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

Teaching Methods for Students with Visual Impairments
EDSE 613: Summer 2010; May 20-July 8; 4:00-10:00 PM
(In class meeting from 4-6:40 PM; online participation 6:40-10:00 PM)

Instructor: Kimberly Avila
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COURSE DESCRIPTION (3:3:0): (Co/Pre-req: EDSE 511: Characteristics of Students with Visual Impairments)

Emphasizes methods of teaching compensatory skills, the core curriculum, and technology for use by students who are blind and visually impaired. Addresses curriculum development, adaptations, and teaching methodology for individuals with visual impairments. Provides information on adaptations within various educational programs and adaptation of general education classroom materials and procedures for use with blind and low vision children and youth. Delivered via distance education.

NATURE OF COURSE DELIVERY:

Learning activities in this class will include the following:

1. Class lecture, discussion, and participation via synchronous face to face, web-conferences or videoconferences
2. Video and other relevant interactive media presentations
3. Study and independent research
4. Application activities, including regular assignments
5. Assignments and written responses to posted discussion questions on BlackBoard.

Required Materials:

- Computer access to the internet and corresponding technology
- Access to database for peer-reviewed articles

Required Texts:

Holbrook, C., Koenig, A. (Eds.). (2000). *Foundations of education*. *(2nd Ed.)* New York, NY: American Foundation for the Blind. Set of 2 volumes

Mani, M.N.G., Plernchaivanich, A., Ramesh, G.R., & Campbell, L. (2005). *Mathematics made easy for children with visual impairment*. Philadelphia, PA: Towers Press, Overbrook School for the Blind.
Ordering Information can be found at:
http://www.icevi.org/publications/MathBrochure.htm

Presley, I., & D'Andrea, F.M. (2009). *Assistive technology for students with visual impairments*. New York, NY: AFB Press.
Ordering information:
http://www.afb.org/store/product.asp?sku=978%2D0%2D89128%2D890%2D9&mscssid=88K73LFU66SP9JD3PFQMU05F9PAHDJQB

Attendance Policy:
Students are expected to attend class. If one absence is unavoidable, students must submit a 200 word essay summarizing the session after watching the recording and reading assigned materials. More than one absence will result in loss of the in-class participation points for the missed session. If you need to miss more than two class sessions, contact the Instructor to discuss options for withdrawing and completing the course during another semester.

Assignment Policy:
All assignments will be submitted electronically. If any of your assignments contain tactile or tangible elements you would like to submit, please consult with the instructor for mailing information. Digital photos of tactile project elements are acceptable and may be submitted electronically.

Assignments submitted after the due date and time will automatically deduct 5% off of the total grade for every day it is late.

Course Requirements

Assignments and Point Values

Assignment	Points	Due Date
Weekly participation, discussion questions and activities	48	Weekly
Technology lesson	20	6/10/2010
Adapted Lesson Plan	15	6/17/2010
Expanded Core Curriculum lesson	20	6/24/2010
Methods Presentation	25	7/1/2010
Total	128	

Grading Scale

Grade	Percentage	Points
A+	100	128
A	95 – 99	121-127
A-	90 – 94	115-120
B	85 – 90	109-114
B-	80 – 84	102-108

C	70 – 79	89-101
F	<70	<88

Participation

Weekly Points Possible	Setting	Point Distribution
2	Weekly class participation	1 point: Student engages in written and verbal discussion when appropriate or assigned. 1 point: Student uses appropriate communication and demonstrates progress toward professional development.
4	Weekly online participation and assignments may include: ▪ Online Discussion questions ▪ Activity: hands on, interactive and blindfold experience Students are encouraged to communicate and provide feedback on each other's postings.	Point distribution will vary each week, but will include the following: --Initial responses to discussion questions and activities are minimum of 200 words (or as specified) and all components of the question or activity have been fulfilled. -- Student uses appropriate terminology and resources that were discussed in class or found in assigned reading or supplemental resources. Student uses appropriate communication and demonstrates progress toward professional development.
Total Participation Points Possible: 48		

Course Schedule

(Subject to change depending on class needs)

