials you designed to implement the project.

The paper should be about 5-10 pages in length.

Type a summary using the following format & Headers:

1. **CITE** the article. For the citation of the article use APA format. This web site is an APA reference **(2.5 points)**

<http://linguistics.byu.edu/faculty/henrichsenl/apa/apa01.html>

EXAMPLE:

Malone, L. D., & Mastropieri, M. A. (1992). Reading comprehension instruction: Summarization and self-monitoring training for students with learning disabilities. *Exceptional Children*, 58, 270-279.

2. Provide a **WRITTEN SUMMARY** of the research article. Do not simply copy the abstract, but attempt to rewrite in your own words what was undertaken in the study. Below is a very brief sample – your summary will probably be two to two and half pages double-spaced. **(5 points)**

EXAMPLE:

Malone and Mastropieri (1992) compared the effects of three reading comprehension strategies on the performance of 45 middle school students with learning disabilities. The three reading comprehension strategies were: (a) a summarization strategy, (b) a summarization strategy plus self-monitoring, and (c) traditional instructional procedures. All students were pre and posttested on the types of strategies that they typically use for reading comprehension, and questioned about the strategies they were using during the second day of training. All students were also posttested using reading materials similar to those used during training, which were narrative passages, and on social studies passages, or expository prose passages. Results indicated that students who were trained to use the summarization strategies outperformed students who used the traditional instructional procedures on all measures. In addition, students who were trained in the self-monitoring plus summarization strategy outperformed those students in the summarization alone strategy on the transfer measure that used social studies passages.

3. The **INTERVENTION/STRATEGY** should be described first in detail here with any and all **MATERIALS** described!! Then...lead into a detailed **description of the PROCEDURES/METHODS (instruction/intervention)** that occurred during YOUR application of the strategy. Please make note as to how you amend the procedures/materials/ or other from the article you selected. For example, perhaps there were multiple components of the original intervention/strategy, but you modified a component or selected only a few steps of the strategy. **(5 points)**.

EXAMPLE:

All Conditions

All conditions received two days of training and one day of testing and all students were seen individually for instruction.

Summarization Condition

Students in this condition were taught to ask themselves two questions after reading text: (1) Who or what is this paragraph about? and (2) What is happening to them? Students were also taught that a summary sentence "tells what the whole passage is about in a few words" (p.273). Students were taught to use their answers from the two questions to write their summary sentences on blank lines that had been inserted in between paragraphs. Instruction and practice was provided using this procedure for two days.

Summarization Plus Self-Monitoring Condition

Students in this condition were taught the exact same strategy as those in the summarization condition, but also taught to use a self-monitoring strategy as well. After students were taught the summarization strategy on day one, they were taught to use a self-monitoring card to help them to remember to implement the steps of the summarization strategy. For example, students were taught to place a check mark on a card that listed each strategy step as each step was completed. The card contained the questions:

"Who or what is the passage about?"

"What is happening to them?"

Students were required to check-off steps on the monitoring cards as they completed steps. Day two students received review on the procedures from day one and continued to practice using the strategies.

Traditional Instruction Condition

Students in this condition previewed stories and practiced vocabulary words identified by the publisher. Then they read the passages and answered questions about the passages throughout the two-day training sessions.

Please Note: this section will vary according to the design used in your particular study. Contact me if you have any questions concerning how to adapt this format to the design employed in your study.

4. Describe all of the **RESULTS** and provide a discussion of your findings. The first few sentences can provide summary accounts of your findings. You should present your findings in comparison to the results found in the original article. **(5 points)**

EXAMPLE: ...the addition of a self-monitoring sheet for increasing attention appeared to dramatically improve the attention and academic performance of my students with MR and LD during math, but not during reading. I measured rate of attention by.....I measured academic performance with a pre-post test....

5. Then, **EVALUATE** and provide some insights as to why you might have obtained the findings. Describe how you could adapt the strategies to go up and/or down in grade/age and ability levels. For example, if the study was implemented with students with LD from an elementary level, could you adapt the strategy for students with ED and still maintain the effectiveness? How could you adapt the strategies to accommodate students from various cultural and linguistic backgrounds? Describe whether or not you like this strategy personally and provide a rationale for your professional opinion. Use your judgment based upon class discussions, readings, and experiences. **(2.5 points)**

Part II: Strategy Application Presentation

1. Be prepared to present a 10-minute oral summary of your written paper.
2. Prepare a one-page summary for all students in class – make sure to include your name and the reference for your article.
3. Prepare materials to use in your presentation
4. Hand in 1 copy of your presentation materials to the instructor.

Prepare an example of a completed Learning Visual/VAKT tool (science/social studies) (a VAKT tool, Semantic feature analysis, concept map, diagram, graphic or semantic organizer, visual representation, visual-spatial display, etc.) **to assist students in learning concepts & vocabulary associated with SOLs in Science or Social**

Studies. With the learning visual example, identify and write out the SOL to which it relates (e.g., Science: Living Systems 5.5, The student will investigate and understand that organisms are made of cells and have distinguishing characteristics. Key concept: vertebrates and invertebrates). Be sure to give the visual a title/name.

