

**George Mason University**  
**Graduate School of Education**  
**Program: Special Education**  
**Fall Semester, 2010**

**Course title:** EDSE 540, Characteristics of Students with disabilities who access the general curriculum, Section 5S1

**Credit Hours:** 3

**Meetings:** Thursdays, 7:20-10 PM, September 2 – December 16, 2010

**Location:** Kellar Annex, Room 103

**Instructor:** Dr. Sharon N. E. Ray

**Office:** Kellar Annex 2, Rm. 110 (building is across from Kellar Annex I at 3807 University Dr.)

**Office Hours:** By appointment or after class

**Phone:** (703) 993-5247

**Email:** [sray4@gmu.edu](mailto:sray4@gmu.edu) **\*\*\*Best Contact Method!\*\*\***

**COURSE DESCRIPTION:**

***Course Description from University Catalog:***

Examines the characteristics of students with mild disabilities. Emphasis on etiology, contributing factors, conditions that affect learning, the challenges of identifying students with disabilities, and the need for academic, social, and emotional accommodations and support. Prerequisites: none.

**Prerequisites\*:** There are no *required* prerequisites for this course, but each Program in Special Education strongly *recommends a specific sequence*. Please refer to your Program of Studies to determine where this course fits within your overall program.

\*Advising contact information: Please make sure that you are being advised on a regular basis as to your status and progress through your program. You may wish to contact Jancy Templeton, GMU Special Education Advisor, at [jtemple1@gmu.edu](mailto:jtemple1@gmu.edu) or 703-993-2387. Please be prepared with your G number when you contact her.

**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 mild disabilities. 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 student outcomes identified in Table 1. CEC standards that will be addressed in this class include some of the ED and LD disability-specific standards (Standard 1: Foundations; Standard 2: Development and characteristics of learners; Standard 3: Individual learning differences) and some of the CEC Core Standards: 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)

**Alignment of Outcomes and Requirements with Key CEC/NCATE Standards (Table 1)**

CEC/NCATE STANDARDS	STUDENT OUTCOMES	COURSE REQUIREMENTS
<p><b>Standard 1: Foundations</b>                      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"> <li>• Describe the field of learning disabilities from its origins to policies and practices of today.</li> <li>• Compare the history of education for students with emotional and behavioral disorders with the education for students identified as having a learning disability.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading assignments</li> <li>• Group discussions</li> <li>• Class activities</li> <li>• Final Exam</li> </ul>
<p><b>Standard 2: Development and Characteristics of Learners</b>                      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</p>	<ul style="list-style-type: none"> <li>• Define <i>learning disability</i> and <i>emotional disturbance</i>.</li> <li>• Describe how educators and other professionals determine the difference between <i>normal</i> and <i>atypical</i> behaviors.</li> <li>• Describe characteristics of young children and adolescents with</li> </ul>	<ul style="list-style-type: none"> <li>• Reading assignments</li> <li>• Group discussions</li> <li>• Case Study</li> <li>• Field Observations</li> <li>• Class activities</li> <li>• Final Exam</li> </ul>

<p>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>	<p>learning disabilities and/or emotional disturbances.</p> <ul style="list-style-type: none"> <li>• Compare at least three conceptual models of behavioral deficits with three conceptual models that explain learning disabilities.</li> </ul>	
<p><b>Standard 3: Individual Learning Differences</b> 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"> <li>• Discuss the various etiologies in relation to biological, family, cultural, and school perspectives.</li> <li>• Identify various procedures and practices that motivate reluctant learners to complete class work and develop skills that build self-understanding and confidence as learners.</li> <li>• Describe and discuss a range of learning disabilities and emotional disturbances for a parent and suggest possible interventions for home and school.</li> </ul>	<ul style="list-style-type: none"> <li>• Case study report</li> <li>• Reading assignments</li> <li>• Field Observations</li> <li>• Class activities</li> <li>• Final exam</li> </ul>
<p><b>Standard 6: Language</b> 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"> <li>• Describe at least one theory of how children develop language.</li> </ul>	<ul style="list-style-type: none"> <li>• Small group discussion</li> <li>• Class activities</li> <li>• Final exam</li> <li>• Field Observations</li> </ul>

