

George Mason University (GMU) - Graduate School of Education (GSE)
Special Education
EDSE 628 – Spring, 2005

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

Instructor:

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Office Hours: Available by appointment

Class Meeting Time, Location, & Dates:

Stone Bridge High School

43100 Hay Rd.

Ashburn, VA 20147 (703) 779-8900

4:30-8:30 PM (7:30-8:30 each class will be dedicated to group work for the Math instruction project)

September: 14, 21, 28

October: 5, 12, 19, 26

November 2, 9, 16

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.

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 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.

GSE Syllabus Statements of 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.

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 (s)) 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 (5 hrs. weekly)
- This syllabus may change according to class needs.

Attendance: One unexcused absence will be allowed throughout the semester. For any additional absences, three points will be deducted from the student's final grade. Late work will be penalized one letter grade (10 points) for each class period that the work is late. Please **email instructor** before or on day of class meeting if you will not be able to attend.

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

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.
- 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 in-class.
6. Preparation of instructional resources.

Required Course Materials:

1. Bos, C. S., & Vaughn, S. (2006). *Strategies for teaching students with learning and behavior problems* (6th ed.). Boston, MA: Allyn & Bacon.
2. Companion Websites:
http://wps.ablongman.com/ab_bos_strategies_5 (Weekly chapter quizzes for Bos & Vaughn text will help you to study for in-class quizzes; scroll down to find chapter, then click on multiple choice questions)
3. **Subscribe** to the newsletters from the following websites:
<http://www.idea practices.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.nclld.org>
<http://www.BehaviorAdvisor.com> (Behavior management advice site)
4. Several readings and websites may be assigned throughout the semester, typically copies will be provided by instructor.

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 (Division for Learning Disabilities/CEC)
www.Interdys.org (International Dyslexia Association)
www.cldinternational.org (Council for Learning Disabilities)
<http://dibels.uoregon.edu> (Dynamic indicators of basic early literacy skills)
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 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://www.vanguard.edu/faculty/ddegelman/index.cfm?doc_id=796 APA Style Essentials

Other recommended reading:

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

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

ASSIGNMENTS (most are probable portfolio entries)

1. **Read** assigned sections of texts & websites (if applicable) and **review** class notes weekly to foster class participation.
2. **Take 3 in-class quizzes** (mostly multiple choice and matching)
3. **Prepare a lesson plan and demonstration** that follow The Active Teaching/ Direct Instruction Model demonstrated in class. The plans should address specific well-defined skills from the Commonwealth of Virginia’s Elementary (Grades 1-5) SOLs in English. The lesson plan will be written and demonstrated in class in up to 7 minutes, using your own examples/ materials. Include copies of overheads and handouts. Class peers and the instructor will provide written feedback. (See presentation rubric below; all rubrics will be averaged for one final grade).

Lesson Plans Presentation evaluation (2 points per criterion)

		Comments
	Organization & preparation	
	All parts of Active Teaching Model/Direct Instruction clearly indicated	
	Knowledge & clarity of key concepts	
	Effectively presented (voice, pace, visual aids, enthusiasm, resourceful, engaged audience)	
	Within 7 minute limit	

Lesson Plans Written Component evaluation

		Comments
/3	Time listed to complete lesson, Number of students participating, Measurable goal included, Materials listed	
/1	Specific SOL is included	
/5	Each part of DI model is included in a scripted form (Introduction-LIP, Model, Guided Practice, Independent Practice, Assessment)	
/1	Used appropriate materials or created materials of your own	

4. **Prepare an example of a 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. Briefly describe your learning visual to the class (3 minutes).

Learning Visual Rubric

		Comments
/2	Identified appropriate SOL	
/4	Visual is neat, organized, and is an appropriate learning tool for students with mild disabilities	
/2	Clear Explanation of Learning Visual to class	

5: Individually complete a **Strategy Intervention Project** that has two (2) parts. The first part is the written component and the second part is the presentation component. Select a **research article from a professional journal** (e.g., Learning Disabilities Research and Practice, Behavioral Disorders, Education and Treatment of Mental Retardation and Developmental Disabilities). Bring in the article, or email the complete article citation and a brief description for approval by the instructor no later than the fourth class meeting. The focus of the article must include support for an elementary level research-based strategy (ies) for teaching reading, language arts, math, science, social studies, and social skills for individuals with mild disabilities; **or** the focus must be on cognitive strategies in self-regulation and metacognition, study skills, attention, memory, or motivation for individuals with mild disabilities.

Part I: Written Component. Prepare a written summary of the research article, including the complete citation, with a special emphasis on the participants, strategies, materials, and findings. Do not simply copy the abstract, but attempt to rewrite in your own words what was undertaken in the study and the results.