SOL website: <http://www.pen.k12.va.us/VDOE/Superintendent/Sols/home.shtml>

Effective visual of tool shown (neatness, completed sample)	0	1	2
Clearly supports the concepts/vocabulary of Sci./S.S. content	0	1	2
Preparation Evident (materials, explanation)	0	1	2
Creativity/Originality	0	1	2

For the presented tool, class peers AND the instructor will provide written feedback.

With a partner or a group (maximum of 3 in group), demonstrate a Reading Fluency or Comprehension Strategy. Choose one of the strategies presented in Chapter 8 on Reading Fluency and Comprehension, and present/demonstrate this strategy for the class using your own examples/reading materials. You will receive feedback from class peers and the instructor on your instruction/application of the strategy.

Reading Fluency/Comprehension Rubric		
<i>Component</i>	<i>Points</i>	<i>Comments</i>
Organization & Preparation; Within 10 minute limit & All Group Members Presented	/2	
Knowledge & Clarity of Key Concepts & Use of Examples	/2	
Effectively presented (voice, pace, visual aids, enthusiasm, resourceful, engaged audience)	/2	

TOTAL	/6	

With a partner or a group(maximum of 3 in group) prepare *a lesson plan* (English/math) that follows The Active Teaching Model demonstrated in class. The plan should address specific well-defined skills from the Commonwealth of Virginia’s Elementary (Grades 1-5) SOLs in English or Mathematics. The lesson should be well-written and presented (no more than 10 minute). Include copies of overheads and handouts. For the presented lesson, class peers and the instructor will provide written feedback. You may choose to present lessons live in class or you may videotape yourself teaching the lesson. Presentation by all group members is required.

Group Lesson Plan Rubric		
<i>Component</i>	<i>Points</i>	<i>Comments</i>
Objective(s) <ul style="list-style-type: none"> Includes a clear and accurate learning objective and individual SWBAT objectives are accurately presented 	/2	
Set up <ul style="list-style-type: none"> Lesson includes an agenda, warm-up, and a motivating activity, and behavioral expectations, and materials The components are presented clearly and are given practical relevance to the lesson as a whole. 	/2	
Activity(ies) <ul style="list-style-type: none"> Lesson includes a creative and accurate sequence of direct instruction to include modeling, guided practice, and independent practice. The lessons activities are relevant to the designated learning objective(s). The descriptions clearly outline the role of the student (s) AND the teacher 	/3	
Strategy Incorporation of varying strategies/materials introduced in this course which support student learning.	/2	
Methods Incorporates a variety of methods in the lesson in order to facilitate the instructional goals in a motivating way	/2	
Assessment and accommodations <ul style="list-style-type: none"> Assessments are relevant to the task demonstrated and identified on the lesson plan. 	/2	

<ul style="list-style-type: none"> • Relevant and special modifications/accommodations are noted. 		
Collaborative Efforts <ul style="list-style-type: none"> • Everyone has a clear and important role for the development of the lesson • Lesson is clear, creative, and not disjointed. 	/2	

Class	Date	Read Before Class	Class Topic/Agenda	Things To Do & Assignments Due
1	1/7/10		Registration & Fees Introductions, Course Overview & Requirements Objective: <ul style="list-style-type: none"> • Effective Instruction & Learning Characteristics of Students with Mild Disabilities 	
2	1/14/10	Chapters 1-3	Presentation Sign-Ups Objective: <ul style="list-style-type: none"> • Learning Theories; Attention & Memory; Motivation & Affect; The Active Teaching Model 	Quiz 1 Find research article with strategy investigated for signature assignment.
3	1/21/10	Chapters 6 & 7	Objective: <ul style="list-style-type: none"> • Elementary Reading Instruction-Part I (oral language, phonological awareness, & word recognition) 	Quiz 2 ARTICLES DUE for approval by instructor, BRING TO CLASS.
4	1/28/10	Chapters 8	Objective: <ul style="list-style-type: none"> • Elementary Reading Instruction-Part II (fluency & comprehension) 	Quiz 3
5	2/4/10	Chapter 9	Objective: <ul style="list-style-type: none"> • Dyslexia; Writing & Spelling 	Quiz 4 FLUENCY/COMPRHENSION DEMONSTRATIONS DUE
6	2/11/10	Chapter 11	Objective: <ul style="list-style-type: none"> • Math Instruction <p><i>Group Time to Plan for Lesson</i></p>	Quiz 5
7	2/18/10	Chapter 10	Objective: <ul style="list-style-type: none"> • Science/Social Studies Instruction 	Quiz 6 GROUP LESSON PLANS DUE
8	2/25/10	Chapter 4 & 5	Objective: <ul style="list-style-type: none"> • Managing Behaviors; Study & Organizational Skills; Adapting Evaluation Procedures 	Quiz 7 LEARNING VISULA/VAKT TOOL SHARE DUE

TOTAL		/15	
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9	3/4/10	TBA	Objective: <ul style="list-style-type: none"> • Inculsion • Peer Tutoring & Cooperative Learning 	Quiz 8 Complete Module study from IRIS website...details will be provided in class.
10	3/11/10		Strategy Intervention Project Presentations	Make-Up Quiz from Week 1 PAPER DUE

*******NOTE: This syllabus is subject to change according to class needs.**