



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

Spring 2016

EDSE 540 628: Characteristics of Students with Disabilities who Access the
General Curriculum

CRN: 18472, 3 - Credits

Instructor: Dr. Nicole Conners	Meeting Dates: 01/13/16 - 03/09/16
Phone: 703-309-9232	Meeting Day(s): Wednesday
E-Mail: nconners@gmu.edu ; naconners@fcps.edu	Meeting Time(s): 5:00 am-9:30 am
Office Hours: by appointment only	Meeting Location: Off-campus/Other County Location (Fairfax High School, Room C-123)

***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

Course format includes *face to face classes and some on-line activities*. 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. A field experience is a variety of early and ongoing field-based opportunities in which candidates may observe, assist, tutor, and/or conduct research. Field experiences may occur in off-campus settings, such as schools (NCATE, 2008). Below are REQUIRED PROCEDURES FOR ALL STUDENTS ENROLLED IN THIS COURSE

1. Prior to representing George Mason in off-campus settings, visit this site:

<http://cehd.gmu.edu/teacher/internships-field-experience>. The site has a comprehensive PowerPoint on the registration process and tips for a successful field experience. This is called the Field Experience Presentation. View this.

2. Complete the online field experience registration 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/assignment or not. This information is required by the state. It is important that you do this within the first two classes so that the Clinical Practice Office has sufficient time to find a placement for you.

Please indicate how your placement will be arranged.*

- I will need George Mason (Clinical Practice Specialist) to arrange a placement for my field experiences (including observations and/or case studies).
- I have been assigned a placement by my program for my field experiences (including observations and/or case studies).
- I will arrange my own field experience (observations and/or case studies) because I am a full-time contracted school system employee and will complete field experience at my workplace.
- 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 (Special Education, Early Childhood Education PK-3, Dual Licensure Early Childhood Education PD-3 and Early Childhood Special Education only).

- 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.

Fields marked with * are required. Your preferences may not be guaranteed.

NOTE: When selecting options of “I will arrange my own...” you will be asked to specify further, and/or identify the region and/or school of your arrangement. You will also be asked to obtain permission from a school principal or school administrator. Students should keep this documentation.

- I understand that I must obtain permission from my principal/school administrator.

NOTE: It is not recommended that you work with your own child.

NOTE: If you selected the last option above, 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.

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

Digital Library

Effective summer 2015, the Division of Special Education and disAbility Research will discontinue the use of the Pearson Digital Library. No further registrations will be accepted. Students who hold current subscriptions will continue to have access to the library for the remainder of their subscription time. However, no further updates will be made to the digital library. During this time, should a textbook be revised or a new book is adopted for a class where the text is included in the digital library, Pearson will have options available to you and will provide you with an individual e-text or, if there is no e-text, a printed copy. Students, who have purchased a 3-year subscription directly through Pearson Education, will also have an option to obtain a prorated refund. However, 3-year subscription access cards purchased via the GMU bookstore will need to speak with a George Mason Bookstore Representative. Please be aware that the issuance of a refund, in this case, is at the discretion of the George Mason bookstore. Concerns or questions may be directed to Molly Haines at Molly.Haines@pearson.com.

Recommended Textbooks

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 -would like you to purchase this book)

Required Resources

n/a

Additional Readings

Varied articles and resources will be used inside and outside of class to engage thinking around student learning. Additional readings will be posted in Blackboard.

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: Learner development and individual learning differences; Standard 2: Learning environments; Standard 3: Curricular content knowledge; Standard 4: Assessment; Standard 5: Instructional planning and strategies; Standard 7: 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 George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. <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 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) will 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

Withdraw.

If you are unable to meet the participation requirements of the course(s) it is strongly recommended that you drop the course. Withdrawing from the course is not an automatic process. You must inform the instructor in writing if you wish to withdraw from the course and follow GMU withdrawal processes. Failure to notify the instructor will result in an “F” on your official George Mason University transcript.

Written and Oral Language.

APA Style is the standard format for any written work in the College of Education. If you are unfamiliar with APA, it would benefit you to purchase the Publication Manual of the American Psychological Association (6th ed.) You are required to use APA guidelines for all course assignments. This website links to APA format guidelines: <http://apastyle.apa.org>

People First Language.

We will use person-first language in our class discussions and written assignments (and ideally in our professional practice). We will also strive to replace the term “Mental Retardation” with “Intellectual Disabilities” in our oral and written communication in accordance with terminology choices in the disability community.

Academic Integrity.

Students in this course are expected to exhibit academic integrity at all times. Be aware that plagiarism is presenting someone else's work as your own. Whether the act is deliberate or unintentional is irrelevant. You must take great care to give credit to an author when you borrow either exact words or ideas. Generally, if you use 4 or more words in a row you should use quotation marks and a proper APA citation. Remember that plagiarism is a very serious offense and can result in dismissal from the University. Evidence of plagiarism or any other form of cheating in the class will result in a zero on that assignment and a report of the incident to the Dean's Office.

