George Mason University
Graduate School of Education
Program: Special Education

Spring 2011
EDSE 628.001
CRN 16871

Course Title: EDSE 628: Elementary Reading/Curriculum Strategies for Students with Disabilities Accessing the General Curriculum (3 credits)

Class Meetings: Wednesdays (January 26-May 4 No class on March 16)
7:20-10:00 p.m.

Location: East Building 134
Main GMU Campus (Fairfax)

Instructor: Lori Howard, Ph.D.
Telephone: 703-583-8207 (Please no calls after 8:30 p.m.)
Email: lah9n@virginia.edu

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, 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 instructional approaches, in elementary curriculum for individuals with disabilities accessing general education curriculums. Includes curriculum/instructional strategies in reading, language arts, mathematics, science, social studies, cognitive strategies, study skills, attention/memory, and peer-mediated instruction. 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 mental retardation, learning disabilities, and emotional 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:
Mastropieri, M.A, & Scruggs, T.E., (2010). *The Inclusive Classroom: Strategies for Effective Instruction(4th ed.*). Upper Saddle River, NJ: Pearson.

Recommended Texts (not required)
Jacobs, G. M., Power, M. P., & Loh, W., I. (2002). *Teacher's sourcebook for cooperative learning: Practical techniques, basic principles, and frequently asked questions.* Thousand Oaks, CA: Corwin Press.

Marriott, D. (1997). *What are the other kids doing? While you teach small groups.* Cypress, CA: Creative Teaching Press.

Several readings will be assigned throughout the semester. These readings can be found on the Blackboard site for the class. The blackboard site contains the assignments/rubrics, approved lesson plan templates, resources, and helpful websites.

Companion websites:
http://www.prenhall.com/mastropieri
This site contains study guides, chapter outlines, summaries, test items, links to relevant websites, and a glossary relevant to the textbook.

http://mymason.gmu.edu
Please note that this course will be using BlackBoard 9.1 so you will need to log onto the mymason.gmu.edu site and click on the tab for courses. The BlackBoard site contains the

syllabus, class assignments, course readings, the required lesson plan organizer templates and other resources needed for the course. <u>Please check this site weekly for updates/announcements</u>

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.

TaskStream

The signature assignment required for this course must be submitted electronically to Mason′s NCATE management system, *TaskStream* via https://www.taskstream.com. Every student registered for any EDSE course as of the Fall 2007 semester is required to begin submitting 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/.

**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 for submission.

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 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, use APA format, reviewed for spelling/grammar, proofread) Note: All lesson plans must use the required lesson plan templates located on blackboard.
- Be aware that plagiarism is presenting someone else's work as your own. Whether the act is deliberate or unintentional is irrelevant. You must take great care to give credit to an author when you borrow either exact words or ideas. Generally, if you use 4 or more words in a row you should use quotation marks and a proper APA citation. Remember that plagiarism is a very serious offense. Evidence of plagiarism or any other form of cheating in this class will result in a zero on that assignment and a report of the incident to the Dean's Office.
- Demonstrate respect and consideration for all individuals in our community of learners.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].

- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].

- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html].

- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].

- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

Evidenced-Based Practices (EBP)
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.

