



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

Fall 2019

EDSE 540 659: Characteristics of Students with Disabilities Who Access the General Curriculum.  
CRN: 82962 3 – Credits

<b>Instructor:</b> Dr. Shanna Takacs	<b>Meeting Dates:</b> 09/12/2019 – 11/14/2019
<b>Phone:</b> 703-785-0311	<b>Meeting Day(s):</b> Thursday
<b>E-Mail:</b> <a href="mailto:stakacs@gmu.edu">stakacs@gmu.edu</a>	<b>Meeting Time(s):</b> 4:30 pm – 8:30 pm
<b>Office Hours:</b> by appointment	<b>Meeting Location:</b> Off Campus
<b>Office Location:</b> by appointment	<b>Other Phone:</b> n/a

Note: This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

**Prerequisite(s):** None

**Co-requisite(s):** None

**Course Description**

Examines the characteristics of students with mild disabilities. Focuses 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.

Note: School-based field experience required.

**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 teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

**Advising Tip**

Have you met with an advisor? All students should make an appointment to meet with an advisor to outline a plan for completing coursework and non-course requirements such as testing. To make an appointment by phone or in person, go to <http://gse.gmu.edu/special-education/advising/>.

**Course Delivery Method**

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

### **Learner Outcomes**

Upon completion of this course, teacher candidates/students will be able to:

1. Describe the field of learning disabilities from its origins to policies and practices of today.
2. Compare the history of education for students with emotional and behavioral disabilities, students with learning disabilities students with mild intellectual disabilities.
3. Define learning disability, emotional disability, and mild intellectual disabilities.
4. Describe how educators and other professionals determine the difference between normal and atypical behaviors.
5. Describe characteristics of K-12 students with learning disabilities, emotional disabilities, and/or mild intellectual disabilities.
6. Compare conceptual models of behavioral deficits with three conceptual models that explain learning disabilities and/or mild intellectual disabilities.
7. Discuss the various etiologies in relation to biological, family, cultural, and school perspectives.
8. Identify various procedures and practices that motivate reluctant learners to complete class work and develop skills that build self- understanding and confidence as learners.
9. Describe and discuss a range of learning disabilities, emotional disabilities, and mild intellectual disabilities for a parent and suggest possible interventions for home and school.
10. Describe how children develop language.
11. Describe informal assessment procedures for determining knowledge and skills of children with various learning disabilities and emotional/behavioral problems.
12. Based on informal assessment procedures, design appropriate clinical teaching strategies for children with various learning disabilities and/or behavior problems.
13. Describe what an Individualized Education Program (IEP) is and how it is developed.

### **Professional Standards**

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, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include CEC Standard 1: Learner development and individual learning differences (InTASC 1,2); CEC Standard 2: Learning environments (InTASC 3); CEC Standard 3: Curricular content knowledge (InTASC 4,5); CEC Standard 4: Assessment (InTASC 6); CEC Standard 5: Instructional planning and strategies (InTASC 7,8); CEC Standard 7: Collaboration (InTASC 10).

### **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. 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 teacher candidates/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.

### **Required Textbooks**

Raymond, E. B. (2017). *Learners with mild disabilities: A characteristics approach* (5<sup>th</sup> ed.). Boston: Pearson.

Archer, A. L., & Hughes, C. A. (2010). *Explicit instruction: Effective and efficient teaching*. New York: Guilford Press. (Chapters 1-3 for this class; you will use this book again for another class)

### **Recommended Textbooks**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

### **Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20).

### **Tk20 Performance-Based Assessment Submission Requirement**

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDSE 540, the required PBA is Observation Student Profile. Please check to verify your ability to upload items to Tk20 before the PBA due date.

### **Assignments and/or Examinations**

#### **Performance-based Assessment (Tk20 submission required)**

The required assignment for this course is the development of an *Observational Student Profile* about a student with disabilities who accesses the general curriculum.

