

George Mason University  
Graduate School of Education

**EDSE 628:** Elementary Reading and Other Curriculum and Strategies for Mild Disabilities: Emotional Disabilities, Learning Disabilities, Mild Mental Retardation  
Fall 2004

**Instructor:**

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**Class Meeting Time, Location, & Dates:**

Tuesdays, September 28-November 30, Eleven Oaks, 4:30-9:00 pm  
(no class on November 2)

**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.

## **Students with Special Needs**

If you need course adaptations or accommodations because of a disability or if you have emergency medical information to share with the instructor (s) or need special arrangements, *please call and/or make an appointment with instructor as soon as possible.*

The Americans with Disabilities Act (ADA) prohibits discrimination against individuals with disabilities in the series, programs, or activities of all state and local governments. Under ADA a disability is defined as a physical or mental impairment that substantially limits a major life activity such as: learning, working, walking, speaking, hearing, breathing, and/or taking care of oneself. If a student has a disability and needs course adaptations or accommodations because of that disability, it must be established with the faculty, in writing, at the beginning of the semester so arrangements can be made. Please call the Disability Resource Center for required documentation (703-993-2474).

## **IMPORTANT NOTES:**

- The use of electronic devices that produce sound or otherwise interfere with the learning of others (i.e., cell phones, pagers, etc.) is prohibited during class.
- Students are expected to attend all classes, demonstrate professional behavior in the classroom (see attached Professional Disposition Criteria), and complete all assignments with professional quality and in a timely manner.
- When absence from class is unavoidable, students are responsible for getting all class information (e.g., handouts, announcements, notes, syllabus revisions, etc.) from another class member (not from the instructor) prior to the class meeting that follows the absence.
- A point may be deducted for work submitted late without prior explanation and late arrival to class beginning with the second tardiness unless clearly justified.
- Exemplary work may be kept and shared in the future. Papers or projects with excessive spelling, grammar, or punctuation errors will not be accepted.
- Routine access (daily) to electronic mail and the internet for communication and assignments is crucial to participation in this class; students are required to activate their GMU email account; if desired, follow “mail forwarding” procedures to have email sent to your ISP email address. GMU makes such accounts available at no cost to students.
- For each in-class hour devoted to EDSE 628 content, students are expected to spend 2 hours outside of class on course related assignments (8 hrs. weekly)
- This syllabus may change according to class needs.

## **HONOR CODE**

To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of George Mason University and with the desire for greater academic and personal achievement, we, the members of George Mason University, have set forth the following code of honor: Any individual who is caught in the act of cheating, attempting to cheat, plagiarizing, or stealing will be brought forth before a council of their peers. In the event that the individual is found guilty, he or she will be punished accordingly. For further information, please refer to the University Catalog or Website at [www.gmu.edu](http://www.gmu.edu).

## **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\\_stdts/common\\_core\\_4-21-01.html](http://www.cec.sped.org/ps/perf_based_stdts/common_core_4-21-01.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: (selected competencies)**

- 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.

#### **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.

### **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.

### **Nature of Course Delivery**

Learning activities include the following:

1. Class lecture, discussion, participation, and Internet use.
2. Videotape and other relevant media presentations.
3. Written literature and research reviews.
4. Class presentations (projects, lessons, and visual organizers).
5. Quizzes online and admit slips.
6. Implementation of research-based intervention.
7. Effective learning visual based on a content SOL objective.
8. Interactive Student Notebook

Relevant readings will be assigned.

