



**College of Education and Human Development  
Division of Special Education and disAbility Research**

**EDSE 540-678:** *Characteristics of Students with Disabilities who Access the General Curriculum*

**CRN:** 80912, 3 - Credit(s)

Fall 2012

*“My heart is singing for joy this morning. A miracle has happened! The light of understanding has shone upon my little pupil's mind, and behold, all things are changed” -- Annie Sullivan*

*“He who opens a school door, closes a prison” -- Victor Hugo*

<b>Instructor:</b> Carmen Rioux-Bailey, Ed.S.	<b>Meeting Dates:</b> 08/27/12 - 12/17/12
<b>Phone:</b> 202-302-3223 (mobile) 703-993-9548 (office)	<b>Meeting Day(s):</b> Mondays 8/27-12/17 (no class 9/3 or 10/8)
<b>E-Mail:</b> criouxba@gmu.edu	<b>Meeting Times:</b> 4:30 - 7:10pm
<b>Office Hours:</b> M and R 10-4 and TWF by appointment	<b>Meeting Location:</b> ARLFH 120

**Course Description:**

Examines the characteristics of students with mild disabilities. Emphasis on etiology, contributing factors, conditions that affect learning, the challenges of identifying students with disabilities, and the need for academic, social, and emotional accommodations and support.

**Prerequisite(s):** None.

**Advising Contact Information:**

Please make sure that you are being advised on a regular basis as to your status and progress through your program. For assistance contact the Special Education Advising Office at (703)993-3145.

**Nature of Course Delivery:**

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

### **Field Experience Requirement:**

A Field Experience is a part of this course. "Field Experiences" entail Mason students conducting activities that may involve students, parents, and/or teachers, etc. in a school setting. "Finding" an individual needed to complete a Field Experience Project/Case Study for a course may be a challenge. Mason's Field Placement Specialist, Lauren Clark [lclarkg@gmu.edu](mailto:lclarkg@gmu.edu) can assist in placing Mason students at school sites. Mason is required to track when and where Mason students complete any field experiences. Consequently, EACH PERSON ENROLLED in this course must access this link <http://cehd.gmu.edu/endorse/ferf> at the beginning of the semester (if not before) and complete the information requested REGARDLESS if one needs assistance in 'finding' an individual for the project/case study or not.

### **Learner Outcomes:**

Upon completion of this course, students will be able to

- Describe the field of learning disabilities from its origins to policies and practices of today.
- Compare the history of education for students with emotional and behavioral disorders, students with learning disabilities students with mild intellectual disabilities.
- Define learning disability, emotional disturbance, and mild intellectual disabilities.
- Describe how educators and other professionals determine the difference between normal and atypical behaviors.
- Describe characteristics of K-12 students with learning disabilities, emotional disturbances, and/or mild intellectual disabilities.
- Compare conceptual models of behavioral deficits with three conceptual models that explain learning disabilities and/or mild intellectual disabilities.
- Discuss the various etiologies in relation to biological, family, cultural, and school perspectives.
- Identify various procedures and practices that motivate reluctant learners to complete class work and develop skills that build self- understanding and confidence as learners.
- Describe and discuss a range of learning disabilities, emotional disturbances, and mild intellectual disabilities for a parent and suggest possible interventions for home and school.
- Describe how children develop language.
- Describe informal assessment procedures for determining knowledge and skills of children with various learning disabilities and emotional/behavioral problems.

- Based on informal assessment procedures, design appropriate clinical teaching strategies for children with various learning disabilities and/or behavior problems.
- Describe what an Individualized Education Program (IEP) is and how it is developed.

**Required Textbooks:**

Teaching Everyone: An Introduction to Inclusive Education. Rapp and Arndt (2012)  
ISBN: 978-1-59857-212-4

**Recommended Textbooks:**

Publication Manual of the American Psychological Association, Sixth Edition  
American Psychological Association

**Required Materials:**

Taskstream and Blackboard Access

**Additional Readings:**

As Assigned

**Course's Relationship to Program Goals and Professional Organizations:**

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Students with Disabilities who Access the General Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. The CEC Standards are listed on the following website:

<http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/> The CEC standards that will be addressed in this class include Standard 1: Foundations, Standard 2: Development and Characteristics of Learners, Standard 3: Individual Learning Differences, Standard 6: Language, and Standard 8: Assessment, Standard 9: Professional and Ethical Practice, and Standard 10: Collaboration. \*NOTE: NCATE Assessments (in many but not all courses) may address additional CEC standards.

