



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

Spring 2015

EDSE 540 622: Characteristics of Students with Disabilities who Access the
General Curriculum
CRN: 18097, 3 - Credits

Instructor: Dr. Suzanne Jimenez	Meeting Dates: 3/17/2015 - 5/19/2015
Phone: 571-252-1012	Meeting Day(s): Tuesdays
E-Mail: sjimene4@gmu.edu	Meeting Time(s): 4:30 pm-9:00 pm
Office Hours: by appointment	Meeting Location: Off-campus/Admin Bldg.

***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. Notes: School-based field experience required. Hours of Lecture or Seminar per week: 3 Hours of Lab or Studio per week: 0

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) 993-3670 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 – hybrid of face to face and online sessions
(Online will include webinars, asynchronous discussion and web-based activities)
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 may include observations of a school setting or case studies of individual students. Below are procedures that students need to follow based on their specific situation:

REQUIRED PROCEDURE FOR ALL STUDENTS ENROLLED IN THIS COURSE: Complete the online field experiences form [<http://cehd.gmu.edu/endorse/ferf>] at the beginning of the semester (if not before) and complete the information requested **REGARDLESS** if you need assistance in 'finding' an individual for the project/case study or not. This information is required by the state.

OPTION 1: Request a placement online through the Clinical Practice Office

- Complete the online request form and indicate that you need George Mason (Clinical Practice Specialist) to arrange a field placement, (including observations and/or case studies). It is important that you do this within the first two classes so that the field placement office has sufficient time to find a placement for you.

OPTION 2: Arrange for your own placement and complete the online field placement form indicating that you do not need assistance finding a placement due to one of the following situations:

- a. I will arrange my own field experiences (observations and/or case studies) because I am a full-time contracted school system employee and will complete field experience at my workplace.
- b. I will arrange my own field experiences (observations and/or case studies) because I am conducting a case study or individualized child portfolio with an individual outside of the school system. (Note: It is not recommended that you work with your own child.)
- c. I will arrange my own placement for my field experiences, (including observations and/or case studies) because my instructor has offered access to a student(s) inside of a school system. (Note: an email from the host teacher and the administrator is required to be sent to cuanseru@gmu.edu. The email serves as documentation of the approval. The administrators must approve all visitors in their school.)

If you are a consortium student that does not attend GMU, please complete the GMU online field placement form. Select an item from one of those listed in Option 2. You need to make sure that you follow the procedures for field placement at your university to identify a placement or report that you have a placement. Contact your faculty liaison for more information.

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

Raymond, E.B. (2013). *Learners with Mild Disabilities: A Characteristics Approach*, 4th edition, Pearson, ISBN 9780137060764

Sousa, D.A. & Tomlinson, C.A. (2011). *Differentiation and the brain: How neuroscience supports the learner-friendly classroom*. Bloomington, IN: Solution Tree Press. (ISBN 978-1-935249-59-7) *can order from Amazon.com or Barnes and Noble

Digital Library Option

The Pearson textbook(s) for this course **may be** available as part of the **George Mason University Division of Special Education and disAbility Research Digital Library**. Please note that not all textbooks are available through this option. Visit the links below before purchasing the digital library to ensure that your course(s) text(s) are available in this format. 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. To register your access code or purchase the Digital Library, visit:

<http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

- 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.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

Additional Readings

Additional articles and materials will be posted to the Blackboard site and will be distributed in class. You will be responsible for these materials for class activities and discussion.

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/the-mason-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) be actively involved in on-line activities , and (c) arrive on time and stay for the duration of class time. Lack of attendance and professional participation at all sessions (online and in class) with significantly diminish the impact of the course and interfere with creating a collaborative learning community. As such, absences from any portion of the course are strongly discouraged. *Please notify me 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

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

A+ 100 percent	B+ 86-89	C 75-79
A 95-99 percent	B 83-85	F 74 or below
A- 90-94 percent	B- 80-82	

Assignments

Performance-based Assessment (TaskStream submission required).