### **Required Course Materials:**

1. Bos, C. S., & Vaughn, S. (2002). *Strategies for teaching students with learning and behavior problems (5<sup>th</sup> ed.)*. Boston, MA: Allyn & Bacon.
2. Companion Websites:  
[http://wps.ablongman.com/ab\\_bos\\_strategies\\_5](http://wps.ablongman.com/ab_bos_strategies_5) (Weekly chapter quizzes for Bos & Vaughn text);  
<http://blackboard.gmu.edu> Log onto this site to obtain the syllabus, check class assignments and announcements. Your instructor will give you a user name, which will also be your password (typically the initial of your first name followed by your last name)
3. National Institute for Literacy, (2001), *Put Reading First: The Research Building Blocks for Teaching Children to Read*. Provided by Engelhard.
4. **Subscribe** to the newsletters from the following websites:  
<http://www.ideapractices.org>  
<http://www.readingrockets.com>  
<http://www.ldonline.org/>  
<http://www.autism-society.org>  
<http://www.chadd.org/> (go to What's New)  
<http://www.ncl.org>  
<http://www.BehaviorAdvisor.com> (Behavior management advice site)

**Optional Free Publications** from: <http://www.ed.gov/about/pubs.jsp>

*Teaching Children to Read*, Report of the National Reading Panel: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction (2000). National Institute for Literacy.

**WEBSITES:**

- <http://www.ccbd.net/index.cfm> (Council for Children with Behavioral Disorders)
- [www.TeachingLD.org](http://www.TeachingLD.org) (Division for Learning Disabilities/CEC)
- [www.Interdys.org](http://www.Interdys.org) (International Dyslexia Association)
- [www.cldinternational.org](http://www.cldinternational.org) (Council for Learning Disabilities)
- <http://dibels.uoregon.edu> (Dynamic indicators of basic early literacy skills)
- [www.ed.gov/index.jsp](http://www.ed.gov/index.jsp) (click on education resources) and follow links for good info.
- <http://www.reading.org/> International Reading Association (IRA)
- [http://www.nrrf.org/synthesis\\_research.htm](http://www.nrrf.org/synthesis_research.htm) NICHD reading research (1997)
- <http://www.projectpro.com/ICR/Research/Summary.htm>
- <http://www.nationalreadingpanel.org/> National Reading Panel info site
- <http://www.texasreading.org/utcrcla/products/default.asp> Texas Center for Reading & LA
- <http://reading.uoregon.edu/> **Big Ideas in Beginning Reading** focuses on the five **BIG IDEAS** of early literacy: phonemic awareness, alphabetic principle, fluency with text, vocabulary, and comprehension. The website includes definitions and descriptions of the research and theories behind each of the big ideas, describes how to assess the big ideas, gives information on how to teach the big ideas including instructional examples, and finally, shows you how to put it all together [http://reading.uoregon.edu/instruction/instruc\\_guide.php](http://reading.uoregon.edu/instruction/instruc_guide.php)
- [http://www.vanguard.edu/faculty/ddegelman/index.cfm?doc\\_id=796](http://www.vanguard.edu/faculty/ddegelman/index.cfm?doc_id=796) APA Style Essentials

**Other recommended reading (some will be required for admit slips):**

Information Sheets on Reading word identification, fluency, comprehension, & vocabulary from CLD: <http://www.cldinternational.org/c/@5TRC19G3L2sAg/Pages/sheets.html>

Collaborative Strategic Reading article:

[http://www.ldonline.org/ld\\_indepth/teaching\\_techniques/collab\\_reading.html](http://www.ldonline.org/ld_indepth/teaching_techniques/collab_reading.html)

The Alerts Series from the Division for Learning Disabilities and the Division for Research of CEC: Class-wide peer tutoring, social skills instruction, mnemonic instruction, Reading Recovery, Formative evaluation, Co-teaching, Direct instruction, High-stakes assessment at:

[http://www.teachingld.org/ld\\_resources/alerts/default.htm](http://www.teachingld.org/ld_resources/alerts/default.htm)

**ASSIGNMENTS (most are probable portfolio entries)**

1. **Read** assigned sections of texts and websites, **complete** admit slips (one page responses to questions or other activities) and **review** class notes weekly to foster class participation.

