

George Mason University
Graduate School of Education
Special Education Program

EDSE 428/628: Elementary Reading/Curriculum Strategies for Mild Disabilities

When : Spring 2004, Tuesdays 4:30-7:10
Where: Fairfax High School (room assignment to be announced)
Instructor: Karen Glago
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Course Purpose and Intended Audience

This course is intended to introduce participants to instructional procedures for facilitating inclusive instruction for students with disabilities in general education classes. Participants will be familiarized with the general characteristics of and effective instructional strategies for working with students with disabilities such as mild mental retardation, learning disabilities, emotional disabilities, autism, and communication disorders. Participants will be familiarized 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.

Note: The syllabus may change according to class needs.

If you need course adaptations or accommodations because of a disability or if you have emergency medical information to share with instructor or need special arrangements, **please call or make an appointment with instructor as soon as possible.**

Course Description

This course 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. Course content 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. Prerequisites: none.

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_stds/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.
- 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 others' respective language and cultural heritage.
- Ways specific cultures are negatively stereotyped.
- 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 Para educators, volunteers, and tutors.
- 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 curricula.
- National, state or provincial, and local curricula standards.
- Technology for planning and managing the teaching and learning environment.

Course Materials

Text: Mastropieri, M.A., & Scruggs, T.E. (2004). *The Inclusive Classroom: Strategies for Effective Instruction*. Columbus, OH: Merrill/Prentice Hall

Several readings may also be assigned throughout the semester. Many original research articles will be on reserve in the Johnson Center Library and available via electronic reserve.

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 the tests for each chapter, you will email the answers betsyhalloran@aol.com

<http://blackboard.gmu.edu> Log onto this site to obtain the syllabus, check class assignments, review the articles that are linked to the library. When you link to the library site, you will be connected to e-reserves. Scroll down to find Mastropieri as instructor. Our password is **TBA**

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 and/or 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 and participation
2. Strategy assignment and poster presentation

3. Application/research paper
4. Paper presentation
5. Weekly chapter quizzes

Points will be deducted for work submitted late.

It is recommended that students retain 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.

ASSIGNMENTS

Strategy Paper and Poster Presentation

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*). Prepare a written description of that research with a special emphasis on the strategies and materials and findings.

Presentation:

Prepare and present a poster presentation that displays the information.

Application Project or Research Paper Option

Option 1: Use the strategy from the strategy assignment. Implement this intervention in your own class and describe the results. Your paper should describe the *participants* (students), *method* (including *materials* and *procedures*), and *results* (e.g., results of pre-post testing and student opinion survey). You need not replicate exactly the conditions of the article, but include copies of the materials you designed to implement the project. Paper should be 10-15 pages in length.

Option 2:

Presentation:

Present your paper/project succinctly in a 10-minute presentation. Turn in copies of overheads, handouts, and summaries. Evaluation will be based on content, organization, use of overheads and other media, and presentation style.

Weekly Quizzes

The weekly quizzes cover the assigned readings, will be available on line and will be submitted electronically.

These assignments are probable entries for the student portfolio

Course Requirements

- Class attendance and participation
- Completion of all assigned readings.
- Completion of and web-based quizzes on readings (will be due for class meetings).
- Completion of application activities, including in class evaluation of intervention strategies, adaptations, and materials.
- Completion of strategy and application projects.
- Presentations of strategy and application projects.

Criteria for grading

Class Participation	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%

Tentative Class Schedule

Class Date	Topics	<i>The Inclusive Classroom</i> readings	Class Activities and Assignment Due Dates
1; 01/20	Class overview, survey, assignments, companion web site work. Introduction to inclusive education and collaboration.	Chapters 1 & 2	Activities designed to review effective instruction particularly for inclusive education and collaboration.
2; 01/27	Working with students with high incidence disabilities, low incidence disabilities, and other special learning needs.	Chapters 3, 4 and 5	Activities designed to acquaint students with diverse needs of all students with disabilities. Article Needs to be approved by today

