EDSE 628: Elementary Reading/Curriculum Strategies for Mild Disabilities

When: Summer 2004 Thursday 4:00-6:40, Saturday 1:00-5:00  
Where: Krug Hall Room 204  
Instructor: Pamela Simpkins M.Ed.  
          Phone: 703-491-3297 home  
          Email: ddsimpkins@comcast.net  
Office Hours: by appointment

Course Description
This course applies research on teacher effectiveness, teacher accountability, instructional approaches, and advances in technology at the elementary level for individuals with mild disabilities. 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: enrollment in teaching licensure or in a graduate degree program in education.

Student Outcomes
Upon completion of this course, students will be able to:
  ➢ Describe elementary level intervention research and the associated issues in intervention research 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_core4-21-01.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 paraeducators, 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.
- Roles and responsibilities of the paraeducator related to instruction, intervention, and direct service.
Nature of Course Delivery
Learning activities include the following:
1. Class lecture, discussion and participation.
2. Videotapes and other relevant media 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.

Course Materials

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 your answers to ddsimpkins@comcast.net

http://blackboard.gmu.edu Log onto this site to obtain the syllabus, check class assignments, review 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.

NOTE:
This 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 and/or make an appointment with me as soon as possible.
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.

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

Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu 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.
Grading Criteria

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>10%</td>
</tr>
<tr>
<td>Strategy paper (30%) and presentation (10%)</td>
<td>40%</td>
</tr>
<tr>
<td>Application project (30%) and presentation (10%)</td>
<td>40%</td>
</tr>
<tr>
<td>OR Research Paper and presentation</td>
<td></td>
</tr>
<tr>
<td>Quizzes on readings</td>
<td>10%</td>
</tr>
</tbody>
</table>

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

Representative 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. 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: Choose a curriculum and strategies area relevant to elementary level and write a paper describing interventions involving students with learning or behavioral disorders. This 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.

*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.

### Tentative Class Schedule

<table>
<thead>
<tr>
<th>Session/Date</th>
<th>Topic</th>
<th>Chapter Reading</th>
<th>Assignment (s) Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- 7/1/04</td>
<td>Chapter overview, assignments, effective instruction</td>
<td>Chapter 6</td>
<td></td>
</tr>
<tr>
<td>2- 7/3/04</td>
<td>Behavior, social skills and cooperative learning</td>
<td>Chapters 7 &amp; 8</td>
<td>Chapter Quizzes</td>
</tr>
<tr>
<td>3- 7/8/04</td>
<td>Motivation and affect</td>
<td>Chapter 9</td>
<td>Rubric for poster, strategy paper topic, chapter quiz</td>
</tr>
<tr>
<td>4- 7/10/04</td>
<td>Attention and Memory</td>
<td>Chapters 10 &amp; 11 and CD-ROM</td>
<td>Chapter quizzes</td>
</tr>
<tr>
<td>5- 7/15/04</td>
<td>Literacy</td>
<td>Chapter 13</td>
<td>CD-ROM reflections, chapter quiz</td>
</tr>
<tr>
<td>6- 7/17/04</td>
<td>Math Instruction, Science and Social Studies</td>
<td>Chapters 14 &amp; 15</td>
<td>Chapters 1-5 presentations, chapter quizzes, strategy paper</td>
</tr>
<tr>
<td>7- 7/22/04</td>
<td>Assessment</td>
<td>Chapter 12</td>
<td>Chapter quiz</td>
</tr>
<tr>
<td>8- 7/24/04</td>
<td></td>
<td></td>
<td>Presentation and Paper</td>
</tr>
<tr>
<td>9- 7/29/04</td>
<td>Art, Music, Voc. Ed &amp; Transitions</td>
<td>Chapter 16</td>
<td>Chapter quiz</td>
</tr>
</tbody>
</table>

**This assignment relates to CEC Standard 4: Instructional Strategies and 7: Instructional Planning**

**EDSE 626 and EDSE 628: Application Project Assignment, Presentation and Scoring Rubrics**

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 class instructor before beginning to implement to 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 emotionally disturbed (ED) or mentally retarded (MR)? 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 ED 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.

**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>

**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.

**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.

<table>
<thead>
<tr>
<th>Exemplary presentation</th>
<th>Adequate presentation</th>
<th>Marginal presentation</th>
<th>Inadequate presentation</th>
<th>Unacceptable/no presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>8-9</td>
<td>6-7</td>
<td>1-5</td>
<td>0</td>
</tr>
</tbody>
</table>