Description: Applies research on teacher effectiveness, teacher accountability, instructional approaches, and advances in technology at the elementary level for individuals with emotional disturbance, learning disabilities, and mental retardation. Includes curriculum and instructional strategies in reading, language arts, mathematics, science, social studies, and social skills; cognitive strategies in self-regulation, study skills, attention, memory, and motivation; and peer-mediated instruction including cooperative learning and peer tutoring.

Course Purpose and Intended Audience

This course is intended to introduce participants to instructional procedures for facilitating inclusive instruction in general education classes for students with disabilities. Participants will become familiar with effective instructional strategies for working with students with disabilities, such as mild mental retardation, learning disabilities, emotional disabilities, autism, and communication disorders. Participants will become familiar with effective strategies for incorporating reading strategies, adapting curriculum materials, designing instructional procedures, and evaluation methods to accommodate students with disabilities within general education inclusive environments.

Course Objectives

The objectives of the course are the following:

• To familiarize participants with the learning characteristics of students with mild disabilities including mental retardation, learning disabilities, and emotional disabilities.
• To familiarize participants with the principles of effective instruction for including students with disabilities in general education classes, including the use and application of prioritizing objectives, adapting materials, instruction, the environment, and evaluation procedures.
• To familiarize participants with strategies for promoting inclusion with classroom peers as peer tutors, assistants, and cooperative learning.
• To familiarize participants with strategies for improving motivation.
• To familiarize participants with strategies for improving attention and memory skills.
• To familiarize participants with strategies for improving study and organizational skills.
• To familiarize participants with strategies for adapting evaluation procedures.
• To familiarize participants with strategies for teaching and adapting language and literacy.
• To familiarize participants with strategies for teaching and adapting math.
• To familiarize participants with strategies for teaching and adapting science and social studies.
Student Outcomes

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

- Describe elementary level intervention research and the associated issues in intervention research, including technological advances as applied to individuals with mild disabilities;
- Describe and implement elementary level research-based curriculum and strategies for teaching reading, language arts, math, science, social studies, and social skills for individuals with mild disabilities;
- Describe and implement elementary level research-based cognitive strategies in self-regulation and metacognition, study skills, attention, memory, and motivation for individuals with mild disabilities;
- Describe and implement elementary level research-based strategies for peer mediation, including peer tutoring and cooperative learning, for individuals with mild disabilities;
- Develop and implement strategies in curriculum and strategies to correspond with the Virginia Standards of Learning.

Relationship of Courses to Program Goals and Professional Organizations

This course is part of the George Mason University, Graduate School of Education, Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Emotional Disturbance and Learning Disabilities, and Mental Retardation. This program complies with the standards for teacher licensure established by the Council for Exceptional Children, the major special education professional organization. As such, the learning objectives for this course cover many of the competencies for elementary curriculum and strategies for teaching individuals with emotional disturbances, learning disabilities, and mild mental retardation.

The CEC Standards are listed on the following web site:

http://www.cec.sped.org/ps/perf_based灏己d/standards/common_core_4-21-01.html

CEC standards that will be addressed in this class include some of the following:

Standard 4 - Instructional Strategies

Skills:

- Use strategies to facilitate integration into various settings;
- Teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs;
- Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs;
- Use strategies to facilitate maintenance and generalization of skills across learning environments;
- Use procedures to increase the individual’s self-awareness, self-management, self-control, self-reliance, and self-esteem; and
- Use strategies that promote successful transitions for individuals with exceptional learning needs.
Standard 5 - Learning Environments and Social Interactions

Knowledge:

• Demands of learning environments;
• Basic classroom management theories and strategies for individuals with exceptional learning needs;
• Effective management of teaching and learning;
• Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs;
• Social skills needed for educational and other environments;
• Strategies for crisis prevention and intervention;
• Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world;
• Ways to create learning environments that allow individuals to retain and appreciate their own and each other’s respective language and cultural heritage;
• Ways specific cultures are negatively stereotyped; and
• Strategies used by diverse populations to cope with a legacy of former and continuing racism.