			Quizzes for chapters 3 - 5
3; 02/03	Effective Instruction for all and Peer tutoring and cooperative learning strategies	Chapters 6 and 8	Design lessons for teaching peer tutoring and cooperative learning Quizzes for chapters 6 & 8
4; 02/10	Motivation and Affect and begin Attention and Memory	Chapter 9 and 10	Discuss preconditions for motivation and affect. Design lessons for improving motivation and affect. Design and practice implementing strategies to increase attention and memory Quizzes for chapters 9 &10
5;02/17	Finish Attention and Memory and Study Skills	Chapter 10 and 11	Compare curriculum with SOLs. Design stud skills packages for students across grade levels. Quiz for chapter 11
6; 02/24	Test-taking strategies for teacher made and standardized tests	Chapter 12	Design test-taking training units and test adaptations for students. Quiz for chapter 12
7; 03/02	Strategy Presentations		Strategy Papers Due
03/09	NO CLASS	Spring	Break
8; 03/16	Strategy Presentations		
9; 03/23	Reading: Overview of reading abilities	Chapter 13	Activities to assess reading ability; constructing informal reading inventories; oral reading Quiz for chapter 13
10; 03/30	Reading: Decoding, Fluency and Comprehension	Chapter 13	Evaluate classroom-based reading instruction; vocabulary instruction,

	Instruction		fluency instruction, comprehension
11; 04/06	Reading: A review of reading materials Math: Principles of math instruction	Chapter 14	Evaluate reading materials, decoding, and fluency lessons; Design reading comprehension strategies; discuss math instruction. Quiz for chapter 14
12; 04/13	Math A review of math materials/manipulatives	Chapter 14	Evaluate math materials, design effective strategies for teaching math to students with disabilities.
13; 04/20	Science and Social Studies	Chapter 15	Evaluate science materials, design adaptation and strategies for facilitating science learning to match SOLs. Application Project Papers Due
14; 04/27			Application Project Presentations
15; 05/04	Reading Day for Exams		Final Presentations Continued

EDSE 628: Elementary Reading/Curriculum Strategies for Mild Disabilities

Assignment Descriptions and Criteria for Evaluation

1. **Class attendance** and **class participation** as demonstrated by completing and handing in class activities (10 points).
2. **Strategy assignment:** (2 parts)
 - 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 (30 points) Presentation component (10 points).

3. **Written application project** consisting of an intervention project with students with disabilities or teachers designed to facilitate inclusive instruction (30 points); Presentation of results of the application project (10 points).

4. **Chapter tests** (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: karen_glago@yahoo.com (10 points)

ASSIGNMENTS

Strategy Assignment

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

1. Select an intervention research article and bring it in to be approved unless you have selected one from the electronic reserves at GMU. (You may see Karen Glago) for assistance in selecting an article and you must select your article within the first 2 classes. The important part is that your research article must be approved prior to beginning your assignment. You may want to email or call Karen Glago with the complete article citation and a brief description first – or bring a copy of the article in for office hours or 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) or with mental retardation (MR) or 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:

Malone, L. D., & Mastropieri, M. A. (1992). Reading comprehension instruction: Summarization and self-monitoring training for students with learning disabilities. *Exceptional Children, 58*, 270-279.

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) traditional instructional procedures. All students were pre and post tested 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 post tested 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 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 Karen Glago 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, if you have typed the paper using a computer, please turn in a disk version.

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:

Exemplary paper	Adequate paper	Marginal paper	Inadequate paper	Unacceptable/no paper
28-30	24-27	21-23	1-20	0

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 you article.
Prepare overheads or poster boards 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.

Exemplary presentation	Adequate presentation	Marginal presentation	Inadequate presentation	Unacceptable/no presentation
10	8-9	6-7	1-5	0

Application Project

Option 1

The application project is designed to provide experience in designing, implementing, and evaluating a project with students with disabilities in your class or with other teachers in your school. It is recommended that you continue with the strategy that you identified in Part 1 of the semester. Be sure to have your topic and design approved by me before beginning to implement it as I can assist you with the design components. Two complete hard copies of the project should be submitted and one disk version on the due date. Prepare a 5 to 10 minute presentation for class based upon the project. You may want an overhead that summarizes each of the points covered below for your presentation. Also, it is recommended that you bring copies of the materials and tests to show the class. It is recommended that the following format be followed:

1. Questions of the Application Project: (2 points)

Sample question: Does teaching using an activities-based approach to instruction facilitate learning and attitudes toward school and learning more than using a textbook approach with students classified as learning disabled (LD) and seriously emotionally disturbed (SED)? Or does providing homework assistance teams facilitate the inclusion and school success of a seventh grade student with autism?

