



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

Spring 2017

EDSE 540 639: Characteristics of Students with Disabilities who Access the General Curriculum

CRN: 21613, 3 – Credits

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Instructor: Dr. Nicole Conners	Meeting Dates: 01/11/17 – 03/08/17
Phone: Cell 703-309-9232	Meeting Day(s): Wednesdays
E-Mail: nconners@gmu.edu naconners@fcps.edu	Meeting Time(s): 5:00 pm - 9:30 pm
Office Hours: as requested	Meeting Location: Off-campus
Office Location: Willow Oaks	Other Phone: FCPS work: 571-423-4178

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.

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.

Notes: School-based field experience required.

Schedule Type: LEC

Hours of Lecture or Seminar per week: 3

Hours of Lab or Studio per week: 0

Prerequisite(s): None

Co-requisite(s): None

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate teacher candidates/students should

contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

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://gse.gmu.edu/special-education/advising/>.

Course Delivery Method

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

Learner Outcomes

Upon completion of this course, teacher candidates/students will be able to:

1. Describe the field of learning disabilities from its origins to policies and practices of today.
2. Compare the history of education for teacher candidates/students with emotional and behavioral disorders, teacher candidates/students with learning disabilities teacher candidates/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 teacher candidates/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.

Course Relationship to Program Goals and Professional Organizations

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Students with Disabilities who Access the General Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include 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).

Evidence-Based Practices

This course will incorporate the evidence-based practices (EBPs) relevant to characteristics of teacher candidates/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 teacher candidates/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 teacher candidates/students with disabilities.

Required Textbooks

Raymond, Learners w/Mild Disabilities: A Characteristics Approach, 5th edition, Pearson,
ISBN 9780133827118

Recommended Textbooks

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Required Resources

Sousa, D.A. & Tomlinson, C.A. (2011). Differentiation and the brain: How neuroscience supports the learner-friendly classroom. Bloomington, IN: Solution Tree Press. (ISBN 978-1-935249-59-7) (*can order from Amazon.com or Barnes and Noble -would like you to purchase this book)

Additional Readings

Assigned in class and found on BB for EDSE 540

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Tk20 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 Tk20 (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 Tk20.

For EDSE 540, the required PBA is Observation Student Profile. Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the "IN" can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments

Performance-based Assessment (Tk20 submission required)

Observation Student Profile (100 points)

A comprehensive Observation Student Profile on a student with an emotional disability, learning disability, intellectual disability, speech and language disorder, other health impairment, or high functioning autism will be completed. Other observation student profiles with other high incidence disabilities should be discussed with your instructor.

*You must complete a field experience form.

Observation Student Profile FINAL PAPER due March 8, 2017. Be prepared to present your observation student profile in class orally on March 8, 2017.

The observation student profile should include the following components which will be headings in your APA formatted paper. (relates to the Observation Student Profile Rubric and extensive narrative for the Observation Student Profile) **Scores for each section/part range from 5.56- does not meet, 11.11- meets, or 16.67- exceeds expectations.**

Part I: Demographic and Background Data

Part II: Educational History (data), Goals, Objectives, and Accommodations

Part III: School and Classroom Information

Part IV: Student Observation

Part V: Family Member Interview and Analysis of Information

Part VI: Summary, Synthesis, Recommendations, Final Reflections, and SO WHAT

Part VII: Addressing the CEC Standards

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.

APA Format, Style, and Mechanics Please proofread all papers before turning in a finished product. APA formatting is expected.

College Wide Common Assessment (Tk20 submission required)

n/a

Performance-based Common Assignments (No Tk20 submission required.)

Class Attendance and Participation (5 points per class (9 classes= 45 points)

Completion of weekly class activities, participation in class discussions, and project presentation update discussions throughout the semester. Points missed due to absences cannot be made up. Excessive absences can result in additional penalties and potential withdrawal from class.