Skills:

• Create a safe, equitable, positive, and supportive learning environment in which diversities are valued;
• Identify realistic expectations for personal and social behavior in various settings;
• Identify supports needed for integration into various program placements;
• Design learning environments that encourage active participation in individual and group Activities;
• Modify the learning environment to manage behaviors;
• Use performance data and information from all stakeholders to make or suggest modifications in learning environments;
• Establish and maintain rapport with individuals with and without exceptional learning needs;
• Teach self-advocacy;
• Create an environment that encourages self-advocacy and increased independence;
• Use effective and varied behavior management strategies;
• Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs;
• Design and manage daily routines;
• Organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences;
• Mediate controversial intercultural issues among students within the learning environment in ways that enhance any culture, group, or person;
• Structure, direct, and support the activities of paraeducators, volunteers, and tutors; and
• Use universal precautions.

Standard 7 - Instructional Planning

Knowledge:

• Theories and research that form the basis of curriculum development and instructional practice;
• Scope and sequences of general and special curricul;
• National, state or provincial, and local curricula standards; and
• Technology for planning and managing the teaching and learning environment.

Course Materials


Companion websites:

http://www.prenhall.com/mastropieri This site contains study guides, chapter outlines, summaries, test items, links to relevant websites, a glossary, and PowerPoint overheads relevant to the textbook. When you take quizzes for each chapter, you will email the answers mlovett1@gmu.edu.

Class Black Board site - http://blackboard.gmu.edu. Log onto this site to obtain the syllabus, check class assignments, announcements, course materials, and course documents.

Nature of Course Delivery

Learning activities include the following:

1. Class lecture, discussion, and participation.
2. Videotapes and other relevant multimedia presentations.
3. Study and independent library research.
4. Applications with relevant hardware and software.
5. Application activities, including in class evaluation of intervention research and materials.
6. Class presentations of strategy and application papers.
7. Written strategy, application research papers using the American Psychological Association format on relevant intervention research or application activity project subject to prior approval by the instructor.

Evaluation

1. Class attendance, class participation, and submission of signature assignment to TaskStream
2. Strategy assignment and poster presentation
3. Research paper
4. Paper presentation
5. Weekly chapter quizzes

**Points will be deducted for work submitted late.**

It is recommended that students retain electronic copies of all course products to document their progress through the GSE ED/LD 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.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See http://www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

**Course Requirements**

1. Class attendance, participation, and TaskStream submission of signature assignment.
2. Completion of all assigned readings.
3. Completion of web-based quizzes on readings (will be due for class meetings).
4. Completion of application activities, including in class evaluation of intervention strategies, adaptations, and materials.
5. Completion of strategy and application projects.
6. Presentations of strategy and application projects.

**Criteria for grading**

Class Participation, attendance, and TaskStream submission of signature assignment 10%
Strategy Paper and Presentation 40%
Application Project and Presentation 40%
Quizzes on Readings 10%

A = 95-100%
A- = 90-94%
B = 80-89%
C = 70-79%
D = 60-69%
F = <60%

**Assignment Descriptions and Criteria for Evaluation**

1. **Class attendance, class participation, and TaskStream submission of signature assignment** (10 points). Students are expected to attend all classes, demonstrate professional behavior in the classroom. When absence from class is unavoidable students are responsible for getting all information from another class member (not from the instructor) prior to the next class meeting. One excused absence will be allowed throughout the semester. In order for the first absence to be considered excused, an email note is required prior to class unless otherwise prearranged with the instructor. For any additional absences two points will be deducted from the final grade.

2. **Strategy assignment**: (2 parts) Written component (30 points) Presentation component (10 points).

3. **Written application project** (2 parts) Research of strategy designed to facilitate inclusive instruction (30 points); Presentation of results of the application project (10 points).
4. **Chapter quizzes** (multiple choice and true false tests) submitted via email before relevant class meetings on chapter readings (available on website http://www.prenhall.com/mastropieri) to be submitted prior to each class meeting to: mlovett1@gmu.edu.

***Late work will be penalized one letter grade (10 points) for each class period that the work is late***

**ASSIGNMENTS**

**Strategy Assignment and Poster Presentation**

There are two parts to the strategy assignment. The first part is the written component; the second part is the presentation component. Directions for the written component are provided first, followed by the directions for the presentation component.

**Written Component of Strategy Assignment**

**EDSE 428 Signature Assignment**

1. Select an intervention research article from a professional journal (e.g. *Learning Disabilities Research and Practice, Behavioral Disorders, Education and Treatment of Mental Retardation, and Developmental Disabilities*) and bring it in to be approved unless you have selected one from the electronic reserves at GMU. Please see instructor for assistance in selecting an article and you must select your article by class session five. The important part is that your research article must be approved prior to beginning your assignment. You may want to email or call the instructor with the complete article citation and a brief description first – or bring a copy of the article in to class.)

