



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

Fall 2021

EDSE 540 673: Characteristics of Students with Disabilities who Access the General Curriculum
CRN: 86338, 3 – Credits

Instructor: Dr. Ronald Pannell	Meeting Dates: 9/15/2021 – 11/17/2021
Phone: 703-408-6185; 703-791-7467	Meeting Day(s): Wednesday
E-Mail: rpannell@gmu.edu	Meeting Time(s): 4:30 pm – 8:30 pm
Office Hours: Wednesdays @ 3:30 p.m.	Meeting Location: PWCS Admin. Bld. Room 203
Office Location: PWCS Admin. Bld. Room 203	Other Phone: 571-422-3951

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. Notes: Field experience required.

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

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://education.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 disorders, students with learning disabilities students with mild intellectual disabilities.
3. Define learning disability, emotional disturbance, 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 disturbances, 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 disturbances, 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

(Council for Exceptional Children [CEC] and the Interstate Teacher Assessment and Support Consortium [InTASC]). Upon completion of this course, students will have met the following professional standards: 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).

This course contains at least one Common Assessment developed by the College of Education and Human Development to assess our candidates' performance on nationally accepted standards for beginning teachers (InTASC) and our programs' performance on national accreditation standards (CAEP).

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 Texts

Archer, A. & Hughes, C. A. (2011). *Explicit Instruction: Effective and Efficient Teaching*. In K. Harris and S. Graham (Eds.), *What Works for Special-Needs Learners* New York, NY: Guilford Press. (Chapters 1,2,3 ONLY)

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

Recommended Texts

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Required Resources

Access to BlackBoard

Course Performance Evaluation

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

VIA 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 VIA (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 VIA.

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

Assignments and/or Examinations

Performance-based Assessment (VIA submission required)

Observation Student Profile (100 pts.)

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.

Part I: Demographic and Background Data

- A. 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.
- B. Create a pseudonym to use throughout your project. (It is of the utmost importance that the identity of the student remain confidential. If school officials or parents ask, your student profile will be evaluated by your instructor and will be posted to VIA, 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. demographic information,
 2. disability diagnosis and etiology,
 3. any medical conditions that exist,
 4. psychological and social-emotional characteristics, and
 5. 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 II.
- D. Identify and provide examples of the skills and characteristics of your student that are (a) similar to the his/her 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. Create a pseudonym to use throughout your project. 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 or state 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: 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.

- 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.
- 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 and Recommendations

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 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.

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. Final reflection

1. How did your personal cultural biases and differences affect your interactions with this student and his or her family during this student profile process?
2. How did this assignment help you better understand the needs and complexities of a student with exceptional learning needs?

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.

College Wide Common Assessment

Not Applicable

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 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.

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 field experience documentation forms to use. There are two different field experience documentation forms – one for those completing field experience at their worksite and one for those completing field experiences in other classroom settings (e.g., GMU arranged a placement for you). Use the form that is most 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 with a link to an online survey. This brief survey asks you to report about important features of your field experience placement.
5. Students must be able to perform the essential functions of the practicum site assigned with or without an accommodation. Contact Disability Services (ods@gmu.edu) for questions related to accommodations.

Other Assignments

Discussion Guides (10 at 1 point each/10 points):

For each set of readings identified for selected class session, a corresponding Discussion Guide is completed. The format and purpose of the Discussion Guide (DG) will be sent in advance of the course to all registered students so that the DG can be completed for Class 1 readings. The Discussion Guides are one way students prepare to engage in discussions about content read for that class session. More discussion about the DGs will be provided during Class 1. The DG for Class 1 will be a summary of the class discussion.

Chapter Group Presentations (100 pts.)

In a group of 2 or 3, students will be responsible for presenting information in one chapter of the text and then leading the class in learning experiences that include active participation by classmates. The purposes of the presentation and activities are:

- To assist class members in processing and applying the chapter's essential content, *especially the learning, behavioral, and academic characteristics*, which guide the instructional decisions made by teachers of students with disabilities.
- To expand our knowledge of the reasons behind the use of

evidence-based, scientifically-based, and research-based strategies for learning.

The main emphasis of the presentation will be on the learning, academic, and behavioral characteristics which guide the choice of instructional strategies for content mastery. The presentation will include:

- 1) PowerPoint presentation reviewing the major points of the chapter highlighting:
 - Who are the Learners with Mild Disabilities? (Chapters 4, 5, 6, 7, 8)
 - What are Learners with Mild Disabilities like? (Chapters 9, 10, 11, 12)
- 2) Participation of classmates is required during the presentation
- 3) A copy for each classmate of an Agenda for the Presentation
- 4) Powerpoint needs to be emailed to the professor the night before the presentation.
- 5) The presentation should be about 60 minutes in length.

