



**George Mason University
Graduate School of Education**

**EDSE 540: Characteristics of Students with Disabilities Who Access the
General Education Curriculum**

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Course Dates: August 6, 2012 through October 13, 2012

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.

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 students to interact with other professionals about children with these disabilities.

Relationship of Courses to Program Goals and Professional Organizations:

EDSE 540 is part of the George Mason University, Graduate School of Education, and Special Education Masters Degree Program. The program aligns with the standards for teacher licensure established by the Council for Exceptional Children, the major special education professional organization in the United States. As such the curriculum for the course includes competencies for teaching students with disabilities from preschool through grade 12. Upon successful completion of this course, students will be able to demonstrate the CEC standards in relation to the student outcomes identified in Table 1 or as listed on the following web site:

http://www.cec.sped.org/ps/perf_based_stds/common_core_4-21-01.html

This course will incorporate the evidence-based practices (EBPs) relevant to Characteristics of students with mild disabilities, etiology of mild disabilities, 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

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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.

REQUIRED TEXT:

Henley, Algozzine & Ramsey, *Characteristics of and Strategies for Teaching Students with Mild Disabilities*, 6th edition, ABLongman, ISBN 0205608388

NATURE OF COURSE DELIVERY:

Class sessions may include a variety of formats and integrate instructional technology with lectures, power points, videos, learning activities and Discussion Board (DB) activities. Students will be expected to engage in dialog with the instructor and peers cooperatively and collaboratively; mirroring their current or future roles as special educators.

Alignment of Outcomes and Requirements with key CEC/NCATE Standards

CEC/NCATE STANDARDS	STUDENT OUTCOMES	COURSE REQUIREMENTS
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.	<ul style="list-style-type: none">• Describe the field of learning disabilities from its origins to policies and practices of today.• Compare the history of education for students with emotional and behavioral disorders, students with learning disabilities students with mild intellectual disabilities	<ul style="list-style-type: none">• Readings• Co-lateral media assignments• Discussion Board assignments• Journal abstracts

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<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 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.</p>	<ul style="list-style-type: none"> • Define <i>learning disability, emotional disturbance, and mild intellectual disabilities</i>. • Describe how educators and other professionals determine the difference between <i>normal</i> and <i>atypical</i> behaviors. • Describe characteristics of young children and adolescents with learning disabilities, emotional disturbances, and/or mild intellectual disabilities. • Compare at least three conceptual models of behavioral deficits with three conceptual models that explain learning disabilities and/or mild intellectual disabilities. 	<ul style="list-style-type: none"> • Readings • Co-lateral media assignments • Discussion Board assignments • Case study report
<p>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.</p>	<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 learning disabilities, emotional disturbances, and mild intellectual disabilities for a parent and suggest possible interventions for home and school. 	<ul style="list-style-type: none"> • Case study report • Readings • Co-lateral media assignments • Field observations • Exam

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<p>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.</p>	<ul style="list-style-type: none"> Describe at least one theory of how children develop language.* 	<ul style="list-style-type: none"> Discussion Board assignments Exam
<p>Standard 8: Assessment Assessment is integral to the decision-making and teaching of special educators 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.</p>	<ul style="list-style-type: none"> Describe informal assessment procedures for determining knowledge and skills of children with various learning disabilities and emotional/behavioral problems. Based on informal assessment procedures, design appropriate clinical teaching strategies for children with various learning disabilities and/or behavior problems Describe what an Individualized Education Program (IEP) is and how it is developed 	<ul style="list-style-type: none"> Discussion Board assignments Case study report Journal Abstracts Exam

GENERAL EDSE 540 ONLINE CLASS EXPECTATIONS:

Attendance: You are expected to (a) attend all classes during the course, meaning that you conduct your learning activities for the week in order to contribute electronically through computer-mediated collaboration engaged in asynchronously or synchronous learning opportunities established by the professor or the group, also electronic in nature, (b) arrive on time, meaning that you pace yourself to conduct your work each week and, by midnight (central time), Sunday nights, have completed your week's work and are ready for the upcoming weeks, (c) stay for the duration of the class time, meaning, in this instance, that you put in the time needed for you to master the content for the week (d) bring books to each class, meaning for this course that you actually spend time reading your assignments in the texts as well as engaging in online collaborative activities as required for mastery and (e) complete Blackboard discussion boards and other assignments. The typical course syllabus for this course states that, "All out-of class assignments are to be completed prior to the beginning of class on the date

