



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

Spring 2013

EDSE 540 684: Characteristics of Students with Disabilities who Access the
General Curriculum

CRN: 20350, 3 - Credit(s)

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|---|---|
| Instructor: Dr. Jill Jakulski | Meeting Dates: 01/9/13 - 03/06/13 |
| Phone: 703-426-7300 work 703-380-2289 cell | Meeting Day(s): Wednesdays |
| E-Mail: jjakulsk@gmu.edu | Meeting Times: 4:30PM-9:00PM |
| Office Hours: by appointment | Meeting Location: Off-campus/Other, OCL OCL |

***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.*

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

Co-requisite(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. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703)993-3145 for assistance. All other students should refer to their faculty advisor.

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 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.

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.

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

Henley, M., Ramsey, R., & Algozzine, R. (2009). *Characteristics of and Strategies for Teaching Students with Mild Disabilities* (6th ed.). Upper Saddle River, NJ: Pearson Education, Inc.

Recommended Textbooks

Publication Manual of the American Psychological Association, 6th Ed. (2009). Washington, DC: American Psychological Association.

Required Resources

n/a –discussed as needed

Additional Readings

n/a- discussed as needed

Course 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.

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. [See <http://cehd.gmu.edu/values/>]

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

Course Policies & Expectations

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 **10 point class participation grade for each class**. 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. **Please notify in advance by phone or email if you will not be able to attend class.**

Late Work.

In-depth reading, study, and work on course requirements require outside class time. Students are expected to allot class study and preparation time weekly in addition to time spent on papers and assignments. **The result of late work will be the loss of 10 points per day until the assignment is received by the instructor.** Individual situations will be addressed with students outside of class.

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-
85-89% = B
80-84% = B-
70-79% = C
< 70% = F

| EVALUATION | POINTS |
|---|---------------|
| • Class Participation (attendance and in class) | 100 points |
| • Case Study Paper* | 100 points |
| • Journal Summaries Paper | 100 points |
| • Final Exam | 100 points |

TOTAL POINTS: 400 points

Assignments

NCATE/TaskStream Assignments.

A comprehensive case study on a student with mild disabilities will be completed. This case study will include the following components: a) student's demographic data; b) description of school and neighborhood; c) educational history (schools attended, reason for referral, pre-referral interventions, results of multidisciplinary evaluation, special education classification, placement); d) IEP goals, objectives, classroom accommodations; e) observational information (at least two class-period observations specifically related to IEP goals, objectives and accommodations); f) teacher interviews (related to IEP goals, objectives, and accommodations, and other accommodations or relevant issues not included on IEP); g) your additional recommendations, educational accommodations, and/or modifications; h) summary and synthesis (Comparison of student's characteristics with those described in the textbook, i.e., Which characteristics were identified in your student? Integrate at least three sources from the literature with what you observed in your case study); and I) appendices such as student work samples, teacher interview questions/answers. **Signature assignment.

Common Assignments.

Final Exam (take home) Due no later than March 6th at 10:00 p.m. This assignment will be an exam that covers course content will be provided as a take home examination. The exam will be based on the readings for class, as well as class discussions/activities.

Other Assignments.

Class Attendance and Participation

Completion of weekly class activities, participation in class discussions, and project presentation update discussions throughout the semester. **Points missed due to absences cannot be made up. Excessive absences can result in additional penalties and potential withdrawal from class.**

Abstracts of Journal Articles (100 points)

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 ED / LD 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... **PLEASE DO NOT USE A STUDY WHICH IS NOT INTERVENTION RESEARCH.**

The purpose of this assignment is **two-fold**: **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 and include 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. A "so what" section is asked to state what you have learned about the student to enhance your teaching practice. **A MODEL PAPER WILL BE PROVIDED.** All articles should be from current literature and should not be more than seven years old. **You must use your own words to summarize but be sure to cite liberally!**

| Class | Topics | Assignments | Due For This Class Session |
|--|---|--|--|
| Wednesday, January 9th (1) | Registration, Introductions, and Backgrounds Cohort Structure and Questions Syllabus Review | | N/A |
| Wednesday, January 16th (2) | Context of Special Education Introduction- review of exceptionalities & legislation Overview of Students with Mild Disabilities | Chapters 1 & 2 start thinking about a student for case study assignment | |
| Wednesday, January 23rd (3) | Students with Learning Disabilities | Chapter 5 | Select the student that you will use for the case study by this date. |
| Wednesday, January 30th (4) | Students with Emotional Disabilities | Chapter 4 | First four sections of DRAFT case study paper: <ul style="list-style-type: none"> • Student Demographics • Description of School/Neighborhood • Student's Educational History • Student's Current Areas of Need |
| Wednesday, February 6th (5) | Access to the Curriculum, Accommodations, Modifications Classroom Management Co-teaching | Chapters 7, 8, & 9 | Journal Summaries |
| Wednesday, February 13th (6) | Students with Mild Intellectual Disabilities Students with High Functioning Autism | Chapters 2 & 3 | Last sections of DRAFT case study paper: <ul style="list-style-type: none"> • Observations • Parent Interview Summary • Student Interview Summary • Instructional Recommendations • Summary and Synthesis of • Case Study • References • Appendices |