****More specific directions will be provided on blackboard and handed out on the first night of class.***

Summary of Journal Articles Paper (100 pts.)

Each student will summarize three (3) journal articles that are relevant to working with students with disabilities. The purpose of this assignment is twofold: first to identify research-based findings that are relevant to the needs of individuals with disabilities, and subsequently to synthesize the major points of each article in a two-page summary.

Articles chosen for this requirement must be from peer-reviewed published journals (no ERIC documents) and should be data-based examinations of issues relevant to students with disabilities who access the general curriculum (i.e., ED, LD, ID, autism). Appropriate sources for journal articles include, but are not limited to:

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

All articles should be from current literature and should not be more than 10 years old.

The paper should include the following:

1. Typed double-spaced with Times Roman font and 12 pt. font
2. APA format
3. Each summary of the 3 articles within the paper should include:
 - Identification of the purpose of the research
 - Summary of key article points
 - Meaning and relevance of the data collected in the research article to the ED/LD/ID field
4. Conclusion section - at the end of the third article summary – to tie together the findings of the three articles. This section also provides an opportunity to reflect and offer suggestions as to how the information from the abstracts could be implemented to assist students with disabilities in the inclusive classroom.
5. Content of paper should be no more than 7 - 10 pages.
6. Title page and reference pages are additional pages.

*****More specific directions will be provided on blackboard and handed out the first class night.***

Observation Student Profile Checkpoints (2 checkpoints -100 pts/Checkpoint)

Observation Student Profile checkpoints are required to keep you on track and to provide you with feedback. At each checkpoint, a draft of assigned sections of your student profile will be due. Be prepared to discuss your section with peers. The instructor will also provide you feedback before or at the next class session.

**More specific directions will be provided on blackboard and during the first night of class.*

Summary of Class Assignments

Observation Student Profile Checkpoints (2)	50 points per checkpoint/100 points
Summary of Journal Article Paper	100 points

Chapter Group Presentation	100 points
Discussion Guides (10)	100 points
Total Points:	400 points

Course Policies and Expectations

Attendance/Participation

Attendance/Participation (100 points: attendance-20; Participation -discussion questions- 80). Class attendance and participation are essential to this course because of the complexity of the course content. Attendance points are earned for each class to give students experience with and class credit for engaging in key activities related to the course content. Students are expected to be timely; actively participate in activities; and remain for the duration of class time. The discussion questions points will be combined with the attendance points for a total of 100 points.

Late Work

Course evaluation and final grades will be calculated based on each student's point score out of the possible 100% point total. Late assignments will be accepted only in rare occasions upon professor approval in the following manner:

- **5% point deduction – up to 1 class late**
- **10% point deduction – 2 classes late**
- **25% point deduction – 3 classes late**
- **50% point deduction – more than 3 classes late**

Other Requirements

Use of Computers, Cell Phones, PDAs, iPads and other electronic devices and materials:

Please be *fully present* in class. It is impossible to participate wholly in this class while texting, engaging in social media sites, tweeting, working on documents, checking email, etc. ***Please use computers only for work related to the current class activity.*** Checking email, surfing the web, using applications software, or working on material other than the current class activity are considered distractions and counterproductive. Students engaging in such conduct during class time will not be permitted use of devices in class. The breach will be considered as non-attendance for the class session. If, ***for emergency reasons***, you must be available via cell phone, place your cell phone on vibrate and mute the ring tone to avoid class disruption

Grading

<i>Grade</i>	
A	93-100
A-	90-92
B+	88-89
B	83-87
B-	80-82
C	70-79
F	<70

***Note:** The George Mason University Honor Code will be strictly enforced. See [Academic Integrity Site](https://oai.gmu.edu/) (<https://oai.gmu.edu/>) and [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (<https://catalog.gmu.edu/policies/honor-code-system/>). 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 be your own new, original work for this course or with proper citations.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See [Policies and Procedures](https://cehd.gmu.edu/students/polices-procedures/) (<https://cehd.gmu.edu/students/polices-procedures/>). Professional dispositions are an essential function of a special educator’s job, indicating that these dispositions are critical to develop and assess in special education licensure programs. 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, a self-evaluation at the mid-point of their program, and a university supervisor’s evaluation during internship. In special education graduate licensure programs, the initial self-evaluation is completed in a designated course (EDSE 501), the mid-point self-evaluation is completed in designated courses (EDSE 627, EDSE 661, and EDSE 616), and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785. In addition to these three designated evaluation times, instructors may complete instructor-rated disposition assessments other times throughout the program. When dispositions are assessed, it is important that for areas where a positive disposition is rated as “not proficient,” the student takes steps to grow as an educator. See <https://cehd.gmu.edu/epo/candidate-dispositions>.