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that they are due". In our case, we will not actually 'convene' every week in the traditional sense. Instead there will be assigned tasks for you to complete between Monday and the following Sunday evening midnight, which denotes the end of our 'week'. Sometimes there will be set periods of work, either for individual work or mini-group things. Now and then there will be professor-student interactions using technology, but these will be scheduled to fit both parties. Just use the Sunday night midnight date each week as a marker for pacing to denote the end of the week; be sure you have any assignments for that week done by the dates shown on the course calendar on Blackboard.

Our 'weeks' in this online class run Monday-Sunday night; this just gives us a point of reference to navigate the course material.

Attendance is measured in terms of class contributions through email, discussion forum postings, and shared documents. In general, professionally relevant, active participation is expected in any traditional class session for a grade of **B** or better. Given that the focus here is on outcomes as opposed to time-in-engagement, attendance might better be described as engagement in learning. That is up to the individual student; how much time he/she requires to complete the activities and reflect on the content as well as the experience is an individual matter. It is important that your technology equipment be properly maintained and available to you; that equipment is your vehicle to 'attendance' of sorts. For emphasis, please note that full point credit on in-class activities and small group presentations, students must make meaningful contributions to class through discussion and active participation using the technologies available for the class.

Late assignments will not be graded. However, if you cannot make a particular deadline as shown on the calendar, notify me before the Due date and time at: amcfadd1@gmu.edu and request an extension. In the subject line of the email, use the word **EXTENSION for** and list the assignment. Even if I do not respond before the deadline, an extension will be given as it is understood that, as graduate students with busy personal and professional lives, you may sometimes need a little more time. If you are getting significantly behind, communicate with the teacher as to **why** you continue to need extensions. If you wait and ask AFTER the deadline, the assignment will not be graded unless, of course, you were sick, it was a religious holiday or you had some family emergency. Talk to me; that is the safest bet. Also work ahead on the assignments. Just focus on the learning. The main thing in this online class is to focus on your learning.

- **Withdraw**: If you are unable to meet the online participation requirements of the course(s) it is strongly recommended that you drop the course.

Withdrawing from the course is not an automatic process. You must inform the instructor in writing if you wish to withdraw from the course. Failure to notify the instructor will result in an "F" on your official George Mason University transcript.

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- **Workload:** In-depth reading, study, and work on course requirements/assignments require outside class time. Students are expected to allot class study and preparation time weekly in addition to time spent on papers and assignments. ****Note again, if you cannot meet an assignment deadline and need an “extension” you MUST send an email to your “Instructor” (<mailto:amcfadd1@gmu.edu>) and request an extension BEFORE the Due Date and Time (Central Time). In the Subject Line of the email you must put: EXTENSION REQUEST FOR _____** (type the assignment specific name after EXTENSION REQUEST FOR.
- **Written and Oral Language: APA Style** is the standard format for any written work in the College of Education. If you are unfamiliar with APA, it would benefit you to purchase the Publication Manual of the American Psychological Association (6th ed.) You are required to use APA guidelines for all course assignments. This website links to APA format guidelines: <http://apastyle.apa.org>
- We will use **person-first language** in our class discussions and written assignments (and ideally in our professional practice). We will also strive to replace the term “Mental Retardation” with “Intellectual Disabilities” in our oral and written communication in accordance with terminology choices in the disability community.
- **Academic Integrity:** Students in this course are expected to exhibit academic integrity at all times. Be aware that plagiarism is presenting someone else's work as your own. Whether the act is deliberate or unintentional is irrelevant. You must take great care to give credit to an author when you borrow either exact words or ideas. Generally, if you use 4 or more words in a row you should use quotation marks and a proper APA citation. Remember that plagiarism is a very serious offense and can result in dismissal from the University. **Evidence of plagiarism or any other form of cheating in the class will result in a zero on that assignment and a report of the incident to the Dean's Office.**
- **Be an Informed Student:** Negotiating all the requirements for your Master's and/or VA Licensure is extremely complex. It is recommended that you schedule a phone/email or in-person appointment with the Special Education Advisor, Jancy Templeton (jtemple1@gmu.edu 703/993-2387). Doing so each semester will ensure that you rectify any outstanding issues, are timely with all necessary paperwork, and are ultimately in good standing to graduate on time.