Date	Class Meeting	Reading and Assignments
5/20/10	▪ Introduction ▪ Part I: Methods for providing early intervention services for children with visual impairments, including those with multiple disabilities, health/medical considerations and prematurity	▪ Review syllabus ▪ Foundations Vol II: Ch 7 "Early Childhood" ▪ IDEA: Part C ▪ "Sensory Integration" handout by Kim Perks, Pediatric Occupational Therapist
	Online	
	▪ Part II: Early Intervention and early childhood education	▪ "Family-Centered Practices for Infants and

	▪ Overview of The Expanded Core Curriculum	Young Children with Visual Impairments" CEC-DVI Position Paper ▪ Expanded Core site ▪ Additional reading and resources posted online
Due		▪ Discussion questions and activities posted online ▪ Check with your University to make certain you can access the database for academic journal articles

Date	**Class Meeting**	**Assignments**
5/27/2010	▪ Accommodations and modifications: no tech, low tech and high tech ▪ Part I: Methods for teaching adaptive technology skills ▪ ECC focus: Assistive technology, compensatory skills and sensory efficiency	▪ *Assistive Technology* Review book and focus on: ▪ Ch 3: Technologies for Accessing Electronic Information ▪ Pages 111-112: Keyboard Commands ▪ Virginia Technology SOL's K-12
	Online	
	▪ Part II: Methods for teaching adaptive technology skills ▪ General methods for working with students who have visual impairments. ▪ Methods for inclusion in the general education setting	▪ Foundations Vol II: ch 5 "Basic Techniques for Modifying Instruction" ▪ "Effective Classroom Adaptations for Students with Visual Impairments" *Teaching Exceptional Children* ▪ "Practice Report: Effective Inclusion Activities for High School Students with Multiple Disabilities" *JVIB* October 2007 ▪ Adaptive technology practice exercises ▪ Additional reading and resources posted online

Due	Methods presentation topic sign up	Discussion questions and activities posted online

Date	**Class Meeting**	**Assignments**
6/3/2010	▪ Web Access: working with schools to ensure websites and online learning environments are accessible to students with visual impairments **Guest presenter:** Jonathan Avila Chief Accessibility Officer SSB+Bart Group ▪ Pre-reading, reading and literacy: adaptations and interventions for students with visual impairment and multiple disabilities ▪ ECC focus: Compensatory skills	▪ Foundations Vol II: Ch. 8 Literacy Skills ▪ *Assistive Technology* Pages 7-11: Using technology to enhance literacy ▪ "Developmental Stages of Reading Processes in Children Who Are Blind and Sighted" *JVIB* January 2006 ▪ "Literacy in Early Intervention for Children with Visual Impairments: Insights from Individual Cases" *JVIB* February 2007
	Online	
	▪ Role of Assessment data in development of an appropriate learning environment for students with visual impairments	▪ Foundations Vol II: Ch 4 "Specialized Assessments for Students with Visual Impairments" ▪ Additional reading and resources posted online
Due		Discussion questions and activities posted online

Date	**Class Meeting**	**Assignments**
6/10/10	▪ Academic curriculum focus: Social Sciences and language arts ▪ Study skills for students with visual impairments ▪ ECC focus: Self-Advocacy/self determination	▪ Foundations Vol II: Ch 9 "Social Studies and Science" ▪ *Assistive Technology:* Pages 263-274
	Online	
	▪ Planning, evaluating and revising comprehensive long term and short-term educational goals for students with visual impairments ▪ The Standards of Learning	Foundations Vol II: ▪ Ch 3 "Ongoing Assessments: Informal Techniques" ▪ Ch 6 "Planning instruction in Unique Skills"

		▪ Virginia Standards of Learning ▪ "State Standards and the Expanded Core Curriculum Aligned" Keri Lohmeier AZ-AER ▪ Additional reading and resources posted online
Due	Technology lesson plan due by 10:00 pm on 6/10/10	Discussion questions and activities posted online