Assignment 1: Observation Student Profile (40 points)

#### **College Wide Common Assessment (TK20 submission required)**

None

#### **Performance-based Common Assignments (No Tk20 submission required)**

None

### **Assignments and/or Other Grading**

Assignment 1: Observation Student Profile (40 points)

Assignment 2: Academic Intervention and Explicit Instruction Presentation (20 points)

Assignment 3: Complete one online Learning Expansion Module (15 points)

Assignment 4: Video Reflection (15 points)

Assignment 5: Attendance and Participation (10 points)

#### **College Wide Common Assessment (TK20 submission required)**

Field Experience Requirement: A field experience is a part of this course. A field experience includes a variety of early and ongoing field-based opportunities in which candidates may observe, assist, and/or

tutor. Field experiences may occur in off-campus settings, such as schools (CAEP, 2016). Below are REQUIRED PROCEDURES FOR ALL STUDENTS ENROLLED IN THIS COURSE.

**1. Complete the online EDSE Field Experience form.** This online form will be sent to your GMU email from [EDSEfld@gmu.edu](mailto:EDSEfld@gmu.edu) on the first day of the semester. Click on the link and complete the form as soon as possible. ALL students should complete the form, regardless of whether you need assistance in locating a field experience placement or not. This information is required by the state. Please direct any questions about the form to Dr. Kristen O'Brien at [EDSEfld@gmu.edu](mailto:EDSEfld@gmu.edu). If you are arranging your own field experience because you are a full-time contracted school system employee and will complete the field experience at your worksite, you will be asked to specify the school at which you will be completing the field experience.

If you request a field experience placement to be arranged, you will receive information via your GMU email account about your assigned internship placement from the Clinical Practice Specialist in the College's Educator Preparation Office (EPO). Check your GMU email regularly for important information regarding your field experience. Follow all instructions for the necessary Human Resource (HR) paperwork required to access the assigned field experience placement.

**2. View the EDSE Field Experience Introduction presentation.** On the first week of classes and prior to representing George Mason in off-campus settings, your instructor will show a video presentation or provide a link to the presentation, which includes important information about the registration process for EDSE field experiences and tips for a successful field experience. After the presentation, sign the document provided by your instructor to indicate that you have watched the presentation and are aware of the EDSE field experience professionalism expectations.

**3. Document your field experience hours.** Your instructor will provide you with access to the field experience documentation forms. There are two different field experience forms – one for those completing field experience at their worksite and one for completion in other classroom settings (ex. GMU arranged your placement). Use the form that is appropriate for your field experience placement. Your instructor will provide more directions on how to use and submit the documentation form.

**4. Complete the field experience end-of-semester survey.** Towards the end of the semester, you will receive an email from [EDSEfld@gmu.edu](mailto:EDSEfld@gmu.edu) with a link to an online survey. This brief survey asks you to report about important features of your field experience placement.

The observation student profile provides you with the opportunity to get an in-depth understanding of a student with exceptionalities who accesses the general curriculum. 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 student profile is to help you understand the complexity of each individual case of a student with exceptional learning needs. This student profile 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.

### **Assignment 1: Observation Student Profile (40 points)**

#### **Part I: Demographic and Background Data**

1. Select a student with exceptional learning needs who accesses the general curriculum that 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, his/her records, or to parents, please talk with your instructor.

2. Create a pseudonym to use throughout your project. (It is of the utmost importance that the identity of the student remains confidential. If school officials or parents ask, your student profile will be evaluated by your instructor and will be posted to Tk20, 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.)
3. Provide a thorough description of your student, including:
  - a. Demographic information,
  - b. Disability and etiology,
  - c. Any medical conditions that exist,
  - d. Psychological and social-emotional characteristics, and
  - e. Any other information relevant to the student's academic success (ex. frequent moves, significant family issues). Don't include educational history (included in Part II.)
4. Identify and provide examples of the skills/characteristics of the student that are (a) similar to peers (typical growth and development) and (b) skills/characteristics that are dissimilar (atypical).
5. Identify the educational implications of the characteristics in C and D.