***Observation Case Study (100 points).** A comprehensive case study on a student with an emotional disability, learning disability, intellectual disability, or high functioning autism will be completed. Other case studies with other high incidence disabilities should be discussed with your instructor. *You must complete a field experience form.

*CASE STUDY DRAFT due April 14th and FINAL Case Study due April 28th Be prepared to present your case study in class orally on one of the following dates: **April 28; May 5th and May 12th. Be creative in your presentation style! You will provide a 20-30 minute presentation of your case that will share each element so that we “know” the student and understand your findings. Included in the presentation will be a connection to the research from your journal readings.***

The case study should include the following components which will be headings in your APA formatted paper. (relates to the Case Study Rubric and extensive narrative for case study)

Part I: Demographic and Background Data- 5 points

Part II: Educational History (data), Goals, Objectives, and Accommodations- 20 points

Part III: School and Classroom Information – 10 points

Part IV: Student Observation – 10 points

Part V: Family Member Interview and Analysis of Information-10 points

Part VI: Summary, Synthesis, Recommendations, Final Reflections, and SO WHAT?- 20 points

Part VIII: Appendix (required) Include student work samples relevant to your case study specifics, parent interview questions and answers. Other relevant materials may be included but are optional. -10 points

Part IX: APA Format, Style, and Mechanics Please proofread all papers before turning in a finished product. APA formatting is expected. -5 points

Presentation: Fully prepared professional presentation with appropriate handouts that demonstrate understanding of the student AND of confidentiality.

Performance-based Common Assignments (No TaskStream submission required).

Class Attendance and Participation (5 points per class and additional 5 for discussion board/50 points total). 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.

Learning profiles for characteristics of students with disabilities. (25 points each for 5 profiles/125 points total). Create individual learning profiles for **the characteristics of students with learning disabilities, emotional disabilities, intellectual disabilities, autism, and attention deficit (ADHD/ADD)** in your text. (**see due dates in calendar*)

Philosophy of Teaching Statement (Part I & II- 50 points each=100 points) Due: Part I- April 7th and May 5th

A philosophy of teaching statement is a personal narrative that will include: (1) your conception of teaching and learning and your philosophy of instruction; (2) a description of how you teach; and (3) a justification of why you teach the way that you do.

Your philosophy of teaching statement should: (1) demonstrate that you have been reflective and purposeful about your teaching; and (2) communicate your goals for student learning and corresponding actions in your classroom.

Why do teachers need to articulate their philosophy of teaching? What purpose does a philosophy of teaching statement serve? It has been recognized by many teachers that the process of identifying a personal philosophy of teaching and continuously examining and verifying this philosophy through teaching can lead to change of teaching behaviors and ultimately foster professional and personal growth (Brookfield, 1990).

You will develop a personal purpose -which describes a clear picture of why you are doing what you are doing. You will also develop a pedagogical purpose- this perspective allows you to ask the most important question in teaching- “what effect am I having on students and student learning?”

There is no required content or set format. There is no right or wrong way to write a philosophy statement. Only you decide how to write your teaching philosophy. It is generally 1–2 pages in length.

Use present tense, in most cases. Writing in first–person is most common and is the easiest for your audience to read.

Include teaching strategies and methods to help people “see” you in the classroom. Help the reader of your teaching statement visualize what you do in the classroom to establish a student-centered learning environment, including building positive student relationships and engaging all students. Help the reader of your statement visualize your teaching and assessment practices when focused on the learning for all students.

By writing about your experiences and your beliefs, you “own” those statements and establish a personal mindset for student learning.

**Journal Abstract Summaries Paper (100 points) Due:
May 19th (last class)**

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 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 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. 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.