Date	**Class Meeting**	**Assignments**
6/17/10	Part I ▪ Academic curriculum focus: science and math ▪ ECC focus: Independent living skills ▪ Adapting print materials, creating optimal large print materials and improving legibility of print	Foundations Vol II: ▪ Ch 9 "Social Studies and Science" ▪ Ch. 10 "Mathematics" ▪ Ch 16 "Independent Living Skills" ▪ *Mathematics Made Easy for Children with Visual Impairments:* Review book ▪ *Assistive Technology:* Pages 147-152: Producing materials in a visual format
	Online	
	▪ Part II: Continuation of in class topic	▪ "Making Science Instruction and Labs Accessible for Students who are Blind or Visually Impaired" *RE:View* Springboard, Fall 2007 ▪ "Use of the Talking Tactile Tablet in Mathematics Testing" *JVIB* Feb, 2003 ▪ "A Comparison of Three Nonvisual Methods for Presenting Scientific Graphs" *JVIB* June 2002 ▪ Additional reading and resources posted online
Due	Adapted lesson plan due by 10:00 pm on 6/17/10	Discussion questions and activities posted online

Date	**Class Meeting**	**Assignments**

6/24/10	Part I: ▪ Electives: P.E., music, art ▪ ECC focus: Recreation and leisure skills; Orientation and Mobility ▪ **Tentative Guest Speaker:** Doug Powell, Athletics for the blind/visually impaired ▪ ECC focus: Transition, career education, social skills	Foundations Vol II: ▪ Ch 11 "Arts Education" ▪ Ch. 12 "P.E. and Health" ▪ Ch 15 "Orientation and Mobility" ▪ Ch 19 "Career Education"
	Online	
	▪ Part II: Continuation of in class topics ▪ Methods for administering standardized tests to students with visual impairments ▪ Being an effective reader for students with visual impairments	▪ "Motivation and Physical Activity in Adolescents with Visual Impairments" *Re:View* January 2006 ▪ SAT/ACT/SOL protocol for administering tests for students with disabilities ▪ Additional reading and resources posted online
Due	ECC Lesson Plan due by 10:00 pm on 6/24/10	Discussion questions and activities posted online

Date	**Class Meeting**	**Assignments**

7/1/2010	▪ Methods Presentations
	▪ Part I: Methods for addressing diverse needs of students with visual impairments (Instructor will cover topics not selected by students)
	  ▪ Emotional/psychological effects on student and family
	  ▪ Students who lose vision gradually or unexpectedly
	  ▪ Self esteem and self concept
	  ▪ Bulling and harassment: prevention and intervention
	  ▪ Family needs
	  ▪ Limited English proficiency
	  ▪ Cultural diversity
	  ▪ School safety
	  ▪ Social/economic needs
	  ▪ Abuse and neglect situations
	  ▪ At risk behavior
	  ▪ Healthy lifestyles
	  ▪ Advocating for change
		▪ "Bullying in School: An Overview of Types, Effects, Family Characteristics, and Intervention Strategies" *Children & Schools* April 2005
		▪ "Hmong Culture and Visual Impairment: Strategies for Culturally Sensitive Practices" *RE:View* Summer 2006
		▪ "The Psychosocial Experiences of a Student with Low Vision" *JVIB* March 2006

	Online	
	▪ Part II: Methods for addressing diverse	▪ "Child Abuse and

	needs of students with visual impairments ▪ Methods for documentation ▪ Methods for planning and organization	Neglect: Recognizing, Reporting and Responding for Educators" (VCU/VDOE) ▪ *Assistive Technology:* Page 146: NIMAS and NIMAC ▪ Additional reading and resources posted online
Due	▪ Methods presentation must be submitted before class begins.	Discussion questions and activities posted online

Date	**Class Meeting**	**Assignments**
7/8/20	▪ Additional methods for working with students who have multiple disabilities; severe cognitive impairments, speech, hearing impairments, physical disabilities, emotional disorders ▪ Methods for working with related services (OT/PT/SLP)	▪ Foundations Vol II: Ch 20 "Students with Visual Impairments and Additional Disabilities" ▪ "Emotional Status and Development in Children Who Are Visually Impaired" *JVIB* August 2005 ▪ "Determining Learning Disabilities in Students with Low Vision" *JVIB,* May 2001
	Online	
	▪ Continuation of in class topic ▪ Course wrap-up	▪ "Communication Opportunities for Students With Deafblindness in Specialized and Inclusive Settings" *RE:View* Winter 2008 ▪ Foundations Vol II: Review Ch 3 "Ongoing Assessments and Informal Techniques" ▪ Samples of documentation styles ▪ Sample of TVI professional planning strategies ▪ Additional reading and resources posted online

Due	All online assignments due by 10:00 pm on 7/8/10	Discussion questions and activities posted online

Assignments and Rubrics

Technology Lesson Plan and Virginia Technology SOL's (20)

Students will create a lesson plan for performing a computer task with keyboard commands only, no mouse!