Resources for Evidence-Based Practices Emphasized in EDSE 628
www.k8accesscenter.org The Access Center. *(Computer assisted instruction, CAI)*
http://www.teachingld.org LD Resources.Current Practice Alerts. #2, 8, 10, 12, 13, 17
http://www.iris.peabody.vanderbilt.edu Modules and InfoBriefs.
(Peer Assisted Learning Strategies – *PALS*; *Collaborative Strategic Reading –CSR*; *Providing Instructional Supports - scaffolding and modeling*; *Self-Regulated Strategy Development Model*)
National Reading Panel Report (NRP). (2000). http://www.nationalreadingpanel.org
Bursuck, W. D., & Damer, M. (2007). (*Direct instruction/systematic/explicit instruction*)
Coleman, M., & Vaughn, S. (2000). (*Direct instruction/systematic/explicit instruction*)
Gajria, M., Jitendra, A. K., Sood, S., & Sacks, G. (2007) (*text enhancements; cognitive strategy instruction*)
Gersten, R., Chard, D., Jayanthi, M., Baker, S., Morphy, P., & Flojo, J. (2008). www.centeroninstruction.org (*Direct instruction for math, Schema-based math representations, self-talk for math)*
Gersten, R., Fuchs, L. S., Williams, J. P., & Baker, S. (2001). (*Reading comprehension instruction*)
Jitendra, A. K., Edwards, L. L., Sacks, G., & Jacobson, L. A. (2004). (*Vocabulary instruction*)
Kroesbergen , E. H., & Van Luit, J.E. H. (2003). (*Direct instruction: Math*; *self-instruction, Schema-based math representations, concrete-representational-abstract CRA)*
Maccini, P., Mulcahy, C.A., & Wilson, M.G. (2007). (*Direct Instruction: Math*; *Schema-based math representations, peer-mediated instruction, anchored instruction, CRA)*
Mastropieri, M. A., Scruggs, T. E., & Graetz, J. (2003) (*mnemonics*)
Peltenburg, M., van den Heuvel-Panhuizen, M., & Doig, B. (2009). (*Math manipulatives)*
Rogers, L. A., & Graham, S. (2008). (*Self-Regulated Strategy Development Model)*
Scruggs, T. E., Mastropieri, M. A., Berkeley, S., Graetz, J. E. (2009). (*Peer tutoring, mnemonics, semantic maps*)
Scruggs, T. E., & Mastropieri, M. A. Tutorial: Mnemonic Instructionwww.teachingld.org
Simon, R. & Hanrahan, J. (2004). (*Touch Math*)
Spencer, V. G. (2006). (*Peer tutoring*)
Suh, J., & Moyer, P.S. (2005). (*Virtual math manipulatives*)
Templeton, T. N., Neel, R. S., Blood, E. (2008). (*Self-regulatory skills for math)*
Vaughn, S., Gersten, R. L., & Chard, D. J. (2000). (*reading comprehension instruction; questioning strategy instruction; content enhancements, guided feedback*)

More Details of the Course:
- Assignments are due on the assigned due date. Late assignments will not be accepted unless prior approval has been obtained from the instructor and there will be points deducted. Late Thought Questions will not be accepted. (To avoid late penalties, you may send the documents or TQ's to me electronically as email attachments. The time stamp must be before the start of the class. Please put your name on these documents.)

- The APA (American Psychological Association) style of writing and citation is expected. The current style manual is the 6th edition.
- We will use person-first language in our class discussions and written assignments (and ideally in our professional practice). We will also strive to replace the term "Mental Retardation" with "Intellectual Disabilities" in our oral and written communication in accordance with terminology choices in the disability community.
- Please, out of respect for your classmates, turn off your cell phone during class and make your calls during class breaks. Please keep electronic devices (laptops, I pads) off until the Instructor gives permission for them to be used.
- General Information: Please use a stapler for all papers that are turned in. Please do not use report covers. All papers (including Thought Questions) should be word processed. Please use a 12 point font on all documents. At the Instructor's discretion, failure to follow these instructions will result in a point deduction on assignments.

Nature of Course Delivery:
1. Class lecture, discussion, and participation.
2. Videotapes and other relevant multimedia presentations.
3. Study and independent library research (application research papers).
5. Application activities, including simulations and demonstrations of intervention research and materials.
6. Class presentations, lesson plans, and visual supports for student learning.