N/A

Schedule

Class	Topics	Assignments	Due This Class Session
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<p>Tuesday, March 17 (CLASS 1)</p>	<p>Registration, Introductions, and Backgrounds</p> <p>Cohort Structure and Questions</p> <p>Syllabus Review</p> <p>Big Picture Ideas for Course</p>	<p>N/A</p>	<p>N/A</p>
<p>Tuesday, March 24 (CLASS 2)</p>	<p>Context of Special Education</p> <p>Introduction- review of exceptionalities & legislation</p> <p>Overview of Students with Mild Disabilities</p> <p>Learning Environment, Building Relationships Topics:, brain research; executive functioning; Maslow’s hierarchy of needs; multiple intelligences</p>	<p>Start thinking about a student for case study assignment</p> <p>Journal Entry (BB)</p>	<p>Read Chapters 1, 2, & 3 textbook</p>
<p>Tuesday, April 7 (CLASS 3)</p>	<p>Students with Learning Disabilities</p> <p>Students with Emotional Disabilities</p>	<p>Select case study student</p> <p>Journal Entry (BB)</p>	<p>Read Chapter 1 & 2 <i>Differentiation and the Brain</i></p> <p>Read Chapter 5 & 6 textbook</p> <p>DUE: Philosophy in Teaching Statement Part I</p> <p>DUE: LD & ED characteristics learning profiles</p> <p>Please select the student that you will use for the case study by this date.</p>

<p>Tuesday, April 14 (CLASS 4)</p>	<p>Students with Mild Intellectual Disabilities</p> <p>Students with High Functioning Autism</p> <p>Students with ADHD</p> <p>Classroom Management</p> <p>Multidisciplinary Evaluations</p> <p>IEP components</p>	<p>Journal Entry (BB)</p>	<p>Read Chapter 7 <i>Differentiation and the Brain</i></p> <p>DUE: ID, autism, and ADHD characteristics learning profiles</p> <p>Read Chapter 4,7, & 8 textbook</p>
<p>Tuesday, April 21 (CLASS 5)</p>	<p>Universal Design and Technology Integration (Universal design for learning; technology supports for executive functioning)</p> <p>PDSA Model for Instruction-learning targets, formative assessment, reflection, re-teach, as needed</p> <p>Review journal studies paper/APA format</p> <p>Multi-Tiered Systems of Support and Purposeful Planning for Intervention and Enrichment (Topics: progress monitoring; using data to inform instruction as part of CLT cycle; and planning for Tier 1 intervention)</p>	<p>Journal Entry (BB)</p>	<p>DUE: CASE STUDY DRAFTS</p> <p>Read Chapters 9, 10, 11, & 12 textbook</p> <p>Read Chapters 5 & 6 <i>Differentiation and the Brain</i></p>
<p>Tuesday, April 28 (CLASS 6)</p>	<p>Differentiation, scaffolded instruction, explicit instruction</p> <p>Building Family Partnerships</p> <p>Co-teaching best practices and approaches</p> <p>Case study presentations</p>	<p>BEGIN case study presentations</p> <p>Journal Entry (BB)</p>	<p>CASE STUDY FINAL PAPER DUE</p> <p>PLEASE POST YOUR CASE STUDY IN TASKSTREAM NO LATER THAN TODAY!</p> <p>Read Chapters 3 & 4 <i>Differentiation and the Brain</i></p> <p>Begin Case Study Presentations</p>

<p>Tuesday, May 5 (CLASS 7)</p>	<p>Differentiation, scaffolded instruction, explicit instruction</p> <p>Access to the Curriculum, Accommodations, Modifications</p> <p>Case Study Presentations</p>	<p>Journal Entry (BB)</p> <p>Online Activity</p>	<p>DUE Philosophy of Teaching Statement Part II</p> <p>Read Chapter 8 Differentiation and the Brain</p> <p>Case Study Presentations</p>
<p>Tuesday, May 12 (CLASS 8)</p>	<p>Differentiation, scaffolded instruction, explicit instruction</p> <p>Access to the Curriculum, Accommodations, Modifications</p> <p>Synthesis: Putting the Pieces Together</p>	<p>Case study presentations</p> <p>Journal Entry (BB)</p> <p>Online Activity</p>	<p>Finish Case Study Presentations</p>
<p>Tuesday, May 19 (CLASS 9)</p>	<p>Differentiation, scaffolded instruction, explicit instruction</p> <p>Access to the Curriculum, Accommodations, Modifications</p> <p>Synthesis: Putting the Pieces Together</p>		<p>DUE JOURNAL SUMMARIES PAPER</p> <p>Online Course Evaluations</p>