2. Read the article thoroughly. As you read the article think about the following: Try to describe carefully the interventions that were implemented in the study. There may be several interventions being compared within a single study, so be sure to try to describe the differences among the instructional conditions. Try to describe the results of the study. Which instructional condition worked best? Also, try to remember the types of students that participated in the study. For example, were the participants elementary aged students with emotional disturbances (ED), with mental retardation (MR), with physical disabilities (PD), or with autism?

3. Type a summary using the following format:

**Strategy Assignment and Scoring Rubric**

*Your Name*

1. Citation of article (use APA format) as in the following example
(http://humanities.byu.edu/linguistics/Henrichsen/APA/APA01.html
http://humanities.byu.edu/linguistics/Henrichsen/APA/APA01.html –
http://www.psywww.com/resource/apacrib.htm ---links to APA format guidelines*)

**EXAMPLE:**

2. Provide a written summary of the research article. Do not simply copy the abstract, but attempt to rewrite in your own words what was undertaken in the study. **(10 points)** Below is a very brief sample – your summary will probably be one to two pages double-spaced.

**EXAMPLE:**
Malone and Mastropieri (1992) compared the effects of three reading comprehension strategies on the performance of 45 middle school students with learning disabilities. The three reading comprehension strategies were: (a) a summarization strategy, (b) a summarization strategy plus self-monitoring, and (c) tradition instructional procedures. All students were pre and posttested on the types of strategies that they typically use for reading comprehension, and questioned about the strategies they were using during the second day of training. All students were also posttested using reading materials similar to those used during training, which were narrative passages, and on social studies passages, or
expository prose passages. Results indicated that students who were trained to use the summarization strategies outperformed students who used the traditional instructional procedures on all measures. In addition, students who were trained in the self-monitoring plus summarization strategy outperformed those students in the summarization alone strategy on the transfer measure that used social studies passages.

3. Provide a detailed description of the instruction that occurred during each type of intervention implemented. (10 points)
EXAMPLE:
All Conditions
All conditions received two days of training and one day of testing and all students were seen individually for instruction.
Summarization Condition
Students in this condition were taught to ask themselves two questions after reading text: (1) Who or what is this paragraph about? and (2) What is happening to them? Students were also taught that a summary sentence "tells what the whole passage is about in a few words" (p.273). Students were taught to use the their answers from the two questions to write their summary sentences on blank lines that had been inserted in between paragraphs. Instruction and practice was provided using this procedure for two days.
Summarization Plus Self-Monitoring Condition
Students in this condition were taught the exact same strategy as those in the summarization condition, but also taught to use a self-monitoring strategy as well. After students were taught the summarization strategy on day one, they were taught to use a self-monitoring card to help them to remember to implement the steps of the summarization strategy. For example, students were taught to place a check mark on a card that listed each strategy step as each step was completed. The card contained the questions:

"Who or what is the passage about?"
"What is happening to them?"

Students were required to check-off steps on the monitoring cards as they completed steps. Day two students received review on the procedures from day one and continued to practice using the strategies.
Traditional Instruction Condition
Students in this condition previewed stories and practiced vocabulary words identified by the publisher. Then they read the passages and answered questions about the passages throughout the two-day training sessions.
Note – this section will vary according to the design used in your particular study. Contact me if you have any questions concerning how to adapt this format to the design employed in your study.

4. Write an evaluation of the instruction conditions and indicate according to the authors, which instructional condition worked best? In addition, answer the following questions in your evaluation section: (10 points)
Describe how you could adapt the strategies to go up and/or down in grade/age and ability levels. For example, if the study was implemented with students with LD from an elementary level, could you adapt the strategy for students with ED and still maintain the effectiveness? How could you adapt the strategies to accommodate students from various cultural and linguistic backgrounds?
Describe whether or not you like this strategy personally and provide a rationale for your professional opinion. Use your judgment based upon class discussions, readings, and experiences.

5. Describe sample instructional materials that would be necessary to use if you were going to implement this lesson with your students.

6. Hand in a typed copy of your evaluation, plus a copy of the original research article. In addition,
Save the electronic version of the written presentation. Submit to TaskStream as the signature assignment for this course.

