

GEORGE MASON UNIVERSITY
Graduate School of Education
Fall, 2005

EDSE 540: Characteristics of Students with Emotional Disturbance & Specific Learning Disabilities

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Office Hours: Scheduled by appointment

Class Day, Time, & Location: Tuesdays, 4:30-8:30 P.M. (9/13-11/15/05); Bldg. 100, Rm. 32, Ind. Hill

Course Description:

EDSE 540 presents theories and specific conditions in learning disabilities and emotional disorders. The course will study 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 the course. Skill in the use of email and electronic file exchange (e.g., WORD and PowerPoint) is a prerequisite for this course. Field experience is required.

Student Outcomes:

The purpose of this intensive, knowledge-based course is to assist graduate students in developing a solid foundation for understanding learning acquisition and behaviors of youngsters with learning disabilities and/or emotional disturbance. EDSE 540 is also designed to prepare graduate students to interact with other professionals about students with these disabilities. At the conclusion of the course, students should be able to demonstrate outcomes listed in Table 1.

Relationship to Program Goals and Professional Organization:

EDSE 540 is part of the George Mason University, Graduate School of Education (GSE) program for teacher licensure in Virginia. Course content is aligned with the National Council for the Accreditation of Teacher Education (NCATE)/Council for Exceptional Children (CEC) performance-based standards for the preparation and licensure of special educators. As such, the learning objectives for this course include many of the competencies for curriculum and methods for teaching individuals with emotional disturbance and learning disabilities kindergarten through grade 12. Course curriculum for EDSE 540 is aligned primarily with Standard #2 and #3 of *CEC's Special Education Content Standards for Beginning Teachers of Special Education*. Acknowledging the multidimensional nature of teaching, ESDE 540 draws secondarily from most

CEC/NCATE Standards.¹ Table 1. describes the CEC/NCATE standards in relation to student outcomes and course requirements.

Table 1.
ALIGNMENT OF OUTCOMES & REQUIREMENTS WITH KEY CEC/NCATE STANDARDS

<i>CEC/NCATE CONTENT STANDARDS</i>	<i>STUDENT OUTCOMES</i>	<i>COURSE REQUIREMENTS</i>
<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 today. • Compare the history of education for students with emotional and behavioral disorders with the education for students identified as having a learning disability. 	<p><i>Reading assignments, small group discussions, case studies</i></p>
<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 normal and atypical 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. 	<p><i>Reading assignments, small group discussions, group presentations</i></p>

¹ *Standard 1: Foundations. Special educators understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies; Standard 4: Instructional Strategies. Special educators possess a repertoire of evidence-based instructional strategies to individualize instruction. Special educators select, adapt, and use these instructional strategies to promote challenging learning results in general and special curricula and to appropriately modify learning environments; Standard 5: Learning Environments and Social Interactions. Special educators help their general education colleagues to integrate individuals with disabilities in environments with their nondisabled peers and engage them in meaningful learning activities and interactions; Standard 6: Language. Special educators match their communication methods to an individual's language proficiency and cultural and linguistic differences; Standard 7: Instructional Planning. Special educators facilitate instructional planning in a collaborative context including the individual with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate; Standard 8: Assessment. Special educators collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making; Standard 9: Professional and Ethical Practice. Special educators practice in multiple roles and complex situations across wide age and developmental ranges and across diverse cultures. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations. Special educators engage in professional activities and participate in learning communities that benefit students with disabilities, their families, colleagues, and their own professional growth. Special educators are aware of how their own and others' attitudes, behaviors, and ways of communicating can influence their practice.*

<i>CEC/NCATE CONTENT STANDARDS</i>	<i>STUDENT OUTCOMES</i>	<i>COURSE REQUIREMENTS</i>
<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.² 	<p><i>Case studies, , class activities, final exam</i></p>
<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. 	<p><i>Small group discussions, class activities, final exam</i></p>
<p>Standard 8: Assessment Assessment is integral to the decision-making and teaching of special education 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 Plan (IEP) is and how it is developed. 	<p><i>Small group discussions, class activities, case studies, final exam</i></p>

² 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 disorders; h) posttraumatic stress disorder; I) movement disorders; j) eating disorders; K0 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.

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.

