

**George Mason University**  
**College of Education and Human Development**  
**Program: Special Education**

**EDSE 540 Spring 2006 - Section 001: Characteristics of Students with Emotional Disturbances and Learning Disabilities.**

Instructor:	Dr. Michael Repie	Meeting Dates:	01/24/06 – 05/9/06
Phone:	(703) 531-6115 (day)	Class time:	T 7:20 – 10:00 PM
Email:	<a href="mailto:mrepie@gmu.edu">mrepie@gmu.edu</a>	Class location:	Aquia 103

**Course Description**

This class covers theories and specific conditions in learning disabilities and emotional disorders. The course will study the impact of these learning disabilities and behavioral differences on academic and social/emotional performances. Diversity within student populations is addressed throughout the course. Experiential, observational, and interactive strategies, including use of technological advances are used to facilitate fulfillment of the outcomes established for the course. Field experience is required.\* Prerequisites: none.

*Student Outcomes*

- Define “learning disability” and “emotional disturbance.”
- Describe how educators and other professionals determine the differences between “normal” and “atypical” behaviors.
- Describe the learning disabilities field from its origins to policies and practices of today.
- Compare the history of education for students with emotional and behavioral disorders with the education for students identified as having a “learning disability.”
- Compare at least three conceptual models of behavioral deficits with three conceptual models that explain learning disabilities.
- Discuss the various etiologies in relation to biological, family, cultural, and school perspectives.
- Describe the informal assessment procedures for determining knowledge and skills of children with various learning disabilities and emotional/behavioral problems.
- Based on informal assessment procedures, design appropriate clinical teaching strategies for children with various learning disabilities and emotional/behavioral problems.
- Describe what an Individualized Education Program (IEP) is and how it is developed.
- Identify various procedures and practices that motivate reluctant learners to complete class work and develop skills that build self-understanding and confidence in themselves as learners.
- Describe characteristics of young children and adolescents with learning disabilities and/or emotional disturbances.
- Describe at least one theory of how children develop language.

- Describe what is meant by the following as if you were describing each to a parent and suggest possible interventions for home and school: a) information processing; b) constructivism; c) metacognition; d) learning styles; e) psychological needs of five learning systems; f) neuropsychology; g) neurocardiology; h) attention deficit disorder; I) developmental/maturational stages; j) stages of moral development; k) perceptual deficits; l) auditory processing disorder; m) visual processing disorder; n) visual-motor disability; o) non-verbal learning disability; p) attachment disorder; q) underachieving reluctant learner; r) finger agnosia; and s) soft signs of brain injury.
- Describe and discuss each of the following conditions for a parent and suggest possible interventions for home and school: a) attention disorder; b) overt aggression; c) covert antisocial behavior; d) delinquency; e) substance abuse; f) anxiety; g) obsessive-compulsive disorders; h) posttraumatic stress disorder; I) movement disorders; j) eating disorders; k) elimination disorders; l) sexual problems; m) social isolation and ineptitude; n) depression; o) suicidal behavior; p) schizophrenia; q) autism; r) Asperger's syndrome; and s) communication disorder.

### *Relationship of Course to Program Goals and Professional Organizations*

EDSE 540 is part of the College of Education and Human Development, Graduate School of Education, and Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Emotional Disturbance and Learning Disabilities. The program aligns with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special educational professional organization in the United States. As such, the curriculum for the course includes competencies for teaching students with emotional disturbances and learning disabilities in kindergarten through grade 12.

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 Amy Fulcher, GMU Special Education Advisor, at [fulcher@gmu.edu](mailto:fulcher@gmu.edu) or (703) 993-2387. Please be prepared with your G number when you contact her.

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://www.gse.gmu.edu/facultystaffres/profdisp.htm> for a listing of these dispositions.

Students must follow the guidelines for the University Honor Code. This can be accessed at: [http://www.gmu.edu/catalog/apolicies/#TOC\\_H12](http://www.gmu.edu/catalog/apolicies/#TOC_H12)

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 <http://www.gmu.edu/student/drc> or call (703) 993-2474 to access the DRC.

CEC standards that will be addressed in this class include some of the ED and LD disability-specific standards (Standard 1: Foundations; Standard 2: Development and characteristics of learners; Standard 3: Individual learning differences) and some of the following CEC Core Standards: 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](http://www.cec.sped.org/ps/perf_based_stds/common_core_4-21-01.html)

### Standard 1 - Foundations

#### Knowledge:

- Models, theories, and philosophies that form the basis for special education practice.
- Laws, policies, and ethical principles regarding behavioral management planning and implementation.
- Relationship of special education to the organization and function educational agencies.
- Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.
- Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.
- Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services.
- Family systems and the role of families in the educational process.
- Historical points of view and contribution of culturally diverse groups.
- Impact of the dominant culture on shaping schools and the individuals who study and work in them.
- Potential impact of differences in values, languages, and customs that can exist between the home and school.

#### Skill:

- Articulate a personal philosophy of special education.

### Standard 2 - Development and Characteristics of Learners

#### Knowledge:

- Typical and atypical human growth and development.
- Educational implications of characteristics of various exceptionalities.
- Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family.
- Family systems and the role of families in supporting development.
- Similarities and differences of individuals with and without exceptional learning needs.
- Similarities and differences among individuals with exceptional learning needs.
- Effects of various medications on individuals with exceptional learning needs.