Evaluation (Please see table of assignments for more information)
1. Class attendance and participation
2. Strategy Application Project (Paper)
3. Lesson Plans (5 total)
4. Library Research Worksheet
5. Poster Presentation relating to Strategy Application

Grading

Total Points Earned 570	Grade
524-570	A
513-523	A-
501-512	B+
467-500	B
399-455	C
398 and Below	F

No.	Assignments	Points
1	<u>Attendance and Participation</u> Class attendance and participation in discussions/small group activities is expected. The instructor reserves the right to deduct points for lack of participation from the student's overall point total. 5 points for participation. <u>Thought Questions</u> will be required for all reading assignments. There will be 1 question per chapter or article. Further details about Thought Questions (TQ's) will be provided in class. 5 points for Thought Questions.	12 x 10 (120 total)
2	<u>Lesson Planning</u> Students will be asked to complete a lesson planner demonstrating the application of a specific strategy/method in the plan. More details will be provided in class. The approved lesson plan organizer must be used. 20 points per lesson plan	5 x20 (100 total)
4	<u>Poster Presentation of Strategy</u> Prepare and present a poster presentation that displays the information of how to use a specific strategy (cooperative learning, graphic organizer). More details will be provided in class.	80
5.	<u>Library Research Worksheet</u> Students will be required to complete a library research worksheet related to database searching, topic sentences, and identifying key words for searching. More details will be provided in class and the Education Librarian (Wendy Mann) will be available to assist students as needed.	20
6.	* <u>Strategy Application Project or Research Paper</u> Students select a strategy to implement in their classroom or another elementary level classroom. The paper will describe the intervention, results, and evaluate the chosen strategy. More details will be provided in class. *<i>This is the signature course assignment and must be uploaded to TaskStream.</i>	250
	NOTES: Late Thought Questions will not be accepted and points (20% of the total points for the assignment) will be deducted from any other late assignments. Please plan ahead. *<i>This is the signature course assignment and must be uploaded to TaskStream.</i> **Note the instructor reserves the right to award Teacher Discretion points. These points may be awarded for outstanding participation in class discussions, exemplary presentations/lesson plans, or other exemplary student efforts that merit recognition.	**570 TOTAL**

It is recommended that students retain copies of all course products to document their progress through the GSE ED/LD program. Products from this class can become part of your individual professional portfolio used in your portfolio classes that documents your satisfactory progress through the GSE program and the CEC performance based standards

Course Outline

Session	Date	Topic	Assignments Due
1	1/26	Introduction, syllabus, assignments, and Small Group Activity (SGA) K-W-L	
2	2/2	Elementary Learners, Theoretical Constructs, *Research-based-Evidenced-based practices Vocabulary: ZPD, scaffolding, guided practice	Reading Assign: Chaps 1,2, & 3 in MS (3 TQ)
3	2/9	Collaboration, Inclusion, Practical Matters Effective Instruction, Assessment to Guide Instruction, Lesson Planning (In class activity)	Reading Assign: Chaps 4 & 5 in MS (2 TQ)
4	2/16	Library Visit/Field Trip More details to be discussed in class. This date may vary depending upon the Librarian.	Reading Assign: Chaps 6 & 12 (2 TQ) Article: Rubrics Library Worksheet Due
5	2/23	Memory; memory processes; strategies for improving memory (mnemonics, graphic orgs,) Please bring your selected article to class.	Reading Assign: Chaps 10 & 11 (2 TQ) 1st LP Due Selected Research Article Due
6	3/2	Motivation and Affect-Classroom Mgmt Social Skills, self-regulation strategies SGA-Lesson Planning Activity	Reading Assign: Chaps 7 & 9 in MS (2 TQ) Selected Article Summary Due
7	3/9	Introduce Cooperative Learning Planning considerations: cognitive/social Inclusion	Reading Assign: Chap 8 in MS (1 TQ) 2nd LP Due
8	3/16	******Spring Break****** No Class	
9	3/23	Peer tutoring: Class wide peer tutoring in reading TGT,PALS(Slavin, Fuchs)-inclusion implications SGA-Using Lesson Plans	Reading Assign: Kroeger Art. 3rd LP Due
10	3/30	Introduce Reading: Phonology, Decoding, Fluency and Comprehension Inst VAKT and Cognitive Reading Strategies Video: National Reading Panel Research Report 1st Peer Review of Research/Application Paper	Reading Assign: Chap 13 in MS (1 TQ) *Draft of Strategy Application Paper –To be reviewed (Bring hard copy to class)
11	4/6	Reading: Elementary Texts Oral and Written Language, Handwriting Writing Process: Process Steps, Graphic Organizers, Peer Review/Editing	Reading Assign: Konrad (1 TQ) 4th LP Due
12	4/13	Math Instruction, Concepts, Using Manipulatives. Touch Math SGA-Math Lessons	Reading Assign: Chap 14 (1 TQ) 5th LP Due
13	4/20	Science (Inquiry-based) and Social Studies Video: Learn & Live (coop learning science)	Reading Assign: Chap 15 (1TQ)
14	4/27	Test Taking and Study Skills Instruction Using Games: Review, Competition, Practical Matters	*Draft of Strategy Application Paper 2nd Peer Review of Research/Application Paper
15	5/4	Presentations	Last Class Poster Presentations Final Papers Due