**Admit Slips Evaluation**  
**(1 point per criterion)**  
**40 points**

	Comments
Question answered completely	
Reference to textbook	
Application to classroom	
Well written with few errors	
Submitted on-time (before or at start of class)	

2. **Take quizzes** online for all assigned text chapters (multiple choice, true false).

Pass/Fail - Questions turned in answered with 100% accuracy and on time (before the start of each class). 2 points each.

**16 points**

3. **Maintain an Interactive Student Notebook.** Collect all notes on chapter summaries, strategies and techniques presented by the instructor or colleagues throughout the semester. Maintain a Table of Contents and number all pages. Prepare one page of content to share on an assigned research-based technique or strategy (right side of the notebook). Complete 8 process pages on the left side of the notebook (one for each topic).

**60 points**

	Comments
Complete Table of Contents with all notes collected (5)	
8 Process pages completed -one for each topic (40)	
1 explanation of an assigned research-based technique or strategy for the right side of the notebook (15)	

4. **Demonstrate a Reading Comprehension Strategy.** Given one of six assigned reading comprehension strategies from Chapter 5 present/demonstrate this strategy for a group of colleagues using your own examples/reading materials. You will receive feedback from class peers based on the attached rubric.  
**Presentation:** Present your comprehension strategy succinctly in a 10-minute presentation so that class members could implement something similar in their classrooms. Prepare overheads or posters; explain clearly the key concepts.  
**Prepare a one-page summary for class participants.** This 1-page summary should include the name of the strategy and a description of how to implement it. Include the text reference and whatever you think students in our class would like to have in hand if they want to plan to use it in their classrooms. The handout should help students follow your presentation. Turn in one copy of your presentation materials. Groups may prepare together but everyone will present the strategy to a small group of class participants.

**Reading Comprehension Presentation Evaluation**

**(4 points per criterion)**

**24 points**

	Comments
Organization & preparation	
Knowledge & clarity of key concepts	
Effective application to text/use of an effective example	
Effectively presented (voice, pace, visual aids, enthusiasm, resourceful, engaged audience)	
Within 10 minute limit	
Written materials (Can classmates implement?)	

5. **Prepare an example of a completed learning visual** (Semantic feature analysis, concept map, diagram, graphic or semantic organizer, visual representation, visual-spatial display, etc.) to assist students in learning concepts & vocabulary associated with SOLs in Science or Social Studies. With the learning visual example, identify and write out the SOL to which it relates (e.g., Science: Living Systems 5.5, The student will investigate and understand that organisms are made of cells and have distinguishing characteristics. Key concept: vertebrates and invertebrates). Be sure to give the visual a title and include content information. Chapter 7 is a good resource for this assignment. Make a copy for each class participant.

**20 points**

6. **Strategy Intervention Project** Select a research-based spelling, math, behavior, or social skills intervention/cognitive strategy for individuals with mild disabilities from a list that will be provided. An initial explanation will be in your textbook. Research additional information on the intervention. Find an original research article on the technique. You need not replicate exactly the conditions of the article. Implement the intervention for 4 weeks with at least two students. Collect data. Prepare a paper that describes the strategy and the way you implemented it. Include the complete citation of the article you read. Briefly describe the participants and the extent of implementation. Include copies of the materials you designed to implement the project and the results of the intervention (student work samples, student opinion surveys, progress monitoring graphs, etc). Discuss your results and reflect on the effectiveness or lack of effectiveness of the intervention. Will you continue to use the intervention? Will you change anything? If it was not effective, reflect on why (type of students, age, disability, etc.) Paper should be 5-10 pages in length. The following may be helpful:

**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 identified by school personnel as having learning disabilities and one of the students was identified as having mild mental retardation.

**b. Method:**

**Materials:** Carefully describe all of the instructional materials that were used in your intervention. Attach copies of the materials used, including any teacher materials and student materials.