Lesson examples:

- Opening the application, starting and saving a document, composing, closing and retrieving the document
- Navigating and editing a document

Lessons must include the following components:

- Age or functioning level of student who will benefit from this lesson
- Pre-requisite skills
- Goal(s) (student outcome)
- Virginia Technology SOL's addressed in this lesson
- Rationale: why does the student need to learn this skill/lesson
- Materials, supplies, electronic files needed
- Procedure and necessary keyboard commands
- Adaptations for students with multiple disabilities and varying degrees of visual impairments
- Evaluation

Rubric: Technology Lesson Plan

Item	**Exemplary 4-5**	**Average 2-3**	**Unsatisfactory 0-1**
Relevance: -Age or functioning level -Pre-requisite skills -Goal(s) - SOL's -Rationale	Components are ideally defined and optimal for lesson plan.	Components are adequately defined and appropriate for lesson plan.	Components are partially or completely inadequate for lesson plan.

Materials, accommodations and evaluation	Ideal and optimal materials and accommodations are detailed and defined. Evaluation thoroughly provides assessment of progress toward goal.	Adequate materials and accommodations are defined. Evaluation provides reasonable assessment of progress toward goal.	Partially or completely inadequate materials and accommodations are listed. Evaluation provides limited assessment of progress toward goal.
Procedure, structure and keyboard commands	Procedures and structure are clearly defined; sequence is optimal for activity. Keyboard commands are accurate and are listed for every component of lesson.	Procedures and structure are listed; sequence is adequate for activity. One or two Keyboard commands are incorrect; every component of lesson plan has a keyboard command listed.	Procedure and structure are missing components or steps; sequence is illogical. Keyboard commands are inaccurate or missing for certain components of lesson.
Mechanics	Lesson is free from mechanical errors. Lesson is easy to follow and interpret.	Lesson has some mechanical errors. Lesson can be followed and interpreted.	Lesson contains several mechanical errors. Lesson is difficult to follow and interpret.

Adapted Lesson Plan (15 Points) Signature Assignment

Students will select a highly visual lesson plan (math, science, social studies, language arts or electives) and adapt or modify it for a student who is blind/visually impaired. Lessons must include:

- Original lesson plan, including age range of students, subject and reference for the person who created the lesson
- Adaptations, accommodations, modifications to original materials needed for the lesson for students who are blind and have low vision
- Alternative instructional procedures
- Alternative or accessible evaluation

Rubric: Adapted Lesson Plan

Item	**Exemplary 4-5 points**	**Average 2-3 points**	**Unsatisfactory 0-1 point**

Adaptations, accommodations, alternative instructional procedures	Ideal accommodations and defined optimal alternative instructional procedures are detailed for this lesson. A plethora of options and alternatives are provided to accommodate this student with no-tech, low-tech and high-tech adaptations.	Accommodations and alternative procedures are adequate, but not optimal. Information is defined, but lacks some detail. A couple options and alternatives are provided to accommodate this student with no-tech, low-tech and high-tech adaptations.	Accommodations and alternative instructional procedures selected are inadequate or are not well defined. Little or no alternatives are provided to accommodate this student with no-tech, low-tech and high-tech adaptations.
Alternative Evaluation	Defined and detailed explanation of alternative evaluation procedures and options that are best practices.	Defined explanation of alternative evaluation procedures and options that adequate.	Explanation of alternative evaluation procedures lacks definition or is inadequate or inappropriate.
Mechanics and lesson selection	Student selected lesson plan that requires vision as the primary mode for learning. Assignment contains no mechanical errors, is clear, easy to follow.	Student selected lesson plan that requires vision as primary mode of learning. Assignment contains a few mechanical errors; lesson can be followed adequately.	Student selected a lesson that does not rely off of vision as primary mode of learning. Mechanical errors are present; lesson is difficult to interpret.

Expanded Core Curriculum Lesson (20 points)

Select an area of the ECC and create a lesson plan for a student of any age who is blind or visually impaired.

