

GEORGE MASON UNIVERSITY
Graduate School of Education
Winter, 2012: Section 676, PWC Cohort 18

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

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Class Day, Time, & Location: Wednesdays, 4:15-8:45 P.M. (1/11-3/7/11); Ind. Hill Bldg. 100, Rm. 32

Course Description:

Examines the characteristics of students with mild disabilities. Emphasis on etiology, contributing factors, conditions that affect learning, the challenges of identifying students with disabilities, and the need for academic, social, and emotional accommodations and support.

Nature of Course Delivery

Learning activities include the following:

1. Class lecture, discussion, cooperative group work, and participation.
2. Videotapes and other relevant media presentations.
3. Study and independent library research.
4. *Blackboard e-Education Learning System* applications.
5. Application activities, including in class evaluation of intervention research and materials.
6. Class presentations of case study papers.
7. Written case study and observation reports using the American Psychological Association format.

Student Outcomes:

The purpose of this course is to assist students in developing a solid foundation for understanding learning acquisition and behaviors of children with learning disabilities, emotional disturbances, and mild intellectual disabilities. EDSE 540 is also designed to prepare graduate students to interact with other professionals about children with these disabilities. Upon successful conclusion of this course, students should be able to demonstrate the CEC standards in relation to the student outcomes identified in Table 1.

Relationship to Program Goals and Professional Organization:

EDSE 540 is part of the George Mason University, Graduate School of Education (GSE) program for teacher licensure in Virginia. Course content is aligned with the National Council for the Accreditation of Teacher Education (NCATE)/Council for Exceptional Children (CEC) performance-based standards for the preparation and licensure of special educators. As such, the learning objectives for this course include many of the competencies for curriculum and methods for teaching individuals with emotional disturbance and learning disabilities kindergarten through

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grade 12. Course curriculum for EDSE 540 is aligned primarily with Standard #2 and #3 of *CEC's Special Education Content Standards for Beginning Teachers of Special Education*. Acknowledging the multidimensional nature of teaching, ESDE 540 draws secondarily from most

Required Text:

Henley, M., Ramsey, R., & Algozzine, R. (2009). *Characteristics of and strategies for teaching students with mild disabilities* (6th ed.). Boston: Pearson Education Inc., Allyn and Bacon.

CEC/NCATE Standards.¹ Table 1. describes the CEC/NCATE standards in relation to student outcomes and course requirements.

Table 1.

ALIGNMENT OF OUTCOMES & REQUIREMENTS WITH KEY CEC/NCATE STANDARDS

<i>CEC/NCATE CONTENT STANDARDS</i>	<i>STUDENT OUTCOMES</i>	<i>COURSE REQUIREMENTS</i>
<p>Standard 1: Foundations Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with disabilities both in school and society.</p>	<ul style="list-style-type: none"> • Describe mild disabilities from their origins to policies and practices today. • Compare the history of education for students with emotional and behavioral disorders with the education for students identified learning disorders. 	<p><i>Reading assignments, small group discussions, case studies</i></p>
<p>Standard 2: Development and Characteristics of Learners Special educators understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs (ELN). Special educators understand how</p>	<ul style="list-style-type: none"> • Define areas of mild disabilities. • Describe how educators and other professionals determine the difference between normal and atypical behaviors • Describe characteristics of 	<p><i>Reading assignments, small group discussions, group presentations</i></p>

¹ *Standard 1: Foundations. Special educators understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies; Standard 4: Instructional Strategies. Special educators possess a repertoire of evidence-based instructional strategies to individualize instruction. Special educators select, adapt, and use these instructional strategies to promote challenging learning results in general and special curricula and to appropriately modify learning environments; Standard 5: Learning Environments and Social Interactions. Special educators help their general education colleagues to integrate individuals with disabilities in environments with their nondisabled peers and engage them in meaningful learning activities and interactions; Standard 6: Language. Special educators match their communication methods to an individual's language proficiency and cultural and linguistic differences; Standard 7: Instructional Planning. Special educators facilitate instructional planning in a collaborative context including the individual with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate; Standard 8: Assessment. Special educators collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making; Standard 9: Professional and Ethical Practice. Special educators practice in multiple roles and complex situations across wide age and developmental ranges and across diverse cultures. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations. Special educators engage in professional activities and participate in learning communities that benefit students with disabilities, their families, colleagues, and their own professional growth. Special educators are aware of how their own and others' attitudes, behaviors, and ways of communicating can influence their practice.*