Thought Questions

<u>Purpose:</u> The purpose of this assignment is to ensure that students have read the assigned materials and to encourage consideration of the material as potential special education teachers. At the beginning of each class, students will be instructed to share their questions in a "pair/share" format. They will then be turned in for grading.

<u>Instructions:</u> After reading each week's assigned reading, the students will compose 1 question per chapter or article. (In the reading that is more than 1 chapter, 2 TQ's will be composed.) These questions relate to the material read and demonstrate thoughtful consideration of the issues/concerns as related to teaching in special education. Each question should include a sentence or two of the context/background leading up to the actual question. Overall, 1 questions (total) should not exceed 1 page.

Each Thought Question (TQ) assignment is worth 5 points.
Example:

Mastropieri and Scruggs Chapter 7

This chapter is titled classroom management and I understand why having well-behaved students makes instruction easier. In the section that discusses rewards, punishment, and managing behavior the authors suggest "ignoring" disruptive behavior or off task behaviors. I have tried this in my fourth grade classroom by focusing attention on the students who are on task by complimenting them. The other students' behavior continues to be off task and sometimes gets louder. Ignoring doesn't seem to work. What should I do?

Mastropieri and Scruggs Chapter 8

This section provides lots of information on how to use different cooperative learning strategies. It discusses snowball, think/pair/share and jigsaw. I tried to use the think/pair/share with my 3rd grade class during a science lesson. Most of the groups did a nice job with sharing the lab results, but two groups kept discussing the results from American Idol. They would not focus on the science lesson. Should I change the students in the pairs? If so, how often?

Lesson Planning Assignments

<u>Purpose:</u> The purpose of this assignment is for students to apply concepts and strategies discussed in the course to creating lesson plans. Well-designed lesson plans are a foundation of good instruction and provide an opportunity for students to demonstrate how they will incorporate appropriate instructional strategies in future teaching.

<u>Instructions:</u> There will be a total of 5 lesson plans created and submitted for review. Each lesson plan will have specific criteria or subject matter that must be addressed. The following is a list of the lesson plans and what they should address:

- Lesson Plan 1-Reading/Writing/Language Arts Lesson

Must include a writing activity and vocabulary activity

<u>Due Date:</u> Please see course outline

- Lesson Plan 2- Math

Must include the use of manipulatives and multiple modalities

<u>Due Date:</u> Please see course outline

- Lesson Pan 3-Social Studies

Must include a cooperative learning activity

<u>Due Date:</u> Please see course outline

- Lesson Plan 4-Science

Must include a graphic organizer and a mnemonic activity

<u>Due Date:</u> Please see course outline

- Lesson Plan 5-Study Skills

Must include a SOL warm up (test taking prep)

<u>Due Date:</u> Please see course outline

While each of the lesson plans has specific requirements, creativity is encouraged. You can also provide test taking or study skills within any of the lessons. You may also use cooperative learning activities in any of the lessons.

<u>Important:</u> You must use the approved lesson plan templates which are located on blackboard under the assignments button and folder labeled "Lesson Plan." Please note that there is a general lesson plan organizer and one for cooperative learning. You may use either one, but are required to use the cooperative learning plan for the social studies lesson.