**Scoring Criteria:**

**Exemplary paper** (28-30 points): Appropriate research article, abstract clearly describes project and is originally written, interventions are clearly described and thoroughly understood, thorough and appropriate discussion of implications of findings, discussion of how interventions may be accommodated for students, implications of this intervention for student. Good writing style, free of mechanical or stylistic errors, appropriate use of APA format.

**Adequate paper** (24-27 points): Good overall paper, lacking in one or two of the criteria. Not entirely reflective or thoughtful, or minor writing style errors may be present.

**Marginal paper** (21-23): Overall, acceptable but with one or more significant problems. Contains some useful information, but may have substantial problems with evaluation, writing style.

**Inadequate paper** (1-20): Paper with substantial problems in important areas such as writing, description of interventions, overall thoughtfulness.

**Unacceptable/no paper:** (0 points): Paper not relevant to the assignment or no paper turned in at all. May describe an article of no value or relevance, or that was not approved for this assignment.

Scoring:

<table>
<thead>
<tr>
<th>Exemplary Paper</th>
<th>Adequate Paper</th>
<th>Marginal Paper</th>
<th>Inadequate paper</th>
<th>Unacceptable/No Paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>28-30</td>
<td>24-27</td>
<td>21-23</td>
<td>1-20</td>
<td>0</td>
</tr>
</tbody>
</table>

**Strategy Presentation Component Directions**

Be prepared to present a 5-minute oral summary of your written paper.

Prepare a one-page summary for all students in class – make sure to include your name and the reference for your article.

Prepare overheads or poster board to use in your presentation

Hand in 1 copy of your presentation materials.

**Scoring Criteria for Presentation:**

**Exemplary response:** (10 points): Keeps within the time limits; Demonstrates knowledge of research topic and is able to effectively convey information to audience; reflects poise, clarity, knowledge and enthusiasm; effective use of handouts, overheads, prepared materials; keeps the audience engaged.

**Adequate presentation:** (8-9 points): Good overall presentation, but may be lacking in one or two of the criteria specified in exemplary response. May seem a little less prepared or somewhat unclear in understanding of topic.

**Marginal presentation:** (6-7 points): Presentation provides relevant information, but demonstrates a limited understanding of topic or project. Style, handouts, or visual may be less than adequate.

**Inadequate presentation** (1-5 points): Weak overall presentation that reflects very little knowledge of topic or project. Appears poorly prepared or has not followed directions. Handouts or visual aids are lacking.

**Unacceptable:** (0 points): No presentation or completely unsatisfactory presentation with no relevance to assignment.
Application Research Project

**Option 1:** Choose a curriculum and strategies area relevant to the elementary level and write a paper describing interventions involving students with learning or behavioral disorders. The paper must include 15 references, 10 of which must provide original empirical data. The paper should include *Introduction, Description of Studies, Summary, Conclusions, and Implications for Practice.* The paper should be 10-15 pages in length. You should use the article that you used for the strategy assignment and find at least nine other research articles using a similar or the same intervention and review the literature. You must have 15 references total. Please use headings to organize your paper.

**Option 2:** Implement the intervention strategy you researched for the first assignment in your own classroom and describe the results. Your paper should describe what was done in your classroom. Describe the participants (students), method (including materials and procedures), and results (e.g., results of pre-post testing etc…). You need not replicate exactly the conditions of the article you read, but include both the article and copies of the materials you designed to implement the project. The paper should be 10 pages in length. Please use headings (Introduction, Participants, Materials, Procedures, Results, Discussion and Implications for Practice) to organize your paper.

**Application Project Presentation Component Directions**

Be prepared to present a **5-minute** oral summary of your written paper.

Prepare a one-page summary for all students in class – make sure to include your name and the reference for you article.

Prepare overheads or poster boards to use in your presentation

Hand in 1 copy of your presentation materials.