exceptional conditions interact with the domains of human development and they use this knowledge to respond to varying abilities and behaviors. Special educators understand how disabilities impact families, and the individual's ability to learn, interact socially and live as contributing community members.	young children and adolescents with mild disabilities. <ul style="list-style-type: none"> • Compare at least three conceptual models of behavioral deficits with three conceptual models that explain learning disabilities. 	
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<i>CEC/NCATE CONTENT STANDARDS</i>	<i>STUDENT OUTCOMES</i>	<i>COURSE REQUIREMENTS</i>
Standard 3: Individual Learning Differences Special educators understand the effects that an exceptional condition has on learning in school and throughout life. Special educators understand that beliefs, traditions, and values across and within cultures affect relationships among and between students, families, and school. Special educators seek to understand how primary language, culture, and familial backgrounds interact with the disability to affect academic and social abilities, attitudes, values, interests, and career options. Learning differences and their interactions are the basis for individualizing instruction to provide meaningful and challenging learning.	<ul style="list-style-type: none"> • Discuss the various etiologies in relation to biological, family, cultural, and school perspectives. • Identify various procedures and practices that motivate reluctant learners to complete class work and develop skills that build self-understanding and confidence as learners. • Describe and discuss a range of mild disabilities for a parent and suggest possible interventions for home and school.² 	<i>Case studies, , class activities, final exam</i>
Standard 6: Language Special educators understand typical and atypical language development and the ways in which disabilities can interact with an individual's experience with and use of language.	<ul style="list-style-type: none"> • Describe at least one theory of how children develop language. 	<i>Small group discussions, class activities, final exam</i>
Standard 8: Assessment Assessment is integral to the decision-making and teaching of special education and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress.	<ul style="list-style-type: none"> • Describe informal assessment procedures for determining knowledge and skills of children with various learning and emotional/behavioral problems. • Based on informal assessment procedures, design appropriate clinical teaching strategies for children with various learning and/or behavior problems. • Describe what an Individualized 	<i>Small group discussions, class activities, case studies, final exam</i>

² These include a) information processing; b) constructivism; c) metacognition; d) learning styles; e) psychological needs of five learning systems; f) neuropsychology; g) neurocardiology; h) attention deficit disorder, I) developmental/maturational stages; j) stages of moral development; k) perceptual deficits; l) auditory processing disorder; m) visual processing disorder; n) visual-motor disability; o) non-verbal learning disability; p) attachment disorder; q) underachieving reluctant learner; r) finger agnosia; and s) soft signs of brain injury. These also include a) attention disorder; b) overt aggression; c) covert antisocial behavior; d) delinquency; e) substance abuse; f) anxiety; g) obsessive-compulsive disorders; h) posttraumatic stress disorder; I) movement disorders; j) eating disorders; K0 elimination disorders; l) sexual problems; m) social isolation and ineptitude; n) depression; o) suicidal behavior; p) schizophrenia; q) autism; r) Asperger's syndrome; and s) communication disorder.

	Education Plan (IEP) is and how it is developed.	
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This course will incorporate the evidence-based practices (EBPs) relevant to characteristics of students with mild disabilities, etiology of mild disabilities, and inclusionary practices. These EBPs are indicated with an asterisk (*) in this syllabus' schedule. Evidence for the selected research-based practices is informed by meta-analysis, literature reviews/synthesis, the technical assistance networks which provide web-based resources, and the national organizations whose mission is to support students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for students with disabilities.

Tentative Calendar (subject to change based upon needs of course)

<i>Class</i>	<i>Topics</i>	<i>Chapters</i>
1/11/12	Introduction, Course Overview & Expectations; General Curriculum and Access	
1/18/12	Overview of Mild Disabilities	Chapters 1&2
1/25/12	Students with Mild Intellectual Disabilities	Chapter 3 <i>Intervention presentations</i>
2/1/12	Students with Emotional/Behavioral Disabilities	Chapter 4 <i>Intervention Presentations</i>
2/8/12	Students with Learning Disabilities	Chapter 5 <i>Intervention Presentations</i>
2/15/12	Placement, Instruction, Accommodations	Chapters 6,7 &8 <i>Intervention Presentations</i>
2/22/12	Classroom Management and Social Skills	Chapters 9&10 <i>Case Studies Due</i>
2/29/12	Teacher-Parent Partnerships and the IEP	Chapter 11 <i>Case Study/Journal Abstract Presentations</i>
3/7/12	<i>Final Exam</i>	

The Graduate School of Education (GSE) expects that all students abide by the following:

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].

- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

Core Values Commitment

- The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>

GSE faculty may add at the conclusion:

- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

TaskStream:

- **NOTE:** Every student registered for any EDSE course as of the Fall, 2007 semester is required to submit signature assignments to TaskStream (regardless of whether a course is an elective, a one time course or part of an undergraduate minor). TaskStream information is available at <http://gse.gmu.edu/programs/sped/>. Failure to submit the assignment to TaskStream will result in reporting the course grade as incomplete (IN). Unless this grade is changed, upon completion of the required submission, the IN will convert to an F nine weeks into the following semester.

Common Courtesy Issues:

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- Cell phones should be silenced.
- Refrain from texting in class.
- Laptop use for other than sanctioned purposes is prohibited.
- In relationship to Professional Dispositions, be respectful of others during class to include refraining from sidebar conversations or talking when someone else has the floor.

Evaluation:

Percent of Grade:

• Class attendance	9
• Class participation Activities	16
• Review of Instructional or Behavioral Approach	5
• Case Study (1 LD, 1 ED, or 1 Mild ID)	22
• Case Study/Journal Abstract Presentation	8
• Final Exam	40

Grading Criteria:

95-100%	= A
90-94%	= A-
85-89%	= B+
80-84%	= B
70-79%	= C
< 70	= F

Note: It is the student’s responsibility to complete all assignments, to include those submitted by email attachment, by the due dates. In fairness to students who make the effort to submit assignments on time, 1 point per day will be deducted for work submitted after the due date.

It is recommended that students retain copies of all course products to document their progress through the GSE special education program. Products from this class can become part of your individual professional portfolio used in your portfolio classes that documents your satisfactory progress through the GSE program and the CEC performance-based standards.

Assignments and Evaluation Criteria Follow:

Class Attendance and Participation

As with any graduate level course, class participation is a critical element of EDSE 540. Thus, it is expected that students should ensure that they attend each class on time for full class participation

points. Several in-class assignments will comprise the class participation grade for this course, including the following:

- 1) ID assessment and eligibility quick quiz (5 pts.)
- 2) ED assessment and eligibility quick quiz (5 pts.)
- 3) LD assessment and eligibility quick quiz (5 pts.)
- 4) Social Skills Activity (1 pt.)

Review of Instructional or Behavioral Approaches and Programs

Due Dates : 1/25, 2/1, 2/8, or 2/22/15

Students will present a brief presentation not to exceed 10 minutes on one of the following instructional or behavioral approaches. The presentation should address the following:

- 1) Describe the approach and highlight the research that supports this approach (1 point)
- 2) Define the learner who might benefit from using this approach (1 point)
- 3) Provide a concrete example of the use of this approach (1 point)
- 4) Cite your references (may not use your class texts) (1 point)
- 5) Develop and distribute a hand out of this approach to all class members to include the information in #1-4 above (1 point).

Scaffolding
SRA Corrective Reading
Wilson Reading System
Reciprocal Teaching
Peer Tutoring
Bibliotherapy
Mnemonics
Strategic Instruction
Precision Teaching
Applied Behavioral Analysis
Skillstreaming (Social Skills)
Positive Action (Social Skills)
Cognitive Behavior Modification
Self-Monitoring Strategies
Graphic Organizers
Cooperative Learning (e.g. Kagan, Slavin, Johnson & Johnson, etc.)
Touch Math
Plato Learning or NovaNet Systems (technology programs)
Voice Recognition or Text Reader Programs
V-A-K-T Reading Instruction

Case Study

Due Date: 2/22/12

Objective: A case study will be completed to review eligibility and IEP, observe instructional practices, and assess each case.

Using the following format, students will:

- Observe one student identified with learning disabilities, a student identified with emotional disturbance, or a student identified with intellectual disabilities a minimum of *two 30- minute observations*; however, more observations may be completed at your discretion.
- Complete a case study for the student.

A. Give the form on the previous page to the teacher whose student you are observing to document and rate your observation. This will be submitted to the instructor along with completed case studies.

B. Contents of the Case Studies

- a) Student's demographic data
- b) Description of school and neighborhood
- c) Educational history (schools attended, reason for referral, disability, placement)
- d) IEP goals and objectives; classroom accommodations
- e) Observational information
- f) Teacher interview regarding student program, needs, approaches
- g) Additional recommendations, educational accommodations, and/or modifications
- h) Summary

You may complete your case studies any time prior to the due date, but they may not be submitted any later than the due date for full credit to be considered. *You may not observe a student you teach or your own child*, but may observe a student who is on another teacher's caseload in your school or who you do not directly teach, even if that student is on your caseload. The main focus is to determine what is being done in conjunction with the IEP, the student's interaction with the environment, student response to instructional and behavioral intervention, a synthesis, and recommendations, if any. To maintain confidentiality, you will omit any identifying information regarding the student you observe, other than the student's school, primary disability, secondary disability if applicable, age, grade, services, IEP goals, objectives, and classroom accommodations. Use a pseudonym for the student's report.