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|---|--|----------------------------------|---|
| <p>Wednesday, February 20th (7)</p> | <p>Writing Effective IEPs and Educational Reports</p> | <p>Chapters & ...tbd</p> | |
| <p>Wednesday, February 27th (8)</p> | <p>Collaboration and Inclusive Practices</p> <p>Building Family Partnerships</p> <p>Case Study Presentations</p> | <p>Chapters 6 & 11</p> | <p>Case Study Papers (posted to TaskStream no later than 10:00 p.m. today)</p> <p>Case Study Presentations</p> |
| <p>Wednesday, March 6th (9)</p> | <p>Final Exam</p> | | <p>Final Exam</p> |

EDSE 440/540 Observation Case Study Rubric

| | Does Not Meet Expectations | Meets Expectations | Exceeds Expectations |
|---|---|---|--|
| Demographic and Background Data CEC/IGC Standards 2, 3 | <p>Candidate provides partial demographic and background information, giving only a limited view of the learner with mild to moderate exceptional learning needs.</p> | <p>Candidate discusses the demographic and background information related to the target student inclusive of etiology and diagnosis, any medical conditions that exist, psychological and social-emotional characteristics, and the effect these conditions can have on the student's life. Candidate discusses skills and typical and atypical human growth characteristics of the learner. Candidate demonstrates sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual orientation of the learner through their nonbiased description of the background information.</p> | <p>Candidate discusses the demographic and background information related to the target student inclusive of etiology and diagnosis, any medical conditions that exist, psychological and social-emotional characteristics, and the effect these conditions can have on the student's life. Candidate discusses skills and typical and atypical human growth characteristics of the learner. Candidate demonstrates sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual orientation of the learner through their nonbiased description of the background information. Candidate describes the educational implications of the characteristics of the learner's exceptionality and the impact of the learner's sensory impairments, physical and health exceptional learning needs on the learner, their family, and society.</p> |

| | Does Not Meet Expectations | Meets Expectations | Exceeds Expectations |
|--|--|---|--|
| School and Classroom Information CEC/IGC Standards 1, 3 | Candidate provides a description of the school and classroom setting but does not examine the impact of the environment's adaptations on the learning opportunities for learners with mild to moderate exceptionalities. | Candidate describes the school and classroom setting in the greater context of the relationships of organizations of special education and the continuum of placement and services available for individuals with mild to moderate exceptional learning needs. Candidate evaluates the environmental context in terms of the how well the teacher has integrated the principles of normalization and concept of least restrictive environment. However, it is not clearly evident how the environment's adaptations impact the quality of learning opportunities for learners with mild to moderate exceptionalities. | Candidate describes the school and classroom setting in the greater context of the relationships of organizations of special education and the continuum of placement and services available for individuals with mild to moderate exceptional learning needs. Candidate evaluates the environmental context in terms of the how well the teacher has integrated the principles of normalization and concept of least restrictive environment. Candidate clearly describes how the environment's adaptations impact the quality of learning opportunities for learners with mild to moderate exceptionalities and determines whether or not optimal learning opportunities are being provided. |

| Educational History, Educational Goals, Objectives, and Accommodations CEC/IGC Standards 2, 3 | Does Not Meet Expectations | Meets Expectations | Exceeds Expectations |
|--|--|--|--|
| | <p>Candidate provides a partial educational history related to the target student which does not include the educational implications of the characteristics of the learner's exceptionality and the effect a learner's exceptionality can have on his or her life. Candidate writes a description of the student's educational history which fails to demonstrate that they are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the student's exceptional condition to impact academic and life options. Candidate summarizes the learner's educational goals, objectives and classroom accommodations but does not address the impact of the learner's academic and social abilities, attitudes, and values on instruction and career development.</p> | <p>Candidate discusses the educational history related to the target student inclusive of the educational implications of the characteristics of the learner's exceptionality and the effect a learner's exceptionality can have on his or her life. Candidate writes a description of the student's educational history which demonstrates that they are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the student's exceptional condition to impact academic and life options. Candidate provides a summary of the learner's educational goals, objectives and classroom accommodations and the impact of the learner's academic and social abilities, attitudes, interests, and values on instruction and career development (if applicable).</p> | <p>Candidate describes the learner's educational history inclusive of the educational implications of the characteristics of the learner's exceptionality, the effect a learner's exceptionality can have on his or her life, the impact of the learner's academic and social abilities, attitudes, interests, and values on instruction and career development (if applicable). Candidate writes a description of the student's educational history which demonstrates that they are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the student's exceptional condition to impact academic and life options. Candidate summarizes the learner's educational goals, objectives and classroom accommodations and the impact of the learner's academic and social abilities, attitudes, interests, and values on instruction and career development (if applicable). Candidate describes the impact the learner's disability may have on auditory and information processing skills and relates levels of support to the needs of the individual.</p> |