GMU STUDENT EXPECTATIONS

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].

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- 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/>].

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/>].

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/>

EVALUATION

POINTS

- | | |
|---|------------|
| • Discussion Board (5 out of 8 Postings, 10 pts each) | 50 points |
| • Case Study Paper* | 100 points |
| • Peer Review of Case Studies (2 x10 pts each) | 20 points |
| • Journal Abstracts (3) | 100 points |
| • Chapter Exams | 100 points |

TOTAL POINTS: 370 points

***This assignment is the “signature” assignment for the student portfolio.** Students are required to post the signature case study in GMU’s portfolio TASKSTREAM site. Check the Course Calendar for the FINAL Date to submit your Case Study. **Failure to post a signature case study for evaluation under Standards 2 & 3 will result in an INCOMPLETE grade for the course until posted.**

GRADING CRITERIA

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

TaskStream

Students must retain electronic copies of all graded course products to document their progress in the Special Education program. Products from these classes are likely to become part of your individual performance based assessment portfolio (EDSE 791 & 792).

Each course in the program has an identified signature assignment. A signature assignment is a specific assignment, presentation, or project that best demonstrates one or more CEC standard(s) connected to the course. A signature assignment is evaluated in two manners. The first is for a grade based on the instructor's grading rubric. The second is for GSE program evaluation. Each student must add the identified signature assignment for each course into the TaskStream portfolio system. Additionally, students completing the portfolio courses will build their portfolios electronically via TaskStream (<https://www.taskstream.com/pub/>). In order to assure your signature assignments for these courses will be (a) included in your electronic portfolio and (b) available for your instructor to evaluate in connection with the GSE program evaluation, you must electronically add the completed signature assignment to your electronic portfolio, via TaskStream.

The electronic submission to TaskStream is likely to be in addition to the version you submit to your instructor for a graded evaluation. Instructions for submitting work to TaskStream will be provided to you.

MAJOR COURSE ASSIGNMENTS

50 points: Online Discussion Board Participation

Complete five of the eight Discussion Board assignments.

100 points: Case Study Report - A comprehensive case study on a student with emotional disability, learning disability, intellectual disability, or high functioning autism will be completed and submitted. Remember you **must** submit your Final version of your Case Study to TaskStream. Check the Final Submission Date on the Course Calendar.

Remember to check the Course Calendar and the Course Schedule (below) for the Due Dates for submitting the Draft Versions (by specified components).

See **Appendix A** for Case Study Assignment Directions

100 points: Abstracts of Journal Articles

Check the Course Calendar and Course Schedule (below) for Due Date

- 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 field. Appropriate sources for journal articles include:

Learning Disabilities

- Learning Disabilities Research and Practice
- Journal of Learning Disabilities
- Exceptional Child
- Learning Disabilities: A Multidisciplinary Journal
- Learning Disability Quarterly
- Learning Disabilities Research and Practice

Emotional/Behavioral Disorders:

- Behavior Disorders
- Journal of Emotional and Behavioral Disorders
- Preventing School Failure

Intellectual Disabilities:

- Journal of Intellectual Disabilities
- Journal of Special Education American
- Journal on Intellectual and Developmental Disabilities
- Journal of Intellectual Disability Research

Autism

- Autism: International Journal of Research and Practice
- Journal of Autism and Developmental Disorders

Also, The Journal of Special Education and Remedial and Special Education, etc.

PLEASE DO NOT USE A STUDY WHICH IS NOT INTERVENTION RESEARCH.