Appendix

GUIDELINES FOR THE OBSERVATION CASE STUDY

The observation case study provides you with the opportunity to get an in-depth understanding of a student with mild to moderate exceptional learning needs. You will examine his or her educational history and goals, observe in classroom settings, conduct parent or guardian interviews, and synthesize the information gathered, relating it to the content of the course. The purpose of the case study is to help you understand the complexity of each individual case of a student with a disability. This case study assignment has six major sections. Each section should be labeled with the heading given below. The paper should be formatted using APA style with related documents and samples in the Appendix.

Part I: Demographic and Background Data

- A. Select a student with exceptional learning needs who accesses the general curriculum and you would like to study. Verify with school officials that you have permission to access confidential records for that student and that you may contact the student's parents or guardians. If you do not have access to a student with exceptional learning needs, please talk with your instructor.

- B. Create a pseudonym to use throughout your project. (It is of the utmost importance that the identity of your student remains confidential. If school officials or parents ask, your case study will be evaluated by your instructor and will be posted to TaskStream, Mason's accreditation database. This database is password protected and is only used as a repository for student artifacts. Information from the database is never available for public view.)

- C. Provide a thorough description of your student, including
 1. STUDENT STRENGTHS and CHALLENGES
 2. demographic information,
 3. disability diagnosis and etiology,
 4. any medical conditions that exist,
 5. psychological and social-emotional characteristics, and
 6. any other information relevant to the student's academic achievement (e.g., has moved repeatedly, has significant family changes). Do not include the student's educational history. That is included in Part III.

- D. Identify and provide examples of the skills and characteristics of your student that are (a) similar to their peers (typical growth and development) and (b) those skills and characteristics that are dissimilar (atypical).

- E. Identify the educational implications of the characteristics in C and D.

Part II: Educational History, Goals, Objectives, and Accommodations

- A. Describe your student's educational history, including
 1. schools attended,
 2. reason for initial referral,
 3. pre-referral interventions (if available),
 4. results of multidisciplinary evaluation,
 5. special education classification,
 6. description and location of educational service provision, and
 7. related services provided.

- B. From the student's IEP, summarize the educational goals and objectives and identify the classroom accommodations.

- C. Describe the impact of your student's academic and social abilities, attitudes, interests, and values on instruction and career development. Does your student's disability have an impact on auditory and information processing skills? If so, describe.

- D. Evaluate how the levels of support correspond to the needs of the individual.

Part III: School and Classroom Information

- A. Give a description of your student's school, including
 1. Demographics of students
 2. Staffing
 3. Continuum of services for students with exceptional learning needs
- B. Describe your student's educational placement. What special education and general education services are provided? In what locations or ways are the services provided?
- C. Evaluate how this placement is the Least Restrictive Environment to address the student's specific skills and characteristics, as described in Part I.
- D. Describe the classroom(s) in which the student participates, including
 1. Number of students
 2. Content area
 3. Curriculum standards used

Part IV: Student Observation

Observe at least two class periods of instruction for your student.

- A. Summarize your observations, including
 1. Content area,
 2. Teachers and service providers involved,
 3. Length of observation,
 4. Placement of student in classroom,

5. Interactions of student with teacher(s) and other students,
6. Learning activities, and
7. Level of engagement of student with activities.

