



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

Spring 2023

EDSE 540 684: Characteristics of Students with Disabilities who Access the General Curriculum
CRN: 24569, 3 – Credits

Instructor: Carmen Rioux-Bailey	Meeting Dates: 1/11/23 – 3/8/23
Phone: mobile: 202-302-3223	Meeting Day(s): Wednesday
E-Mail: criouxba@gmu.edu	Meeting Time(s): 5:15 pm – 9:45 pm
Office Hours: by mobile phone or Zoom. We can schedule a face to face if desired and speak before or after class	Meeting Location: Combination of face to face (Woodson HS room B109) and Off-Campus (synchronous and asynchronous)
Office Location: Finley 206A	Other Phone: use mobile phone
Zoom information: https://gmu.zoom.us/j/3341024489	

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. Pre-recorded lectures
2. In Class lecture and discussion
3. Application activities
4. Small group activities and assignments
5. Video and other media supports
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

Raymond, E.B. (2017). *Learners with mild disabilities: A characteristics approach (5th ed.)*. Pearson. (We will use ten of the 12 chapters in this book.)

Archer, A. L., & Hughes, C. A. (2010). *Explicit instruction: Effective and efficient teaching*. New York: Guilford Press. (We will use three of the eight chapters in this book. You will use the book again in subsequent courses.)

Recommended Texts

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

Required Resources

Zoom Account with camera on and 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/SLL (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/SLL.

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

Assignments and/or Examinations

Performance-based Assessment (VIA submission required)

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. More information about this assignment (including a grading rubric and resources) can be found on Blackboard. The rubric and resources should be thoroughly reviewed prior to beginning the assignment and well in advance of the due date. Please check to verify your ability to upload items to VIA before the PBA due date.

Assessment 1: Observational Student Profile (100 points)

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

You may select a student on your caseload or in your classroom OR choose a student from your field experience placement to complete this assignment.

The Observation Student Profile will include the following sections which should be headings in your APA formatted paper. See Appendix A and Blackboard for specific details.

College Wide Common Assessment (VIA submission required)

None

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 teach. 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 required form, as 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 a full-time contracted school system employee and will complete the field experience at your worksite with administrator and instructor approval, you will be asked to specify the school at which you will be completing the field experience.

If you request a field experience placement, you will receive information via your GMU email about your assigned internship placement from the Clinical Practice Specialist in the College's TEACHERtrack Office. 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. Note that you may NOT arrange your own 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 may provide you with access to field experience documentation forms to use in documenting the hours and activities completed in 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 if you had a placement arranged for you. Towards the end of the semester, if you had a field experience arranged for you, 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 (see Assignment link on Main BBd menu for details)

- **Lesson Plans:** 2 lesson plans based on Chapter 2 of Archer and Hughes text. Use Figure 2.2 on page 40 as your template. The lesson plans should address the same content area (Math, Reading, Writing, Social Studies, Science) One should address Elementary learners and the other Secondary learners with mild disabilities.
- **IRIS Modules:** Complete each of the 3 modules and turn in the Assessment Section only.

Assignment Summary

Requirement	Description	Total Points Possible
Assignment 1: Observation Student Profile	Culminating assignment due at end of semester (directions and rubric in class materials)	100 (you should work on this each week as you progress through the course)
Assignment 2 and 3: Microteaching	Develop two lesson plans (one elementary, one secondary in the same content area) and share in small group online for feedback.	20 (10 points each)
Assignment 4: Attendance & Participation	Attending class sessions and participating actively in class discussions.	20 (2 points per class x 9 classes) + 2 bonus points for no late assignments/no absences
Assessments 5, 6, 7:	Three Graded IRIS Modules: <ol style="list-style-type: none"> 1. Universal Design for Learning: Creating a Learning Environment that Challenges and Engages All Students 2. Differentiated Instruction: Maximizing the Learning of All Students 3. IEPs: Developing High-Quality Individualized Education Programs 	30 (10 points each)
TOTAL POSSIBLE POINTS		170

Student Evaluations of Teaching:

The student evaluation of teaching, or SET, is an online course survey. You are strongly encouraged to complete this form for each course as this feedback helps instructors and administrators improve your class experiences. Towards the end of the course, you will receive email and Blackboard notifications when the evaluations open. Your anonymous and confidential feedback is only shared with instructors after final grades have been submitted. More information about the SET can be found on The Institute of Effectiveness and Planning website at <https://oiep.gmu.edu/set/>

Course Policies and Expectations

Attendance/Participation

Specific Expectations for Students Participating Using Web Conferencing (Zoom)