Case Study Observation Form

Observation Evaluation
George Mason University
Graduate School of Education

Dear Cooperating Teacher,

Thank you for agreeing to allow a GMU graduate student observe in your class and conduct a case study as part of field experience requirements for EDSE 540, *Characteristics of Students Who Access the General Curriculum*. Objectives of the field experience are outlined in the course syllabus. Please complete the evaluation and return to the student upon completion of the required observation in a **sealed envelope with your signature on the seal**.

GMU Observer's Name _____ **Semester/Year: Winter, 2012**

Teacher Completing Form _____ **School** _____

Please rate the student in the following areas:

Use 2 for Excellent, 1 for Satisfactory, or NA, if not observed.

PROFESSIONAL RESPONSIBILITIES _____
(Promptness, Lack of Disruption to Class)

PROFESSIONAL COMMITMENT _____
(Initiating discussion, asking questions of you)

PROFESSIONAL RELATIONSHIPS _____
(Cooperation, confidentiality)

PROFESSIONAL SKILLS _____
(Note taking, documentation & rapport with students)

COMMENTS: *(Use back of form if more space is needed.)*

Please initial dates and times observed by above student:

Date _____ **Timeframe** _____ - _____ **Date** _____ **Timeframe** _____ - _____

Date _____ **Timeframe** _____ - _____ **Date** _____ **Timeframe** _____ - _____

TEACHER SIGNATURE(S) _____

ED, LD, Mild ID Case Studies

Case Study Scoring Rubric		
Exemplary	Adequate	Inadequate
2	1	0

Exemplary: Two or more observations are made for the case study. Each of the components of the case study as outlined in the syllabus is clearly addressed in correct order with appropriate headings for each section; sections are not combined. The composition of students and adults is clearly described. Activities observed and instructional materials used are specifically identified. Observer describes how staff does/does not adjust instruction to address individual needs. The observer displays reflection and perspective when describing reactions and impressions. Writing mechanics and style are error-free. Paper is written in 12-point, double-spaced font and does not exceed 9 pages in length. Sealed observation letter is submitted.

Adequate: Two observations are made for the case study. Good overall report with each of the components as outlined in the syllabus clearly addressed with appropriate headings for each section. The observer is descriptive and displays reflections and perspective when describing reactions and impressions. The paper is written in 12-point font, double-spaced, and does not exceed 9 pages, excluding cover page. Minor errors in writing style may be present. Sealed observation letter is submitted.

Inadequate: Fewer than two observations are completed for the case study. Contains some useful information, but may have some substantial problems with observations made, writing style or reaction to the activity. One or more significant problems, such as omission of a section, extended over 9 pages in length, not written in appropriate 12-point, double-spaced font, or student is identified with a disability other than LD, ED, or mild ID. Observation letter is not submitted or not sealed.

0-2 points will be assigned for each area listed, as follows:

Two or more 30-minute observations completed	All components have relevant headings
Signed record of observations submitted in sealed envelope	Observations include description of instruction and student response
Body of paper 9-page limit not exceeded	Case study information summarized
Case study double-spaced with 12-point font	Spelling was error-free
Components are in outlined order	Grammar was error-free
Student identified as LD, ED, or ID	
Total possible points: 22	

Presentation of Case Study with Abstracts of Journal Articles

Due Date: 2/29/12

Each student will summarize three (3) journal articles that are relevant to the needs of the student chosen for the case study. Papers chosen for this requirement must be from peer-reviewed published

journals (no ERIC documents!) and should be data-based examinations of issues relevant to the ED / LD/Mild ID field. Appropriate sources for journal articles include: Exceptional Children, The Journal of Learning Disabilities, Learning Disabilities Quarterly, The Journal of Special Education, Learning Disabilities Research and Practice, Remedial and Special Education, Journal of Emotional and Behavioral Disorders, etc.

The purpose of this assignment is **twofold: first** to identify research-based findings that are relevant to the needs of your case study student and **second**, to encapsulate the major points of the articles to a one-page summary. The abstract should be typed with an introduction to the student's needs, followed by 3 summaries with an APA style citation at the top of the page. Each entry should consist of two parts labeled 1.-Summary and 2.-Critique. Finally, a conclusion that ties together the 3 summaries' findings should be presented as an action plan for assisting the student to meet an identified need. All articles should be from current literature and should not be more than three (3) years old. You must use your own words to summarize.

Each student will present a 10 minute in-class summary of the case study completed with a summary and synthesis from the literature.