Examples:

- Career Education: resume writing or interviewing skills
- Independent living: teaching a child to care for his/her own belongings in the classroom
- Recreation/Leisure: lesson for teaching a sport, like Beep Ball, or art/craft activity.

Lessons should include the following:

- Age or functioning level of student who will benefit from this lesson
- Pre-requisite skills
- Goal(s) (student outcome)
- Rationale: why does the student need to learn this skill/lesson
- Materials and supplies
- Lesson structure and procedures
- Accommodations for students with multiple disabilities and provisions for varying degrees of visual impairment
- Evaluation

Rubric: Expanded Core Lesson

Item	**Exemplary** **4-5 points**	**Average** **2-3 points**	**Unsatisfactory** **0-1 point**
Relevance -Age or functioning level -Pre-requisite skills -Goal(s) -Rationale	Components are ideally defined and optimal for lesson plan.	Components are adequately defined and appropriate for lesson plan.	Components are partially or completely inadequate for lesson plan.
Materials, accommodations and evaluation	Ideal and optimal materials and accommodations are detailed and defined. Evaluation thoroughly provides assessment of progress toward goal.	Adequate materials and accommodations are defined. Evaluation provides reasonable assessment of progress toward goal.	Partially or completely inadequate materials and accommodations are listed. Evaluation provides limited assessment of progress toward goal.

Procedure and Structure	Procedures and structure are clearly defined; sequence is optimal for activity.	Procedures and structure are listed; sequence is adequate for activity.	Procedures and structure are missing components or steps; sequence is illogical.
Mechanics	Lesson is free from mechanical errors. Lesson is easy to follow and interpret.	Lesson has some mechanical errors. Lesson can be followed and interpreted.	Lesson contains several mechanical errors. Lesson is difficult to follow and interpret.

Teaching Methods Presentation (25 points)

Teachers of students with visual impairments have extensive responsibilities and serve diverse students who may have multiple disabilities. Below is an outline of some of the non-academic situations TVI's work with on a daily basis and possible multiple disabilities students may have in addition to a visual impairment. Students will select a topic and prepare a presentation for the class discussing ideal methods and strategies TVI's can use to best serve students with the defined condition or circumstances. Students will sign up for one topic to avoid two presentations on the same issue. You may select one of these categories, suggest a variation of these topics, or add a new category for your presentation:

- Students who are visually impaired and have other disabilities:
    - Physical disability
        - Fine/gross motor impairment or delay
    - Traumatic Brain Injury
    - Cognitive/developmental disability or delay
    - Other sensory impairment (hearing impairment)
    - Speech/language impairment
    - Psychological or emotional condition

Other factors:

- Emotional/psychological effects of visual impairment on student and family
- Students who lose vision gradually or unexpectedly
- Self esteem and self concept
- Bullying and harassment: prevention and intervention
- Family needs
- Limited English proficiency: family and/or student
- Cultural diversity
- Social/economic needs
- Abuse and neglect situations
- School safety
- At risk behavior

- Healthy lifestyles
- Advocating for change

Presentations must:

- Contain an overview and definition of the topic you chose
- Explanation of why this topic needs to be addressed
- Differences and similarities for addressing this topic for students who have visual impairments and sighted peers
- Contain methods, interventions and strategies TVI's can use to address these situations appropriately
- Include resources
- Be approximately 5-10 minutes in length.
- Contain a slideshow presentation with a minimum of 6 slides that highlight your subject and provide a summary of methods and resources TVI's can use to address this topic appropriately. Make sure to include APA references for content shared in your slideshow. (Slideshow will be shared with your peers online.)

Rubric: Methods Presentation

Item	**Exemplary 4-5 points**	**Average 2-3 points**	**Unsatisfactory 0-1 point**
Topic and explanation	Student explains topic and demonstrates comprehensive understanding of a TVI's role in this situation.	Student explains topic and basic components of this issue. Student has basic knowledge of TVI's responsibility in this situation.	Student does not explain topic adequately and inaccurately defines a TVI's responsibility in this situation.
Methods, Interventions and Strategies	Methods discussed are best practices.	Methods discussed are appropriate.	Methods discussed have limitations or are not suitable.
Support and resources	Student includes ample supporting evidence for topic and suggested interventions and strategies.	Student includes adequate support for topic and methods addressed.	Inadequate supporting evidence provided.

