



FAST TRAIN Programs

College of Education and Human Development
FAST TRAIN

EDSE 540: Characteristics of Students with Disabilities Who Access the General Education Curriculum (3 credits)

Instructor: Liber L. Riccio, EdD

Email: lriccio@gmu.edu

Dates: 3 September – 11 November 2013

Meeting Location: online

Course Description

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

Alignment of Student Learning Outcomes and Requirements with key CEC/NCATE Standards Including Learner Outcomes

| CEC/NCATE STANDARD | STUDENT OUTCOME | COURSE REQUIREMENT |
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| Standard 1: Foundations Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with disabilities both in school and society. | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Readings • Co-lateral media assignments • Discussion Board assignments • Journal abstracts |

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| <p>Standard 2: Development and Characteristics of Learners Special educators understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs (ELN). Special educators understand how exceptional conditions interact with the domains of human development and they use this knowledge to respond to varying abilities and behaviors. Special educators understand how disabilities impact families, and the individual's ability to learn, interact socially, and live as contributing community members.</p> | <ul style="list-style-type: none"> • 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 young children and adolescents with learning disabilities, emotional disturbances, and/or mild intellectual disabilities. • Compare at least three conceptual models of behavioral deficits with three conceptual models that explain learning disabilities and/or mild intellectual disabilities. | <ul style="list-style-type: none"> • Readings • Co-lateral media assignments • Discussion Board assignments • Case study report |
| <p>Standard 3: Individual Learning Differences Special educators understand the effects that an exceptional condition has on learning in school and throughout life. Special educators understand that beliefs, traditions, and values across and within cultures affect relationships among and between students, families, and school. Special educators seek to understand how primary language, culture, and familial backgrounds interact with the disability to affect academic and social abilities, attitudes, values, interests, and career options. Learning differences and their interactions are the basis for individualizing instruction to provide meaningful and challenging learning.</p> | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Case study report • Readings • Co-lateral media assignments • Field observations • Exam |
| <p>Standard 6: Language Special educators understand typical and atypical language development and the ways in which disabilities can interact with an individual's experience with and use of language.</p> | <ul style="list-style-type: none"> • Describe at least one theory of how children develop language.* | <ul style="list-style-type: none"> • Discussion Board assignments • Exam |

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| <p>Standard 8: Assessment Assessment is integral to the decision- making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress.</p> | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • Discussion Board assignments • Case study report • Journal Abstracts • Exam |
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Nature of Course Delivery

This course is like a seminar. This means that our work together will primarily be through dialogue with each other. Each class will depend on the ideas that we collectively develop as we engage in ongoing discussion about education, disability and development. Your own experiences as teachers, readers, writers, and learners, along with the course material, will be important in developing our collective understandings.

It is important for each course member to complete readings in a timely fashion. Typically, a course meets once weekly for about 2.5 hours. Successful students in online learning environments are proactive, self-regulated, and manage their time well.

EDSE 540 is part of the George Mason University, Graduate School of Education, and Special Education Masters Degree Program. The program aligns with the standards for teacher licensure established by the Council for Exceptional Children, the major special education professional organization in the United States. As such the curriculum for the course includes competencies for teaching students with disabilities from preschool through grade 12. Upon successful completion of this course, students will be able to demonstrate the CEC standards in relation to the student outcomes identified in the syllabus and as listed on the following web site:

http://www.cec.sped.org/ps/perf_based_std/comon_core_4-21-01.html

This course will incorporate the evidence-based practices (EBPs) relevant to characteristics of students with mild disabilities, etiology of mild disabilities, and 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 missions are to support students with disabilities. 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.

Learning activities may include the following:

1. Readings, and discussion via Discussion Board and Other Posts
2. Research Activities / Assignments and self-evaluation
3. Video/PPT and other media support

REQUIRED TEXT:

Henley, Algozzine & Ramsey, *Characteristics of and Strategies for Teaching Students with Mild Disabilities*, 6th edition, ABLongman, ISBN 0205608388

Blackboard materials: Check Blackboard regularly for additional course materials at <http://blackboard.gmu.edu> , for assignments and other news.

Other Recommended Materials:

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Any guide to writing mechanics that may enhance accuracy of style as needed.

