

**George Mason University
Graduate School of Education
Program: Special Education**

EDSE 540: Characteristics of Students with Emotional Disturbance and Learning Disabilities (Section)

Instructor: Connie Smith
Address: Eleven Oaks Administrative Office
10112 School St., Fairfax, VA 22030
Phone: (703) 246-8102
Email: Connie.Smith@fcps.edu

Class day/time: Thursdays, 4:30 – 8:30; September 15 – November 17
Class location: Eleven Oaks Administrative Center – Room A

Course Description:

EDSE 540 covers theories and specific conditions in learning disabilities and emotional disorders. The course will examine the impact of learning and behavioral disabilities on academic and social/emotional performance. Diversity within student populations is addressed throughout the course. Experiential, observational, and interactive strategies are used to facilitate fulfillment of the outcomes established for this course. Field experience is required. Prerequisites: none

Student Outcomes:

The purpose of this course is to assist students in developing a solid foundation for understanding learning acquisition and behaviors of children with learning disabilities and /or emotional disturbances. EDSE 540 is also designed to prepare students to interact with other professionals about children with these disabilities. Upon successful completion of this course, students will be able to demonstrate the CEC standards in relation to the students outcomes identified in Table 1.

Required Texts:

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

Hallahan, D.P., Kauffman, J.M., Lloyd, J.W., Weiss, M.P., & Martinez, E.A. (2005). *Learning Disabilities: Foundations, Characteristics, and Effective Teaching* (3rd ed.). Needham Heights, MA: Pearson Education Inc., Allyn and Bacon.

Nature of Course Delivery:

Class sessions may include a variety of formats and integrate instructional technology with lecture, discussion, guest presenters, video, and small group activities. Students will be expected to share the results of research and observations.

Table 1: Alignment of Outcomes and Requirements with Key CEC/NCATE Standards

CEC/NCATE STANDARDS	STUDENT OUTCOMES	COURSE REQUIREMENTS
<p>Standard 1: Foundations Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with disabilities both in school and society.</p>	<ul style="list-style-type: none"> • Describe the field of learning disabilities 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. 	<ul style="list-style-type: none"> • Reading assignments • Small group discussion • Case study report
<p>Standard 2: Development and Characteristics of Learners Special educators understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs (ELN). Special educators understand how exceptional conditions interact with the domains of human development and they use this knowledge to respond to varying abilities and behaviors. Special educators understand how disabilities impact families, and the individual's ability to learn, interact socially, and live as contributing community members.</p>	<ul style="list-style-type: none"> • Define <i>learning disability</i> and <i>emotional disturbance</i>. • Describe how educators and other professionals determine the difference between <i>normal</i> and <i>atypical</i> behaviors. • Describe characteristics of young children and adolescents with learning disabilities and/or emotional disturbances. • Compare at least three conceptual models of behavioral deficits with three conceptual models that explain learning disabilities. 	<ul style="list-style-type: none"> • Reading assignments • Small group discussions • Web assignments
<p>Standard 3: Individual Learning Differences Special educators understand the effects that an exceptional condition has on learning in school and throughout life. Special educators understand that beliefs, traditions, and values across and within cultures affect relationships among and between students, families, and school. Special educators seek to understand how primary language, culture, and familial backgrounds interact with the disability to affect academic and social abilities, attitudes, values, interests, and career options. Learning differences and their interactions are the basis for individualizing instruction to provide meaningful and challenging learning.</p>	<ul style="list-style-type: none"> • Discuss the various etiologies in relation to biological, family, cultural, and school perspectives. • Identify various procedures and practices that motivate reluctant learners to complete class work and develop skills that build self-understanding and confidence as learners. • Describe and discuss a range of learning disabilities and emotional disturbances for a parent and suggest possible interventions for home and school. 	<ul style="list-style-type: none"> • Case study report • Website readings • Observations • Class activities • Final exam

CEC/NCATE STANDARDS	STUDENT OUTCOMES	COURSE REQUIREMENTS
<p>Standard 6: Language Special educators understand typical and atypical language development and the ways in which disabilities can interact with an individual's experience with and use of language.</p>	<ul style="list-style-type: none"> Describe at least one theory of how children develop language.* 	<ul style="list-style-type: none"> Small group discussion Class activities Final exam
<p>Standard 8: Assessment Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress.</p>	<ul style="list-style-type: none"> Describe 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/or behavior problems. Describe what an Individualized Education Program (IEP) is and how it is developed. 	<ul style="list-style-type: none"> Small group discussion Class activities Case study report Student presentation Final exam

**These include 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. These also include a) attention disorder; b) overt aggression; c) covert antisocial behavior; d) delinquency; e) substance abuse; f) anxiety; g) obsessive-compulsive disorder; 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.*

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 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.
- Students are expected to attend all classes during the session, arriving on time and staying for the duration of the class time. If a student has an emergency or needs to make special arrangements for a class session, please call and/or make an appointment with the instructor as soon as possible.
- Products from this course can become part of an individual professional portfolio used to document satisfactory progress through the GSE program and the CEC performance based standards. Students should retain copies of all course products.

Evaluation and Grading Criteria:

- Class attendance and participation (50 points)
- How Difficult Can It Be? (100 points)
- Field Observations Reports (225 points)
- Case Study Report (275 points)
- Case Study Presentation (150 points)
- Final exam (200 points)

Final course grades will be assigned on the basis of the total number of whole points earned.

- A = 900 – 1000 points
- B = 800 – 899 points
- C = 700 – 799 points
- F = below 700 points

Points will be deducted from work submitted late.

