



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

Fall 2013

EDSE 540 690: Characteristics of Students with Disabilities who Access the
General Curriculum
CRN: 81257, 3 - Credits

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| Instructor: Dr. Katherine Bradley-Black | Meeting Dates: 9/12/2013 - 11/14/2013 |
| Phone: 70/244.7742 | Meeting Day(s): Thursdays |
| E-Mail: kblack4@gmu.edu | Meeting Time(s): 4:30 pm-8:30 pm |
| Office Hours: Please schedule an appointment | Meeting Location: Off-campus |

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 Office, internsh@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., Algozzine, R.S., Ramsey, R.F. (2009). *Characteristics and strategies for teacher students with mild disabilities*. (6th ed.) Upper Saddle River, NJ: Pearson Education. (ISBN 0205608388)

Digital Library Option

The Pearson textbook(s) for this course is available as part of the **George Mason University Division of Special Education and disAbility Research Digital Library**. The division and Pearson have partnered to bring you the Digital Library; a convenient, digital solution that can save you money on your course materials. The Digital Library offers you access to a complete digital library of **all Pearson textbooks** and MyEducationLabs used across the Division of Special Education and disAbility Research curriculum at a low 1-year or 3-year subscription price. Access codes are available in the school bookstore. Please visit <http://gmu.bncollege.com> and search the ISBN.

- 1 year subscription \$200 ISBN-13: 9781269541411
- 3 years subscription \$525 ISBN-13: 9781269541381
- Individual e-book(s) also available at the bookstore link above or at <http://www.pearsonhighered.com/>. Search by author, title, or ISBN.

Recommended Textbooks

n/a

Required Resources

n/a

Additional Readings

Assigned throughout the course.

Course Relationships 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 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://oai.gmu.edu/honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- 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. Attendance, timeliness, and professionally relevant, active participation are expected. Attendance and professional participation at all sessions is very important because all of the activities in class are planned in such a way that they cannot necessarily be recreated outside of the class session. ***More than one absence for any reason will result in the final grade dropping by 5 points.***

Late Work.

All assignments must be submitted *on or before* the assigned due date. **In fairness to students who make the effort to submit work on time, 5% of the total assignment points will be deducted each day from your grade for late assignments.**

TaskStream Submission

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, Observation Case Study to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

If you have never used TaskStream before, you **MUST** use the login and password information that has been created for you. This information is distributed to students through GMU email, so it is very important that you set up your GMU email. For more TaskStream information, go to <http://cehd.gmu.edu/api/taskstream>

Grading Scale

95-100% = A
90-94% = A-
86-89% = B+
80-85% = B
76-79% = C+
70-75% = C
> 70% = F

Assignments

NCATE/TaskStream Assignments.

Assignment 1: Case Study Paper (?? pts). A comprehensive case student on a student with an emotional disability, learning disability, intellectual disability, or high functioning autism will be completed.

The case study will include the following components:

- Student's demographic data
- Description of school and student's community
- Educational history (school 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 observation specifically related to student goals, objectives, classroom accommodations)
- Parent interviews (related to educational goals, objectives, accommodations, and any other relevant issues.)
- Parent interviews (related to educational goals, objectives, accommodations, and any other relevant issues.)
- Additional recommendations, educational accommodations, and/or modifications
- Summary and synthesis (comparisons 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 interviews questions/answers
- Be prepared to present your case study in class orally
- Must be submitted to Taskstream.

Common Assignments.

Assignment 2: Summary of Journal Articles (>> pts)

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 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 **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 and include an introduction to the student's 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!**

Other Assignments.

Assignment 3: Professional Resources/Organization Resource Document

In small groups, student will compile a resource document which includes local and national professional organizations which support the needs of students with an emotional disability, learning disability, intellectual disability, or high functioning autism. Each resource document must include at least seven (7) professional organizations or technical assistance centers (TA). One parent resource center can be included in the resource document. The information must at least include the name of the organization (and parent organization, if applicable), date organization was established, location, a web site, funding sources, and services/information/resources provided by the organizations.

This assignment may be completed by developing a chart or spreadsheet with a combination of paragraphs and bullets.