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

1. Describe your student's educational history, including
  - a. Schools attended,
  - b. Reason for initial referral,
  - c. Pre-referral interventions (if available),
  - d. Results of multidisciplinary evaluation,
  - e. Special education classification,
  - f. Description and location of educational service provision, and
  - g. Related services provided.
2. From the student's IEP, summarize or state the educational goals and objectives and identify the classroom accommodations.
3. 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.
4. Evaluate how the levels of support correspond to the needs of the individual.

### **Part III: School and Classroom Information**

1. Give a description of your student's school, including
  - a. Demographics of students,
  - b. Staffing
  - c. Continuum of services for students with exceptional learning needs.
  - d. Anything else you feel is important to include
2. Describe your student's educational placement. What special education and general education services are provided? In what locations or ways are the services provided?
3. Evaluate how this placement is the Least Restrictive Environment to address the student's specific skills and characteristics, as described in Part I.

4. Describe the classroom(s) in which the student participates, including
  - a. Number of students and teachers/adults
  - b. Content area
  - c. Curriculum standards used

#### **Part IV: Student Observation**

Observe the student for at least two class periods

1. Summarize your observations, including
  - a. Content area,
  - b. Teachers and service providers involved,
  - c. Length of observation,
  - d. Placement of student in classroom,
  - e. Interactions of student with teacher(s) and other students,
  - f. Learning activities, and
  - g. Level of engagement of student with activities.
2. Describe how the observation aligned with the student's IEP (goals, objectives, accommodations)
3. Describe the effects the student's exceptional condition(s) appears to have on his/her school life.
4. Consider your bias and how it may affect your perception of the classrooms during observations.

#### **Part V: Related Personnel or Family Member Interview**

Interview at least one of your student's parents/guardians, family members, or professionals (i.e., teacher, counselor, service provider) who is knowledgeable of the student's goals and needs.

1. 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.
2. 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 think the goals, objectives, and accommodations are appropriate and will benefit their child?
3. Special educators need to communicate effectively with families of students with exceptional learning needs from diverse backgrounds. Please 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. Approach to demonstrating 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.
  - e. Include a statement about how you addressed these items with specific examples.

#### **Part VI: Summary, Synthesis and Recommendations**

1. 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.

2. Synthesis- Compare your student's characteristics with those described in the textbook or other course readings for a student with that specific exceptional learning need. 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.
3. Recommendations- Given the information you have compiled about your student and your learning from the course,
  1. Do you think your student is receiving appropriate services and supports? Why?
  - b. If you could provide recommendations to the IEP team about effective instruction to match the characteristics of your student, what would they be? Why?
4. Final reflection- Provide your final thoughts
  - a. How did your personal cultural biases and differences affect your interactions with this student and his/her family during this student profile process?
  - b. How did this assignment help you better understand the needs and complexities of a student with exceptional learning needs?
  - c. Appendix (required)
  - d. Include student work samples relevant to your case study specifics, parent interview questions and answers. Other relevant materials may be included but are optional.

### **Assignment 2: Academic Intervention and Explicit Instruction Presentation (25 points)**

Please summarize one journal article that is relevant to the needs of your student from your case study. You will then teach a lesson utilizing Explicit Instruction which should be about 10-15 minutes in length.

Articles must be from peer reviewed published journals, preferably a useful teaching strategy or intervention. Please include the following:

- |                                      |                                |
|--------------------------------------|--------------------------------|
| 1. Article Title                     | 7. Length of intervention      |
| 2. Area targeted                     | 8. Materials                   |
| 3. Rationale of article              | 9. Type of assessments used    |
| 4. Description of intervention       | 10. Results                    |
| 5. Description of student population | 11. Researcher's Discussion    |
| 6. Methods                           | 12. Connection to your student |

### **Assignment 3: Complete one online Learning Expansion Module (15 points)**

IRIS Center Learning Expansion Modules- You need to submit the answers to the challenge and wrap-up questions as evidence of completing the module. These modules will help expand your understanding and provide practical information on topics related to class. You will need a computer to access this content.