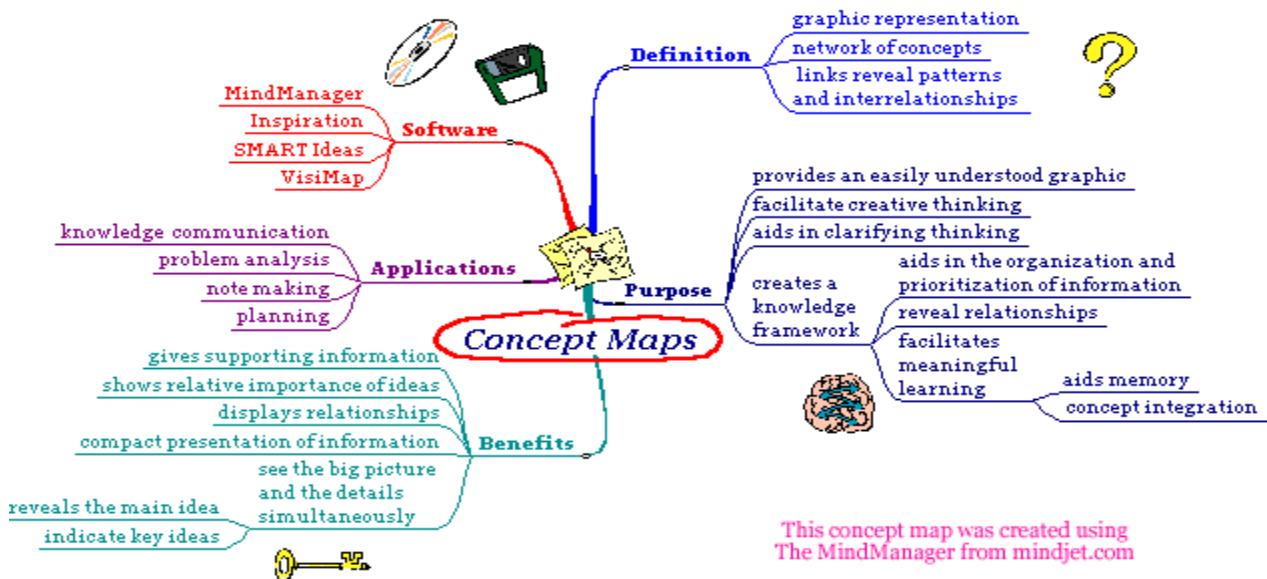
Journal Entries (through BB- 10 entries- 5 points each= 50 points total)

Complete one posted journal entry per week through BB and a final synthesis journal). These journal entries will help you to identify three MOST IMPORTANT POINTS related to your readings assigned for the week. We would like you to make connections to what you have read in your assigned texts and how the content applies in your classroom. This will be discussed more in class in terms of your thinking from knowledge to application of information.

Mindmaps for characteristics of students with disabilities. (25 points each for 5 mindmaps/125 points total- see due dates on weekly class schedule)

**choose a different way to capture the characteristics of each disability if this format does not work with your learning preferences.

Create individual mindmaps or other organizer for the characteristics of students with learning disabilities, emotional disabilities, mild intellectual disabilities, autism, and attention deficit (ADHD/ADD) from your text. (*see dates in weekly calendar--try to include the academic, social, processing deficits, executive functioning, communication, and behavior challenges for each disability)



Philosophy of Teaching Statement (Part I & II- 50 points each=100 points) (Due: Part I- January 25, 2017 & Part II – March 1, 2017)

A philosophy of teaching statement is a personal narrative that will include: (1) your conception of teaching and learning and your philosophy around fixed and growth mindsets; (2) a description of how you teach; and (3) a justification of why you teach the way that you do.

Your philosophy of teaching statement should: (1) demonstrate that you have been reflective and purposeful about your teaching; and (2) communicate your goals for student learning and corresponding actions in your classroom.

Why do teachers need to articulate their philosophy of teaching? What purpose does a philosophy of teaching statement serve? It has been recognized by many teachers that the process of identifying a personal philosophy of teaching and continuously examining and verifying this philosophy through teaching can lead to change of teaching behaviors and ultimately foster professional and personal growth (Brookfield, 1990).

You will develop a personal purpose -which describes a clear picture of why you are doing what you are doing. You will also develop a pedagogical purpose- this perspective allows you to ask the most important question in teaching- "what effect am I having on students and student learning?"

There is no right or wrong way to write a philosophy statement. Only you decide how to write your teaching philosophy. It is generally 1–2 pages in length. Use present tense, in most cases. Writing in first-person is most common and is the easiest for your audience to read.