Lerner, J.W. (2003). *Learning Disabilities: Theory, Diagnosis, and Teaching Strategies* (9th ed.). Boston, MA: Houghton Mifflin.

Tentative Calendar (subject to change based upon needs of course)

<i>Class</i>	<i>Topics</i>	<i>Chapters</i>
9/13/05	Introduction & Course Overview Learning Disabilities Defined/ Statistics/Historical Perspective	Lerner, Chapters 1 & 2
9/20/05	LD Assessment/Eligibility	Lerner, Chapters 3-5
9/27/05	LD Causal Factors/Characteristics through the Lifespan	Lerner, Chapters 8-10
10/4/05	Instructional Options Social Skills and Learning Disabilities	Lerner, skim Ch. 11-14 Lerner, Chapter 15
10/11/05	ED Defined/Statistics/ Historical Perspective	Kauffman, Chapters 1-3
10/18/05	ED Assessment/Eligibility/ Educational Options	Kauffman, Chapters 5-6
10/25/05	ED Causal Factors/Characteristics	Kauffman, Chapters 7-10
11/1/05	Facets of Disordered Behavior	Kauffman, Chapters 11-14
11/8/05	Facets of Disordered Behavior	Kauffman, Chapters 15-17
11/15/05	Final Exam	

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. At the GSE website, right side, click on Professional Dispositions.
- Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/appolicies/#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.

Evaluation:**Percent of Grade:**

- | | |
|--------------------------------------|----|
| • Class attendance and participation | 10 |
| • ED Presentation | 30 |
| • Case Study (1 LD or 1ED) | 30 |
| • Final Exam | 30 |

Grading Criteria:

- 95-100% = A
90-94% = A-
85-89% = B
80-84% = B-
70-79% = C
<70% = F

Note: All assignments should be typed and are due on the dates indicated. In fairness to students who make the effort to submit papers on time, 1 point per day will be deducted for work submitted after the due date.

It is recommended that students retain copies of all course products to document their progress through the GSE special education 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 and Evaluation Criteria Follow:**Case Study Observation Form**

EDSE 540, Section 628-Fall, 2005
Prince William County Cohort #9
Cylvia L. Toy

Observation Evaluation
George Mason University
Graduate School of Education

Dear Cooperating Teacher,

Thank you for agreeing to have a GMU graduate student observe in your class and conduct a case study as part of field experience requirements for EDSE 540, *Characteristics of Students with Emotional Disturbances and/or Learning Disabilities*. Objectives of the field experience are outlined in the course syllabus. Please complete the evaluation and return to the student upon completion of the required observation in a sealed envelope with your signature on the seal.

Student's Name _____ Semester/Year: Fall, 2005

Teacher _____ School _____

Please rate the student in the following areas:

Use 2 for Excellent, 1 for Satisfactory, or NA, if not observed.

PROFESSIONAL RESPONSIBILITIES _____
(Promptness, preparedness)

PROFESSIONAL COMMITMENT _____
(Initiating discussion, asking questions of you)

PROFESSIONAL RELATIONSHIPS _____
(Cooperation, confidentiality)

PROFESSIONAL SKILLS _____
(Note taking, documentation & rapport with students)

COMMENTS: *(Use back of form if more space is needed.)*

Please initial dates and times observed by above student:

Date _____ Timeframe _____ - _____ Date _____ Timeframe _____ - _____

Date _____ Timeframe _____ - _____ Date _____ Timeframe _____ - _____

TEACHER SIGNATURE(S) _____

ED and LD Case Studies

Objective: A case study will be completed to review eligibility and IEP, observe instructional practices, and assess each case.

Activity: Using the following format, students will:

- Observe one student identified with learning disabilities or one student identified with emotional disturbance a minimum of *three 30- minute observations*; however, more observations may be completed at your discretion.
- Complete a case study for the student.

A. Give the form on the previous page to the teacher whose student you are observing to document and rate your observation. This will be submitted to the instructor along with completed case studies.