Tk20 Performance-Based Assessment Submission Requirement

Every student registered for any Special Education course with a required performance-based assessment is required to submit the Observation Case Study to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

Grading Scale

95-100% = A

90-94% = A-

86-89 = B+

80-85 = B

76-79% = C+

70-75% = C

>70% = F

(Total points for class: 615 POINTS)

Assignments

Performance-based Assessment (TK20 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 Feb 17 and FINAL due March 2. Be prepared to present your case study in class orally on March 9.

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) **Scores for each section/part range from 5.56- does not meet, 11.11- meets, or 16.67- exceeds expectations.**

Part I: Demographic and Background Data

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

Part III: School and Classroom Information

Part IV: Student Observation

Part V: Family Member Interview and Analysis of Information

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

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.

APA Format, Style, and Mechanics Please proofread all papers before turning in a finished product. APA formatting is expected.

Performance-based Common Assignments (No TK20 submission required).

1. Class Attendance and Participation (**5 points per class/45 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.
2. Journal Entries (**through BB- 9 entries- one per week- 5 points each- 45 points total**) Complete one posted journal entry per week through BB)
3. Mindmaps for characteristics of students with disabilities. (**25 points each for 5 mindmaps/125 points total**).

Create individual mindmaps for the characteristics of students with learning disabilities, emotional disabilities, intellectual disabilities, autism, and attention deficit (ADHD/ADD) from your text. (***see dates in calendar--try to include the academic, social, processing deficits, executive functioning, communication, and behavior challenges for each disability**)

4. Philosophy of Teaching Statement (**Part I & II- 50 points each=100 points**)
Due: Part I- Jan 20 & Part II – Feb 24, 2016

A philosophy of teaching statement is a personal narrative that will include: (1) your conception of teaching and learning and your philosophy around fixed and growth mindsets; (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.

Iris Center Modules (100 points total; 25 points each) View four outlined modules and directions will be provided on what to hand in for a grade for each module. **These will be completed in class prior to class discussions and activities. You will need a computer to access this content. (see syllabus for dates)**

<http://iris.peabody.vanderbilt.edu/>

About the IRIS CENTER:

Funded by the U.S. Department of Education’s Office of Special Education Programs (OSEP), the IRIS Center is headquartered at Vanderbilt University in Nashville, TN, and Claremont Graduate University in Claremont, CA. Our primary objective is to create and infuse resources about evidence-based practices into preservice preparation and professional development programs. To facilitate this process, IRIS disseminates and offers trainings on those resources. Developed in collaboration with nationally recognized researchers and education experts, IRIS resources are designed to address instructional and classroom issues of great importance to today’s educators. IRIS resources are used in college instruction, PD activities, and independent learning opportunities for practicing educators.

Must view these first three:

Universal Design for Learning (**due Feb 10- explained in class**)

<http://iris.peabody.vanderbilt.edu/module/udl/>

Differentiated Instruction: Maximizing the Learning for All Students (**due Feb 17- explained in class**) <http://iris.peabody.vanderbilt.edu/module/di/>

Providing Instructional Supports: Facilitating Mastery of New Skills Students (**due Feb 17- explained in class**) <http://iris.peabody.vanderbilt.edu/module/sca/>

CHOICE: Choose one of the three below: (due Feb 24- explained in class)

Addressing Disruptive & Non-Compliant Behaviors (Part 1)

<http://iris.peabody.vanderbilt.edu/module/bi1/>

SOS: Helping Students Become Independent Learners

<http://iris.peabody.vanderbilt.edu/module/sr/>

Teaching English Language Learners: Effective Instructional Strategies

<http://iris.peabody.vanderbilt.edu/module/ell/>

Case Study Presentation (50 points)- Due: March 9 (last class)

Present your case study in a rotation station format during the last class. Rotations will be assigned. Be creative in your presentation style! (see examples) **Be sure to cover these four areas: student strengths, student challenges, disability characteristics, & evidence-based practices (EBPs)/strategies.**

Journal Abstract Summary Paper (50 points) (*one evidence-based practice you recommend for your student based on academic, behavior, social, and/or communication challenges) Due: March 9 (last class)

Each student will summarize one (1) journal article that is 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 to two page summary. The abstract should be typed and include an introduction to the students’ needs, followed by a summary and critique of the research study. Finally, a conclusion that ties together the study’s findings should be presented as an action plan for assisting the student to meet an identified need. You must also include a “so what” section in the paper by stating what you have learned about the student to enhance your teaching practice. A **MODEL PAPER WILL BE PROVIDED.** The article you choose should be from current literature and should not be more than seven years old. You must use your own words to summarize the study but be sure to cite liberally!