- 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 distill the major points of the article to a one-page summary. The abstract should be typed and include an introduction to the students needs, followed by 3 summaries with an APA style citation at the top of the page. **Each entry should consist of three parts labeled**

1. Summary

2. Critique.

3. Conclusion

The conclusion section ties together the 3 summaries' findings should be presented as an action plan for assisting the student to meet an identified need. A "so what" section is asked to state what you have learned about the student to enhance your teaching practice.

All articles should be from current literature and should not be more than five years old. **You must use your own words to summarize but be sure to cite liberally! Please hand in a copy of your journal summaries paper on the last night of class.**

Field Observation – 20 hours

Observations of students with mild disabilities (ex: learning disabilities and emotional disabilities) in a school setting will be completed. Observation forms will be provided.

100 points: Chapter Exams

Check the Course Calendar and Course Schedule (below) for Due Date

- Exams that cover the eleven chapters of the textbook will be given throughout the course.

Course Schedule
(Note Assignment Due Dates)

Class	Topics	Reading Assignments	Assignment(s) and Date Due
August 6 th – August 12 th , 2012 (W1)	Introduction to Course Background(s) Syllabus GMU Education Library Overview	Course Syllabus Introduction Lecture	<ul style="list-style-type: none"> • Introduce yourself and provide your background information on the Discussion Board. Due Date: Midnight (Central Time) Sunday, 8/12 **(Required, but no points) • Discussion Board Question #1 (Remember, you have the option of selecting 5 of the 8 questions to respond to on the DB) Due Date: Midnight (Central Time) Sunday, 8/12
August 13 th – August 19 th 2012 (W2)	Context of Special Education Introduction Review of exceptionalities & legislation Overview of Students with Mild Disabilities	<ul style="list-style-type: none"> • Chapters 1 & 2 • Lecture for Ch's 1 & 2 • Chapter Learning Objectives and Powerpoints for Chapters 1 & 2 	<ul style="list-style-type: none"> • Discussion Board Question #2 (Remember, you have the option of selecting 5 of the 8 questions to respond to on the DB)) Due Date: Midnight (Central Time) Sunday, 8/19 • Take Exam for Chapters 1 & 2 anytime Friday, 8/10 thru Sunday, 8/13 • Begin thinking about a student for the Case Study assignment
August 20 th – August 26 th 2012 (W3)	Students with Learning Disabilities	<ul style="list-style-type: none"> • Chapter 5 • Lecture for Chapter 5 • Chapter Learning Objectives and Powerpoints for Chapter 5 	<ul style="list-style-type: none"> • Discussion Board Question #3 (Remember, you have the option of selecting 5 of the 8 questions to respond to on the DB)) Due Date: Midnight (Central Time) Sunday, 8/26 • Take Exam for Chapter 5 anytime Friday, 8/24 thru Sunday, 8/26 • During this week, select the student that you will use for the case study. • Submit the following information about your student to the Assignment Dropbox : Gender, Age, Grade Level, and Disability DUE Date: Midnight (Central Time), Sunday, 8/26

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<p>August 27th – September 2nd 2012 (W4)</p>	<p>Students with Emotional Disabilities</p> <p>Classroom Management</p>	<ul style="list-style-type: none"> • Chapter 4, 9 & 10 • Lecture for Chapters 4, 9 & 10 • Chapter Learning Objectives and Powerpoints for Chapters 4, 9 & 10 	<ul style="list-style-type: none"> • Discussion Board Question #4 (Remember, you have the option of selecting 5 of the 8 questions to respond to on the DB)) Due Date: Midnight (Central Time) Sunday, 9/2 • Take Exam for Chapter 4 & 10 (only) anytime Friday, 8/31 thru Sunday, 9/2 • First four components/sections (See Below) of your DRAFT Case Study paper DUE: By Midnight (Central Time), Sunday, 9/2 <ol style="list-style-type: none"> 1. Student Demographics 2. Description of School and Neighborhood 3. Student's Educational History 4. Student's Current Areas of Need
<p>September 3rd – September 9th 2012 (W5)</p>	<p>Students with Mild Intellectual Disabilities</p>	<ul style="list-style-type: none"> • Chapter 3 & 8 • Lecture for Chapters 3 & 8 • Chapter Learning Objectives and Powerpoints for Chapters 3 & 8 	<ul style="list-style-type: none"> • Discussion Board Question #5 (Remember, you have the option of selecting 5 of the 8 questions to respond to on the DB)) Due Date: Midnight (Central Time) Sunday, 9/9 • Take Exam for Chapters 3 & 8 anytime Friday, 9/7 thru Sunday, 9/9 • Last components/sections(See Below) of your DRAFT Case study paper DUE: By Midnight (Central Time), Sunday 9/9 <ol style="list-style-type: none"> 5. Observations 6. Parent Interview Summary 7. Student Interview Summary 8. Instructional Recommendations 9. So What - Summary and Synthesis of Case Study 10. Appendices