- Zoom Access: Links for synchronous class sessions will be provided on the syllabus, as well as the course Blackboard site. Students are afforded a Zoom account through GMU
- Web conferencing requirements:
 - You must have a working web camera and microphone
 - Use your real name to sign in—no aliases, please.
 - Mute your microphone when not speaking.
 - Your camera output must remain live to document your attendance during class. Please don't freeze your camera.
 - *You are welcome to blur your background or use a virtual background to protect your privacy if you prefer. Please contact your instructor if you need help using these options in Zoom. See Zoom link on the main BBd menu for your course.*
- Web conferencing decorum: Remember that while you are participating in the class via web conferencing, you are visible to the entire class and must maintain an appropriate professional demeanor. This includes preventing auditory and visual interruptions from your site, dressing professionally, and managing the area from which you broadcast, including setting up an appropriate neutral backdrop and adequate lighting.
- Technical problems: Avoid problems: Test your system several days before the first class. Zoom requires a high bandwidth connection. Students attending at home should advise others in the home they may not use the Internet for online games, movies, etc. during class time. Avoid public Wi-Fi; the bandwidth is shared, and you may experience dropout or shutdown. Test your system before the first class.
 - The professor cannot help you with the technical side of web conferencing--signing on, problems with the interface, etc. You should have become familiar with Zoom before class begins and tested your system. As a web conferencing participant, you alone are responsible for the equipment that you use to join the class.
 - Students who experience technical problems with their courses must contact the CEHD Office of Technology Support at (703) 993-5654 or cehdtech@gmu.edu. Contact Tech Support as soon as you have determined you cannot correct your connection problem.
 - If you have problems with your home computer that prevent you from web conferencing, it is your responsibility to locate another computer or temporarily join the class at the site nearest you as quickly as possible to avoid missing classes and losing points.
- Attendance: If you are registered into a web conferencing section, please make sure that you check in with the professor at the beginning of each class period and check out at the end to be credited for attendance in this class. Web conferencing in the special education program requires synchronous attendance (you must be viewing the class at the time it is meeting). If you can't attend synchronously, please drop the class. *Participant login frequency and duration is tracked in Zoom.*

- Asking questions: Please use the hand raise icon to ask questions in online class meetings. The professor will answer as many questions in class as possible. All students should email the professor with any questions that cannot be answered in class or are private in nature.

Course Policies and Expectations

Attendance/Participation

Students are expected to attend all class sessions during the course. As adult learners, you make personal decisions about enacting professional responsibilities, including those as a student.

- Students are expected to attend **all** in-person meetings; access to in-person meetings will not be provided via Zoom.
- **Attendance, timeliness, and professionally relevant, respectful and active participation are expected.** Please see participation points under the assignments section.
- **Synchronous meeting times:** Students are expected to log in on time for their assigned synchronous times each week, be visible, participate, and stay for the duration of this time.

Late Work

All assignments are due posted to Blackboard by 5:00 PM on the dates listed in the course syllabus unless otherwise specified.

****Late or incorrectly turned in/uploaded assignments will be graded at the convenience of the instructor and therefore may not provide timely feedback. Late work may not be returned until the end of the semester.**

Ten percent of the available points for the assignment will be deducted each day for late submissions during the first week after the due date. After one week from the due date, assignments will not be accepted. Thus, an assignment that is three days late is able to obtain only 70% of the points for the assignment regardless of the quality of the work. **After one week, the assignment will no longer be accepted and a score of zero will be entered into the grade book for the assignment.** If you are having difficulty with an assignment, please contact the instructor as soon as possible. Submitting an assignment late does not alter the due dates of the other assignments and prevents timely feedback that may be of value in later assignments. Strive to keep up with the assignment schedule.

Other Requirements

Grading

<i>Grade</i>	<i>%/points</i>
A	94-100 160+ points
A-	90-93 153 to 159 points
B	84-89 143 to 152 points

B-	83-80 136 to 142 points
C	70-79 119 to 135 points
F	<70 <119 points

***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 \(https://cehd.gmu.edu/students/policies-procedures/\)](https://cehd.gmu.edu/students/policies-procedures/). Students are expected to exhibit professional behaviors and dispositions at all times. 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	Topic	Reading to be done by this class session	Assignments due by this class session
1: 1/11 Face to face Woodson B109 5:15 sharp + 2.5 hr. online asynchronous	<ul style="list-style-type: none"> • Introductions; Course overview • Assignment descriptions • Bbd • Zoom • Review of IDEA Special Education Process in VA 	None	None
2: 1/18 Face to face Woodson B109 5:15 sharp + 1 hr. online asynchronous	<ul style="list-style-type: none"> • Historical Perspective • Assessment and Identification • Instruction and Placement • Understanding Culturally Responsive Teaching and Environments 	Raymond 1-3	<ul style="list-style-type: none"> • Field work paperwork completed • Iris Module 1: (see Assignments tab for details) • Case Study Student Identified and Part I: Demographic and Background Data completed
3: 1/25 Online Synchronous 2 hours + 2.5 asynchronous	<ul style="list-style-type: none"> • Characteristics of Learners with Mild Disabilities: Similarities and Differences 	Raymond 4-8	<ul style="list-style-type: none"> • Iris Module 2: (see Assignments tab for details) • Part II: Educational History, Goals, Objectives, and Accommodations completed
4: 2/1 Online Synchronous 1 hour + 3.5 asynchronous			<ul style="list-style-type: none"> • Iris Module 3: (see Assignments tab for details) • Part III: School and Classroom Information completed