<p><b>Standard 8: Assessment</b> 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"><li>• Describe informal assessment procedures for determining knowledge and skills of children with various learning disabilities and emotional/behavioral problems.</li><li>• Based on informal assessment procedures, design appropriate clinical teaching strategies for children with various learning disabilities and/or behavior problems.</li><li>• Describe what an Individualized Education Program (IEP) is and how it is developed.</li></ul>	<ul style="list-style-type: none"><li>• Small group discussion</li><li>• Class activities</li><li>• Case study report</li><li>• Student presentation</li><li>• Final exam</li></ul>
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### **Nature of Course Delivery**

Learning activities include the following:

1. Class lecture, discussion, cooperative group work, and participation.
2. Videotapes and other relevant media presentations.
3. Study and independent library research.
4. *Blackboard e-Education Learning System* applications.
5. Application activities, including in class evaluation of intervention research and materials.
6. Class presentations of case study papers.
7. Written case study and observation reports using the American Psychological Association format.

### **College of Education and Human Development Statement 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](http://www.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](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 Office of Disability Services (ODS) and inform the instructor, in writing, at the beginning of the semester. See <http://www2.gmu.edu/dpt/unilife/ods/> or call 703-993-2474 to access the ODS.

### Other Course Expectations

1. Professional Behavior: For a satisfactory grade in the course, students are expected to attend all classes, arrive on time, be prepared for class, demonstrate professional behavior (see *Professional Disposition Criteria* at <http://www.gse.gmu.edu> for a listing of these dispositions), and complete all assignments with professional quality in a timely manner. To successfully complete this course, students need to adhere to the due dates for specific readings and assignments to be completed. If you feel you cannot adhere to the schedule noted in the syllabus, please contact the Instructor immediately to discuss options for withdrawing and completing the course during another semester.
2. Promptness: All assignments must be submitted *on or before* the assigned due date. **In fairness to students who make the effort to submit work on time, total assignment points will be deducted from your grade for late assignments.**
3. Written Products: All written assignments must be prepared in a professional manner following guidelines stated in the Publication Manual of the American Psychological Association (6<sup>th</sup> edition). All final products must be typed. Products that, in the judgment of the instructor, are unreadable or unprofessionally prepared will be returned un-graded or assigned a lower evaluation.
4. Academic Integrity: Students in this course are expected to exhibit academic integrity at all times. It is essential that all students submit their own work. To that end, plagiarism is a violation of academic integrity, as well as the ideas and principles of this class. Plagiarism is the intentional or unintentional use of others' ideas, words, data, figures, pictures, sequence of ideas, or arrangement of materials without clearly acknowledging the source (based on the Mason Honor Code online at: <http://mason.gmu.edu/~montecin/plagiarism.htm>). The instructor reserves the right to submit your work to **turnitin.com**, a plagiarism detection service, for an integrity assessment as needed. Students who commit plagiarism of any form (eg. whether it be copying test answers, using someone else's exact words in a written

assignment, etc.) will be given an “F” as their course grade and the matter will be reported to the Dean of the Education School and the GMU Honor Council.

5. *Placement for this Field Experience/Case Study:* IF you have difficulty finding a site for the field observation and/or a student for the case study assignment, Mason's Field Placement Specialist Lauren Clark [lclarkq@gmu.edu](mailto:lclarkq@gmu.edu) can assist in placing Mason students at school sites. Mason is also required to track where self-placed students will complete their field experiences. Consequently, each person must access <http://cehd.gmu.edu/endorse/ferf> to complete the information requested (i.e., inform GMU of the school where you observed and gathered information, the grade level of the youngster, and the approximate number of hours you were at the particular school site) after completing both the field observation and case study assignments. Note: you will need to observe a child with learning and/or emotional disabilities and gather specific information in regards to that student over the semester.
6. Signature Assignment: For student evaluation, program evaluation, and accreditation purposes, students will be required to submit a signature assignment from each of their Special Education courses to Taskstream, an electronic portfolio system. In addition, students completing Midpoint and Final Portfolio courses will use Taskstream to create a full portfolio of their work based on assignments completed throughout their program. For this reason, students will need to retain electronic copies of all course products to document their progress through the GSE Special Education program. In addition to the signature assignment, products from this class can become part of your individual program portfolio used in your portfolio classes that documents your satisfactory progress through the GSE program and the CEC performance based standards.