Other Assignments.

n/a

Schedule

<p>Wednesday, Jan 13, 2016 (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 Context of Special Education</p> <p>Introduction-review of exceptionalities & legislation</p> <p>Overview of Students with Mild Disabilities</p> <p>Mindset, Learning Environment, and Building Relationships Topics: mindset, 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>	
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<p>Wednesday, Jan 20, 2016</p> <p>(CLASS 2)</p>	<p>Students with Learning Disabilities</p>	<p>Select case study student</p> <p>Journal Entry (BB)</p>	<p>Read Chapters 1, 2, 3, & 5 textbook</p> <p>Read Chapter 1 & 2 <i>Differentiation and the Brain</i></p> <p>DUE: Philosophy in Teaching Statement Part I</p> <p>DUE: LD characteristics mindmaps</p> <p>Please select the student that you will use for the case study by this date.</p>
<p>Wednesday, Jan 27, 2016</p> <p>(CLASS 3)</p>	<p>Students with Emotional Disabilities (Guest Speaker)</p> <p>Students with Learning Disabilities (cont.)</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>Read Chapter 6 textbook</p> <p>DUE: Emotional Disabilities characteristics mind map</p>
<p>Wednesday, Feb 3, 2016</p> <p>(CLASS 4)</p>	<p>Students with Mild Intellectual Disabilities</p> <p>Students with High Functioning Autism</p> <p>Students with ADHD</p> <p>Executive Functioning</p>	<p>Journal Entry (BB)</p>	<p>Read Chapters 5 & 6 <i>Differentiation and the Brain</i></p> <p><i>Read Chapter 4, 7 & 8 textbook</i></p> <p>DUE: Autism, ID and ADHD characteristics mindmaps</p>
<p>Wednesday, Feb 10, 2016</p> <p>(CLASS 5)</p>	<p>Universal Design and Technology Integration (IRIS MODULE) (Universal design for learning; technology supports for executive functioning)</p> <p>Purposeful Planning for Intervention and Enrichment (Topics: progress monitoring; using data to inform instruction)</p>	<p>Online Activity-IRIS MODULE (in class-UDL)</p> <p>Journal Entry (BB)</p>	<p>Read Chapter 3, pp. 58-63</p> <p>View the National Center on Universal Design for Learning (UDL) http://www.udlcenter.org</p> <p>Read scanned copy of information on UDL (posted on BB)</p>

<p>Wednesday, Feb 17, 2016</p> <p>(CLASS 6)</p>	<p>Differentiation and scaffolds instruction (IRIS MODULES)</p> <p>Differentiation, instructional scaffolds, & informing instruction through formative assessments (checking for understanding)</p> <p>Classroom Management & Conflict Cycle</p>	<p>Online Activity-IRIS MODULES (in class-differentiation & instructional scaffolds)</p> <p>Journal Entry (BB)</p>	<p>Read Chapters 9, 10, 11, & 12 textbook</p> <p>Read Chapters 3 & 4 Differentiation and the Brain</p> <p>DUE: CASE STUDY DRAFTS</p>
<p>Wednesday, Feb 24, 2016</p> <p>(CLASS 7)</p>	<p>Choose one of the three IRIS MODULES (*see syllabus)</p> <p>Building Family Partnerships</p> <p>Co-teaching best practices and approaches</p> <p>Review Journals Summaries Paper + searching databases for research; Find research study</p>	<p>Online Activity-IRIS MODULES</p> <p>Journal Entry (BB)</p>	<p>DUE Philosophy of Teaching Statement Part II</p> <p>Read Chapters 9, 10, 11, & 12 textbook</p> <p>Read Chapter 8 Differentiation and the Brain</p>
<p>Wednesday, March 2, 2016</p> <p>(CLASS 8)</p>	<p>PROACTIVE, PROACTIVE PLANNING- beginning with the end in mind</p> <p>Instructional Strategies to enhance access to curriculum</p> <p>QUESTION: “if you do not know why you are doing something, then why are you doing it?”</p> <p>Work on Journal Summaries Paper and Case Study Presentation (in class)</p>	<p>Journal Entry (BB)</p>	<p>CASE STUDY FINAL PAPER DUE</p> <p>PLEASE POST YOUR CASE STUDY IN BLACKBOARD NO LATER THAN TODAY!</p> <p>Read pp. 63 -65, Chapter 3</p>
<p>Wednesday, March 9, 2016</p> <p>(CLASS 9)</p>	<p>Synthesis: Putting the Pieces Together</p> <p>Case Study Presentations</p>	<p>Journal Entry (BB)</p> <p>Case study presentations</p>	<p>DUE: JOURNAL SUMMARY PAPER</p> <p>CASE STUDY PRESENTATION</p> <p>Case study presentations in station rotations</p> <p>Online Course Evaluations</p>