**Scoring Criteria for both the paper and presentations are the same as for the previous assignments.**
# Course Topics and Class Schedule Information

<table>
<thead>
<tr>
<th>Class Date &amp; Session Number</th>
<th>Topics</th>
<th>The Inclusive Classroom Readings</th>
<th>Class Activities and Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/28 Session 1</td>
<td>Class overview, assignments, Federal laws that impact special education. NCLB IDEA 2004 Effective instruction for all students</td>
<td>Chapter 1 Chapter 6</td>
<td>Activities designed to review effective instruction and learn characteristics of students with high incidence disabilities.</td>
</tr>
<tr>
<td>2/4 Session 2</td>
<td>Effective instruction and instructional design. Introduction to students with higher incidence disabilities; companion website work</td>
<td>Chapters 1-3; Chapters 4-5</td>
<td>Activities demonstration from companion website. *OLQ / Ch 1 MC Ch 6 TF</td>
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<tr>
<td>2/11 Session 3</td>
<td><em>Library Research Session Class Meets at Fenwick Library</em></td>
<td>4:30 in the Instruction Room 2nd Floor</td>
<td>Review research databases and journals. Library research Q &amp;A *OLQ / Ch 3 MC Ch 4 TF</td>
</tr>
<tr>
<td>2/18 Session 4</td>
<td>Social skills - Peer tutoring and cooperative learning strategies. Motivation and Affect</td>
<td>Chapter 8 Chapter 9</td>
<td>Discuss preconditions for motivation and affect. Design lessons for teaching peer tutoring &amp; cooperative learning and improving motivation &amp; affect. *OLQ / Ch 5 MC</td>
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<tr>
<td>2/25 Session 5</td>
<td>Attention and Memory</td>
<td>Chapter 10</td>
<td>Topic for strategy assignment due today *** Design and practice implementing strategies to increase attention and memory *OLQ/ Ch 8 TF Ch 9 TF</td>
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<tr>
<td>3/3 Session 6</td>
<td>Study Skills</td>
<td>Chapter 11</td>
<td>Compare curriculum with SOLs. Design study skills packages for students across grade levels *OLQ / CH 10 MC CH 11 TF</td>
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<tr>
<td>Date</td>
<td>Session</td>
<td>Topic</td>
<td>Chapter</td>
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<tr>
<td>3/10</td>
<td>Session 7</td>
<td>NO CLASS: Spring Break</td>
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<tr>
<td>3/17</td>
<td>Session 8</td>
<td>Test Taking Strategies for teacher made and standardized tests</td>
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<tr>
<td>3/24</td>
<td>Session 9</td>
<td>Strategy Assignment #1 Presentations</td>
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<td>3/31</td>
<td>Session 10</td>
<td>Reading: Phonology, Decoding, Fluency, and Comprehension instruction</td>
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<tr>
<td>4/7</td>
<td>Session 11</td>
<td>Reading: Decoding, Fluency and Comprehension Instruction; A review of reading materials</td>
<td>13</td>
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<tr>
<td>4/21</td>
<td>Session 13</td>
<td>Science and Social Studies Art, Music, PE, and Foreign Languages</td>
<td>15</td>
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<tr>
<td>4/28</td>
<td>Session 14</td>
<td>Transition Services: Preschool to Elementary Elementary to Secondary</td>
<td>17</td>
</tr>
</tbody>
</table>
Syllabus Statements of Expectations

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

Students are expected to exhibit professional behavior and dispositions. See http://gse.gmu.edu/facultystaffres/profdisp.htm for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

Approved March 2004

Statement to inform students they must keep their work (electronically if available), for use in their program portfolio.

For student evaluation, program evaluation, and accreditation purposes, students will be required to submit a signature assignment from each of their Special Education courses to Taskstream, an electronic portfolio system. In addition, students completing Midpoint and Final Portfolio courses will use Taskstream to create a full portfolio of their work based on assignments completed throughout their program. For this reason, students will need to retain electronic copies of all course products to document their progress through the GSE Special Education program. In addition to the signature assignment, products from this class can become part of your individual program portfolio used in your
portfolio classes that documents your satisfactory progress through the GSE program and the CEC performance based standards.

The signature assignment required for this course must be submitted electronically to Mason's NCATE management system, TaskStream: [https://www.taskstream.com](https://www.taskstream.com).

Note: _Every_ student registered for _any_ EDSE course as of the Fall 2007 semester is required to begin submitting signature assignments to TaskStream (regardless of whether a course is an elective or part of an undergraduate minor).

TaskStream information is available at [http://gse.gmu.edu/programs/sped/](http://gse.gmu.edu/programs/sped/).

Failure to submit the assignment to TaskStream may result in reporting the course grade as Incomplete (IN).

Advising contact information:

Please make sure that you are being advised on a regular basis as to your status and progress through your program. You may wish to contact Jancy Templeton, GMU Special Education Advisor, at jtemple1@gmu.edu or 703-993-2387. Please be prepared with your G number when you contact her.