*\*Note: Every* student registered for any EDSE course as of the Fall 2007 semester is **required** to submit signature assignments to TaskStream (regardless of whether a course is an elective, a “one time” course, or part of an undergraduate minor). TaskStream information is available at <http://gse.gmu.edu/programs/sped/>. Failure to submit the assignment to TaskStream will result in reporting the course grade as Incomplete (IN). Unless this grade is changed, upon completion of the required submission, the IN will convert to an F nine weeks into the following semester.\*

This course will incorporate the evidence-based practices (EBPs) relevant to the characteristics of students with mild disabilities, etiology of mild disabilities, inclusionary practices. These EBPs are indicated with an asterisk (\*) in this syllabus. Evidence for the selected research-based practices is informed by meta-analysis, literature reviews/synthesis, the technical assistance networks which provide web-based resources, and the national organizations whose mission is to support students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for students with disabilities.

### Resources for Evidence-Based Practices Emphasized in EDSE 540

<http://cecp.air.org/center.asp> (Center for Effective Collaboration & Practice. Miniwebs). (*Functional Behavioral Assessments, Behavioral Intervention Plan, safe positive environments*).

<http://www.iris.peabody.vanderbilt.edu> IRIS Center. Resources. Behavior or Assessment Tab. Modules. Info Briefs. (*Functional Behavioral Assessments*).

<http://www.iris.peabody.vanderbilt.edu> IRIS Center. Resources. Behavior. Modules. Info Briefs. (*School-wide, classroom, and individual Positive Behavioral Interventions & Supports – PBIS model*).

<http://www.iris.peabody.vanderbilt.edu> IRIS Center. Modules. (*Teacher variables*).

[www.pbis.org](http://www.pbis.org) National Technical Assistance Center on Positive Behavior Interventions and Supports. (*School-wide, classroom, and individual Positive Behavioral Interventions & Supports – PBIS model*).

<http://www.rti4success.org> Behavioral. (*School-wide, classroom, and individual Positive Behavioral Interventions & Supports – PBIS model*).

Alberto, P. A., & Troutman, A. C. (2009). (*Applied Behavior Analysis –observation & data collection*).

Clarke, S. & Dunlap, G. (2008). (*Positive Reinforcement and Consequences*).

Conroy, M. A., Dunlap, G., Clarke, S., & Alter, P. J. (2005). (*School-wide, classroom, and individual Positive Behavioral Interventions & Supports – PBIS model*).

Dunlap, G., Kern, L., & Worcester, J. (2001). (*Classroom management – routines/rules/structure*).

Gable, R. A., Hester, P. H., Rock, M. L, Hughes, K. G. (2009). (*Classroom management – routines/rules/structure, Positive Reinforcement and Consequences*).

Gulchak & Lopes (2007). (*Positive Reinforcement and consequences, safe positive environments*).

Gunter, P. L., & Reed, T. M. (1996). (*Teacher variables*).

Maag, J. W. & Katsiyannis, A. (2006). (*Behavioral Intervention Plan-BIP*).