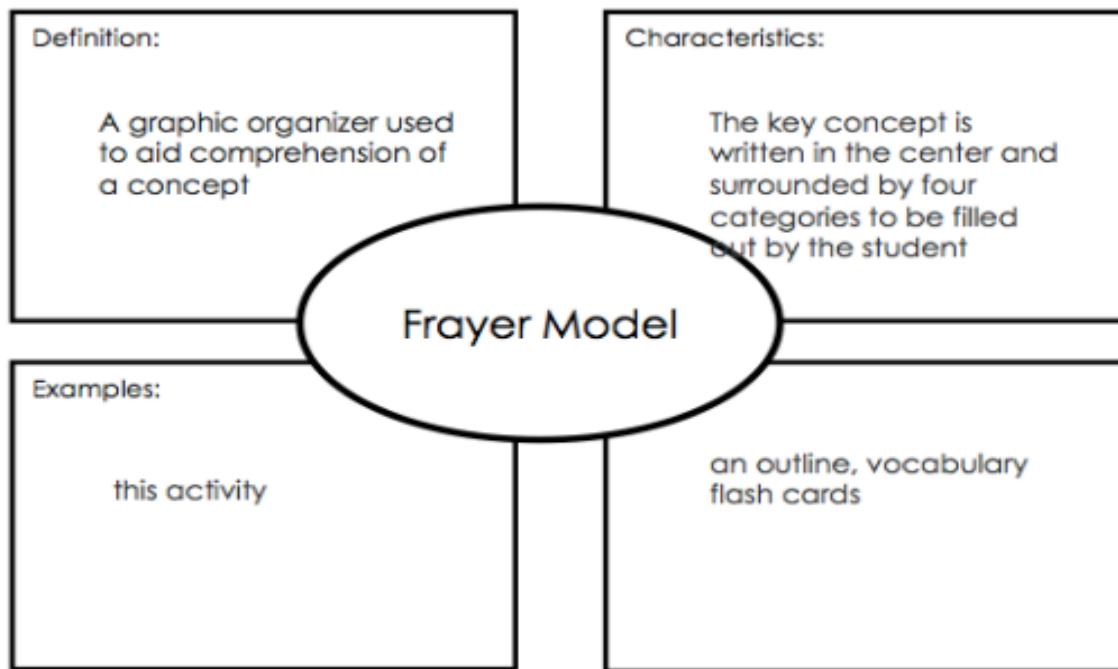
Include teaching strategies and methods to help people “see” you in the classroom. Help the reader of your teaching statement visualize what you do in the classroom to establish a student-centered learning environment, including building positive student relationships and engaging all students. Help the reader of your statement visualize your teaching and assessment practices when focused on the learning for all students.

By writing about your experiences and your beliefs, you “own” those statements and establish a personal mindset for student learning.

Iris Center Modules (100 points total; 25 points each)

View four outlined modules for the online class on February 8, 2017 and complete a Frayer model for each module. These four frayer models will be completed as online content and are **due no later than February 15th** in the provided drop boxes on the EDSE 540 Blackboard class.

Here is an example of a Frayer Model using the concept of a Frayer Model



You will need a computer to access this content. (Online class on February 8, 2017)
<http://iris.peabody.vanderbilt.edu/>

About the IRIS CENTER:

Funded by the U.S. Department of Education's Office of Special Education Programs (OSEP), the IRIS Center is headquartered at Vanderbilt University in Nashville, TN, and Claremont Graduate University in Claremont, CA. Our primary objective is to create and infuse resources about evidence-based practices into preservice preparation and professional development programs. To facilitate this process, IRIS disseminates and offers trainings on those resources. Developed in collaboration with nationally recognized researchers and education experts, IRIS resources are designed to address instructional and classroom issues of great importance to today's educators. IRIS resources are used in college instruction, PD activities, and independent learning opportunities for practicing educators.

Must view these first three (must complete all three modules below)

Universal Design for Learning (UDL) (**online class February 8, 2017, frayer model due no later than February 15, 2017**)

<http://iris.peabody.vanderbilt.edu/module/udl/>

Differentiated Instruction: Maximizing the Learning for All Students (**online class February 8, 2017, frayer model due no later than February 15, 2017**)

<http://iris.peabody.vanderbilt.edu/module/di/>

Providing Instructional Supports: Facilitating Mastery of New Skills Students (**online class February 8, 2017, frayer model due no later than February 15, 2017**)

<http://iris.peabody.vanderbilt.edu/module/sca/>

CHOICE: Choose one of the three below: (online class February 8, 2017, frayer model due no later than February 15, 2017)

Addressing Disruptive & Non-Compliant Behaviors (Part 1)

<http://iris.peabody.vanderbilt.edu/module/bi1/>

SOS: Helping Students Become Independent Learners

<http://iris.peabody.vanderbilt.edu/module/sr/>

Teaching English Language Learners: Effective Instructional Strategies

<http://iris.peabody.vanderbilt.edu/module/ell/>

Observation Student Profile Presentation (50 points) Due: March 8, 2017

Present your Observation Student Profile in a rotation station format during the last class. Rotations will be assigned. Be creative in your presentation style! (see examples) Be sure to cover ***these four areas: student strengths, student challenges, disability characteristics, & evidence-based practices (EBPs)/strategies***