Date	Topic	Reading to be done by this class session	Assignments due by this class session
5: 2/8 Online Asynchronous 4.5 hours	<ul style="list-style-type: none"> • Cognition and Perception • Language • Academic • Social Emotional 	Raymond 9-12	<ul style="list-style-type: none"> • Part IV: Student Observation completed
6: 2/15 Face to face Woodson B109 5:15 sharp + 1 hr. online asynchronous	<ul style="list-style-type: none"> • Instructional Planning • Lesson Planning • Instructional Models Coteaching, Self-Contained, Push-in, Pull-out 	Archer and Hughes 1 and 2	<ul style="list-style-type: none"> • Part V: Related Personnel or Family Member Interview completed
7: 2/22 Online Synchronous 2 hours + 2.5 online asynchronous	<ul style="list-style-type: none"> • Understanding Students and Families 	Watch: Elementary level: Forget Me Not (on Amazon \$4.99 rental and worth every penny) OR Secondary level: What about Kelsey (on Amazon \$2.99 rental and worth every penny)	<ul style="list-style-type: none"> • Lesson Plans 1 and 2 due and presented in breakout groups online
8: 3/1 Face to face Woodson B109 5:15 sharp + 1 hr. online asynchronous	IEPs: From PLAAFP to Goals (and sometimes objectives/benchmarks) and documenting and reporting progress	Watch: Julie Weatherly, Esq. presents "The Dirty Dozen: Twelve Legal IEP Do's and Don'ts" https://www.youtube.com/watch?v=05pqYUEKyaE	<ul style="list-style-type: none"> • Part VI: Summary, Synthesis and Recommendations completed
9: 3/8 Online Synchronous 3 hour + 1.5 online asynchronous	Learning from each other: Case studies presentations		Case study submitted to Blackboard and VIA

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 VIA should be directed to viahelp@gmu.edu or <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/>).
- [Learning Services](mailto:learningservices@gmu.edu) (learningservices@gmu.edu) - Provides a variety of experience-based learning opportunities through which students explore a wide range of academic concerns. Services include support to students with learning differences, individual study strategy coaching, individualized programs of study, and referrals to tutoring resources. Presentations on a variety of academic topics such as time management, reading, and note taking are available to the university community. The programs are open to all George Mason University students free of charge.

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

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 the [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 or support measures from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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) (also on Bbd under Assignments link)

GUIDELINES FOR THE OBSERVATION STUDENT PROFILE

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. On your paper, *this will be Part I, A: Name of School, Year, Course (EDSE 540 Field Experience)*
- 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.) *This will be Part I, B: Student Name (pseudonym) and grade.*
- C. Provide a thorough description of your student, including
 1. demographic information, (age, race/ethnicity, gender identification or nonbinary, home language)
 2. disability diagnosis(es) 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, a history of trauma). 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. 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 learning setting(s) in which the student participates, including
 1. Number of students
 2. Content area
 3. Self-contained, push-in (time

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, type of service setting
 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. Identify any barriers in terms of culturally responsive teaching or environments that may impact the student.

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-two 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 and the general cultural responsiveness of the staff and environment 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.

Observation Student Profile Rubric

	Requirements	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 and any cultural conditions can have on the student’s life and educational experience. • 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 exceptionality and the impact of the learner’s exceptional learning needs on the learner, their family, and society. 	<ul style="list-style-type: none"> • ____/20

	Requirements	Points
Part II: Educational History, Educational Goals, Objectives, and Accommodations	<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 of: <ul style="list-style-type: none"> ○ the educational implications 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. 	• ____/15
Part III: School and Classroom Information	<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 cultural responsiveness 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. 	• ____/15
Part IV: Student Observation	<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. 	• ____/15

	Requirements	Points
Part V: Parent Interview	<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. 	• ____/10
Part VI: Summary, Synthesis and Reflection & Additional Recommendations	<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. 	• ____/15
Writing Mechanics and Format	<ul style="list-style-type: none"> • Spelling, punctuation, grammar, syntax, formatting appropriate for graduate-level writing. Highly recommend proofing and editing paper with Grammarly. 	• ____/10
	<ul style="list-style-type: none"> • TOTAL 	• ____/100