Appendix

GUIDELINES FOR THE OBSERVATION CASE STUDY (possible 100 points)

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

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Demographic and Background Data CEC/IGC Standard 1	<p> Points: 5.56 (5.56%)</p> <ul style="list-style-type: none">• Candidate provides partial demographic and background information, giving only a limited view of the learner with mild to moderate exceptional learning needs. Candidate does not include all of the following: o etiology and diagnosis, o any medical conditions that exist, psychological and social emotional characteristics, and o the effect these conditions can have on the student's life. <p>Feedback</p> <input type="text"/>	<p> Points: 11.11 (11.11%)</p> <ul style="list-style-type: none">• Candidate discusses demographic & background info related to the target student inclusive of all of the below: o etiology & diagnosis, o any medical conditions that exist, psychological and social-emotional characteristics, & o the effect these conditions can have on the student's life. • Discusses skills & typical & atypical human growth characteristics of the learner. • Uses nonbiased language sensitive to the culture, language, religion, gender, disability, socioeconomic status, & sexual orientation of the learner to describe his/her background information. • Describes the educational implications of the characteristics of learner's exceptionality & the impact of the learner's exceptional learning needs on the learner, their family, and society.	<p> Points: 16.67 (16.67%)</p> <ul style="list-style-type: none">• Candidate discusses demographic & background info related to the target student inclusive of all of the below: o etiology & diagnosis, o any medical conditions that exist, psychological and social-emotional characteristics, & o the effect these conditions can have on the student's life. • Discusses skills & typical & atypical human growth characteristics of the learner. • Uses nonbiased language sensitive to the culture, language, religion, gender, disability, socioeconomic status, & sexual orientation of the learner to describe his/her background information. • Describes the educational implications of the characteristics of learner's exceptionality & the impact of the learner's exceptional learning needs on the learner, their family, and society. • Provides elaboration on student's characteristics to include evidence of scholarly work.
Educational History, Educational Goals, Objectives, and Accommodations CEC/IGC Standard 1	<p> Points: 5.56 (5.56%)</p> <ul style="list-style-type: none">• Candidate summarizes the learner's educational goals, objectives and classroom accommodations but does not address the impact of the learner's social abilities, attitudes, and values on instruction and career development. • Candidate provides a partial educational history related to the target student that does not include: o the educational implications of the characteristics of the learner's exceptionality AND/OR o the effect a learner's exceptionality can have on his or her life. • Candidate writes a description of the student's educational history that fails to include how primary language, culture, and familial backgrounds may interact with the student's exceptional condition to impact academic and life options. <p>Feedback</p> <input type="text"/>	<p> Points: 11.11 (11.11%)</p> <ul style="list-style-type: none">• Provides summary of learner's educational goals, objectives & classroom accommodations & the impact of the learner's social abilities, attitudes, interests, & values on instruction & career development (if applicable). • Discusses the educational history related to the target student inclusive of: o educational implications of the characteristics of the learner's exceptionality & o effect a learner's exceptionality can have on his or her life. • Writes a description of the student's educational history that includes how primary language, culture, & familial backgrounds may interact with student's exceptional condition to impact academic & life options. • Describes impact the learner's disability has on auditory &/or information processing skills & relates levels of support to the needs of the individual.	<p> Points: 16.67 (16.67%)</p> <ul style="list-style-type: none">• Provides summary of learner's educational goals, objectives & classroom accommodations & the impact of the learner's social abilities, attitudes, interests, & values on instruction & career development (if applicable). • Discusses the educational history related to the target student inclusive of: o educational implications of the characteristics of the learner's exceptionality & o effect a learner's exceptionality can have on his or her life. • Writes a description of the student's educational history that includes how primary language, culture, & familial backgrounds may interact with student's exceptional condition to impact academic & life options. • SEE HARD COPY RUBRIC IN SYLLABUS FOR REST OF DESCRIPTOR – EXCEEDS CHARACTER LIMIT FOR BLACKBOARD

Part I: Demographic and Background Data (ranges from 5.56, 11.11, or 16.67)

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 (ranges from 5.56, 11.11, or 16.67)

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 (ranges from 5.56, 11.11, or 16.67)

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 Observations (ranges from 5.56, 11.11, or 16.67)

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 (ranges from 5.56, 11.11, or 16.67)

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 by interviewing the classroom teacher) **questions for parents and questions for teachers will be posted in BB

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
(ranges from 5.56, 11.11, or 16.67)**

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?

Part VII: Alignment with CEC Standard. (ranges from 5.56, 11.11, or 16.67) How does the development of this case study address CEC Standards 1, 2, 3, 9, and 10?

Appendix- work samples, interview questions, etc... (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, please scan in work samples.

Mechanics and APA Format. (required) Proofread all papers prior to turning in a final product. APA format for all papers is required.