Course Policies and Expectations

Attendance/Participation

Students are expected to **(a) attend all classes during the course, (b) be actively involved in activities, and (c) arrive on time and stay for the duration of class time.** Lack of attendance and professional participation at all sessions (online and in class) will significantly diminish the impact of the course and interfere with creating a collaborative learning community. As such, absences from any portion of the course are strongly discouraged. Please notify me in advance by phone or email if you will not be able to attend class.

Late Work

In-depth reading, study, and work on course requirements require outside class time. Students are expected to allot class study and preparation time weekly in addition to time spent on papers and assignments. **The result of late work will be the loss of 10 points per day until the assignment is received by the instructor.** Individual situations will be addressed with students outside of class.

Withdraw

If you are unable to meet the 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 and follow GMU withdrawal processes. Failure to notify the instructor will result in an "F" on your official George Mason University transcript.

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>

People First Language

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.

Grading Scale

95-100% = A

90-94% = A-

86-89% = B+

80-85% = B

76-79% = C+

70-75% = C

>70% = F

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

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: <http://cehd.gmu.edu/values/>

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <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 <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.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/>).
- 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 Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

Class Schedule

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

Wednesday, January 11, 2017 (1) 5:00-9:30	Registration, Introductions, and Backgrounds Cohort Structure and Questions Syllabus Review Big Picture Ideas for Course Context of Special Education Introduction-review of exceptionalities & legislation Overview of Students with Mild Disabilities Mindset, Learning Environment, and Building Relationships Topics: mindset, brain research; executive functioning; Maslow's hierarchy of needs; multiple intelligences	Start thinking about a student for case study assignment Journal Entry (BB)	
Wednesday, January 18, 2017 (2) 5:00-9:30	Students with Emotional Disabilities (Guest Speaker) Misunderstood Minds Video Multidisciplinary Evaluations (referral process and re-evaluations) IEP components	Journal Entry (BB)	Read Chapter 1,2,3, & 6 textbook <i>Differentiation and the Brain, 1 & 2</i> DUE: Emotional Disabilities characteristics mind map Please select the student that you will use for the case study by this date. (approval from instructor)
Wednesday, January 25, 2017 (3) 5:00-9:30	Students with Learning Disabilities	Select case study student Journal Entry (BB)	Read Chapter 5 textbook <i>Read Chapter 7 Differentiation and the Brain</i> DUE: Philosophy in Teaching Statement Part I DUE: LD characteristics mindmap

Wednesday, February 1, 2017 (4) 5:00-9:30	Students with High Functioning Autism (HFA) (Guest Speaker) Students with ADHD Students with Mild Intellectual Disabilities	Journal Entry (BB)	Read Chapter 4, 7, & 8 textbook DUE: Autism, ID and ADHD characteristics mindmaps
Wednesday, February 8, 2017 (5) 5:00-9:30	ONLINE CLASS, NO FACE-TO- FACE No F-2- class Online Activities--IRIS MODULES IRIS MODULES: Universal Design and Technology Integration; Differentiation; scaffolds & instruction; & choice module (see syllabus)	Journal Entry (BB)	Read Chapters 3, 4, 5 & 6 Differentiation and the Brain View the National Center on Universal Design for Learning (UDL) http://www.udlcenter.org **ONLINE WORK: Work on your frayer models for four IRIS modules reviewed
Wednesday, February 15, 2017 (6) 5:00-9:30	Executive Functioning Overview Differentiation, instructional scaffolds, & informing instruction through formative assessments (checking for understanding) Classroom Management, routines and procedures Peer review of observation case study paper draft	Journal Entry (BB)	Executive Functioning, Chapter 9, pp.204-206 (specifically) Read Chapters 9, 10, 11, & 12 textbook; Chapter 3, pp. 58-63 All frayer models are due no later than this class for all four Iris Modules and must be posted in the provided BB drop boxes no later than the start of this class
Wednesday, February 22, 2017 (7) 5:00-9:30	Differentiation, instructional scaffolds, & informing instruction through formative assessments (checking for understanding) Building Family Partnerships Co-teaching best practices and approaches	Journal Entry (BB)	Read Chapters 9, 10, 11, & 12 textbook <i>Read Chapter 8 Differentiation and the Brain</i>