Summary of Course Requirements

| | Assignment/Expectation | Total Points | Due Date |
|---|---|--------------|----------------------------------|
| 1 | Case Study Paper | 100 | 10.31.13 |
| 2 | Summary of Journal Articles | 150 (50x3) | 10.10.13 10.24.13 11.07.13 |
| 3 | Professional Resources/Organization Resource Document | 100 | 11.14.13 |
| 4 | Attendance & Participation | 100 | throughout |

Schedule

| Class | Date | Topic | Assignment Due by Class Session |
|-------|----------|--|---|
| 1 | 9.12.13 | Cohort Structure & questions Introduction Syllabus Review | None |
| 2 | 9.19.13 | Context of Special Education Introduction-review of exceptionalities & legislation Overview of Students with Mild Disabilities Mindset, Learning Environment, and Building Relationships Topics: mindset, brain research; executive functioning; Maslow's hierarchy of needs; multiple intelligences | Read Chapters 1 & 2 of required text |
| 3 | 9.26.13 | Students with Learning Disabilities <i>Class time to work on Assignment 3: Professional Resources/Organization Resource Document</i> | Read Chapter 5 |
| 4 | 10.03.13 | Students with Emotional Disabilities | Read Chapters 4 & 10 <i>DRAFT version of first four (4) sections of</i> |

| | | | |
|----|----------|--|--|
| | | Classroom Management | <i>Assignment 1: Case study due</i> |
| 5 | 10.10.13 | Students with Mild Intellectual Disabilities | Read Chapters 3 & 8 <i>First journal summary for Assignment 2 DUE</i> |
| 6 | 10.17.13 | Students with High Functioning Autism Writing Effective IEPs and Educational Reports | Read Chapters 6 & 7 Supplemental readings TBD <i>DRAFT version of final two (2) sections of Assignment 1: Case study due</i> |
| 7 | 10.24.13 | Building Family Partnerships <i>Class time to work on Assignment 3: Professional Resources/Organization Resource Document</i> | Read Chapter 11 <i>Second journal summary for Assignment 2 DUE</i> |
| 8 | 10.31.13 | Curriculum, Accommodations, Modifications Specialized Instruction and Supports (special education) | Review Chapter 4, read Chapter 9 <i>Assignment 1:FINAL DUE</i> <ul style="list-style-type: none"> • <i>Submitted to Taskstream & hard copy submitted to professor</i> |
| 9 | 11.07.13 | Putting the pieces together | <i>Case study presentations</i> <i>Third journal summary for Assignment 2 DUE</i> |
| 10 | 11.14.13 | | <i>Case study presentations</i> <i>Assignment 3: Professional Resources/Organization Resource Document DUE</i> <i>Course Evaluations</i> |

Appendix

Case Study Assignment Rubric

| <i>Case Study Component</i> | <i>Point Possible (100)</i> | <i>Points Received</i> |
|---|---------------------------------|----------------------------|
| Writing Style/Mechanics/APA formatting | 10 points | |
| Student Demographic Information | 10 points | |
| Description of School and Neighborhood | 10 points | |
| Educational History | 10 points | |
| IEP Goals and Objectives | 5 points | |
| Parent/Student Interviews | 10 points | |
| Instructional Recommendations | 15 points | |
| Synthesis & Summary -your "SO WHAT" | 20 points | |
| Observational Information/Appendices (student work, etc...) | 10 points | |
| TOTAL POINTS | /100 | |
| COMMENT | | |

Journal Abstract Scoring Rubric

| <i>Case Study Component</i> | <i>Point Possible (100)</i> | <i>Points Received</i> |
|---|--|-------------------------------|
| Writing Style/Mechanics/APA formatting | 5 points | |
| Introduction to student's needs <i>(based on individual case study)</i> | 5 points | |
| Appropriateness of intervention research study <i>(based on individual case study)</i> | 5 points | |
| Quality of summaries | 10 points | |
| Quality of Critiques | 10 points | |
| Conclusion/Appropriateness of Recommendations and "SO WHAT" | 15 points | |
| TOTAL POINTS | /50 | |
| COMMENT | | |