McIntosh, A. (2008). Alert #16 <http://www.teachingld.org> LD Resources. Current

- Practice Alerts. (*Functional Behavioral Assessments – FBA* ).
- Oliver, R. M. (2007). <http://www.tqsource.org> (National Comprehensive Center for Teacher Quality). (*Classroom management – routines/rules/structure*).
- <http://www.studentprogress.org> (National Center on Student Progress Monitoring)
- Scheuermann, B. K., & Hall, J. A. (2008). (*School-wide, classroom, and individual Positive Behavioral Interventions & Supports – PBIS, Positive Reinforcement and consequences, Behavior modification, safe/positive environments*).
- Scott, T. M., Bucalos, A., Nelson, C. M., Liaupsin, C., Jolivet, K., & Deshea, L. (2004). (*Functional Behavioral Assessments – FBA* ).
- Sugai, G., & Horner, R. H. (2006). (*School-wide, classroom, and individual Positive Behavioral Interventions & Supports – PBIS*).
- Biancarosa, G. & Snow, C. (2004). Reading Next -A vision for action and research in middle and high school literacy. <http://www.all4ed.org/files/ReadingNext.pdf> (*Direct Explicit Comprehension Instruction, Peer tutoring, peer tutoring, self-regulatory skills*)
- Bursuck, W. D., & Damer, M. (2007). (*direct instruction/systematic/explicit instruction*)
- Mastropieri, M. A., Scruggs, T. E., & Graetz, J. (2003) (*mnemonics*)
- Coleman, M., & Vaughn, S. (2000). (*direct instruction/systematic/explicit instruction*)
- Deno, S. (2003). (*progress monitoring*)
- Gajria, M., Jitendra, A. K., Sood, S., & Sacks, G. (2007) (*text enhancements; cognitive strategy instruction*)
- Jennings, J. H., Caldwell, J. A., & Lerner, J. W., (2006). (*direct instruction/systematic/explicit instruction*)
- Scruggs, T. E., Mastropieri, M. A., Berkeley, S., & Graetz, J. E. (2009). (*Peer tutoring, mnemonics, semantic maps*)
- Scruggs, T. E., & Mastropieri, M. A. Teaching Tutorial: Mnemonic Instruction [www.teachingld.org](http://www.teachingld.org)
- Spencer, V. G. (2006). (*peer tutoring*)
- Wayman, M. M., Wallace, T., Wiley, H. I., Renata, T., & Espin, C. A. (2007). (*progress monitoring*)
- [http://iris.peabody.vanderbilt.edu/resource\\_infoBrief/rti4success\\_org\\_images\\_stories\\_pdfs\\_rti\\_final\\_pdf.html](http://iris.peabody.vanderbilt.edu/resource_infoBrief/rti4success_org_images_stories_pdfs_rti_final_pdf.html) (*Family Involvement*)
- <http://iris.peabody.vanderbilt.edu/resource> Resources. School Improvement Tab. Modules and Info Briefs. (Collaborating with Families)
- Leffert, J., & Siperstein, G. N. (2003). Alert #9. <http://www.teachingld.org> LD Resources. Current Practice Alerts.

## **Texts and Readings:**

### **Required Texts:**

- Henley, M., Ramsey, R., & Algozzine, R. (2009). *Characteristics of and Strategies for Teaching Students with Mild Disabilities* (5th ed.). Boston: Pearson Education Inc., Allyn and Bacon.
- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.



### **Required Access to Course Blackboard Site**

Blackboard will be used to post important information for this course. Plan to access the Bb site several times per week; announcements and resources are posted on the Bb site in between class sessions. You are responsible for accessing the materials – for printed copies, etc. prior to class. <http://courses.gmu.edu> Click the Login tab. Your Login and password is the same as your George Mason e-mail login. Once you enter, select EDSE 540 course. The first night of class all handouts will be provided. After the first night, all handouts will be posted by Tuesday evening before Thursday's class. Students are responsible for downloading these handouts or printing hard copies for use in class from the second class onwards.

**\*\*Starting September 9<sup>th</sup>, be sure to come to class prepared with the week's handouts electronically downloaded or as hard copies (whichever works best for you)!\*\***

### **Assessment of Course Requirements:**

Requirements of this course include readings from your textbook and other reading materials as assigned by the instructor, website access, and activities, which include in-class individual and group work, as well as independent assignments outside of class. The goal of all work for this course is to increase your knowledge and skills about working with students with mild disabilities.