Class Schedule

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

Date	Topics	Assignments due
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9/15	<ul style="list-style-type: none"> • Introduction • Professionalism and Ethics Mandatory Video – 15 minutes • Syllabus and course overview • Review assignments • Begin discussion of disabilities • Review Text format • Review how to search for research journal articles • Review Videos that will be reviewed in class <p>**Sign up for Chapter Group Presentations</p>	<ul style="list-style-type: none"> • Bring both textbooks to class for review and class activities
9/22	<ul style="list-style-type: none"> • Students with Intellectual and Developmental Disabilities <p>➤ IRIS Module: http://iris.peabody.vanderbilt.edu/module/di/</p> <ul style="list-style-type: none"> • Work in groups <p>**Student Choice for TK20 Assignment due**</p>	<p>Read Chapter 4</p> <ul style="list-style-type: none"> ➤ p. 95 - Donald Case Study Questions ➤ Possible Chapter Group Presentation <p>Choose student for Observation Student Profile</p>
9/29	<ul style="list-style-type: none"> • Students with Learning Disabilities • Differentiated Instruction: Maximizing the Learning for all Students • FAT City Video <p>**Articles for Summary of Journal Articles Paper due to professor for approval**</p>	<p>Read Chapter 5</p> <ul style="list-style-type: none"> ➤ p. 112 - Grace Case Study Questions ➤ Possible Chapter Group Presentation <p>Observation Student Profile Checkpoint 1</p>

10/6	<ul style="list-style-type: none"> • Students with Emotional or Behavioral Disorders • Social – Emotional Characteristics 	<p>Read Chapter 6</p> <ul style="list-style-type: none"> ➤ p. 134 - Carter Case Study Questions ➤ Possible Chapter Group Presentation <p>Read Chapter 12</p> <ul style="list-style-type: none"> ➤ p. 290 – Sammy Case Study Questions <p>Possible Chapter Group Presentation</p>
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Date	Topics	Assignments due
10/13	<ul style="list-style-type: none"> • Students with Difficulties in Attention, Communication, and Physical and Sensory Functioning • Students with Autism Spectrum Disorders 	<p>Read Chapter 7</p> <ul style="list-style-type: none"> ➤ p. 155 – Frank Case Study Questions ➤ Possible Chapter Group Presentation <p>Read Chapter 8</p> <ul style="list-style-type: none"> ➤ p. 172 – Sara Case Study Questions ➤ Possible Chapter Group Presentation <p>Observation Student Profile Checkpoint 2 due</p>

10/20	<ul style="list-style-type: none"> • Cognitive and Perceptual Characteristics • Exploring the Foundations of Explicit Instruction • APA Reference list and in-text Citation review 	<p>Read Chapter 9</p> <ul style="list-style-type: none"> ➤ p. 206 – Charlene Case Student Questions ➤ Possible Chapter Group Presentation <p>Read Chapter 1 - (Archer and Hughes)</p>
10/27	<ul style="list-style-type: none"> • Language Characteristics • Designing Lessons: Skills and Strategies 	<p>Read Chapter 10</p> <ul style="list-style-type: none"> ➤ p. 233 – Gavin Case Study Questions ➤ Possible Chapter Group Presentation <p>Read Chapter 2 – (Archer and Hughes)</p> <p>Summary of Journal Articles paper due</p>
11/3	<ul style="list-style-type: none"> • Language Characteristics • Designing Lessons: Skills and Strategies 	<p>Read Chapter 10</p> <ul style="list-style-type: none"> ➤ p. 233 – Gavin Case Study Questions ➤ Possible Chapter Group Presentation <p>Read Chapter 2 – (Archer and Hughes)</p> <p>Summary of Journal Articles paper due</p>

11/10	<ul style="list-style-type: none"> • Academic Learning Characteristics • Designing Lessons: Vocabulary and Concepts • Archer videos 	<p>Read Chapter 11</p> <ul style="list-style-type: none"> ➤ p. 262 – Allison Case Study Questions ➤ Possible Chapter Group Presentation ➤ Read Chapter 3 (Archer and Hughes)
11/17	Observation Student Profile Presentations	<p>Observation Student Profile due Upload to VIA by this date</p>

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: See [Core Values](http://cehd.gmu.edu/values/) (<http://cehd.gmu.edu/values/>).