Assignment Descriptions

All assignments should be turned in on the due date indicated in the schedule below via Blackboard **except** for the final assignment, the Project Based Assessment, and the fieldwork materials. The PBA and fieldwork documentation should be uploaded into **Task Stream**. The submission deadline for assignments is 11:59 pm EST of the due date indicated for each assignment. All projects must be typed, in a legible 12-point font, with one-inch margins, and double-spaced. Writing quality (including mechanics, organization, and content) is figured into the overall points for each writing assignment, so please proofread carefully.

Late papers and projects will not be accepted without penalty, except in extraordinary circumstances. I am happy to clarify and lend assistance on projects and assignments, but please contact me within a reasonable timeframe.

1 Discussion board participation (10x2 =20 pts)

Each week in our class we will have an online group discussion of the readings that are assigned for the week. You are expected to participate in this discussion in a substantive way (by both responding directly to the prompt and by responding to others' comments).

Please note, as this is an online course, all our discussion will be in the form of the electronic discussion board. It is not acceptable to wait until the end of the week to post your comments as you will not be able to engage fully in the discussion, and others will not have an opportunity to engage with your thoughts and comments. **Each week will begin on a TUESDAY at 12.01am EST and run through the following MONDAY AT MIDNIGHT, EST. You must start posting for each module by **WEDNESDAY at 6PM (EST)** so that other course members will have ample time to engage in dialogue.

**Students will be expected to respond to each of the discussion questions posted and post a minimum of 2 posts in total to receive full credit each week. See rubric for more details.

DUE Weekly

2. Quizzes (22 pts)

There will be a quiz based on the **text** reading for the week. There are 11 quizzes. (Yes there are 11 quizzes so there will be 2 quizzes in one week.) The quizzes will cover the main ideas of each chapter, and will consist of multiple-choice and True/False questions. You are encouraged to use your text to complete each quiz. *Each quiz must be completed by the end of the week* (Monday at midnight, EST). The quizzes are self-grading and will appear automatically on Blackboard in the **My Grades Folder** once completed. The quizzes can be found on Blackboard in the **Quizzes Folder**.

DUE Weekly

3. Abstracts of Journal Articles (15 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 disability field. Appropriate sources for journal articles include:

- § Learning Disabilities Research and Practice
- § Journal of Learning Disabilities
- § Exceptional Child
- § Learning Disabilities: A Multidisciplinary Journal
- § Learning Disability Quarterly
- § Learning Disabilities Research and Practice
- § Behavior Disorders
- § Journal of Emotional and Behavioral Disorders
- § Preventing School Failure
- § Journal of Intellectual Disabilities
- § Journal of Special Education American
- § Journal on Intellectual and Developmental Disabilities

§ Journal of Intellectual Disability Research
§ Autism: International Journal of Research and Practice
§ Journal of Autism and Developmental Disorders
§ Journal of Special Education
§ Remedial and Special Education
OTHERS . . .

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. Each abstract should be typed and include an introduction to the student's needs, with an APA style citation at the top of the page. Each entry should consist of three parts labeled

1. Summary
2. Critique
3. Conclusion (including what have you learned!)

The conclusion section should be presented as an action plan for assisting the student to meet an identified need. And what you have learned about the student to enhance your teaching practice should be included here as well.

All articles should be from current literature and not be more than five years old. You must use your own words to summarize each but be sure to cite liberally!

DUE 15 September, 29 September, 3 November

4. Peer Review of Case Studies (2 x 9 pts each)

Each course member will act as a peer reviewer of another course member's draft case study. The Case Study Rubric will be used by course members to evaluate the draft reports. More details as the course moves along.

DUE 22 October

5. Case Study *Performance Based Assessment (25 pts)

***To be uploaded on Task Stream**

All FAST TRAIN licensure courses have a required Performance Based Assessment (PBA). The required PBA for this course is the **Case Study Assignment**. *PBAs must be uploaded on to Task Stream.*

A comprehensive case study on a student with an emotional, learning, or intellectual disability, or high functioning autism will be completed and submitted. Remember you **must** submit your Final version of your Case Study to TaskStream.

Remember to check the Course Calendar and the Course Schedule (below) for the Due Dates for submitting the **Draft** Versions (by specified components).

See **Appendix A at end of the syllabus** for Case Study Assignment Directions

The Case Study guidelines document, which contains detailed directions, and the rubric can be found on Blackboard.

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| Gender, age disability of case study | Due 23 September |
| First four components/sections of case study | Due 30 September |
| Last 6 sections of case study | Due 14 October |
| Final case study report due on Task Stream | Due 9 November |

Field Experience and Field Experience Reflection (S/U) (To be uploaded on Task Stream along with Case Study)

Observations of students with mild disabilities (ex: learning disabilities and emotional disabilities) in a school setting will be completed. Observation forms will be provided.