The signature assignment for this course is the Case Study Assignment, which will assist you in learning more about the characteristics of students with mild disabilities, their educational programs, and research-based instructional practices for working with these individuals, including academic, self-regulatory, and motivation strategies. Students are expected to complete all forms of class assessment and final grading will be based on the cumulative points that students **earn** based on their performance on all course assessments. Student performance on assignments is expected to be both timely and of high quality.

Online submission of student work is required. All written assignments should be submitted through the Blackboard Digital Assignments tab. Assignments should not be submitted by email unless there is an emergency technical issue with Blackboard. In the case of an emergency, submit your assignment to the instructor's Blackboard email account. Each assignment should be submitted by the start of class on the due date (7:20 PM). Assignments that are not submitted at the appropriate time ***are late***. Late assignments will be accepted with a point deduction. All course assignments should be completed with college level use of content, grammar, spelling, and written expression clarity. If writing is an area of difficulty, you will need to visit the GMU Writing Center to work on these skills (<http://writingcenter.gmu.edu>).

Assignments submitted through the Blackboard Digital Assignments Tab should be labeled with filenames that correspond to: <your first initial your last name abbreviated form of the assignment's name>. I will return graded assignments to you via the course Blackboard email. It is suggested that you download and save all returned assignments, as well as corresponding evaluations and comments. Below is example labeling for submission of all written assignments:

**SRayObsRep – Field Observations and Report**

**SRayCasStu – Case Study**

**SRayCasStuPres – Case Study Presentation**

<b>Course Requirements Evaluation</b>	
<b>Assignment</b>	<b>Points Earned/Total Points</b>
1. Attendance & Participation (1 pt. per class meeting)	/15
2. Field Observations and Report	/20
*3. Case Study Report	/35
4. Case Study Presentation	/10
5. Exam	/20
<b>Total # of points earned</b>	<b>/100</b>

**\*TASKSTREAM SUBMISSION\*: Electronic Portfolios**

This assignment is the “signature” assignment for the student portfolio and must be submitted digitally to Taskstream, your electronic portfolio under **CEC Standard 3**. If this is your first GMU Special Education class, you will need to self-enroll into Taskstream. There is further Taskstream information on the GMU Special Education Program website: <http://gse.gmu.edu/programs/sped/>. Every class you take in this program will have a signature assignment that must be submitted. In addition, you will be submitting other documents from your courses to complete your portfolio.

Course evaluation and final grades will be calculated based on the below percentages calculated from each individual student's point score out of the possible 100 point total. Late assignments will be accepted in the following manner:

- **5% point deduction – up to 1 week late**
- **10% point deduction – 1-2 weeks late**
- **25% point deduction – 2 weeks late up through last class before exam**

**Grading Scale:**

A	=	95-100%
A-	=	90-94%
B+	=	87-89%
B	=	80-86%
C+	=	77-79%
C	=	70-76%
F	=	69% and below

## Course Assignment Details:

### **Attendance and Participation - Weekly (1 point per class for a total of 15 points)**

Class attendance and participation are an important part of this class because of the technical nature of the information learned through the course. Attendance points are earned for each class to emphasize the importance of engaging in the learning activities and educational environment of the course. Students are expected to arrive on time, participate in all class discussions and activities, and stay until the end of class. Attendance will be maintained through the artifacts students produce during class through group and individual work. For full attendance credit during each class, students must not only attend the full class session, but actively participate, work cooperatively, and turn in high quality class products. If you are unable to make any class sessions during the semester, please contact the instructor by phone or e-mail before the class session where you will be absent. In the rare event of an emergency or severe sickness, each student is given 1 “grace” absence without a point penalty, as long as the instructor is notified before the class session. In this case, it is still the student’s responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. **Attendance points missed for more than one absence or any absence without instructor contact before class cannot be made up! Two or more unexcused absences will result in no credit for this course.**

Points for class attendance and participation for students are positively impacted by:

- a. attending class and being psychologically available to learn,
- b. completing and handing in weekly class assignments,
- c. participating in class discussions/activities throughout the semester,
- d. thoughtfully contributing to class discussions,
- e. listening to the ideas of other peers, respectfully,
- f. demonstrating an enthusiasm for learning.
- g. successfully facilitating assigned group work activities, which may include guided questioning and problem solving roles,
- h. and taking initiative and leadership in class discussions, which may include leading class discussions on assigned sections of specific content.