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code. See [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (<https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing. See [Responsible Use of Computing](http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/) (<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 account.
- 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 [Disability Services](https://ds.gmu.edu/) (<https://ds.gmu.edu/>).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to either Tk20 or VIA should be directed to <https://cehd.gmu.edu/aero/assessments/>
- Questions or concerns regarding use of Blackboard should be directed to [Blackboard Instructional Technology Support for Students \(https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/\)](https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/).

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

- As a faculty member, I am designated as a “non-confidential employee” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing the [Title IX Coordinator \(titleix@gmu.edu\)](mailto:titleix@gmu.edu).
- **For information on student support resources on campus, see [Student Support Resources on Campus \(https://ctfe.gmu.edu/teaching/student-support-resources-on-campus\)](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 [College of Education and Human Development \(http://cehd.gmu.edu/\)](http://cehd.gmu.edu/).

Appendix

Assessment Rubric(s): Observation Case Study

	Requirement	Points
Part I: Demographic and Background Data	<ul style="list-style-type: none"> • Candidate discusses the demographic and background information related to the target student inclusive of all of the below: <ul style="list-style-type: none"> ○ etiology and diagnosis, ○ any medical conditions that exist, psychological and social-emotional characteristics, and ○ the effect these conditions can have on the student’s life. • Candidate discusses skills and typical and atypical human growth characteristics of the learner. • 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. • Candidate describes the educational implications of the characteristics of the learner’s exceptional learning needs on the learner, his/her family, and society. 	/15

<p>Part II: Educational History, Educational Goals, Objectives, and Accommodations</p>	<ul style="list-style-type: none"> • Candidate provides a summary of the learner’s educational goals, objectives and classroom accommodations and the impact of the learner’s social abilities, attitudes, interests, and values on instruction and career development (if applicable). • Candidate discusses the educational history related to the target student inclusive: <ul style="list-style-type: none"> ○ the educational implication of the characteristics of the learner’s exceptionality and ○ the effect a learner’s exceptionality can have on his or her life. • Candidate writes a description of the student’s educational history that includes how primary language, culture, and familial backgrounds may interact with the student’s exceptional condition to impact academic and life options. • 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>/15</p>
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	Requirement	Points
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<p>Part III: School and Classroom Information</p>	<ul style="list-style-type: none"> • Candidate describes the school and classroom setting in the greater context of <ul style="list-style-type: none"> ○ organizations in collaboration with special education and ○ the continuum of placement and services available for individuals with mild to moderate exceptional learning needs. • Candidate evaluates the environmental context in terms of how well the teacher has integrated the principles of normalization and concept of least restrictive environment. • Candidate clearly 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>/20</p>
<p>Part IV: Student Observation</p>	<ul style="list-style-type: none"> • 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. • Candidate summarizes their classroom observation experiences inclusive of an analysis of how their personal cultural biases and differences might affect their observation or teaching. 	<p>/10</p>

<p>Part V: Parent Interview</p>	<ul style="list-style-type: none"> • Candidate collaborates with and interviews family who has knowledge of the learner in a culturally responsive way that demonstrates their understanding of legal matters and ethical considerations. • The candidate shows evidence of collecting data on the family system and the role of family in the student’s development and education. • 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>/10</p>
	<p>Requirement</p>	<p>Points</p>
<p>Part VI: Summary, Synthesis and Reflection & Additional Recommendations</p>	<ul style="list-style-type: none"> • Candidate provides recommendations, educational accommodations, and/or modifications for the learner with mild to moderate exceptional learning needs. • 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. • Candidate summarizes all pertinent information inclusive of observations, interviews and background information and offers a comprehensive synthesis of <ul style="list-style-type: none"> ○ their learner’s characteristics as compared with typical and atypical learners, ○ the social and educational implications of these characteristics and ○ the effect the exceptionality has on the learner’s life. 	<p>/20</p>

Writing Mechanics and Format	APA formatting and mechanics must be followed.	/10
	TOTAL	/100