Mechanics	Presentation is free from spelling, grammatical and punctuation errors; APA format was used accurately.	Presentation contains minor grammatical, spelling, punctuation and APA formatting errors.	Presentation contains several mechanical and APA errors.
Presentation	Slide show contains 6 or more slides, has APA references. Presentation is clear, easy to follow and provides audience with abundant information, resources and strategies for addressing this topic with population served.	Slide show contains 6 slides and has APA references. Presentation can be followed, adequate resources and strategies are presented.	Slide show contains fewer than 6 slides; APA references are limited. Presentation has structural limitations; resources and strategies are inadequate or inappropriate.

TaskStream/Signature Assignment
The signature assignment required for this course must be submitted electronically to Mason's NCATE management system, TaskStream: (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 or part of an undergraduate minor). TaskStream information is available at http://gse.gmu.edu/programs/sped/. Students who do not submit the required signature assignment to TaskStream will receive a grade of Incomplete (IN) in the course. The Incomplete (IN) will change to a grade of (F) if the required signature assignment has not been posted to TaskStream by the incomplete work due date listed in the current semester's Schedule of Classes.

LEARNER OUTCOMES:
This course is designed to enable students to:
Demonstrate knowledge of effective educational planning and have the ability to create and manage appropriate teaching and learning environments for students with visual impairments.
Use multiple sources of quantitative and qualitative assessment data to recommend:

- IEP goals;

- Curriculum adaptations and accommodations;
- Instructional strategies;
- Educational materials;
- Specific modifications and adaptations for the learning environment of the student with visual impairment.
- Plan, evaluate and revise comprehensive long term and short-term educational programs for students with visual impairment based on standard and the core curriculum.
- Obtain, organize and create specialized materials intended to implement instructional objectives for students with visual impairments.
- To design multi-sensory learning environments that engage the active participation of students with and without disabilities in individual and group activities.
- Incorporate teaching methods appropriate for limited English proficient students, including gifted and talented and those with disabilities
- Teaching methods to promote academic progress and effective preparation for the standards of learning assessments
- Methods for improving communication between schools and families and ways of increasing family involvement in learning.

Demonstrate knowledge of instructional content and practice, specialized instructional strategies and appropriate accommodations.

a. Understand how to increase visual access to the learning environment in the use of print adaptations and optical and non-optical devices.
b. Understand how to increase the non-visual access to learning environments
c. Describe strategies for teaching alternatives to nonverbal communication
d. Use specialized assessments and strategies, including the following, to teach the student with visual impairments:
    i. Alternative reasoning and decision-making skills.
    ii. Organization and study skills
    iii. Health and medical issues
    iv. Adapted PE social and recreation skills
    v. Daily living skills
    vi. Career awareness
    vii. Awareness of vocational counseling
    viii. Problem-solving
e. Identify and use techniques and materials for the adaptation of instructional methods and materials in the core for students with visual impairments.
f. Choose and use appropriate forms of technology to accomplish instructional objectives for students with visual impairments and integrate technology into the instructional process

PROFESSIONAL STANDARDS:

Course's Relationship to Program Goals and Professional Organization

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program. This program complies with the

standards for special educators established by the Council for Exceptional Children (CEC), the major special education professional organization. The CEC Standards are listed on the following web site: http://www.cec.sped.org Access the link "Professional Standards." On this page, to the right, there is a red book pdf document titled "What Every Special Educator Must Know." The CEC Standards are located in this document. The primary CEC standards that will be addressed in this class will be Standard 4 on Instructional Strategies, Standard 6 on Communication and Standard 7 on Instructional Planning.

Special Education Content Standard #4: Instructional Strategies

Special educators possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with ELN. Special educators select, adapt, and use these instructional strategies to promote positive learning results in general and special curricula[3/] and to appropriately modify learning environments for individuals with ELN. They enhance the learning of critical thinking, problem solving, and performance skills of individuals with ELN, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan.

Beginning special educators demonstrate their mastery this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.