Course Requirements:

1. Class participation (50 points). Study all class handouts and readings as assigned in the syllabus and be prepared to discuss in class. Students are expected to participate during large and small group discussions, showing evidence of having read the assignments. Class participation is important and includes but is not limited to attendance, quality of contributions to group activities and discussions, and interactions with colleagues during small group and class discussion. Students can earn 5 points per class for completion of a variety of activities. There will be no opportunities to complete any of these in-class activities outside of class. Students will also be expected to submit a copy of their GMU acceptance letters.

2. Field Observations and Report (225 points). Observations of students with learning and/or emotional disabilities in school settings will be completed. Observation reports should include the following:
 - Student-teacher and student-student interactions in classroom or other organized setting.
 - Identification of teaching methods and strategies that appear to be beneficial to students with learning and/or emotional disabilities as well as those you consider inappropriate.
 - How the observation and interactions reflect views articulated by readings from class.
 - The observation should focus on the class as a whole with examples of specific interactions (e.g., illustrate your assertion of student-teacher interactions through observed examples). At least three (3) class-period observations should occur to assure adequate information on interactions and teaching methods.

3. Case Study Report (275 points). A comprehensive case study on a student with emotional or learning disability will be completed. The case study should include the following components:
 - Student's demographic data
 - Description of school and neighborhood
 - Educational history (schools attended, reason for referral, pre-referral interventions, results of multidisciplinary evaluation, special education classification, placement)
 - IEP goals and objectives, classroom accommodations
 - Observational information (at least two class periods of observations specifically related to IEP goals, objectives, and accommodations)
 - Teacher interviews (related to IEP goals, objectives, accommodations, and any other relevant issues that may not be included on the IEP)
 - Additional recommendations, educational accommodations, and/or modifications
 - Summary and synthesis (comparison of student's characteristics with those described in the textbook or other research, i.e., Which characteristics were identified in your student? Integrate at least three (3) sources from the literature with what you observed in your case study.)
 - Appendices – to include student work samples, teacher interview questions/answers.

4. Case Study Presentation (150 points). Use the following format to share the case student report with colleagues:
 - Research case study using at least three (3) sources. Team with classmates who have selected the same disability (LD or ED) and at the same school level (elementary, middle or high school). Groups will be assigned.
 - Plan a 20 minute presentation using PowerPoint (or similar software) about your case studies. Evaluation is based on established criteria and is rated by your group peers and evaluated by the instructor.

5. How Difficult Can It Be? (100 points) Students will view this Rick Lavoie classic and respond to questions about the content.
6. Final Exam (200 points). An exam covering course content will be administered.

Tentative Calendar: Subject to change based upon the needs of the course and students

Class	Topics	Assignments	Activities
1 – Sept. 15	Registration Syllabus Review Context of Special Education Anxiety and Depression	http://www.apastyle.org/disabilities.html Kauffman – 1, 2, 3 Hallahan – 1	<ul style="list-style-type: none"> • Course overview and requirements • Guidelines for Removing Non-Handicapping Language • Context in schools: Fairfax County Public Schools Vision and Mission • Video - Special Stories • Classroom impact: anxiety & depression • Introductory email
2 – Sept. 22	The Nature of the Problem Historical Perspectives	Hallahan – 2, 7	<ul style="list-style-type: none"> • Introduction/characteristics of LD and ED/BD • The historical perspective in context • Discuss problems in definition • Small group discussion/activity: case studies • Review rubric for case study
3 – Sept. 29	Causes of Learning and Emotional Disabilities Issues of Comorbidity	Kauffman - 4 Hallahan – 8, 10	<ul style="list-style-type: none"> • Current issues and policy in practice • Small group discussion/activity: LD/ED issues in classification • A look at juvenile crime
4 – Oct. 6	Conceptual Models of LD & ED Educational Approaches	Kauffman - 7, 8 Hallahan - 4	<ul style="list-style-type: none"> • Develop chart showing conceptual models in class • Small group discussion of LD/ED issues in decision- making
5 – Oct. 13	Biological and Family Factors Influencing LD & ED	Hallahan – 12, 13, 14	<ul style="list-style-type: none"> • Discuss biological and family factors and their impact on LD/ED • Discuss case studies • Review rubric for case studies
6 – Oct. 20	Designing appropriate clinical teaching strategies Supporting inclusive strategies	Kauffman – 9, 10, 12, 13 Hallahan - 11 Observations due	<ul style="list-style-type: none"> • Discussion/identification - effective instructional strategies – ED/LD • How Difficult Can It Be? – video w/assignment

7 – Oct. 27	<p>School and Cultural Factors Influencing LD & ED</p> <p>Facets of Disordered Behavior</p>	<p>Kauffman – 5, 6, 11 Hallahan -3, 5, 9</p>	<ul style="list-style-type: none"> • Discuss school and cultural factors and their impact on LD/ ED • Discuss impact of disordered behavior on classroom; behavioral strategies • Case study – group discussion
8 – Nov. 3	<p>Screening, Assessment, & Classification: Educational and Service Delivery Models</p> <p>Cognition, Metacognitive, Motivational, & Attention Problems</p>	<p>Hallahan – 6, 15</p>	<ul style="list-style-type: none"> • Discuss informal assessment procedures, screening instruments, and service delivery models • Discuss motivational and attentional problems • Small group discussion on discrepancy models • Case Study Presentations
9 – Nov. 10	<p>Developing the IEP</p> <p>Legal Issues</p> <p>Transition Services</p>	<p>Kauffman – 14, 15, 16,17</p> <p>Case study paper due</p>	<ul style="list-style-type: none"> • Requirements under IDEA: IEP requirements • Small group activities (planning goals) • Complete discussion of informal assessment procedures, screening instruments, and service delivery models • Discuss transition services, other agency participation, and inclusive practices • Case Study Presentations
10 – Nov. 17		<p>Final Exam</p>	<ul style="list-style-type: none"> • Case Study Presentations