Implement this intervention in your own class or that of another teacher and describe the results. In addition to the summary noted above, your paper should describe what was done in your classroom. 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 both the article and copies of the materials you designed to implement the project. Paper should be 5-7 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. **(Although you may be implementing the strategy with nondisabled peers, your results of the students with disabilities should be emphasized and discussed separately when writing up the results.)**

b) 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.

c) Procedures: Carefully describe in a step-by-step fashion what you did during your intervention, including testing. Carefully describe all of the testing materials that were used. Include copies of the pretest, and all posttests. Append copies of the students' completed measures. Describe how the tests were administered and scored. For example, were directions read aloud to the class and students worked independently, or were students given the exams individually, etc. If tests consisted of multiple-choice items, scoring is usually straight forward, however, if short answer items were used, then what was the scoring criteria? Was partial credit given, if so, explain how those decisions were made. Also, if you were attempting to score an active participation score during instruction, how was that assessed?

d) Results and Discussion: Describe all of the testing results. You can present individual scores and then compute a column average (include all individual scores) and report ranges. Provide a discussion of your findings. 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.

Part II: Presentation. Present your intervention project succinctly in a 7 minute presentation so that class members could implement something similar in their classrooms. Prepare overheads or posters; explain clearly what you did (you may want to use overheads for each of the major parts of your project to help demonstrate your work and findings to the class). Prepare a one-page summary for class participants. Turn in one copy of your presentation materials (overheads, handouts, and summaries). Evaluation will be based on content, organization, use of overheads and other media, and presentation style.

Scoring Criteria for written component of Strategy Intervention Project:

Exemplary paper (19-20 points): Appropriate topic, identifies focus of the research study, strategies, and findings. Describes how the strategy was implemented in your own or colleague's classroom (participants, setting, materials, procedures, and results); appropriate discussion of findings, and discussion of implications of this intervention for students and how this intervention may be used for future students. Paper is reflective and demonstrates a thorough understanding of the research supported intervention strategy. Good writing style, free of mechanical or stylistic errors, appropriate use of APA format. For APA style essentials, go to: http://www.vanguard.edu/faculty/ddegelman/index.cfm?doc_id=796

Adequate paper (16-18 points): Good overall paper, lacking in one or two of the criteria. Not entirely reflective or thoughtful, or minor writing style errors may be present.

Marginal paper (13-15): Overall, acceptable but with one or more significant problems. Contains some useful information, but may have substantial problems with evaluation, writing style.

Inadequate paper (1-12): Paper with substantial problems in important areas such as writing, description of interventions, overall thoughtfulness.

Unacceptable/no paper: (0 points): Paper not relevant to the assignment or no paper turned in at all. May describe an article of no value or relevance, or that was not approved for this assignment.

Scoring:

Exemplary paper	Adequate paper	Marginal paper	Inadequate paper	Unacceptable/no paper
19-20	16-18	13-15	1-12	0

Scoring Criteria for Presentation:

Exemplary response): (11-12 points): Keeps within the time limits; Demonstrates knowledge of researched strategy (or strategies used in classroom) and is able to effectively convey information to audience; reflects poise, clarity, knowledge and enthusiasm; effective use of handouts, overheads, prepared materials; keeps the audience engaged

Adequate presentation: (8-10 points): Good overall presentation, but may be lacking in one or two of the criteria specified in exemplary response. May seem a little less prepared or somewhat unclear in understanding of topic.

Marginal presentation (6-7 points): Presentation provides relevant information, but demonstrates a limited understanding of topic or project. Style, handouts, or visual may be less than adequate.

Inadequate presentation (1-5 points): Weak overall presentation that reflects very little knowledge of topic or project. Appears poorly prepared or has not followed directions. Handouts or visual aids are lacking.

Unacceptable: (0 points): No presentation or completely unsatisfactory presentation with no relevance to assignment.

Exemplary presentation	Adequate presentation	Marginal presentation	Inadequate presentation	Unacceptable/no presentation
11-12	8-10	6-7	1-5	0

6) **Group project on Math instruction (10 points)** On the first night of class, you will be put into groups and will have the final hour of each class session to complete group projects which will be presented on November 2nd. As a group, choose two research articles from a professional journal that correlate to chapter 8 in your text. Each group will be given **thirty minutes** to demonstrate TWO RESEARCH BASED STRATEGIES to the class (the method of presenting will be decided by the group and can include role-playing, videotaped "mock" classroom, powerpoint presentation, or any other appropriate means). Please prepare a one page handout that briefly describes the strategies for each person in the class.

Exemplary presentation (9-10 points): Keeps within the time limits; Demonstrates knowledge of research based strategies and is able to effectively convey information to audience; reflects poise, clarity, knowledge and enthusiasm; effective presentation method; keeps the audience engaged; one page handout included

Adequate presentation: (7-8 points): Good overall presentation, but may be lacking in one or two of the criteria specified in exemplary response. May seem a little less prepared or somewhat unclear in understanding of topic.

Marginal presentation (5-6 points): Presentation provides relevant information, but demonstrates a limited understanding of topic or project. Style, handouts, or visual may be less than adequate.

Inadequate presentation (1-4 points): Weak overall presentation that reflects very little knowledge of topic or project. Appears poorly prepared or has not followed directions. Handouts or visual aids are lacking.