2. Design of the Project: (2 points) This section will vary based upon your project. All projects will need to collect some baseline or pretest data prior to implementing the intervention and some post intervention data in order to be able to evaluate the "success" of your project.

Sample design:

Two groups of students with LD and SED will participate in the instruction. One group will be taught information using the activities-oriented approach and the other group will be taught the same information using the textbook approach. Time-on-task will be held equivalent across the teaching methods and all students will be given the same pre- and post- tests.

3. Method: (8 points) In this section you will have several subheadings under which you provide detailed information about what was done, with a description of the target students, including the tests or measures you used to determine whether or not the intervention was effective.

a. Participants: *DO NOT use any student names, however, provide a brief description of the class, school, and students.* For example: This project was undertaken in a fourth grade social studies classroom consisting of 28 students from an average socio-economic background. Three of the students were classified as having learning disabilities and one of the students was classified as having mild mental retardation.

b. Materials: Carefully describe all of the instructional materials, adaptations, and accommodations that were used in your project. Attach copies of the precise materials used in each teaching condition, including any teacher materials and student materials.

c. Testing materials: Carefully describe all of the testing materials that were used. Include copies of the pretest, and all posttests. Remember these measures will be used to describe whether or not your methods were "EFFECTIVE." Append copies of the students' completed measures. You may want to include a pretest of content, a posttest of content, and you may want to include a measure of student involvement during class (e.g., audio or videotape students doing activities and text activities and compute engaged time on task).

d. Procedure: Carefully describe in a step-by-step fashion what you did during your intervention. Be sure to describe how you incorporated the teacher effectiveness variables and modifications for the students with disabilities. Use the subheadings to describe procedures. Use the subheadings (for example) **Activities Method** or **Textbook Method** to describe what was specific to those instructional conditions.

e. Testing procedures: Describe how the tests were administered. For example, were directions read aloud to the class and students worked independently, or were students given the exams individually, etc.

f. Scoring procedures: Describe how the tests were scored. For example, if tests consisted of multiple-choice items, scoring is usually straight forward, however, if short answer items were used, then what was the scoring criteria? Was partial credit given, if so, explain how those decisions were made. Also, if you were attempting to score an active participation score during instruction, how was that assessed?

4. Results: Describe the all of the testing results. You can present individual scores and then compute a column average (include all individual scores) and report ranges. **(8 points)**

5. Discussion: Provide a discussion of your findings. The first few sentences can provide summary accounts of the findings. For example, the addition of a self-monitoring sheet for increasing attention improved dramatically the attention and academic performance of my students with MR and ED during math, but not during reading. For another example, the activity-approach appeared to work best with students classified as LD and SED, but not those with mental retardation, as all students with LD and SED scored higher in method A, whereas, students with mental retardation performed similarly in both methods.

Provide some insights as to why you might have obtained the findings. Provide a summary paragraph describing what you learned from the application project and how you could implement projects like this in your teaching to determine which methods work best with your students. **(10 points)**

Scoring Criteria:

Exemplary paper (28-30 points): Appropriate topic, identifies questions for the study, clearly describes design, methods (participants, setting, materials, procedures, and results, appropriate discussion of implications of findings, discussion of how interventions may be accommodated for students, implications of this intervention for student. Paper is reflective and demonstrates a thorough understanding of the research method. 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.

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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:

Exemplary paper	Adequate paper	Marginal paper	Inadequate paper	Unacceptable/no paper
28-30	24-27	21-23	1-20	0

Application Project Presentation Component Directions

1. Be prepared to present a no more than **10-minute** oral summary of your written paper.
2. Prepare overheads or poster boards to use in your presentation

3. Be prepared to explain clearly what you did (you can use overheads for each of the major parts of your project to help demonstrate your work and findings to the class).
4. Prepare a one-page summary for classmates.
5. 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.

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

Exemplary presentation	Adequate presentation	Marginal presentation	Inadequate presentation	Unacceptable/no presentation
10	8-9	6-7	1-5	0

Option 2

Choose a curriculum and strategies area relevant to 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*. 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.

Scoring criteria same as option 1 for both the paper and presentation.