**Policies (Attendance and Late Work Policies):**

**Attendance:** Students are expected to (a) attend all classes during the course, (b) arrive on time, (c) stay for the duration of the class time and (d) complete all assignments to earn the **5-point class participation grade**. Attendance, timeliness, and professionally relevant, active participation are expected. Attendance and professional participation at all sessions is very important because many of the activities in class are planned in such a way that they cannot necessarily be recreated outside of the class session. Missing **more than one class** or **repeated tardiness/leaving early** will result in losing your participation grade for the course. Please notify me *in advance* by phone or email if you will not be able to attend class.

**Note: It is impossible to participate fully in this class while texting, Facebooking, tweeting, working on documents, etc. Please be *fully* present in class ☺**

**Workload:** In-depth reading, study, and work on course requirements require outside class time. Students are expected to allot approximately three hours for class readings and preparation for *each* credit hour weekly in addition to time spent on papers and assignments. Unless we have agreed IN ADVANCE about an alternate due date, projects are due when assigned. No late work will be accepted without this prior agreement. Students are typically afforded only one extension with prior notice per course.

**Written and Oral Language: APA Style** is the standard format for any written work in the College of Education. If you are unfamiliar with APA, it would benefit you to purchase the Publication Manual of the American Psychological Association (5th ed.) You are required to use APA guidelines for all course assignments. This website links to APA format guidelines: <http://apastyle.apa.org/>

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.

**Academic Integrity:** Students in this course are expected to exhibit academic integrity at all times. 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 and can result in dismissal from the University. 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.

**Email: Please note that your GMU email will be used exclusively for all your GMU courses: Please activate and forward your GMU email to your most-checked account!** Go to <http://mail.gmu.edu>. Click on Options tab at the top of the page. Click on Settings link on the left of the page. Type in your most-checked email account in the box labeled Mail Forwarding.

**TaskStream Submission:**

For student evaluation, program evaluation, and accreditation purposes, all students are required to submit an NCATE assignment from selected Special Education courses to TaskStream. The NCATE 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 NCATE 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 NCATE 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.

### **Grading Scale:**

95 - 100% = A

90 - 94% = A-

80 - 89% = B

70 - 79% = C

<70% = F

### **Evidence-Based Practices:**

This course will incorporate the evidence-based practices (EBPs) relevant to characteristics of students with mild disabilities, etiology of mild disabilities, inclusionary practices. These EBPs are indicated with an asterisk (\*) in this syllabus' schedule. 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.

### **Schedule:**

#### **Evaluation of Assignments**

• Blackboard Activities	15 (3 x 5 pts. ea.)
• Class Participation	5
• <b>Case Study*</b>	<b>30*</b>
• Journal Summaries Paper	30
• Final Exam	25
	<u>Total</u> 100

**\*Taskstream submission required in order to receive a grade**

### **MAJOR COURSE ASSIGNMENTS**

#### **1. Three Online Discussions/Reflections: (15% of final grade)**

**Due dates: by 9:00 AM the day of class 10/1, 10/9, 10/22**

- Each class member is expected to participate online on **Blackboard's Discussion Board**. The instructor will post discussion assignments that should be addressed after selected class sessions (do not complete ahead of time), and thoughtful, detailed responses that address the topic *and* your classmates' reflections are expected *no later than 9:am the day of the due date*.
- A total of 3 responses must be posted ON TIME for full credit (**no late postings will be accepted**).
- It is highly recommended that students compose their responses in a word-processing program so they can be proofread and edited prior to posting. Responses can then be copied and pasted into the Discussion Board. Doing so also reduces the possibility that responses are "lost" before submission.