Special Education Content Standard #6: Communication

Special educators understand **typical and atypical language development** and the ways in which exceptional conditions can interact with an individual's experience with and use of language. Special educators use individualized strategies to **enhance language development** and **teach communication skills** to individuals with ELN. Special educators are familiar with **augmentative, alternative, and assistive technologies** to support and enhance communication of individuals with exceptional needs. Special educators match their communication methods to an individual's language proficiency and cultural and linguistic differences. Special educators provide **effective language models** and they use communication strategies and resources to **facilitate understanding of subject matter for individuals with ELN whose primary language is not English.**

Beginning special educators demonstrate their mastery of language for and with individuals with ELN through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.

Special Education Content Standard #7: Instructional Planning

Individualized decision-making and instruction is at the center of special education practice. Special educators develop **long-range individualized instructional plans** anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected **shorter-range goals and objectives** taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize **explicit modeling** and **efficient guided practice** to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual's exceptional condition, guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are **modified based on ongoing analysis of the individual's learning progress**. Moreover, special educators facilitate this instructional planning in a **collaborative context** including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of **individualized transition plans**, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using **appropriate technologies** to support instructional planning and individualized instruction.

Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:

All students must abide by the following:

- Students are expected to exhibit professional behavior and dispositions. See http://gse.gmu.edu/facultystaffres/profdisp.htm for a listing of these dispositions.
- Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#Anchor12for the full honor code.
- Students must agree to abide by the university policy for Responsible Use of Computing. See http://www.gmu.edu/facstaff/policy/newpolicy/1301gen.htmland click on Responsible Use of Computing at the bottom of the screen.
- Students with disabilities who seek accommodations in a course must be registered with the GMU Office of Disability Services (ODS) (or their participating Consortium University disability service office) and inform the instructor, in writing, at the beginning of the semester. See http://www2.gmu.edu/dpt/unilife/ods/ or call 703-993-2474 to access the ODS

Keep Products from This Course for Future Use in Your Professional Portfolio!

Retain electronic copies of all course products to document their progress through the GSE Special Education program. Products from this class can become part of your individual professional portfolio used in your portfolio classes that document your satisfactory progress through the GSE program and the CEC performance based standards. As the program moves towards electronic portfolios, it will be even more important to have artifacts (i.e., scored assignments) saved electronically.

COURSE EXPECTATIONS

George Mason University Email: http://mail.gmu.edu/

From this link, follow the directions for activating an email account. Every student is required to establish a GMU email account. Course email correspondence and other important university emails will be sent to GMU email accounts.

George Mason Blackboard*:* Blackboard will be used for this class, in addition to our asynchronous sessions. Materials, resources, dialogues, notes, assignments and other types of information will be housed on this course's Blackboard web site.

George Mason Patriot Web**:** https://patriotweb.gmu.edu/

This is a self-service website for students, faculty, and staff of George Mason University. There is a wealth of useful links, information, and online forms on this website including program of studies details, application for graduation, request for transfer of credit, and internship application.

Recommended Websites to Explore:

NOTE: Internet and web resources are not the same as peer-reviewed professional journal articles. Web sites will be posted on the course Bb that contain information that your Instructor recommends out of the millions of websites on reading on the internet! Be sure that you distinguish, however, between peer-reviewed professional journals and web resources. More about this distinction (as well as distinguishing professional journals from magazines) will be discussed in class.

Writing Resources and Support*:*

One type of writing support during this course is your use of relevant parts of the APA manual. As you complete writing assignments, you may find it helpful to review parts of the APA manual, such as:

- Chapter 2 on writing style (2.01 to 2.05)
- Chapter 2 on grammar (2.06 to 2.12)
- Chapter 2 on guidelines to reduce bias in language (focus on 2.16)

- Chapter 3 on punctuation, spelling, capitalization, italics, or abbreviations (3.01 to 3.29)
- Chapter 3 on quotations (3.34 to 3.41) Paraphrase, please (refer to other information on plagiarism in the APA manual as well as other resources and notes in this syllabus)
- Chapter 3 on reference citations in text (3.94 to 3.103)
- Chapter 4 on Reference list (4.01 to 4.16)

APA Formatting Guidelines are also available at
http://www.psywww.com/resource/apacrib.htm
This website is offered as a companion to the APA style manual. *However, it should not be considered a substitute for directly consulting the APA manual, 5th edition for standard of procedures for applying APA style.* Additional APA help URLs are available on the GSE library URL and may be available on the course Blackboard site. Caution with using web sites or resources other than the APA manual because some may have erroneous information on them.