Points are negatively affected by being late to class, demonstrating a disinterest in the material/discussions (e.g., reflection activities, small group activities, discussions, etc.), absences, and/or failure to guide your group’s collaborative work or take leadership roles on assigned content. Also, please display digital etiquette during class sessions. Use of laptops may be used to observe the class PowerPoints/materials, specifically.

**Additionally, 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. Please turn these devices off or to vibrate before the start of class.**

Attendance: Each class (15 sessions): .5 = psychologically invested, prepared, and present; .25 = participation, thoughtful contributions, completed in-class assignments,

and .25 = actively guiding group discussions towards thoughtful work completion and presenting assigned content in an knowledgeable and reflective manner.

### **Field Observations and Report – Due September 30<sup>th</sup> (20 points)**

Observations of students with learning disabilities and/or emotional disabilities in a school setting will be completed with a report written following these observations. At least three class-period observations with the same group of target students (a class of students with individuals with learning disabilities and/or emotional disabilities included) should occur to assure adequate information on interactions and teaching methods.

The focus of observations should be the interactions of the teacher with the class as a whole, as well as the target students, in the school environment; the methods of instruction employed with the class as a whole and with the target students (these may or may not differ from one another); and the methods and strategies that appear to be successful with the students, making note if there are differences in the methods and strategies that are successful with students with mild disabilities.

Observational report information should include the following: a) student-teacher and student-student interactions in classrooms or other organized settings; b) identification of teaching methods and strategies that appear to be beneficial to students as well as those you consider inappropriate; and c) how the observation and interactions reflect views articulated by readings from class. The observations should focus on the class as a whole, with specific notations made on students with mild disabilities within that group, and examples of specific interactions (e.g., illustrate your assertion of student-teacher interactions through observed examples).

#### RUBRIC for Field Observation Report

**Exemplary report (18-20 points):** The report descriptively discusses student-teacher and student-student interactions across multiple observation periods. Specific identification of strategies used with students, with examples employed to emphasize key ideas. Paper is reflective and demonstrates a thorough understanding of observations and their connection to the readings presented within the course. Good writing style, free of mechanical or stylistic errors, appropriate use of APA format.

**Adequate report (15-17 points):** Good overall report, lacking in one or two of the criteria. Not entirely reflective or thoughtful, or minor writing style errors may be present.

**Marginal report (13-14 points):** Overall, acceptable but with one or more significant problems. Contains some useful information, but may have substantial problems with evaluation or writing style.

**Inadequate report (1-12 points):** Report with substantial problems in important areas such as writing, descriptions, or overall thoughtfulness.

**Unacceptable/no report (0 points):** Report not relevant to the assignment or no report

turned in at all. May describe observations of no value or relevance, or that were not approved for this assignment.

### **Case Study Report – Due November 18<sup>th</sup> (35 points)**

A comprehensive case study on a student with an intellectual, emotional and/or learning disability will be completed. The information for your report will be gathered using several methods including observations, interviews with caregivers and teachers, viewing/discussing student educational documentation with parents and/or teachers.

The case study should include the following components:

- Student's demographic data
- Description of school and student's community
- Educational history (schools attended, reason for referral, pre-referral interventions, results of multidisciplinary evaluation, special education classification, description and location of educational service provision, related services)
- Educational goals and objectives, classroom accommodations
- Observational information (at least two class periods of observations specifically related to student goals, objectives, and accommodations)
- Parent interviews (related to education goals, objectives, accommodations, and any other relevant issues.)
- 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, parent interview questions/answers.
- Be prepared to present your case study in class orally

### **RUBRIC for Case Study Report**

Exemplary report (32-35 points): Appropriate inclusion and discussion of all required elements of the case study report included. Specific information and examples included to provide depth and clarity. All primary source documents employed as information gathering mechanisms are included as part of the report. Report is reflective and demonstrates a thorough understanding of the target student, their educational needs, and their current educational services and instruction. Good writing style, free of mechanical or stylistic errors, appropriate use of APA format.