**2. Summaries of Journal Articles (30% of final grade)**

**Due Date: 11/5**

- Each student will summarize three (3) journal articles that are relevant to the needs of the student chosen for the case study. Papers chosen for this requirement must be from peer-reviewed published journals (no ERIC documents!) and should be data-based examinations of issues relevant to the Mild Disabilities field. Appropriate sources for journal articles include: Exceptional Children, The Journal of Learning Disabilities, Learning Disabilities Quarterly, The Journal of Special Education, Learning Disabilities Research and Practice, Remedial and Special Education, Journal of Emotional and Behavioral Disorders, etc. A word document of common journals is included under Course Documents on Blackboard.
- The purpose of this assignment is **twofold: first** to identify research-based findings that are relevant to the needs **of your case study student** and **second**, to distill the major points of the article to a one-page summary. The abstract should be typed an introduction to the students needs, followed by 3 summaries with an APA style citation at the top of the page. Each entry should consist of **two parts labeled 1.- Summary and 2.-Critique**. Finally, a **conclusion** that ties together the 3 summaries' findings should be presented as an **action plan** for assisting the student to meet an identified need. All articles should be from current literature and should not be more than seven (7) years old. **You must use your own words to summarize.**

**3. Case Study Report (30% of final grade)**

**Due Date: 11/19**

A comprehensive case study on a student with an intellectual, emotional and/or learning disability will be completed. The case study should include the following components:

- Student's demographic data
- Description of school and student's community
- Educational history (schools attended, reason for referral, pre-referral interventions, results of multidisciplinary evaluation, special education classification, description and location of educational service provision, related services)

- Educational goals and objectives, classroom accommodations
- Observational information (at least two class periods of observations specifically related to student goals, objectives, and accommodations)
- Parent interviews (related to education goals, objectives, accommodations, and any other relevant issues.)
- Additional recommendations, educational accommodations, and/or modifications
- Summary and synthesis (comparison of student's characteristics with those described in the textbook or other research, i.e., which characteristics were identified in your student? Integrate at least three (3) sources from the literature with what you observed in your case study.)
- Appendices – to include student work samples, parent interview questions/answers.
- Be prepared to present your case study in class orally

**4. Final Exam (25% of final grade)**

**Due Date: (12/17 in class exam)**

An exam that covers course content will be administered. The exam will be based on case studies and include IEP-writing.

<b>CLASS</b>	<b>TOPICS</b>	<b>ASSIGNMENTS to do after this session</b>	<b>DUE <u>THIS CLASS</u> SESSION</b>
August 27	Syllabus Review	Acquire Books  Ensure successful entry to Blackboard for this course  Chapters 1-3	
September 10	Foundations of Special Education	Chapters 4-5	
September 17	Development and Disability	Identify Case Study Student	Share idea for case study
September 24	Students with Mild Intellectual Disabilities	Handout	
October 1	Students with Learning Disabilities	Handout	Discussion Board 1
October 9 (Tuesday online class)	*Universal Design for Learning	Chapters 7-8	Discussion Board 2
October 15	Students with ADHD	Handout	
October 22	Students with Emotional Disturbance	Handout	Discussion Board 3
October 29	Students with Autism	Handout	
November 5	*Classroom Management and Behavior, Instrutional Management Strategies	Chapters 6 and 12	Journal Articles Paper due
November 12	*Assessment	Chapter 9	
November 19	*Reading and Writing	Chapters 13-14	Case Study Paper and submission to Taskstream

November 26	*Math, Science and Social Studies	Chapters 15-17	
December 3	Presentations of Case Studies and Intervention Recommendations	Review course Materials for Final	
December 10	Presentations of Case Studies and Intervention Recommendations  Review for Final Exam	Review course Materials for Final	
December 17	Final Exam		

**GMU POLICIES AND RESOURCES FOR STUDENTS:**

- a.* Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- b.* Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- c.* 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.
- d.* 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/>].
- e.* 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/>].

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

*g.* 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/>].

### **PROFESSIONAL DISPOSITIONS**

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

### **CORE VALUES COMMITMENT**

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. [http://cehd.gmu.edu/values/Revised 06/25/12](http://cehd.gmu.edu/values/Revised%2006/25/12)

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

**Note:** This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.