| | Does Not Meet Expectations | Meets Expectations | Exceeds Expectations |
|--|--|--|---|
| Student Observation and Parent Interview CEC/IGC Standards 3, 9, 10 | <p>Candidate does not describe the relationship between their observations and the learner’s goals, objectives, and accommodations or describe the positive effects the learner’s exceptional condition(s) appears to have on his or her life. Candidate provides an incomplete description of the parent interview which lacks information about the family system and role of family in the student’s development and culture.</p> | <p>Candidate summarizes their classroom observation experiences inclusive of an analysis of how their personal cultural biases and differences might affect their observation or teaching. Candidate describes the relationship between their observations and the learner’s goals, objectives, and accommodations and describes the positive effects the learner’s exceptional condition(s) appears to have on his or her life. Candidate collaborates with and interviews family who has knowledge of the learner in a culturally responsive way that demonstrates their understanding of legal matters and ethical considerations. Based on the interview, the candidate collects data on the family system and the role of family in the student’s development and education. Candidate also collects data on the perceived impact of differences in values, languages, and customs between the learner’s home and school lives and the effect of these variations on the relationships among individuals with exceptional learning needs, their family, and school personnel. Family input and concerns are documented.</p> | <p>Candidate comprehensively summarizes their observation experiences inclusive of an analysis of how their personal cultural biases and differences affect their observation or teaching. Candidate describes the relationship between their observations and the learner’s goals, objectives, and accommodations and describes both the positive and negative effects the learner’s exceptional condition(s) appears to have on his or her life. Candidate describes the perceived impact of their student’s academic and social abilities, attitudes, interests, and values on instruction and career development (if applicable). Candidate collaborates with and interviews family who has knowledge of the learner in a culturally responsive way that demonstrates their understanding of legal matters and ethical considerations. Based on the interview, the candidate collects data on the family system and the role of family in the student’s development and education. Candidate also collects data on the perceived impact of differences in values, languages, and customs between the learner’s home and school lives and the effect of these variations on the relationships among individuals with exceptional learning needs, their family, and school personnel. Family input and concerns are documented as are ways in which the candidate demonstrated their respect for variations in beliefs, traditions, and values for the family’s culture and acted within the CEC’s Code of Ethics during the interview.</p> |

| | Does Not Meet Expectations | Meets Expectations | Exceeds Expectations |
|--|--|---|---|
| Summary, Synthesis and Reflection & Additional Recommendations CEC/IGC Standards 1, 2, 3, 9 | <p>Candidate provides incomplete recommendations, educational accommodations, and modifications for the learner with mild to moderate exceptional learning needs.</p> <p>Candidate provides an incomplete summary of pertinent information which does not include all information collected.</p> | <p>Candidate provides recommendations, educational accommodations, and modifications for the learner with mild to moderate exceptional learning needs. The recommendations provided demonstrate the candidate's ability to serve as an advocate for appropriate services for individuals with exceptional learning needs and demonstrate a high level of commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs. Candidate summarizes all pertinent information inclusive of observations, interviews and background information and offers a comprehensive synthesis of their learner's characteristics as compared with typical and atypical learners, the social and educational implications of these characteristics and the effect the exceptionality has on the learner's life.</p> | <p>Candidate provides recommendations, educational accommodations, and modifications for the learner with mild to moderate exceptional learning needs. The recommendations provided demonstrate the candidate's ability to serve as an advocate for appropriate services for individuals with exceptional learning needs and demonstrate a high level of commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs. The candidate demonstrates, through their recommendations, their ability to serve as an advocate for appropriate services for individuals with exceptional learning needs and demonstrate a high level of commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs. Candidate summarizes all pertinent information inclusive of observations, interviews and background information and offers a comprehensive synthesis of their learner's characteristics as compared with typical and atypical learners, the social and educational implications of these characteristics and the effect the exceptionality has on the learner's life. Candidate analyzes how their own cultural biases and differences affect their interactions with students and their families.</p> |

| | Does Not Meet Expectations | Meets Expectations | Exceeds Expectations |
|------------------------------------|--|---|--|
| Alignment with CEC Standard | Candidate fails to discuss, orally or in writing, the connection between the content of this assignment and CEC Standards 1, 2, 3, 9 and 10. | Candidate discusses, orally or in writing, the connection between the content of this assignment and CEC Standards 1, 2, 3, 9 and 10. | Candidate discusses, orally or in writing, in an extensive and thoughtful manner, the connection between the content of this assignment and CEC Standards 1, 2, 3, 9 and 10. |

Journal Abstracts Scoring Rubric

| Journal Abstracts | Points Possible | Points Received |
|---|------------------|-----------------|
| Writing Style/Quality Mechanics/APA | 10 points | |
| Introduction to Student's Needs (based on your case study) | 10 points | |
| Quality of Summaries | 30 points | |
| Quality of Critiques | 30 points | |
| Conclusion/Appropriateness of Recommendations | 20 points | |
| TOTAL POINTS | _____/100 POINTS | |
| COMMENTS: | | |

Schedule