Module Outline

- Universal Design for Learning
  - <http://iris.peabody.vanderbilt.edu/module/udl/>

- Differentiated Instruction: Maximizing the Learning for All Students
  - <http://iris.peabody.vanderbilt.edu/module/di/>
- Providing Instructional Supports: Facilitating Mastery of New Skills
  - <http://iris.peabody.vanderbilt.edu/module/sca/>
- Assistive Technology an Overview
  - <https://iris.peabody.vanderbilt.edu/module/at/>

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.

#### **Assignment 4: Video Reflection (15 points)**

Students will select and view one of the following videos describing the life experiences of an individual with a disability or the family member of an individual with a disability. Students will complete a structured written reflection related to the video.

All videos are available on Kanopy via the GMU library website at <https://infoguides.gmu.edu/favs/film>

- A mother's courage: Talking back to autism
- Best and most beautiful things
- Including Samuel
- 2e: Twice exceptional
- Who Cares About Kelsey?

### **Course Policies and Expectations**

#### **Attendance/Participation**

Students are expected to attend all classes, arrive on time, stay for the duration of class, and complete all assignments. Attendance, timeliness, and professionally relevant- active participation are expected. Attendance and professional participation at all sessions is very important because many of the activities in class are planned in such a way that they cannot be recreated outside of the class session. Be aware that any points earned for participation in class activities during a time of absence will not be earned and cannot be made up. Please notify me **in advance** by email if you will not be able to attend class.

#### **Late Work**

All assignments are due on the dates indicated. Please talk with me if you need an extension. In fairness to students who make the effort to submit papers on time, one (1) point per day will be deducted from your assignment grade for late papers **unless** I have agreed to an extension. Maximum extension is one week. Please retain a copy of your assignments in addition to the one you submit.

#### **Other Requirements**

This is a 3-credit graduate level course. Three-credit courses across a 15-week semester require an average of 45 hours of in-class time and approximately 90 hours of independent reading and assignment completion. Be prepared to put in that amount of time into this class and plan your schedule accordingly.

Some assignments require you to synthesize material from the course and outside sources into coherent statements of your ideas. In such cases, your writing should be databased– meaning that you must support



statements and ideas with evidence from these sources, citing these sources. The standard format for writing in the field of education is outlined in the *Publication Manual of the American Psychological Association, 6th edition* ([www.apastyle.org](http://www.apastyle.org)). Specifically, the final version of your Instructional Program should be written in APA style, including a cover page, running head, pagination, headings (as needed), citations (as needed), and reference pages. The citation for this manual is included in the section entitled “Recommended Texts”. For an online resource, see [www.apastyle.org](http://www.apastyle.org).

It is expected that you know how to paraphrase and cite information appropriately to meet both APA guidelines and to avoid plagiarism. This website provides some useful information on how to avoid plagiarism in your writing: <http://www.plagiarism.org/>

### **Communication**

The most efficient way to contact me is via email. I will respond within 24 hours during the week. Please do not email me an hour before an assignment is due and expect a response. If you would prefer to meet with me, please do not hesitate to contact me.

### **Grading Scale**

95-100% = A  
90-94% = A-  
80-89% = B  
70-79% = C  
< 70% = F

\* Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal or lie in matters related to academic work.” Work submitted must or with proper citations (see <https://catalog.gmu.edu/policies/honor-code-system/>).

### **Professional Dispositions**

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/policies-procedures/>. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least three points in each student’s program – a self-evaluation at the start of their program, an instructor’s evaluation in the middle of their program, and a university supervisor’s evaluation during internship. When dispositions are assessed, it is important that for areas where a positive disposition is ‘occasionally evident’ or ‘rarely evident,’ the student takes steps to grow as an educator. See <https://cehd.gmu.edu/epo/candidate-dispositions>. In special education licensure programs, the mid-point evaluation is completed by instructors in EDSE 628, EDSE 661, and EDSE 616, and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785.