Wednesday, March 1, 2017 (8)	PROACTIVE PLANNING- beginning with the end in mind	Journal Entry (BB)	DUE Philosophy of teaching Statement Part II Review Chapters 9, 10, 11, & 12 textbook
5:00-9:30	Commonalities across mild disabilities synthesis (bring textbook to class for this night) QUESTION: "if you do not know why you are doing something, then why are you doing it?" Peer review of observation case study paper draft		
LAST CLASS Wednesday, March 8, 2017 (9) 5:00-9:30	Evidenced-based practices and Instructional Strategies to enhance access to curriculum Synthesis Journal Entry	In class synthesis Journal Entry (BB)	Observation Student Profile FINAL PAPER DUE PLEASE POST YOUR CASE STUDY IN BLACKBOARD NO LATER THAN TODAY! DUE Observation Student Profile PRESENTATION Observation Student Profile presentations in station rotations Online Course Evaluations

Assessment Rubric(s)

GUIDELINES for the Observation Student Profile (possible 100 points)

The observation case study provides you with the opportunity to get an in-depth understanding of a student with mild to moderate exceptional learning needs. 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 a disability. This case study assignment has six major sections. Each section should be labeled with the heading given below. The paper should be formatted using APA style/formatting with related documents and work samples.

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Demographic and Background Data CEC/IGC Standard 1	<p> Points: 5.56 (5.56%)</p> <ul style="list-style-type: none"> Candidate provides partial demographic and background information, giving only a limited view of the learner with mild to moderate exceptional learning needs. Candidate does not include all of the following: o etiology and diagnosis, o any medical conditions that exist, psychological and social-emotional characteristics, & o the effect these conditions can have on the student's life. <p>Feedback:</p> <div style="border: 1px solid #ccc; height: 40px; margin-top: 5px;"></div>	<p> Points: 11.11 (11.11%)</p> <ul style="list-style-type: none"> Candidate discusses demographic & background info related to the target student inclusive of all of the below: o etiology & diagnosis, o any medical conditions that exist, psychological and social-emotional characteristics, & o the effect these conditions can have on the student's life. • Discusses skills & typical & atypical human growth characteristics of the learner. • Uses nonbiased language sensitive to the culture, language, religion, gender, disability, socioeconomic status, & sexual orientation of the learner to describe his/her background information. • Describes the educational implications of the characteristics of learner's exceptionality & the impact of the learner's exceptional learning needs on the learner, their family, and society. 	<p> Points: 16.67 (16.67%)</p> <ul style="list-style-type: none"> Candidate discusses demographic & background info related to the target student inclusive of all of the below: o etiology & diagnosis, o any medical conditions that exist, psychological and social-emotional characteristics, & o the effect these conditions can have on the student's life. • Discusses skills & typical & atypical human growth characteristics of the learner. • Uses nonbiased language sensitive to the culture, language, religion, gender, disability, socioeconomic status, & sexual orientation of the learner to describe his/her background information. • Describes the educational implications of the characteristics of learner's exceptionality & the impact of the learner's exceptional learning needs on the learner, their family, and society. • Provides elaboration on student's characteristics to include evidence of scholarly work.
Educational History, Educational Goals, Objectives, and Accommodations CEC/IGC Standard 1	<p> Points: 5.56 (5.56%)</p> <ul style="list-style-type: none"> Candidate summarizes the learner's educational goals, objectives and classroom accommodations but does not address the impact of the learner's social abilities, attitudes, and values on instruction and career development. • Candidate provides a partial educational history related to the target student that does not include: o the educational implications of the characteristics of the learner's exceptionality AND/OR o the effect a learner's exceptionality can have on his or her life. • Candidate writes a description of the student's educational history that fails to include how primary language, culture, and familial backgrounds may interact with the student's exceptional condition to impact academic and life options. <p>Feedback:</p> <div style="border: 1px solid #ccc; height: 40px; margin-top: 5px;"></div>	<p> Points: 11.11 (11.11%)</p> <ul style="list-style-type: none"> Provides summary of learner's educational goals, objectives & classroom accommodations & the impact of the learner's social abilities, attitudes, interests, & values on instruction & career development (if applicable). • Discusses the educational history related to the target student inclusive of: o educational implications of the characteristics of the learner's exceptionality & o effect a learner's exceptionality can have on his or her life. • Writes a description of the student's educational history that includes how primary language, culture, & familial backgrounds may interact with student's exceptional condition to impact academic & life options. • Describes impact the learner's disability has on auditory &/or information processing skills & relates levels of support to the needs of the individual. 	<p> Points: 16.67 (16.67%)</p> <ul style="list-style-type: none"> Provides summary of learner's educational goals, objectives & classroom accommodations & the impact of the learner's social abilities, attitudes, interests, & values on instruction & career development (if applicable). • Discusses the educational history related to the target student inclusive of: o educational implications of the characteristics of the learner's exceptionality & o effect a learner's exceptionality can have on his or her life. • Writes a description of the student's educational history that includes how primary language, culture, & familial backgrounds may interact with student's exceptional condition to impact academic & life options. • SEE HARD COPY RUBRIC IN SYLLABUS FOR REST OF DESCRIPTOR - EXCEEDS CHARACTER LIMIT FOR BLACKBOARD