The **field experience is a required component** of the teacher preparation program at George Mason University. All students will complete a minimum of 20 hours in field experience for this course. Documentation of your field experience is required as well as a signed statement from your field experience teacher(s) or supervisor(s). The Fieldwork documents are located on Blackboard.

In addition to the fieldwork log, each student will write a 1 page reflection on the fieldwork experience. The reflection should explain what you have learned from the fieldwork experience and your overall reflections on the process.

Due 9 November

Summary of Assignments, Grading, and Due Dates:

| Assignment | Percent of Final Grade | Due Date |
|-------------------------------------|-------------------------------|-------------------|
| Discussion Board | 20 | Weekly |
| Quizzes | 22 | Weekly |
| Journal Abstracts (3) | 15 | 9.15; 9.29; 10.13 |
| Case Study Peer Reviews 2x9 | 18 | October 22 |
| Case Study (PBA) * & Field work log | 25 | November 9 |
| Total Points | 100 | |

*Designated Performance Based Assessment

Grading Scale for FAST TRAIN:

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| A+ = 100 | B+ = 85-89 |
| A = 94-99 | B = 80-84 (no B- grades) |
| A- = 90-93 | |
| C = 70-79 – does not meet licensure requirements or Level I award recommendation | |
| F = Does not meet requirements of the Graduate School of Education | |

Courses below a B are ineligible for licensure or recommendation for Level I IB Award – these must be repeated.

Students must maintain a 3.0 average and a grade of B or higher for licensure and master's degree. ***All course assignments and field experience activities must be satisfactorily completed before the final grade is awarded.***

Field Work Assessment: Each student is required to complete 20 hours of fieldwork for this course. The fieldwork will be performed in conjunction with the Project Based Assessment for the course, the *Case Study*. The fieldwork will be marked as:

Satisfactory: completion of all assignments with high quality in a timely and efficient manner.

Unsatisfactory: incomplete and/or low quality of assignments submitted or work submitted after due date.

NOTE: Failure to submit documentation of successful completion of your **field work in a timely manner** will make you ineligible to register for future coursework or be recommended for licensure.

OTHER

Performance Based Assessment (PBA): All courses in FAST TRAIN will have a required Performance Based Assessment (PBA). The required PBA for this course is the *Child Study*. This assignment must be posted to **Task Stream**, where it will be reviewed and scored.

Incomplete (IN): This grade may be given to students who are in good standing, but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 10th week. Unless an explicit written extension is filed with the Registrar's Office by the faculty deadline, the grade of IN is changed by the registrar to an F (Mason catalog). Faculty may grant an incomplete with a contract

developed by the student with a reasonable time to complete the course at the discretion of the faculty member. The faculty member does not need to allow up to the following semester for the student to complete the course. A copy of the contract will be kept on file in the FAST TRAIN office.

Course Withdrawal with Dean's Approval: *For graduate and non-degree students, withdrawal after the last day for dropping a course requires approval by the student's academic dean, and is permitted only for nonacademic reasons that prevent course completion (Mason catalog). Students must contact an academic advisor in FAST TRAIN to withdraw after the deadline. There is no guarantee that such withdrawals will be permitted.*

General Student Responsibilities and Expectations for EDSE 540 ONLINE CLASS

- **TaskStream Case Study Project** is the signature assignment for this course and it must be submitted electronically to TaskStream - <https://www.taskstream.com>.
TaskStream information is available at <http://gse.gmu.edu/programs/sped/>.
Failure to submit the assignment to TaskStream may result in reporting the course grade as Incomplete (IN).
See <http://gse.gmu.edu/programs/sped/taskstream/> to upload assignment.
- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>]. The instructor reserves the right to submit your work to turnitin.com, a plagiarism detection service, for an integrity assessment as needed.
- **Students with Disabilities:** www.gmu.edu/student/drc Students with disabilities who seek accommodations in a course must be registered with the GMU Office of Disability Services (ODS) and inform the instructor, in writing, at the beginning of the semester. See the website or call 703-993-2474 to access the ODS.
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- **GMU E-mail & Web Policy:** Mason uses electronic mail (www.gmu.edu/email) to provide official information to students. Examples include notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly (Mason catalog).
- Students are expected to exhibit professional behaviors and dispositions at all times. See <http://www.gse.gmu.edu/> for a listing of these dispositions.