B. Describe how what you observed corresponded to your student's IEP goals, objectives, and accommodations.

C. Describe the effects your student's exceptional condition(s) appears to have on his or her life in school.

D. Identify any biases that you may have that may affect how you perceive the classrooms during observations.

Part V: Family Member Interview and analysis of information

Interview at least one of your student's parents, guardians, or family member who is knowledgeable of the student's goals and needs. (*if IA, can be a modified assignment)

A. Begin your interview with questions about the family, focusing on developing a collaborative relationship. Ask questions that gather information about the family system and the role of family in the student's development and education, respecting differences across families. (parent questions provided for interview)

B. Ask the parents about their child's educational goals, objectives, and accommodations. What was the process used in developing these? Did they feel they had a role in their development? Do they feel these goals, objectives, and accommodations are appropriate and will provide benefit for their child?

C. 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:

a. Ways in which you can foster a respectful and beneficial relationship with the family within the bounds of ethical practice.

b. Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family.

c. The potential impact of differences in values, languages, and customs between your student's home and school lives.

d. 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. Include a statement about how you addressed these items with specific examples.

Part VI: Summary, Synthesis, Recommendations, SO WHAT, and Final Reflections

A. Summary

Write a brief, one paragraph summary (referring to relevant pages in your case study as necessary) 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 course readings for a student with the identified disability. How are they similar and different? Are the described implications similar or different? How do your student's characteristics compare to typical development? Provide specific examples.

C. Recommendations

Given the information you have compiled about your student and your learning from the course, 1. Do you think your student is receiving the services and supports he or she needs? Provide a rationale for your response.

2. If you could provide recommendations to the IEP team about effective instruction to match the characteristics of your student, what would they be? Provide a rationale for your response.

D. So What? You have now completed a comprehensive case study. So what? How will you think about students differently now that you have completed this assignment? What can you take away with you and apply to all of your students in the future?

E. Final reflection

1. How did your personal cultural biases and differences affect your interactions with this student and his or her family during this case study process?

2. How does the development of this case study address CEC Standards 1, 2, 3, 9, and 10?

Appendix (required)

Include student work samples relevant to your case study specifics, parent interview questions and answers. Other relevant materials may be included but are optional.

Philosophy of Teaching Statement Part I (DRAFT) & Part II (Final) Rubric

Components	Comments/ Feedback
<p>A. Your conception of teaching and student learning (15 points)</p> <ul style="list-style-type: none"> a. Describe your philosophy of fixed and growth mindsets for student learning b. Demonstrate that you have been reflective and purposeful about your teaching. c. Communicate your goals for student learning and corresponding actions in your classroom in a clear and succinct manner. d. Show growth in your thinking about your conceptual framework for teaching and learning from draft to final statement of philosophy. 	
<p>B. Description of how you teach (15 points)</p> <ul style="list-style-type: none"> a. Demonstrate that you have been reflective and purposeful about your teaching. b. Incorporate new teaching strategies into your philosophy statement from draft to final statement of philosophy. 	
<p>C. Justification of why you teach the way that you do (20 points)</p> <ul style="list-style-type: none"> a. Demonstrate that you have been reflective and purposeful about your teaching b. Provide justification for your teaching methodology and practice by citing work from articles and text used during the course. Please cite all sources in text and add a reference page. 	
<p>Part I Draft (50 points)</p>	<p>/ 50 POINTS</p>
<p>Part II Final Statement (50 points)</p>	<p>/50 POINTS</p>

Other Comments:

Journal Abstracts Paper	Points Possible (100)	Points Received
Writing Style/Quality Mechanics/APA	10 points	
Introduction to Student's Needs (based on your case study)	10 points	
Appropriate choices of INTERVENTION RESEARCH STUDIES (cause/effect studies—3 peer reviewed research studies)	15 points	
Quality of Summaries	15 points	
Quality of Critiques	15 points	
Conclusion/Appropriateness of Recommendations and "SO WHAT"	35 points	
TOTAL POINTS	_____/100 POINTS	
COMMENTS:		