## Class Schedule

\*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Date	Topic	Readings	Assignments due by 4:30pm
9/12	Introduction <ul style="list-style-type: none"> <li>• Professionalism and Ethics Video- 15 min</li> <li>• Syllabus and course overview</li> <li>• Review assignments</li> <li>• Questionnaire</li> <li>• Begin discussion of disabilities               <ul style="list-style-type: none"> <li>○ Assessment and identification</li> </ul> </li> <li>• Review how to search for research articles</li> </ul>	Raymond 1 & 2	Introduction questionnaire
9/19	Instruction and Placement Foundations for Explicit Instruction	Raymond 3 A & H 1	Case study student identified
9/26	Who are the Learners with Mild Disabilities? <ul style="list-style-type: none"> <li>• Path to Eligibility</li> <li>• Intellectual Disabilities</li> <li>• Specific Learning Disabilities</li> </ul>	Re-read Raymond 2 Raymond 4 & 5	Interviews arranged; Observations arranged
10/3	Online class- Designing Lessons Complete one online IRIS Center Learning Expansion Modules	A & H 2	IRIS Learning Expansion Module uploaded to BB
10/10	Who are the Learners with Mild Disabilities? <ul style="list-style-type: none"> <li>• Emotional Disabilities</li> <li>• Other Health Impairment (ADHD)</li> </ul>	Raymond 6 & 7	Case study checkpoint
10/17	Language Characteristics	Raymond 10 A & H 3	School and student demographic information done
10/24	Who are the Learners with Mild Disabilities? <ul style="list-style-type: none"> <li>• Autism</li> <li>• Disability Comparison</li> </ul>	Raymond 8	Observation done  Case study check point
10/31	Academic Learning Characteristics <ul style="list-style-type: none"> <li>• Specific Identifiers</li> <li>• Considering other Factors</li> </ul>	Raymond 11 & 12	Teacher/parent interview done
11/7	Work day- finish up your papers and prepare for your presentation		Case study due- Upload to TK20
11/14	Academic Intervention and Explicit Instruction Presentation		

### **Core Values Commitment**

The College of Education and 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/>

### **GMU Policies and Resources for Students**

#### **Policies**

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/> ).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must silence all sound emitting devices during class unless authorized by the professor.

#### **Campus Resources**

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.**

#### **Appendix**

#### **Assessment Rubric(s)**

**Observation Student Profile Rubric**

	<b>Requirements</b>	<b>Points</b>
<b>Part I: Demographic and Background Data</b>	<p>Candidate discusses the demographic &amp; background related to the student inclusive of all of the below:</p> <ul style="list-style-type: none"> <li>○ etiology and diagnosis,</li> <li>○ medical, psychological and social-emotional</li> <li>○ effect these conditions have on the student's life.</li> </ul> <p>Candidate discusses skills and typical/atypical human growth characteristics of the learner.</p> <p>Candidate uses nonbiased language that is sensitive to the culture, language, religion, gender, disability, socioeconomic status, and sexual orientation of the learner to describe his/her background information.</p> <p>Candidate describes the educational implications of the characteristics of the learner's exceptionality and the impact of the learner's exceptional learning needs on the learner, their family, and society.</p>	____/8
<b>Part II: Educational History, Educational Goals, Objectives, and Accommodations</b>	<p>Candidate summarizes the student's educational goals, objectives, accommodations and the impact of his/her social abilities, attitudes, interests, and values on instruction and career development (if applicable).</p> <p>Candidate shares the educational history, to include:</p> <ul style="list-style-type: none"> <li>○ the educational implications of the characteristics of the learner's exceptionality and</li> <li>○ the effect a learner's exceptionality can have on his or her life.</li> </ul> <p>Candidate describes the student's educational history, to include how primary language, culture, and familial backgrounds contribute to the student's exceptional condition, academics and life options.</p> <p>Candidate describes the impact the learner's disability has on auditory and/or information processing skills and relates levels of support to the needs of the individual.</p>	____/6
<b>Part III: School and Classroom Information</b>	<p>Candidate describes the school and classroom setting in the greater context of</p> <ul style="list-style-type: none"> <li>○ organizations in collaboration with special education and</li> <li>○ the continuum of placement and services available for students with mild to moderate exceptional learning needs.</li> </ul> <p>Candidate evaluates the environmental context in terms of how well the teacher has integrated the principles of normalization and concept of least restrictive environment.</p> <p>Candidate describes how the environment's adaptations impact the quality of learning opportunities for learners with mild to moderate exceptionalities and determines whether or not optimal learning opportunities are being provided.</p>	____/6

