

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

**Course title: EDSE 629: Secondary Curriculum and Strategies for Mild Disabilities: Emotional Disabilities, Learning Disabilities, Mild Mental Retardation**

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**Office Hours:** By appointment

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**Course Day:** Wednesdays

**Course Time:** 4:30 – 8:30 p.m.

***Course Description***

This course applies research on teacher effectiveness, teacher accountability, instructional approaches, and technological advances at the secondary level for individuals with mild disabilities. Course content includes curriculum and instructional strategies in reading, language arts, math, science, social studies, and social skills; cognitive strategies in self-regulation, study skills, attention, memory, and motivation; peer-mediated instruction including cooperative learning and peer tutoring; and self-advocacy and strategies for facilitating transition to community, workplace, and post-secondary environments.

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:

- Demonstrate knowledge of the federal and state laws that require and provide for transition, vocational, and rehabilitation services for students with disabilities.
- Demonstrate the ability to develop lesson plans and a nine-week unit that includes instructional strategies and adaptations for students with disabilities at the secondary level.

- Identify and develop adaptive strategies for successfully including and planning for students with disabilities at the secondary level in both regular (math, science, social studies, English, etc.) and special education classroom environments.
- Demonstrate the ability to integrate/infuse career development and vocational skills into the general education curricula, as well as justify the importance of such integration.
- Demonstrate an awareness of the importance and ability to implement instruction necessary in life skills, employment skills, self-advocacy, independent living, and functional skills, as well as be able to discuss how these might be infused into the curricula at the secondary level.
- Identify the role and responsibilities of the Individual Education Plan (IEP) teams as they strive to incorporate transition requirements into the IEP and/or develop an Individual Transition Plan (ITP). ITPs.
- Develop Individual Transition Plans (ITPs) for the implementation or modification of transition to work programs for students with disabilities. ITPs.
- Identify and describe vocational, employment, supported employment, other opportunities and models, as well as the other types of vocational and postsecondary programs available that could be available to benefit students with disabilities.
- Identify organizations, services, networks, and the variety of state and local agencies that maximize the interagency effort involved in the transition process for students with disabilities. Brochures & quiz.
- Develop and implement strategies in curriculum and strategies to correspond with the Virginia Standards of Learning.

### *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 secondary 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\\_stds/common\\_core\\_4-21-01.html](http://www.cec.sped.org/ps/perf_based_stds/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:

- 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.
- Strategies for crisis prevention and intervention.
- Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world.
- Ways to create learning environments that allow individuals to retain and appreciate their own and each others' respective language and cultural heritage.
- Ways specific cultures are negatively stereotyped.
- Strategies used by diverse populations to cope with a legacy of former and continuing racism.

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.
- Modify the learning environment to manage behaviors.

- Use performance data and information from all stakeholders to make or suggest modifications in learning environments.
- Establish and maintain rapport with individuals with and without exceptional learning needs.
- Teach self-advocacy.
- Create an environment that encourages self-advocacy and increased independence.
- Use effective and varied behavior management strategies.
- Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs.
- Design and manage daily routines.
- Organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences.
- Mediate controversial intercultural issues among students within the learning environment in ways that enhance any culture, group, or person.
- Structure, direct, and support the activities of paraeducators, volunteers, and tutors.
- Use universal precautions.

**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.
- Technology for planning and managing the teaching and learning environment.
- Roles and responsibilities of the paraeducator related to instruction, intervention, and direct service

**Nature of Course Delivery**

Learning activities include the following:

1. Class lecture, discussion, and participation.
2. Videotapes and other relevant media presentations.
3. Study and independent library research.
4. Applications with relevant hardware and software.
5. Application activities, including in class evaluation of intervention research and materials.
6. Class presentations of strategy and application papers.

**Relevant readings will be assigned**

## Representative Required Texts

Schloss, P., Smith, M. & Schloss, C. (1995) (3<sup>rd</sup> ed.) *Instructional Methods for Adolescents with Learning and Behavior Problems*. Boston, MA: Allyn and Bacon.

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

## Evaluation

1. Class attendance and participation
2. Small Group Integrated Career Education Unit
3. Visit to Professional-Technical Center or Approved Project
4. Brochures on Post-secondary Options & Another on In-School Employment Preparation Options
5. Measurable Goals & Objectives
6. Lesson Plan
7. Assessment Examples
8. Adaptation Examples
9. ITPs
10. Quizzes

Points will be deducted for work submitted late.

***It is recommended that students retain 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.***

## Grading criteria

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

## ASSIGNMENTS

### **\*Small Group Integrated Career Education Unit**

This is a culminating activity that requires development of a 9-week unit based on the SOLs for a specific grade and subject at the secondary level. During the course, each small group will present their career education integration unit to the whole class.

### **\*Brochures on Post-secondary Options & Another on In-School Employment Preparation Options**

Prepare a brochure describing postsecondary educational opportunities and another brochure describing in-school employment preparation options.

### **\*Measurable Goals & Objectives**

Select an SOL from any **secondary-level curriculum** upon which you can base a regular education objective.

Use that to base your ability to write a measurable goal/objective that contains the 4 components reviewed during class lecture (**student, desired behavior, conditions, and criteria**) and that integrates career education concepts.

Write three different measurable statements focusing on a different phase of career ed (awareness, orientation, exploration) for each one. Use the same SOL as the basis for each statement.

### **\*Lesson Plan**

Based on directions identified in class, develop a lesson plan according to the directions presented in the text & lecture.

### **\*Assessment Examples**

Develop at least a five-item test or quiz that assesses your *stated* objective for your lesson plan (for the class and/or for specific students). This serves as your “formal” assessment. Then, develop an “informal” method of assessment for the same content or for some other aspect of your lesson plan. Develop scoring procedures to use with both your formal and informal assessments, such as a rubric that you might also development with and/or share with your students. Finally, indicate the **instructional decisions** that can be based on the results of your assessments. In other words, what action(s) in future planning will you take as a result of each of the types of assessment?

### **\*Adaptation Examples**

Given descriptions of students with ED, LD, and MR, identify adaptations/modifications suggested in the text (lectures and elsewhere) that you would need to implement for each student in reading, math, science, social studies, and social skills (etc.). Develop a table or outline that summarizes this material. Use information from the text and from lectures on adaptations and lectures.

### **\*Individualized Transition Plans (ITPs)**

You will be required to write several ITPs, for students with learning disabilities, emotional disabilities, or mental retardation. Be prepared to revise your ITPs, if needed.

### **\*Quizzes**

## **COURSE TOPICS**

1/04/06	Introduction to secondary curriculum and strategies; Overview of transition; Introduction to legislation
1/11/06	Transition legislation; career education
1/18/06	Vocational education
1/25/06	Career education; Post-secondary education
2/01/06	Secondary reading and literacy
2/08/06	Study skills; organizational skills; test-taking skills
2/15/06	Mathematics
2/22/06	Science and social studies
3/01/06	Social skills; self-reliance; self-advocacy
3/8/06	Class poster presentations