B. Contents of the Case Studies

- a) Student's demographic data
- b) Description of school and neighborhood
- c) Educational history (schools attended, reason for referral, disability, placement)
- d) IEP goals and objectives; classroom accommodations
- e) Observational information
- f) Teacher interview regarding student program, needs, approaches
- g) Additional recommendations, educational accommodations, and/or modifications
- h) Summary
- i) Synthesis (Comparison of student's characteristics with those described in the textbook, i.e., which characteristics were identified in your student? Integrate sources from the literature with what you observed in your case study.)
- j) Appendices – Specifically – student work samples, teacher interview questions/answers

You may complete your case studies anytime prior to the due date, but they may not be submitted any later than the due date for full credit to be considered. *You may not observe a student you teach or your own child*, but may observe a student who is on another teacher's caseload in your school or who you do not directly teach, even if that student is on your caseload. The main focus is to determine what is being done in conjunction with the IEP, the student's interaction with the environment, student response to instructional and behavioral intervention, a synthesis, and recommendations, if any. To maintain confidentiality, you will omit any identifying information regarding the student you observe, other than the student's school, primary disability, secondary disability if applicable, age, grade, services, IEP goals, objectives, and classroom accommodations. Use a pseudonym for the student's report.

Use 12-point font, double-spaced format, with each case study being no more than five pages, excluding cover sheet, teacher observation form, interview questions, and student products.

Due Date: 10/25/05

Case Study Scoring Rubric				
Exemplary	Adequate	Marginal	Inadequate	Unacceptable
4	3	2	1	0
<p>Exemplary: Three or more observations are made for the case study. Each of the components of the case study as outlined in the syllabus is clearly addressed. The composition of students and adults is clearly described. Activities observed and instructional materials used are specifically identified. Observer identifies technology in evidence and describes how staff does/does not adjust instruction to address individual needs. The observer displays reflection and perspective when describing reactions and impressions. Writing mechanics and style are error-free.</p> <p>Adequate: Three observations are made for the case study. Good overall report, lacking in one or two of the criteria for an exemplary observation. Not entirely reflective or thoughtful. Minor writing style errors may be present.</p> <p>Marginal: Two observations are completed for the case study. Acceptable report, but with one or more significant problems. Contains some useful information, but may have some substantial problems with observations made, writing style or reaction to the activity.</p> <p>Inadequate: Fewer than two observations are made for the case study. Report has substantial problems in important areas such as writing, completeness, impressions and overall analysis.</p> <p>Unacceptable: Does not complete or submit a complete report. What is submitted has no comments relative to the assignment. Little or no evidence that a complete observation period was experienced.</p>				

Group Presentations:

Objective: Class members will collaborate and model effective instructional practices to present information pertaining to specific facets of behavior and emotional disorders.

Activity: Small groups will present Chapters 11 through 17 of Kauffman's text. Each group will consist of approximately four members who will read and review a chapter of professional interest. Groups will cover the salient points of their chapters, to include definition, nature of the student, causal factors, assessment and educational intervention. Based upon models to be provided by the instructor, each group will prepare a study guide to be used as a transparency on the overhead projector, as well as copies distributed to each member of the class for note-taking purposes during presentations. Chapter review presentations will be limited to no more than 45 minutes each. Members of the class will select the chapter of their interest by sign-up sheet by the second class session. Students are encouraged to select a topic with which they have little familiarity.

Due Dates: 11/1/05 and 11/8/05

Group Presentation Scoring Rubric				
Exemplary	Adequate	Marginal	Inadequate	Unacceptable
4	3	2	1	0
<p>Exemplary: Group keeps within time limit, reflects poise, clarity, knowledge and interest in the content being presented; reflects a high level of preparation; makes effective use of the study guide and any related visuals, handouts or demonstrations; describes very clearly only the salient points of the chapter; keeps the audience engaged; provides information the audience may be able to use when working with students. Creativity abounds!</p>				
<p>Adequate: Good overall presentation, but may be lacking in one or two of the criteria specified in exemplary presentation. May seem a little less polished or prepared, may be vague or disorganized. May fail to completely engage the audience. Some evidence of creativity.</p>				
<p>Marginal: Presentation provides relevant information, but demonstrates only a limited understanding of the material. Visual aids, or study guides may be less than adequate.</p>				
<p>Inadequate: Weak overall presentation that reflects very little knowledge of the chapter material. May appear very poorly prepared or may not have followed directions. Handouts, visual aids, or study guides may be inadequate or lacking.</p>				
<p>Unacceptable: Completely unsatisfactory presentation, with omission of salient points of the chapter. Perhaps have handouts, but study guide not provided.</p>				