Adequate report (28-31 points): Good overall report, lacking in one or two of the elements. Not entirely reflective or thoughtful, or minor writing style errors may be present.

Marginal report (24-27 points): Overall, acceptable but with one or more significant problems. Contains some useful information, but may have substantial problems with level of detail in the information presented or writing style.

Inadequate report (1-23 points): Report with substantial problems in important areas such as writing, description of elements, or overall thoughtfulness.

Unacceptable/no report (0 points): Report not relevant to the assignment or no report turned in at all. May describe a student without a disability that was not approved for this assignment.

### **Case Study Presentation – Due December 2<sup>nd</sup> or 9<sup>th</sup> (10 points)**

Students should prepare a 15-minute oral and visual presentation of their Case Study. Presentation elements should incorporate all major components of the Case Study Report with specifics and examples given for each particular area, which is a level of specificity often required by master teachers. Include a PowerPoint in your presentation – please provide a digital copy for the instructor via the Blackboard Digital Assignments Tab prior to the start of class on the date of the presentation. Utilize specific materials or visuals in the presentation to illustrate key points (i.e. samples of curriculum used with the student, illustrations of specific strategies that have been successful with the student).

\*Remember to use a pseudonym for the case study student and maintain the student's confidentiality at all times during the presentation.

### RUBRIC for Strategy Application Presentation EDSE 540

Exemplary presentation: (9-10 points): Keeps within the time limits; demonstrates knowledge on all required elements of the case study project and is able to effectively convey information to audience; reflects poise, clarity, knowledge and enthusiasm; effective use of prepared materials; keeps the audience engaged; employs detailed information and specific examples within the presentation.

Adequate presentation: (8 points): Good overall presentation, but may be lacking in one or two of the criteria specified in an exemplary presentation. May seem a little less prepared or somewhat unclear on specific required areas pertaining to the target student. Some elements of the presentation may be lacking in detail or examples.

Marginal presentation (7 points): Presentation provides relevant information on some case study elements, but is missing information in several key areas. Style or visuals may be less than adequate. Minimal detail and few examples seen throughout the presentation.

Inadequate presentation (1-6 points): Weak overall presentation that reflects very little information on any case study elements. Appears poorly prepared or has not followed

directions. Visual aids are lacking. Little to no detail and examples provided within the presentation.

**Exam – Due December 16<sup>th</sup> (20 points)**

An exam that covers course content will be administered as an in-class examination. The exam will be application-based and focus on short answer and essay questions surrounding case studies and IEP writing.

<b>COURSE SCHEDULE</b>		
<b>Date</b>	<b>Topics</b>	<b>Assignments Due</b>
<b>9/2</b>	<b>Introductions and Icebreaker</b>  <b>Syllabus and Course Expectations</b>  <b>Field Placement Information</b>	
<b>9/9</b>	<b>Context of Special Education Introduction</b>  <b>Relevant Legislation</b>	Read Chapter 1  Register with Field Placement Office if a placement is needed
<b>9/16</b>	<b>Overview of Mild Disabilities</b> <ul style="list-style-type: none"> <li>• Types</li> <li>• Characteristics</li> <li>• Possible Causations</li> </ul>	Read Chapter 2
<b>9/23</b>	<b>Students with Mild Intellectual Disabilities (ID)</b> <ul style="list-style-type: none"> <li>• Etiology</li> <li>• Screening, assessment, and classification</li> <li>• Educational and service delivery models</li> <li>• Dual Language Assessments</li> <li>• Progress monitoring*</li> </ul>	Read Chapter 3