- Online Participation/Attendance Policy: Students are expected to participate in **all** online discussions. Not participating in an online discussion module will be reflected with a zero for the week and as an absence. **Students with two or more absences will not receive credit for the course.**

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/>].
- George Mason Blackboard: <http://blackboard.gmu.edu> From this link, you will find a variety of materials related to this course. The site will be updated as the course progresses. Students are responsible for any information shared via Blackboard and should check the site regularly.
- *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.
- *APA Style*: 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 (6th ed.) or to access one of the internet sites that provides a summary of this information. All work produced must be typed unless otherwise noted.

APA Formatting Guidelines: <http://www.psywww.com/resource/apacrib.htm> . This website is offered as a companion to the APA style manual. However, it should not be considered a substitute for directly consulting the APA manual, 6th edition for standard of procedures for applying APA style.

Technology Resources for this class include:

- Relevant Websites:
 - U.S. DOE, Education Resources Information Center
<http://www.askeric.org/Virtual/Lessons/Guide2.html>
 - The Gateway Collection of Lesson Plans (U.S. DOE)
<http://www.thegateway.org/collections.html>

Education World – Lesson Planning
http://www.education-world.com/a_lesson

Virginia Standards of Learning
<http://www.knowledge.state.va.us/main/sol/sol.cfm>

American Psychological Association
<http://www.apa.org>

Expectations for participation

This online course is **not self-paced**. You will be expected to complete work every week. Completing a week's work involves reading, participating in discussions with the whole class, and completing any accompanying assignments associated with that week. You are asked to engage deeply with the subject matter, to take risks in your thinking, and to listen to and learn from other course members.

You are expected to (a) attend all classes during the course, meaning that you conduct your learning activities for the week in order to contribute electronically through computer-mediated asynchronously or synchronous learning opportunities established by the professor or the group, also electronic in nature, (b) arrive on time, meaning that you pace yourself to conduct your work each week and, by midnight (EST), Monday nights, have completed your week's work and are ready for the upcoming week, (c) stay for the duration of the class time, meaning, in this instance, that you put in the time needed for you to master the content for the week (d) bring books to each class, meaning for this course that you actually spend time reading your assignments as well as engaging in online collaborative activities as required for mastery and (e) complete Blackboard discussion boards and other assignments.

The typical course syllabus for this course states that, "All out-of class assignments are to be completed prior to the beginning of class on the date that they are due". In our case, we will not actually 'convene' every week in the traditional sense. Instead there will be assigned tasks for you to complete between Tuesday and the following Monday evening midnight, which denotes the end of our 'week'. Sometimes there will be set periods of work, either for individual work or mini-group assignments. Now and then there will be professor-student interactions using technology, but these will be scheduled to fit both parties. Just use the Monday night midnight date each week as a marker for pacing to denote the end of the week; be sure you have any assignments for that week done by the dates shown on the course calendar on Blackboard.

Our 'week' in this online class runs Tuesday-Monday night; this just gives us a point of reference to navigate the course material.

Online Participation/Attendance Policy: Course members are expected to participate in all online discussions. **Not** participating in an online discussion will be reflected with a zero for the week and as an absence. **Students with more than two (2) absences will not receive credit for this course.**

Attendance is measured in terms of class contributions through email, discussion forum postings, and shared documents, etc. In general, professionally relevant, active participation is expected in any traditional class session for a grade of B or better. Given that the focus here is on outcomes as opposed to time-in-engagement, attendance might better be described as engagement in learning. How much time that you require to complete the activities and reflect on the content is an individual matter.

Late Work/Submissions: At the graduate level all work is expected to be of high quality and submitted on the date due. *Work submitted late will be reduced one letter grade for every day of delay.* Because we live in uncertain times, if you have any extraordinary circumstances (*think* flood, earthquake, evacuation) that prevent you from submitting your work in a timely manner, it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work. It is up to the discretion of the instructor to approve the late/makeup work.