	<b>Requirements</b>	<b>Points</b>
<b>Part IV: Student Observation</b>	<p>Candidate describes the relationship between their observations and the learner's goals, objectives, and accommodations and describes the effects the learner's exceptional condition(s) appears to have on his or her life.</p> <p>Candidate summarizes their observation experiences inclusive of an analysis of how their personal cultural biases and differences might affect their observation or teaching.</p>	___/6
<b>Part V: Parent Interview</b>	<p>Candidate collaborates with and interviews family who has knowledge of the learner in a culturally responsive way, to include their understanding of legal and ethical considerations.</p> <p>The candidate shows evidence of collecting data on the family system and its role in the student's development/education.</p> <p>Candidate shows evidence of collecting data on the perceived impact of differences in values, languages, and customs between the learner's home and school lives and the effect of these variations on the relationships among individuals with exceptional learning needs, their family, and school personnel. Family input and concerns are documented.</p>	___/4
<b>Part VI: Summary, Synthesis and Reflection &amp; Additional Recommendations</b>	<p>Candidate provides recommendations, educational accommodations, and/or modifications for the learner with mild to moderate exceptional learning needs.</p> <p>The candidate demonstrates, through their recommendations, their ability to serve as an advocate for appropriate services for individuals with exceptional learning needs and a high level of commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.</p> <p>Candidate summarizes all pertinent information inclusive of observations, interviews and background information and offers a comprehensive synthesis of</p> <ul style="list-style-type: none"> <li>○ their learner's characteristics as compared with typical and atypical learners,</li> <li>○ the social and educational implications of these characteristics</li> <li>○ the effect the exceptionality has on the learner's life.</li> </ul>	___/6
<b>Writing Mechanics and Format</b>		___/4
	<ul style="list-style-type: none"> <li>• TOTAL</li> </ul>	___/40

Academic Intervention and Explicit Instruction Presentation  
Article Review

<b><u>Components</u></b>	<b><u>0 Points</u></b>	<b><u>1 Point</u></b>	<b><u>2 Points</u></b>	<b><u>3 Points</u></b>	<b><u>Total</u></b>
Rationale of Intervention	Review does not include a rationale of the intervention.	Review contains a limited discussion of the rationale.	Review does not thoroughly discuss the background and rationale of the intervention.	Review contains purpose of the intervention and describes the problems the intervention intends to solve.	/3
Description of Intervention	Review does not describe the intervention.	Review contains a limited discussion of the intervention.	Review includes some discussion of the intervention but omits critical details.	Review contains a description of the intervention (program or tool) that was used in the study	/3
Methods	Review does not contain methods of the research study.	Review contains limited discussion of the methods.	Review contains some information about the methods, but omits length, materials, or assessments used.	Review includes details regarding the length of intervention, materials, and assessment used.	/3
Student Population	Review does not contain demographic information of the participants.	Review includes limited demographic information of the participants.	Review does not provide detailed description of the participant demographics.	Review provides a detailed demographics description from participants within the study.	/3
Results and Reflection	Review does not contain a synthesis of the results and student reflection.	Review contains a limited synthesis of the results and limited reflection.	Review contains some results and a reflection but omits data.	Review contains description of the results and includes data and student opinion of the intervention.	/3
Presentation	Presentation presents minimal information about article. 0-3 points	Presentation includes some information about article. 4-6 points	Presentation includes most information but omits some data. 7-8points	Thorough presentation of article and intervention. 9-10 points	/10
				Total	/25