



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

Fall 2023

EDSE 540 687: Characteristics of Students with Disabilities who Access the General Curriculum.

CRN: 84195, 3 – Credits

<b>Instructor:</b> Dr. Ronald Pannell	<b>Meeting Dates:</b> 9/12/23 – 11/14/23
<b>Phone:</b> 703-408-6185; 571-422-3951	<b>Instructional Method:</b> Mix of face-to-face meetings and online instruction. See the face-to-face meeting dates below. All other meeting dates will be synchronous online video meetings supplemented by asynchronous online coursework.
<b>E-Mail:</b> rpannell@gmu.edu	<b>Meeting Day(s):</b> Tuesday Face-to-face: 9/12; 9/19; 10/10; 11/7
<b>Office Hours:</b> Wednesday @ 3:30 p.m.	<b>Meeting Time(s):</b> 4:30 pm – 8:30 pm
<b>Office Location:</b> Saunders MS	<b>Meeting Location:</b> Saunders MS Room 1201

**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](mailto: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**

The method of course delivery will be a combination of face-to-face instruction and online/virtual learning.

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

A percentage of this course will be delivered online using [select either a synchronous or an asynchronous] format via the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before [@masonlive.gmu.edu](mailto:@masonlive.gmu.edu)) and email password. The course site will be available on August 31, 2023.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

### ***Technical Requirements***

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: [Browser support \(https://help.blackboard.com/Learn/Student/Ultra/Getting\\_Started/Browser\\_Support\)](https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support)

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.

### ***Expectations***

- **Course Week:**  
Because asynchronous courses do not have a “fixed” meeting day, our week will start on Tuesday, November 12, 2023, and finish on Tuesday, November 14, 2023. Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- **Log-in Frequency:**  
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least two times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- **Participation:**  
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:**  
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- **Technical Issues:**  
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:**  
Please be aware that this course is not self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the Class Schedule section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Instructor Support:**  
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- **Netiquette:**  
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not

consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:  
Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Service.

### **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 on 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 (5<sup>th</sup> 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/SLL 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 other 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:
- Ways in which you can foster a respectful and beneficial relationship with the family within the bounds of ethical practice.
  - Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family.
  - The potential impact of differences in values, languages, and customs between your student's home and school lives.
  - 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  
(VIA submission required)**

N/A

**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 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 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 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 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. Complete the GMU Experiential Learning Agreement packet (ELP). Mason requires all students completing off-campus field experiences in schools or other agencies to complete this packet. Once you have received your field experience placement, complete and submit this packet to the provided link.

4. Document your field experience hours. Your instructor will 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.

5. 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.

6. 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.

#### **Observation Student Profile Checkpoints (2 checkpoints)**

*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.*

## Assignment Summary

### Summary of Class Assignments

<b>Three Graded IRIS Modules:</b> <ol style="list-style-type: none"><li>1. Universal Design for Learning: Creating a Learning Environment that Challenges and Engages All Students</li><li>2. Differentiated Instruction: Maximizing the Learning of All Students</li><li>3. <b>IEPs: Developing High-Quality Individualized Education Programs</b></li></ol>	30 points (10 points each)
Case Study/Observation Student Profile	100 points
Discussion Guides (10)	20 points
Class Attendance and Participation	20 points
<b>Total Points:</b>	<b>170 points</b>

### 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

Attendance/Participation (20 points: attendance-10; Participation -discussion questions- 10). 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 20 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 \(https://cehd.gmu.edu/students/policies-procedures/\)](https://cehd.gmu.edu/students/policies-procedures/). Students are expected to exhibit professional behaviors and dispositions at all times. See Policies and Procedures (<https://cehd.gmu.edu/students/policies-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.