**Procedures:** Carefully describe in a step-by-step fashion what you did during your intervention, including testing. Carefully describe all of the materials that were used. Include copies of the pretest, and all posttests if applicable. Append copies of the students' completed measures.

**c. Results and Discussion:**

Describe all of the testing results. 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 LD 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. 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.

**Scoring Criteria for written component of Strategy Intervention Project will be provided.**

**40 points**

Note: Graded work may be redone and resubmitted in a timely manner. The final grade for the assignment will be the average of the two products.

**Evaluation**

**Grading Procedures:**

Admit slips	40 points (5 points each)
On-line quizzes	16 points (2 points each)
Comprehension Presentation	24 points
Intervention Implementation	40 points
Learning Visual (Science/Soc.St.)	20 points
Interactive Student Notebook	60 points (5/40/15)

**Total points = 200**

**Grades** will be computed using the percentage of the total points earned with letter grades as follows:

95 – 100% = A	80 – 84% = B-
90 – 94% = A-	70 – 79% = C
85 – 90% = B	< 70 = F (no D grade)

*It is recommended that students retain copies of all course products to document progress through the 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 program and the CEC performance based standards.*

## TOPICAL OUTLINE

WEEK	TOPICS	TEXT READING & ASSIGNMENT DUE
<b>Week 1</b> 9/28	Registration, fees, introductions, course overview & requirements	a. “Chp.” refers to Bos & Vaughn textbook and should be read prior to each class. b. Weekly quizzes online for assigned chapter (true/false and multiple choice). c. Bring your Interactive Student Notebook (spiral notebook) to class each week. <a href="http://wps.ablongman.com/ab_bos_strategies_5">http://wps.ablongman.com/ab_bos_strategies_5</a> (Use upper left menu “Jump to:” then click chapter)
<b>Week 2</b> 10/5	The Teaching-Learning Process – Effective teachers; effective instruction; Standards of Learning (SOL’s).	Chp.1; Admit slip #1: Text p. 308-310, Fig. 7.13: complete on yourself for the week of 9/29-10/5. Bring printout of SOLs in English or Math for one grade level (K-8/EOC) and the Curriculum Framework for one of the standards listed: <a href="http://www.pen.k12.va.us/VDOE/Superintendent/Sols/home.shtml">http://www.pen.k12.va.us/VDOE/Superintendent/Sols/home.shtml</a>
<b>Week 3</b> 10/12	Approaches to Learning and Teaching -Information processing; memory, attention, metacognition (self-monitoring & regulation);	Chp.2; Assignments for Interactive student notebook page, reading comprehension presentation, and Strategy Intervention Project
<b>Week 4</b> 10/19	Written Expression	Chp. 6; Time to work on reading comprehension strategy; first review of interactive student notebooks
<b>Week 5</b> 10/26	Reading - Instructional design; Teaching/learning approaches & techniques	Chp. 4; Presentations on Direct Instruction, VAKT, Word Study, Language Experience, Sight Words (SWAP)
<b>No class</b> 11/2		
<b>Week 6</b> 11/9	Reading: Fluency and Comprehension	Chp. 5; Lesson demonstration of a reading comprehension or fluency strategy for a group of 4 other classmates; VRA
<b>Week 7</b> 11/16	Content Area Learning and Study Skills-Learning visuals; Science and Social Studies; vocabulary; study skills	Chp. 7 Learning visual for science or social studies SOLs (concept map, diagram, graphic organizer, visual-spatial display, etc.). Presentations on SLANT, multipass, Key Word, PIRATES, Prior knowledge, Semantic Mapping Advanced Organizers, SFA, Concept Design
<b>Week 8</b> 11/23	Math Instruction	Chp. 8 Presentations on CBM,CMC, Touch Math
<b>Week 9</b> 11/30	Motivation and Affect: Social Skills	Chp.9 Presentations on FAST/SLAM, TLC, ABA, MID, SL, PBS, MANDT; Turn in intervention project,

*The outline above is subject to change.*