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<p>September 10th – September 16th 2012 (W6)</p>	<p>Building Family Partnerships Behavior Interventions</p>	<ul style="list-style-type: none"> • Chapter 9 & 11 • Lecture for Chapters 9 & 11 • Chapter Learning Objectives and Powerpoints for Chapters 9 & 11 	<ul style="list-style-type: none"> • Discussion Board Question #6 (Remember, you have the option of selecting 5 of the 8 questions to respond to on the DB)) Due Date: Midnight (Central Time) Sunday, 9/16 • Take Exam for Chapters 9 & 11 anytime Friday, 9/14 thru Sunday, 9/16
<p>September 17th – September 23rd 2012 (W7)</p>	<p>Students with High Functioning Autism and Asperger's Syndrome Writing Effective IEPs and Educational Reports</p>	<ul style="list-style-type: none"> • Chapters 6, 7, 2 & 11 • Lecture for Chapters 6, 7, 2 & 11 • Chapter Learning Objectives and Powerpoints for Chapters 6, 7, 2 & 11 	<ul style="list-style-type: none"> • Discussion Board Question #7 (Remember, you have the option of selecting 5 of the 8 questions to respond to on the DB)) Due Date: Midnight (Central Time) Sunday, 9/23 • Take Exam for Chapters 6 & 7 (only) anytime Friday, 9/21 thru Sunday, 9/23 • Case Study – FINAL Draft (ALL Components/Sections) Due: Midnight (Central Time), Sunday, 9/23
<p>September 24th – September 30th 2012 (W8)</p>	<p>Access to the Curriculum, Accommodations, Modifications</p>	<ul style="list-style-type: none"> • Chapters 8, 4 & 9 • Lecture for Chapters 8, 4 & 9 • Chapter Learning Objectives and Powerpoints for Chapters 8, 4 & 9 	<ul style="list-style-type: none"> • Discussion Board Question #8 (Remember, you have the option of selecting 5 of the 8 questions to respond to on the DB)) Due Date: Midnight (Central Time) Sunday, 9/23 • Take Exam for Chapter 8 (only) anytime Friday, 9/28 thru Sunday, 9/30 • Each Person will Peer Review* their 2 assigned Case Studies. Due Date: Midnight (Central Time), Sunday, 9/30 <p>*Your "peer reviews" will be sent to you on Monday, 10/1 to review for your final revisions.</p> <ul style="list-style-type: none"> • Work on FINAL Revisions for Case Study
<p>October 1st – October 7th 2012 (W9)</p>	<p>Collaboration and Inclusive Practices Co-teaching</p>	<ul style="list-style-type: none"> • Chapters 6 & 11 	<ul style="list-style-type: none"> • Work on final revisions for Case Study • Final Case Study Due: Midnight (Central Time), Sunday, 10/7

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October 8 th – October 13 th 2012 (W10)	LAST Week of CLASS	<ul style="list-style-type: none">• Chapters 6 & 11	<ul style="list-style-type: none">• Journal Abstract Summaries (3) Due: Midnight (Central Time), WEDNESDAY, 10/10• Field Experience Observation Forms Submitted (20 hours)• Check Calendar for FINAL Submission Date of the Case Study “signature” assignment for the student portfolio in TASKSTREAM.
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Student Name:

Peer Reviewers Name:

**Case Study Assignment Rubric
100 Points Possible**

Case Study Variables	Below Expectations	Meets Expectations	Exceeds Expectations
Writing Style Mechanics/APA (5 pts)			
Student Demographic & Background Information (10 pts)			
Description of School and Neighborhood (10 pts)			
Educational History (10 pts)			
IEP Goals and Objectives (10 pts)			
Parent Interviews (10 pts)			
Teacher Interview Information (10 pts)			
Analysis - Instructional Recommendations (10 pts)			
Summary, Synthesis & Reflection (15 pts)			
Appendices (student work, Parent/Teacher Interviews, Observation Notes (10 pts)			
TOTAL POINTS EARNED: _____/100			

COMMENTS:

CASE STUDY RUBRIC
Variables and Description of Expectations

	Exceeds Expectations	Meets Expectations	Below Expectations
Observations	Greater than two observations	Two observations (<i>of 45 minutes or more each</i>)	Less than two observations
Introduction	Introduction provides general context with citations and areas to be covered in the case	Introduction provides general context and areas to be covered in the case study	Introduction does not identify areas to be covered and/or provide general
Description of the Case	Provides detailed description of all 4 of the description components, <u>including specific examples</u> for each component.	Provides detailed description and examples for at least 4 components, and provides limited information about other components	Provides limited description and examples of components, or missing a component
Observational Information and IEP Goals and Objectives	Detailed information about observations specifically related to student IEP goals, objectives, and accommodations	Information about observations related to student IEP goals, objectives, and accommodations	Information about observations is not focused on student IEP goals, objectives, and
Teacher and Parent interviews	Thorough and specific information is reported concerning student IEP goals, objectives, accommodations, and other accommodations or relevant issues not included on IEP	Information reported is related to IEP goals, objectives, accommodations, and other accommodations or relevant issues not included on IEP	Information is general and/or does not include all of the following components: information related to IEP goals, objectives, accommodations, and other accommodations
Analysis	Logical recommendations with thorough & detailed support based on observations, interview, and literature. Recommendations highlight critical issues.	Logical recommendations with some support based on observations, interview and literature.	Illogical recommendations with little support based on observation, interview, and literature.
Summary, Synthesis & Reflection	Thorough and detailed description of student characteristics with those described in the textbook and more than 3 additional sources from literature.	Some comparison of student characteristics with those described in the textbook and 3 additional sources	General or incomplete description of student characteristics compared with textbook. Less than 3 additional resources from literature.
Appendices	Relevant, thorough, organized and readable examples of student work, teacher interview questions/ answers, and copies of field notes.	Organized and readable examples of student work, teacher interview question and answers, and copies of field notes.	Unorganized or unreadable examples of student work, teacher interview questions and answers, and copies of field notes.
Writing Style Mechanics and APA style	Paper is well-organized, writing is clear and easy to follow, provides correct citations and references in APA style, and free from spelling, grammar, and	Writing lacks clarity or organization in parts, and has a few APA style errors, or a few mechanical errors.	Writing lacks clarity and organization, with some APA style or mechanical errors

Journal Abstracts Scoring Rubric (3 Journal Articles – 100 Points)

Student Name:

Journal Abstracts	Points Possible (100)	Points Received
Writing Style/Quality Mechanics/APA	10 points	_____
Introduction to Student's Needs (based on your case study)	10 points	_____
Appropriate choices of INTERVENTION RESEARCH STUDIES (cause/effect studies - 3 peer reviewed research studies)	20 points	_____
Quality of Summaries	15 points	_____
Quality of Critiques	15 points	_____
Conclusion/ Appropriateness of Recommendations and "SO WHAT"	30 points	_____
Total Points:		_____/100

COMMENTS:

Discussion Board Scoring Rubric

50 Points Possible

(10 points x 5 postings out of 8 possible postings)

Variable	Insufficient (0 pts)	Sufficient (3 Pts)	Outstanding (5 pts)	Points Earned
Content	The content was not related to the posting for discussion or was inaccurate or incomplete.	Most of the content was related to the posting for discussion but included some inaccurate or incomplete information	All of the content related to the posting for discussion and reflected a considered, informed response that included information from the course materials and/or resources.	
Form	The response had significant grammatical or spelling errors, not consistent with graduate-level written work. The information may also have been incorrect in its sources, if provided	The response, for the most part, was accurate and free of grammatical or spelling errors, though some editing and proof-reading would have improved the product	The response was accurate and free of grammatical or spelling errors. It followed all aspects of the instructions.	