<u>Evaluation:</u> Each lesson plan is worth 20 points. Lesson plans are due at the beginning of the class period and points will be deducted for late lesson plans. The entire template must be completed. Lesson Plans will be judged on the following:

- SOL stated and written out (instruction must address SOL)
- Class and Number of Students completed
- Rationale of Instruction stated. Please note any accommodations/modifications needed for special needs learners.
- Lesson Objectives (must be stated in SWBAT terms appropriately)
- Evaluation stated with rubrics attached. Must clearly state how you will know that the learners have learned what was being taught

- Instructional Sequence stated and appropriate to objectives of lesson. Should engage the learners.
- Resources/Materials must be listed and may include technology.
- Reflections stated. Please consider any things you might want to know after you have taught the lesson. Since these lessons will likely not be taught, this is to make sure that you have thought about what you might want to change or list any concerns you have about the instruction.

Other Information: You will be required to access the VA Department of Education website to identify appropriate VA Standards of Learning (SOL). This website is listed on the blackboard site under the Resources button.

Lesson plans will be shared in class during small group discussions. Please make sure to attach any rubrics or worksheets to the plan when submitting it for grading.

Strategy Application Project (Paper) Assignment

**This is the signature assignment for the course **

*****Required Artifact for Portfolio: Must be uploaded to TaskStream before the last night of class.

Purpose: The application project is designed to provide experience in designing, implementing, and evaluating a project with students with disabilities in your class or with other teachers in your school. The research paper option is designed for potential teachers who are not currently teaching. It is designed to provide an examination of an individual strategy and consideration of classroom applications. Note: The instructor needs to provide prior approval before implementing the project and on the selection of specific strategies for the research paper.

Overview: 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 (poster presentation).

Writing: Either option (Application Project or Research Paper) require substantial editing and revision of the final paper. There are 2 dates in the course outline for the paper to be peer reviewed. This review is to include proofreading, APA style, and narrative structure. In addition, the George Mason University Writing Center is an excellent resource. Appointments can be scheduled for individual assistance by emailing wcenter@gmu.edu

Students are strongly encouraged to plan ahead and to use the writing center as needed. This paper is a signature assignment.

Directions:

1.   **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. Please bring your entire article to class on February 23.

2. 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?

Please see the instructions under the title "Selected Research Article."

3. **Implement this intervention in your own class or that of another teacher and describe the results or you may choose Option 2**. (See Below) 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. *This option will be referred to as the Application Project.*

The paper should be about 10-12 pages in length. (Reference page(s) and appendices do not count toward the pages total.)

Option 2: Choose a curriculum and strategy area relevant to elementary level and write a paper describing interventions involving students with learning or behavioral disorders. The paper must include 15 references, 10 of which must provide original empirical data. The paper should include *Introduction*, *Description of Studies*, *Summary*, *Conclusions*, *and Implications for Practice*. Paper should be 10-12 pages in length. (Reference page(s) and appendices do not count toward the pages total.) This option should be considered by anyone who is not currently a classroom teacher. This option will be referred to as the *"Research Paper."*

Selected Research Article

Grading:
Please note that the appropriate citation and summary are worth **50 points** out of the total 250 for the paper. Please see the grading rubric for how this required component will be evaluated.

Directions:
A selected research article and written summary is to be provided by all students as part of the assignment. It does not matter if you have selected the application project or research paper.

1. Cite the article. For the citation of the article use APA format.
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 one to two pages double-spaced.

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) tradition 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.

Strategy Application Project (Paper)

Overview: The project is your implementation of the selected strategy in your classroom. The paper should provide the required elements.

1. *Introduction*:
Please provide a brief description of your project.

2. Description of Strategy:
The **Intervention/Strategy** should be described first in detail here with any and all materials described. The lead into a detailed description of the procedures you used.

3. *Description of Procedures/Methods:*
This is the 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.

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 the 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. Description of the Results:
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.

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. Evaluate and Discuss the Results:

Please 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.

Grading: The paper is worth 250 points. Please note that the Selected Article (citation and summary) is worth 40 of these points. Complete grading rubrics are located on Blackboard. Please review the rubrics prior to submitting your paper for grading.