Part I: Demographic and Background Data (ranges from 5.56, 11.11, or 16.67)

- Select a student with exceptional learning needs who accesses the general curriculum and 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, please talk with your instructor.
- Create a pseudonym to use throughout your project. (It is of the utmost importance that the identity of your student remains confidential. If school officials or parents ask, your case study will be evaluated by your instructor and will be posted to TK20 through BB, 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.)
- Provide a thorough description of your student, including
 - STUDENT STRENGTHS and CHALLENGES
 - demographic information,
 - disability diagnosis and etiology,
 - any medical conditions that exist,

5. psychological and social-emotional characteristics, and
 6. 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 III.
- D. Identify and provide examples of the skills and characteristics of your student that are (a) similar to their 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 (ranges from 5.56, 11.11, or 16.67)

- A. Describe your student's educational history, including
 1. schools attended,
 2. reason for initial referral,
 3. pre-referral interventions (if available),
 4. **results of multidisciplinary evaluation,**
 5. special education classification,
 6. description and location of educational service provision, and
 7. related services provided
- B. From the student's IEP, summarize 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 (ranges from 5.56, 11.11, or 16.67)

- 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 Observations (ranges from 5.56, 11.11, or 16.67)

Observe at least two class periods of instruction for your student.

A. Summarize your observations, including

1. Content area,
2. Teachers and service providers involved,
3. Length of observation,
4. Placement of student in classroom,
5. Interactions of student with teacher(s) and other students,
6. Learning activities, and
7. Level of engagement of student with activities.

B. Describe how what you observed corresponded to your student's IEP goals, objectives, and accommodations.

C. Describe the effects your student's exceptional condition(s) appears to have on his or her life in school.

D. Identify any biases that you may have that may affect how you perceive the classrooms during observations.

Part V: Family Member (teachers) or Teacher (IAs only) Interview and analysis of information (ranges from 5.56, 11.11, or 16.67)

Interview at least one of your student's parents, guardians, or family member who is knowledgeable of the student's goals and needs. (*if IA, can be a modified assignment by interviewing the classroom teacher) **questions for parents and questions for teachers will be posted in BB

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. (parent questions provided for interview)

B. Ask the parents about their child's educational goals, objectives, and accommodations. What was the process used in developing these? Did they feel they had a role in their development? Do they feel these goals, objectives, and accommodations are appropriate and will provide benefit for their child?

C. Effective special educators communicate effectively with families of students with exceptional learning needs from diverse backgrounds. Please be sure that you consider the following as you speak with the parents:

- a. Ways in which you can foster a respectful and beneficial relationship with the family within the bounds of ethical practice.

- b. Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family.
- c. The potential impact of differences in values, languages, and customs between your student's home and school lives.
- d. Ways in which you can demonstrate your respect for variations in beliefs, traditions, and values across and within cultures. Also consider the effect of these variations on the relationships among individuals with exceptional learning needs, their family, and school personnel.

Include a statement about how you addressed these items with specific examples.

Part VI: Summary, Synthesis, Recommendations, SO WHAT, and Final Reflections (ranges from 5.56, 11.11, or 16.67)

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 the identified disability. 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. So What? You have now completed a comprehensive case study. So what? How will you think about students differently now that you have completed this assignment? What can you take away with you and apply to all of your students in the future?

E. Final reflection

1. How did your personal cultural biases and differences affect your interactions with this student and his or her family during this case study process?

Part VII: Alignment with CEC Standard. (ranges from 5.56, 11.11, or 16.67)

Appendix- work samples, interview questions, etc... (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, please scan in work samples.

Mechanics and APA Format. (Required) Proofread all papers prior to turning in a final product. APA format for all papers is required.