### Class Schedule

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

Date	Topics	Assignments due
9/12: in-person	<ul style="list-style-type: none"><li>• Introduction</li><li>• Professionalism and Ethics Mandatory Video – 15 minutes</li><li>• Syllabus and course overview</li><li>• Review assignments</li><li>• Begin discussion of disabilities</li><li>• Review Text format</li><li>• Review how to search for research journal articles</li></ul>	<ul style="list-style-type: none"><li>• Bring both textbooks to class for review and class activities</li><li>• DG 1: Reaction Activity</li></ul>

<p>9/19 – in person</p>	<ul style="list-style-type: none"> <li>• Students with Intellectual and Developmental Disabilities</li> </ul> <p>➤ IRIS Module:</p> <p><a href="http://iris.peabody.vanderbilt.edu/module/di/">http://iris.peabody.vanderbilt.edu/module/di/</a></p> <p><b>**Student Choice for VIA Assignment due**</b></p>	<p><b>Raymond 1-3</b></p> <ul style="list-style-type: none"> <li>➤ p. 95 - Donald Case Study Questions</li> <li>➤ DG 2</li> </ul> <p>Choose <b>student</b> for Observation Student Profile</p>
<p>9/226 – online synchronous</p>	<ul style="list-style-type: none"> <li>• Students with Learning Disabilities</li> <li>• Differentiated Instruction: Maximizing the Learning for all Students</li> <li>• FAT City Video</li> </ul> <p><b>**Articles for Summary of Journal Articles Paper due to professor for approval**</b></p>	<p><b>Raymond 4-5</b></p> <ul style="list-style-type: none"> <li>➤ p. 112 - GraceCase Study Questions</li> <li>➤ IRIS Module 2: (see Assignments tab for details)</li> <li>➤ DG 3</li> </ul> <p><b>Observation Student Profile Checkpoint 1</b></p>
<p>10/3 – online synchronous</p>	<ul style="list-style-type: none"> <li>• Students with Emotional or Behavioral Disorders</li> </ul> <p>To Review:</p> <p><a href="https://cedar.education.ufl.edu/wp-content/uploads/2017/07/CEC-HLP-Web.pdf">https://cedar.education.ufl.edu/wp-content/uploads/2017/07/CEC-HLP-Web.pdf</a></p> <p>and</p> <p><a href="https://bestevidence.org/">https://bestevidence.org/</a></p> <p>and</p> <p><a href="https://ies.ed.gov/ncee/wwc/">https://ies.ed.gov/ncee/wwc/</a></p>	<p>Read <b>Chapter 6, 12</b></p> <ul style="list-style-type: none"> <li>➤ p. 134 - CarterCase Study Questions</li> <li>➤ IRIS Module 3: (see Assignments tab for details)</li> <li>➤ DG 4</li> </ul> <p>Read <b>Chapter 12</b></p> <ul style="list-style-type: none"> <li>➤ p. 290 – SammyCase Study Questions</li> </ul>

Date	Topics	Assignments due
10/10 – in person	<ul style="list-style-type: none"> <li>• Students with Difficulties in Attention, Communication, and Physical and Sensory Functioning</li>   <li>• Students with Autism Spectrum Disorders</li> </ul>	<p>Read <b>Chapter 7</b></p> <ul style="list-style-type: none"> <li>➤ p. 155 – FrankCase Study Questions</li> <li>➤ Possible Chapter Group Presentation</li> </ul> <p>Read <b>Chapter 8</b></p> <ul style="list-style-type: none"> <li>➤ p. 172 – Sara CaseStudy Questions</li> <li>➤ Possible Chapter Group Presentation</li> <li>➤ DG 5</li> </ul> <p><b>Observation Student Profile Checkpoint 2 due</b></p>
10/17 – in person	<ul style="list-style-type: none"> <li>• Cognitive and Perceptual Characteristics</li> <li>• IEPs: From PLAAFP to Goals (and sometimes objectives/benchmarks) and documenting and reporting progress</li> </ul> <p><b>Watch:</b> Julie Weatherly, Esq. presents "The Dirty Dozen: Twelve Legal IEP Do's and Don'ts"  <a href="https://www.youtube.com/watch?v=05pqYUEKyaE">https://www.youtube.com/watch?v=05pqYUEKyaE</a></p> <ul style="list-style-type: none"> <li>• Exploring the Foundations of Explicit Instruction</li>   <li>• APA Reference list and in-text Citation review</li> </ul>	<p>Read <b>Chapter 9</b></p> <ul style="list-style-type: none"> <li>➤ p. 206 – CharleneCase Student Questions</li> <li>➤ DG 6</li> </ul> <p>Read <b>Chapter 1 - (Archerand Hughes)</b></p>