Total Points: _____/10

Appendix A Case Study Assignment Directions

The observation case study provides you with the opportunity to observe a student with mild disabilities, examine his or her educational history and goals, conduct parent interviews, and make comprehensive recommendations for the student. This case study should be written as a paper, including each of the sections as a heading and using APA format.

In order to maintain confidential communication about your student, create a pseudonym to use throughout the paper.

1. Description of Case
 - a. Describe your student's demographic and background data
 - i. Provide a thorough description of your student, including his or her etiology and diagnosis, any medical conditions that exist, psychological and social-emotional characteristics, and any other information required to paint a clear picture of your student.
 - ii. Describe skills and characteristics of your student that are similar to those of typical growth and development and those that are atypical.
 - iii. Access information on your student's specific exceptionalities in order to create a rich student description. This should include the educational implications of characteristics of various exceptionalities and the impact of sensory impairments, physical and health exceptional learning needs on individuals, families, and society.
 - b. Description of school and student's community
 - i. Describe your student's educational placement in the greater context of the continuum of placement and services available for individuals with exceptional learning needs.
 - ii. Describe the impact of the principles of normalization and concept of least restrictive environment on your student's classroom placement.
 - iii. Describe the school and community in terms of demographics, incomes, geography, education levels, and jobs.
 - c. Educational history – Describe your student's educational history (schools attended, reason for referral, pre-referral interventions, results of multidisciplinary evaluation, special education classification, description and location of educational service provision, related services provided, and any other pertinent information.
 - d. Educational goals, objectives, and classroom accommodations – summarize your student's educational goals and objectives, and classroom accommodations.
 - i. Include a discussion of the impact of your student's academic and social abilities, attitudes, interests, and values on instruction and career development.
 - ii. Include a discussion of the impact your student's disability may have on auditory and information processing skills.
 - iii. Relate levels of support to the needs of the individual.

2. Observation and Interviews
 - a. Student Observations – observe at least two class periods of instruction specifically related to IEP goals, objectives and accommodations
 - i. Describe the relationship between your observations and your student's goals, objectives, and accommodations.
 - ii. Describe the effects your student's exceptional condition(s) appears to have on this/her life
 - iii. Describe the perceived impact of your student's academic and social abilities, attitudes, interests, and values on instruction and career development.
 - b. Teacher Interview – Interview your student's teacher about Teacher your student's program, needs, and approaches
 - i. Provide thorough and specific information reported concerning the student's IEP goals, objectives and accommodations
 - ii. Provide information about any other accommodations or relevant issues not provided in the IEP
 - c. Parent Interview – Interview at least one of your student's parents or guardians.
 - i. Begin your interview with questions about the family, in order to build up a collaborative relationship and gather information about the family system and the role of family in the student's development and education.
 - ii. Ask the parents about their child's education goals, objectives, and accommodations.
 - iii. Did they have a role in the development of these goals, etc? Do they feel they are appropriate for their child?
 - iv. 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:
 1. Ways in which you can foster a respectful and beneficial relationship with the family.
 2. Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family.
 3. The potential impact of differences in values, languages, and customs between your student's home and school lives.
 4. 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.
3. Analysis – Describe any additional (research-based) recommendations, educational accommodations, and/or modifications that you would make for the student. Include any sources of unique services, networks, and organization or individuals with exceptional learning needs.
4. Summary, Synthesis and Reflection
 - a. Summary: Write a clear description of your student including all pertinent

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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 research. Which characteristics were identified in your student? What are the social and educational implications of these characteristics?
- c. Reflection
 - i. How do your personal cultural biases and differences affect your interactions with students and their families and therefore your teaching
 - ii. What have you learned from this case study about teaching students with disabilities?

5. Appendices - Include:

- a. Student work samples
- b. Parent interview questions/answers
- c. Teacher interview questions/answers
- d. Observation notes
- e. Any other pertinent items
 - i. Annotate the work samples giving purpose for inclusion and characteristics it illustrates