Unacceptable: (0 points): No presentation or completely unsatisfactory presentation with no relevance to assignment.

Evaluation

Grading Procedures:

Three in-class quizzes	0-30 points (0-10 points each)
Written Lesson Plan & presentation	0-20 points (10 points written; 10 points presentation)
Learning Visual (Science/Soc.St.)	0- 8 points

Strategy Intervention Project	0-32 points (20 points written paper; 12 points presentation)
Group project (Math instruction)	0-10 points

Total points = 100

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

95 – 100% = A

90 – 94% = A-

85 – 90% = B

80 – 84% = B-

70 – 79% = C

< 70 = F (no D grade)

It is recommended that students retain copies of all course products to document 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.

Professional Disposition Criteria

The Virginia Department of Education promotes maintaining standards of professional competence and requires applicants for licensure to possess good moral character. Therefore, the Graduate School of Education (GSE) expects its students to exhibit the following:

Communication

- Clear oral communication
- Clear written communication
- Clear presentation skills

Collaboration

- Respect for the opinion and dignity of others
- Ability to collaborate with others
- Effective interpersonal skills

Professionalism

- Commitment to children and their families
- Sound judgment
- Integrity and honesty
- Acceptance of constructive criticism
- Positive attitude
- Ability to meet deadlines
- Appropriate assertiveness
- Ability to handle stress

Procedure for Identifying Students Who Need Help

Expectations for communication, collaboration, and professionalism are clearly stated on the GSE web site and are distributed to students.

1. If an instructor observes that a student is having difficulty with any of the behavioral indicators, the instructor completes a Professional Disposition Criteria concern form and meets with the student to discuss concerns and actions to be taken. GSE staff or other professionals may communicate concerns to program coordinators for action.
2. The instructor sends this completed form to the program coordinator. The coordinator opens a file and sends a copy to the student's advisor.
3. The coordinator states the concern at the next program meeting, and the concern is included in the minutes.
4. This one concern may be of large enough magnitude to warrant an immediate action. The Associate Dean for Student and Academic Affairs will be notified in writing with a copy of the concern form for placement in the student's official file. Or, if there is more than one concern form completed for a student, a pattern may be evident. The coordinator discusses the student at the next program meeting. The program faculty recommend to the advisor to meet the student to discuss concerns and recommendations to improve.
5. The advisor meets with the student and plans a course of action (e.g., referral to units in GMU such as the Writing Center, Health and Counseling Services, or Disability Support Services).
6. The student later presents evidence to the advisor of efforts to improve.
7. The advisor shares evidence of the student's progress at the next program faculty meeting and a statement is included in the minutes.
8. If a student with one or more forms on file applies for a teaching internship, the advisor considers whether the corrective action taken warrants approval for internship. If the advisor cannot approve the internship, the application will be discussed by the program faculty and appropriate recommendations come from the faculty as a whole. If the decision is to deny the request for teaching internship, the program coordinator sends a letter with documentation to the Associate Dean for Student and Academic Affairs.

TOPICAL OUTLINE

WEEK	TOPICS	TEXT READING & ASSIGNMENT DUE
Week 1 9/14	Registration, Introductions, course overview & requirements; Prior knowledge assessment (Anticipation Guides); Examination of IEP (complete #1-9 on pgs. 8-10)	“Ch.” Refers to chapters in the Bos & Vaughn textbook and should be read prior to each class
Week 2 9/21	Writing Measurable Annual Goals and short term objectives; The Active Teaching Model; Direct Instruction/Cognitive Strategy Instruction; ABC (Antecedent- Behavior-Consequence) Instructional design; task analysis; discuss lesson plans	Ch.1 & 2; Bring printout of SOLs in English or Math for one grade level (1-5) and the Curriculum Framework for ONE of the standards listed: (curriculum framework should only be one page long) http://www.pen.k12.va.us/VDOE/Superintendent/Sols/home.shtml
Week 3 9/28	Components of Language, Guidelines for Teaching Language, Background info. on phonemic awareness	Ch. 3
Week 4 10/5	Phonemic/Phonological Awareness; Wilson Reading System Demonstration	Ch. 4; Quiz on Chapters 1-3
Week 5 10/12	Frye Readability Formula; Reading Comprehension and Fluency;	Ch. 5
Week 6 10/19	Present Lesson Plans; Written expression; spelling	Ch. 6; Present Lesson Plans and turn in written lesson plan;
Week 7 10/26	Present graphic organizers ; Content Area Learning and Study Skills; Organizational strategies; Accommodations and modifications	Ch 7; Quiz on Ch. 4-6; Make and present learning visual for science or social studies SOLs (concept map, diagram, graphic organizer, visual-spatial display, etc. Bring one copy for each student in class)
Week 8 11/2	Group Math project presentations; Math Instructional Strategies from concrete to abstract level	Ch. 8; Present Group Math Project
Week 9 11/9	Guest Speaker: Strategies for students with Mental Retardation	Open notebook quiz on Ch. 8
Week 10 11/16	Present Strategy Investigation Projects	Turn in Strategy Investigation paper and presentation