### Standard 3 - Individual Learning Differences

#### Knowledge:

- Effects an exceptional condition(s) can have on an individual's life.
- Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development.
- Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, family, and schooling.

- Cultural perspectives influencing the relationships among families, schools, and communities as related to instruction.
- Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.

### **Nature of Course Delivery**

Learning activities include the following:

1. Class lecture, discussion, cooperative group work, and participation.
2. Videotapes and other relevant media presentations.
3. Study and independent library research.
4. *Blackboard e-Education Learning System* applications.
5. Application activities, including in class evaluation of intervention research and materials.
6. Class presentations of case study papers.
7. Written case study and observation reports using the American Psychological Association format.

### **Representative Required Texts**

Kauffman, J. M. (2005). *Characteristics of Emotional and Behavioral Disorders of Children and Youth, 8th Ed.* Upper Saddle River, NJ: Prentice-Hall, Inc.

Lerner, J. (2005). *Learning Disabilities and Related Disorders: Characteristics and Teaching Strategies, 10th Ed.* New York: Houghton Mifflin Company.

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### **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 special needs arrangements, **please call and/or make an appointment with instructor as soon as possible.**

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### Evaluation

1. Class attendance and participation (30 points) (**Excessive absences will result in no class participation points and potential withdrawal from the class.**)
2. Field observation report (50 points)\*\*
3. Case study (75 points)\*\*
4. Case study presentation (30 points)
5. Exam (50 points)

\*Points will be deducted for work submitted late.

\*\*Please turn in two (2) copies of each assignment.

**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. As the program moves towards electronic portfolios, it will be even more important to have artifacts saved electronically.**

**Grading criteria**

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

**REPRESENTATIVE ASSIGNMENTS**

**Field Observations and Report:**

Observations of students with learning disabilities and emotional disabilities in school settings will be completed. Observational reports containing information including the following: a) student-teacher and student-student interactions in classrooms or other organized settings; b) identification of teaching methods and strategies that appear to be beneficial to students with learning disabilities and/or emotional disabilities as well as those you consider inappropriate; and c) how the observation and interactions reflect views articulated by readings from class. The observations should focus on the class as a whole with the examples of specific interactions (e.g., illustrate your assertion of student-teacher interactions through observed examples). At least three class-period observations should occur to assure adequate information on interactions and teaching methods.

**Case Study:**

A comprehensive case study on a student with emotional and learning disabilities will be completed. This case study will include the following components: a) student's demographic data; b) description of school and neighborhood; c) educational history (schools attended, reason for referral, pre-referral interventions, results of multidisciplinary evaluation, special education classification, placement); d) IEP goals, objectives, classroom accommodations; e) observational information (at least two class-period observations specifically related to IEP goals, objectives and accommodations); f) teacher interviews (related to IEP goals, objectives, and accommodations, and other accommodations or relevant issues not included on IEP); g) your additional recommendations, educational accommodations, and/or modifications; h) summary and synthesis (Comparison of student's characteristics with those described in the textbook, i.e., Which characteristics were identified in your student? Integrate at least three sources from the literature with what you observed in your case study); and I) appendices such as student work samples, teacher interview questions/answers.

**Exam:**

Exam covering course content will be administered.

**COURSE TOPICS**

Date	Reading Due	Concepts	Assignments Due
January 24		Introduction; Syllabus	
January 31		Context of special education	
February 7	Lerner Ch.1, Reference Guide 2 (Case Study) Kauffman Ch. 1	Definitions of ED and LD; Causes and characteristics of learning disabilities; Case Study rubric	
February 14		Historical perspectives and conceptual models of learning disabilities; educational approaches; least restrictive environment; Field Observation rubric	
February 21	Kauffman Ch. 6 Lerner, Ch. 2	Legislation relevant to education of individuals with learning disabilities; laws and policies regarding pre-referral, referral, and placement procedures; definitions and issues related to the identification of individuals with learning disabilities	Tentative schedule for minimum of 5 observations and 1 teacher interview
February 28	Kauffman Ch. 2 Lerner Ch. 11, 12	Causes and characteristics of emotional disabilities; reading and written language instruction	
March 7	Kauffman Ch. 3, 4	Historical perspectives and conceptual models of emotional disabilities; foundations and issues related to knowledge and practice in EBD; effective instruction and management	Case study parts A, B, and C due (draft)
March 14			
March 21	Kauffman Ch. 14	The legal, judicial, and educational systems serving individuals with emotional/behavioral	

		disorders; principles of normalization and concept of least restrictive environment	
March 28	Kauffman Ch. 7, 8 Lerner Ch. 6	Biological and family factors influencing LD and ED	Case study: Provide list of three related studies
April 4	Kauffman Ch. 9, 10 Lerner Ch. 3	School and cultural factors influencing LD and ED	
April 11	Kauffman Ch. 5 Lerner Ch. 2, 4	Student-student interactions; screening, assessment, and classification; educational and service delivery models	
April 18	Kauffman Ch. 11, 12, 13, 15 – 17 Lerner Ch. 3, 5	Cognition, metacognitive, motivational, and attention problems; facets of disordered behavior	Field observations and report
April 25	Lerner Ch. 3, 10, 13	Designing instruction in clinical and classroom settings; oral language, math instruction	Case study report and Case study presentations
May 2			Case study presentations
May 9			Exam