**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.
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 the articles that are linked to the library. When you link to the library site, you will be connected t 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 of 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>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>10%</td>
</tr>
<tr>
<td>Strategy paper and presentation</td>
<td>40%</td>
</tr>
<tr>
<td>Application project and presentation</td>
<td>40%</td>
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<tr>
<td>Quizzes on readings</td>
<td>10%</td>
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A  =  95-100%
A-  =  90-94%
B  =  80-89%
**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.*

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**Tentative Class Schedule**

<table>
<thead>
<tr>
<th>Session/Date</th>
<th>Topic</th>
<th>Chapter Reading</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>1- 7/1/04</td>
<td>Class overview, assignments, effective instruction</td>
<td>Chapters 6 &amp; 7</td>
<td></td>
</tr>
<tr>
<td>2- 7/8/04</td>
<td>Peer tutoring and</td>
<td>Chapters 8 &amp; 9</td>
<td>Strategy Paper topic</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Chapters</td>
<td>Notes</td>
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<tr>
<td>3-7/10/04</td>
<td>Memory and Attention</td>
<td>Chapters 10 &amp; 11</td>
<td></td>
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<tr>
<td>4-7/15/04</td>
<td>Test taking strategies and Reading</td>
<td>Chapters 12 &amp; 13</td>
<td></td>
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<tr>
<td>5-7/17/04</td>
<td>Math Instruction, Science and Social Studies</td>
<td>Chapters 14 &amp; 15</td>
<td>Strategy Paper Due</td>
</tr>
<tr>
<td>6-7/22/04</td>
<td>Art, Music, Voc. Ed &amp; Transitions</td>
<td>Chapter 16</td>
<td>Presentations</td>
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<tr>
<td>7-7/29/04</td>
<td></td>
<td></td>
<td>Presentations</td>
</tr>
</tbody>
</table>