10/24 – online synchronous	<ul style="list-style-type: none"> <li>• Language Characteristics</li>   <li>• Designing Lessons: Skills and Strategies</li> </ul>	<p>Read <b>Chapter 10</b></p> <ul style="list-style-type: none"> <li>➤ p. 233 – GavinCase Study Questions</li> <li>➤ Possible Chapter Group Presentation</li> <li>➤ DG 7</li> </ul> <p>Read <b>Chapter 2</b> – (Archerand Hughes)</p>
----------------------------------	----------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

10/31 – online synchronous	<ul style="list-style-type: none"> <li>• Language Characteristics</li>   <li>• Designing Lessons: Skills and Strategies</li> </ul>	<p>Read <b>Chapter 10</b></p> <ul style="list-style-type: none"> <li>➤ p. 233 – GavinCase Study Questions</li> <li>➤ Possible Chapter Group Presentation</li> </ul> <p>Read <b>Chapter 2</b> – (Archerand Hughes) DG 8</p>
----------------------------------	----------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

11/7 – online synchronous	<ul style="list-style-type: none"> <li>• Academic Learning Characteristics</li>   <li>• Designing Lessons: Vocabulary and Concepts</li>   <li>• Archer videos</li> </ul>	<p>Read <b>Chapter 11</b></p> <ul style="list-style-type: none"> <li>➤ p. 262 – AllisonCase Study Questions</li> </ul> <p><b>Watch:</b> Elementary level: <b>Forget Me Not</b> (on Amazon \$4.99 rental and worth every penny)</p> <p><b>OR</b> Secondary level: <b>What about Kelsey</b> (on Amazon \$2.99 rental and worth every penny)</p> <ul style="list-style-type: none"> <li>➤ DG 9</li> </ul>
------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



		➤ Read <b>Chapter 3</b> (Archer and Hughes)
11/14 – online synchronous	Discussion of Videos watched from previous week.  <b>Summary, Synthesis and Recommendations regarding Student Profile</b>	<b>Observation Student Profile due</b> Upload to VIA by this Date  ➤ DG 10

### 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](mailto: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 \(learningservices@gmu.edu\)](mailto: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](mailto: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)**

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

	<b>Requirement</b>	<b>Points</b>
--	--------------------	---------------

<p><b>Part III: School and Classroom Information</b></p>	<ul style="list-style-type: none"> <li>• Candidate describes the school and classroom setting in the greater context of <ul style="list-style-type: none"> <li>○ organizations in collaboration with special education and</li> <li>○ the continuum of placement and services available for individuals with mild to moderate exceptional learning needs.</li> </ul> </li> <li>• Candidate evaluates the environmental context in terms of how well the teacher has integrated the principles of normalization and concept of least restrictive environment.</li> <li>• 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.</li> </ul>	<p>/20</p>
<p><b>Part IV: Student Observation</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Candidate summarizes their classroom observation experiences inclusive of an analysis of how their personal cultural biases and differences might affect their observation or teaching.</li> </ul>	<p>/10</p>
<p><b>Part V: Parent Interview</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• The candidate shows evidence of collecting data on the family system and the role of family in the student’s development and education.</li> <li>• 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.</li> </ul>	<p>/10</p>
<p><b>Requirement</b></p>		<p><b>Points</b></p>

<b>Part VI: Summary, Synthesis and Reflection &amp; Additional Recommendations</b>	<ul style="list-style-type: none"> <li>• Candidate provides recommendations, educational accommodations, and/or modifications for the learner with mild to moderate exceptional learning needs.</li> <li>• 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.</li> <li>• Candidate summarizes all pertinent information inclusive of observations, interviews and background information and offers a comprehensive synthesis of <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 and</li> <li>○ the effect the exceptionality has on the learner’s life.</li> </ul> </li> </ul>	/20
<b>Writing Mechanics and Format</b>	APA formatting and mechanics must be followed.	/10
	<b>TOTAL</b>	/100