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/>

COURSE SCHEDULE / Weeks 1 -10

| Course Schedule | Topics | Reading Assignments | Assignment(s) / Date Due |
|----------------------------|---|--|---|
| September 3 - 9, 2013 (W1) | Introduction to Course, Background Syllabus GMU Education Library Overview | Course Syllabus Introduction Announcements Notes for Week | • _Introduce yourself, provide your background information on Discussion Board question #1. Due: Midnight (EST), 9.6 ** |

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| September 10 – 16 (W2) | Context of Special Education Introduction Review of exceptionalities & legislation | Chapters 1 & 2 Notes for the week Learning Objectives / Powerpoints | <ul style="list-style-type: none"> • _Discussion Board Question #2 Due: Midnight Monday, 9.16 • _Take Exam Chapters 1, 2 by midnight 9.16• _Begin thinking about a student for Case Study • _Journal Abstract Summary (#1) Due: Midnight, 9.15 |
| September 17 -23 (W3) | Students with Learning Disabilities | Chapter 5 Notes for Chapter 5 Learning Objectives / Powerpoints | <ul style="list-style-type: none"> • _Discussion Board Question #3 Due Midnight 9.23, • _Take Exam Chapter 5 by midnight 9.23 • _Select student for case study. • _Submit student info to DB Thread: Gender, Age, Grade Level, Disability DUE Midnight, 9.23 |

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| September 24 -30 (W4) | Students with Emotional Disabilities Classroom Management | Chapters 4, 9, 10 Notes for Chapters 4, 9,10 Learning Objectives / Powerpoints | <ul style="list-style-type: none"> • _Discussion Board Question #4 Due Midnight 9.30 • _Take Exam Chapter 4 & 10 by midnight 9.30 • _First four sections of DRAFT Case Study DUE: Midnight, 9.30 to DB thread <p>Four components</p> <ol style="list-style-type: none"> 1. Description of Case <ol style="list-style-type: none"> a. Demographics b. Description of School and Community c. Student’s Educational History d. Student’s Current Areas of Functioning <ul style="list-style-type: none"> • _Journal Abstract Summary (#2) Due: Midnight, 9.30 |
| October 1 -7 (W5) | Students with Mild Intellectual Disabilities | Chapter 3, 8 Notes for Chapters 3, 8 Learning Objectives / Powerpoints | <ul style="list-style-type: none"> • _Discussion Board Question #5 Due Midnight, 10.7 • _Take Exam Chapter 3 by midnight 10.7 |
| October 8 - 14 (W6) | Behavior Interventions | Chapter 9 Notes / Reading for Chapter 9 Learning Objectives / Powerpoints | <ul style="list-style-type: none"> • _Discussion Board Question #6 Due Midnight, 10.14 • _Take Exam Chapter 9 by midnight 10.14 • _Last components/ sections of DRAFT Case study DUE: Midnight 10.14 on DB |

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| | | | Six components |
| | | | 2. Observations / Interviews |
| | | | a. Student observation |
| | | | Summary |
| | | | b. Teacher Interview |
| | | | c. Parent Interview |
| | | | 3. Your Analysis |
| | | | 4. Synthesis of Case Study |
| | | | 5. Appendices |
| | | | Peer Review materials will be sent out by 10.15– due by midnight 10.22 |
| October 15 – 21 (W7) | Students with Autism and Asperger’s Syndrome | Chapters 6, 7 Notes for Chapters 6, 7 | <ul style="list-style-type: none"> • _Discussion Board Question #7 Due Midnight, 10.21 • _Take Exam Chapters 6 & 7 (only) by midnight 10.21 |
| | Writing IEPs and Educational Reports | Learning Objectives / Powerpoints | 2 Peer reviewed Case Studies, Due Midnight, 10.22 |
| October 22 – 28 (W8) | Access to the Curriculum, Accommodations, Modifications | Chapters 8 Notes for Chapters 8 | <ul style="list-style-type: none"> • _ Discussion Board #8 Due Midnight, 10.28 • _Take Exam Chapter 8 by midnight 10.28 |
| | | Learning Objectives / Powerpoints | *Your “peer reviews” will be sent to you for final revisions. by Monday, 10/23 |

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| October 29 – November 4 (W9) | Collaboration and Inclusive Practices Co-teaching | Chapters 11 Notes for week – and review notes from week 6 | <ul style="list-style-type: none"> • Discussion Board Question #9 Due Midnight, 11.4 • _Take Exam for Chapter 11 by midnight 11.4 • _Journal Abstract Summary (#2) Due: Midnight, 11.3 |
| November 5 - 11 (W10) | Building Family Partnerships | See Bb for Readings Notes and PPTs for week | <ul style="list-style-type: none"> Discussion Board Question #10 due Midnight 11.10 • _Final Case Study and Field Log Due: Midnight, 11.9 to TASKSTREAM |

*Finally, please go to **Course Announcement** on Blackboard (if you haven't already read my welcome) and read a further explanation of the course and how we will operate-including a weekly summary of the topics and a Discussion Board posting called **Ask the Professor**—where you can ask about such things as working as an educator or general ideas or questions about the course.*

Appendix A

Case Study Assignment Directions

The observation case study provides you with the opportunity to observe a student with mild disabilities, examine his or her educational history and goals, conduct parent interviews, and make comprehensive recommendations for the student. This case study should be written as a paper, including each of the sections as a heading and using APA format.