The following headers are provided to help you maximize your point totals. Please use them as you write your paper.

Guiding Headers for the Strategy Application Paper:
   A. Citation
   B. Summary of Research Article
   C. Introduction
   D. Intervention/Strategy Description
   E. Procedures/Methods
   F. Results
   G. Evaluation/Discussion

Guiding Header for the Research Paper
   A. Citation
   B. Summary of Research Article
   C. Introduction
   D. Description of Studies
   E. Summary
   F. Conclusions
   G. Implications for Practice

Exemplary paper (180-210 points): Appropriate research article, appropriate topic, identifies focus of the research study, strategies, and findings. Describes how the strategy was implemented in your own or colleague's classroom (participants, setting, materials, procedures, and results); interventions are clearly described and thoroughly understood; appropriate discussion of findings, and discussion of implications of this intervention for students and how this intervention may be used for future students. Paper is reflective and demonstrates a thorough understanding of the research supported intervention strategy. Good writing style, free of mechanical or stylistic errors, appropriate use of APA format.

Adequate paper (160-179 points): Good overall paper, lacking in one or two of the criteria. Not entirely reflective or thoughtful, or minor writing style errors may be present.

Marginal paper (140-159 points): Overall, acceptable but with one or more significant problems. Contains some useful information, but may have substantial problems with evaluation, writing style.

Inadequate paper (120-139 points): Paper with substantial problems in important areas such as writing, description of interventions, overall thoughtfulness.

Unacceptable/no paper (0-119 points): Paper not relevant to the assignment or paper not received. May describe an instructional strategy that was either implemented for Application Paper or researched in

the Research Paper. This is also an opportunity for students to practice their platform presentation skills.

Overview: The presentation provides an opportunity to share your Research paper or Application project with your classmates. It should also be an evaluation of the strategy's effectiveness/usefulness in a classroom setting. Creativity is encouraged in your presentation.

Schedule: Each presentation will have an assigned time. If you miss your presentation time, a make up will only be allowed if there is sufficient time.

Presentation: Note: All class members are expected to be good audience members (no talking during presentations, participating in presentation as appropriate, staying until everyone has finished their presentation, etc.)   The instructor reserves the right to deduct points from the final presentation for failure to observe these guidelines.

Directions:

1. Be prepared to present a no more than 10-minute oral summary of your written paper.

2. Prepare a poster board to use in your presentation.

3. Be prepared to explain clearly what you did.

4. Prepare a one-page summary for classmates or a handout that they could use in their own teaching. Please focus the handout on using the strategy you selected.

5. Hand in 1 copy of your presentation materials.

This presentation is worth 80 points.
- Content   25 points
- Sequence of Presentation   5 points
- Speaking/Presentation Style((Poise)   10 points
- Engagement of the Audience   10 points
- Visual Elements (posters, overheads)   10 points
- Quality of Handouts   5 points
- Overall Impression of Presentation   15 points

Points will be deducted for exceeding the time limit (5 points per minute)

Scoring Criteria for Presentation:

Exemplary response: (75-80 points): Keeps within the time limits; Demonstrates knowledge of research topic and is able to effectively convey information to audience; reflects poise, clarity,

knowledge and enthusiasm; effective use of handouts, overheads, prepared materials; keeps the audience engaged

Adequate presentation: (65-74 points): Good overall presentation, but may be lacking in one or two of the criteria specified in exemplary response. May seem a little less prepared or somewhat unclear in understanding of topic.

Marginal presentation (55-64 points): Presentation provides relevant information, but demonstrates a limited understanding of topic or project. Style, handouts, or visual may be less than adequate.

Inadequate presentation (45-54 points): Weak overall presentation that reflects very little knowledge of topic or project. Appears poorly prepared or has not followed directions. Handouts or visual aids are lacking.

Unacceptable: (0-44 points): No presentation or completely unsatisfactory presentation with no relevance to assignment.

Exemplary presentation	Adequate presentation	Marginal presentation	Inadequate presentation	Unacceptable/no presentation
75-80	65-74	55-64	45-54	0-44