<p><b>9/30</b></p>	<p><b>Students with Learning Disabilities (LD)</b></p> <ul style="list-style-type: none"> <li>• Etiology</li> <li>• Characteristics</li> </ul>	<p>Read Chapter 5</p> <p><b>Field Observations Report Due</b></p>
<p><b>10/7</b></p>	<p><b>Students with Emotional Disabilities (ED)</b></p> <ul style="list-style-type: none"> <li>• Etiology</li> <li>• Classroom Management</li> <li>• Reinforcement &amp; Consequences*</li> <li>• Functional Behavioral Assessments (FBAs)*</li> <li>• Behavioral Intervention Plans (BIPs)*</li> <li>• Positive Behavioral Supports (PBIS)*</li> </ul>	<p>Read Chapter 4</p> <p>Please select the student that you will use for the case study by this date.</p>
<p><b>10/14</b></p>	<p><b>Teaching and Learning Models</b></p> <ul style="list-style-type: none"> <li>• Effective Instruction for all students</li> <li>• Direct instruction/systematic and explicit*</li> <li>• Semantic Feature Analysis/Graphic Organizers*</li> <li>• Evidence-Based intervention learning strategies</li> <li>• Metacognitive Strategies*</li> <li>• Peer-mediated Strategies*</li> </ul>	<p>Read Chapter 7</p>



	<ul style="list-style-type: none"> <li>• Mnemonics*</li> <li>• Review and Practice to Mastery*</li> <li>• Teacher Variables*</li> </ul>	
<p><b>10/21</b></p>	<p><b>The Inclusive Classroom</b></p> <ul style="list-style-type: none"> <li>• Inclusion*</li> <li>• Co-Teaching/Collaboration*</li> </ul>	<p>Read Chapter 6</p> <p><b>First four sections of DRAFT case study paper DUE for In-Class Use:</b></p> <ul style="list-style-type: none"> <li>-Student Demographics</li> <li>-Description of School and Neighborhood</li> <li>-Student's Educational History</li> <li>-Student's Current Areas of Need</li> </ul>
<p><b>10/28</b></p>	<p><b>Social Skills Instruction</b></p> <ul style="list-style-type: none"> <li>• Safe Positive Environments*</li> <li>• Behavioral Modification*</li> <li>• Routines, Rules, &amp; Structure*</li> </ul>	<p>Read Chapter 10</p>
<p><b>11/4</b></p>	<p><b>Classroom Management/ Improving classroom behavior *</b></p> <ul style="list-style-type: none"> <li>• Evidence-Based intervention learning strategies</li> <li>• Applied Behavior Analysis* (ABA – observation and data)</li> <li>• Direct instruction/systematic and explicit*</li> <li>• Behavioral Modification*</li> <li>• Routines, Rules, &amp; Structure*</li> </ul>	<p>Read Chapter 9</p> <p><b>Last sections of DRAFT case study paper DUE (except for References &amp; Appendices) for In-Class Use:</b></p> <ul style="list-style-type: none"> <li>-Observations</li> <li>-Parent Interview Summary</li> <li>-Student Interview Summary</li> <li>-Instructional Recommendations</li> <li>-Summary and Synthesis of Case Study (-So What: Why is what you learned)</li> </ul>

		<b>important to your professional practice?)</b>
<b>11/11</b>	No Class Meeting – Independent Case Study Work Week	<b>Attend Individual Case Study Meetings with Instructor as Scheduled</b>
<b>11/18</b>	<b>Building Family Partnerships</b> <ul style="list-style-type: none"> <li>• Collaboration*</li> <li>• Self-Determination/Advocacy*</li> </ul>	Read Chapter 11  <b>Case Study Paper Due</b>
<b>11/25</b>	Thanksgiving Break	
<b>12/2</b>	<b>Case Study Presentations</b>  <b>Writing Effective IEPs* and Educational Reports</b>	<b>Case Study Presentations</b>
<b>12/9</b>	<b>Case Study Presentations</b>  <b>Summary of Learning</b>  <b>Course Evaluations</b>  <b>Review for Final Exam</b>	<b>Case Study Presentations</b>  <b>Course Evaluations</b>
<b>12/16</b>	<b>Final Exam</b>	

\* - indicates an Evidence-Based Practice addressed within a particular class meeting

**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.**