In order to maintain confidential communication about your student, create a pseudonym to use throughout the paper.

1. Description of Case

- a. Describe your student's demographic and background data
 - i. Provide a thorough description of your student, including his or her etiology and diagnosis, any medical conditions that exist, psychological and social-emotional characteristics, and any other information required to paint a clear picture of your student.
 - ii. Describe skills and characteristics of your student that are similar to those of typical growth and development and those that are atypical.
 - iii. Access information on your student's specific exceptionalities in order to create a rich student description. This should include the educational implications of characteristics of various exceptionalities and the impact of sensory impairments, physical and health exceptional learning needs on individuals, families, and society.

- b. Description of school and student's community
 - i. Describe your student's educational placement in the greater context of the continuum of placement and services available for individuals with exceptional learning needs.
 - ii. Describe the impact of the principles of normalization and concept of least restrictive environment on your student's classroom placement.
 - iii. Describe the school and community in terms of demographics, incomes, geography, education levels, and jobs.
- c. Educational history - Describe your student's 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 provided, and any other pertinent information.

- d. Educational goals, objectives, and classroom accommodations – summarize your student’s educational goals and objectives, and classroom accommodations.
 - i. Include a discussion of the impact of your student’s academic and social abilities, attitudes, interests, and values on instruction and career development.
 - ii. Include a discussion of the impact your student’s disability may have on auditory and information processing skills.
 - iii. Relate levels of support to the needs of the individual.
2. Observation and Interviews
- a. Student Observations – observe at least two class periods of instruction specifically related to IEP goals, objectives and accommodations
 - i. Describe the relationship between your observations and your student’s goals, objectives, and accommodations.
 - ii. Describe the effects your student’s exceptional condition(s) appears to have on his/her life
 - iii. Describe the perceived impact of your student’s academic and social abilities, attitudes, interests, and values on instruction and career development.
 - b. Teacher Interview – Interview your student’s teacher about Teacher your student’s program, needs, and approaches
 - i. Provide thorough and specific information reported concerning the student’s IEP goals, objectives and accommodations
 - ii. Provide information about any other accommodations or relevant issues not provided in the IEP
 - c. Parent Interview – Interview at least one of your student’s parents or guardians.
 - i. Begin your interview with questions about the family, in order to build up a collaborative relationship and gather information about the family system and the role of family in the student’s development and education.
 - ii. Ask parents about their child’s education goals, objectives, and accommodations.
 - iii. Did they have a role in the development of these goals, etc? Do they feel they are appropriate for their child?
 - iv. Effective special educators communicate effectively with families of students with exceptional learning needs from diverse backgrounds. Please be sure that you consider the following as you speak with the parents:
 - 1. Ways in which you can foster a respectful and beneficial relationship with the family.
 - 2. Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family.
 - 3. The potential impact of differences in values, languages, and customs between your student’s home and school lives.

4. Ways in which you can demonstrate your respect for variations in beliefs, traditions, and values across and within cultures. Also consider the effect of these variations on the relationships among individuals with exceptional learning needs, their family, and school personnel.

3. Analysis – Describe any additional (research-based) recommendations, educational accommodations, and/or modifications that you would make for the student. Include any sources of unique services, networks, and organization or individuals with exceptional learning needs.

4. Summary, Synthesis and Reflection

a. Summary: Write a clear description of your student including all pertinent information obtained throughout the observations, interviews and background information review. Provide enough detail that a stranger could walk into the classroom and identify your student from your summary alone.

b. Synthesis: Compare your student's characteristics with those described in the textbook or other research. Which characteristics were identified in your student? What are the social and educational implications of these characteristics?

c. Reflection

i. How do your personal cultural biases and differences affect your interactions with students and their families and therefore your teaching?

ii. What have you learned from this case study about teaching students with disabilities?

5. Appendices - Include:

a. Student work samples

b. Parent interview questions/answers

c. Teacher interview questions/answers

d. Observation notes

e. Any other pertinent items

i. Annotate the work samples giving purpose for inclusion and characteristics it illustrates