

GEORGE MASON UNIVERSITY
Graduate School of Education College of Education and Human
Development
TFA 5 Fall 2010

Instructor: Carmen Rioux-Bailey, Ed.S.

Mobile: 202-302-3223

Home Phone: 202-483-0225

Work: 202-635-1950 Finley Building, Room 211 by appointment only

Email: criouxba@gmu.edu

EDSE 540 (Section 665): Characteristics of Students with Disabilities Who Access the General Curriculum

Class Dates: Mondays, August 23-December 13 (no classes 9/6 or 10/11)

Class Times: 5:00-7:30

Location: Arlington Campus, Original Building, Room 302

"My heart is singing for joy this morning. A miracle has happened! The light of understanding has shone upon my little pupil's mind, and behold, all things are changed" -- Annie Sullivan

"He who opens a school door, closes a prison" -- Victor Hugo

COURSE DESCRIPTION:

EDSE 540 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.

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 learning disabilities and /or emotional disturbances. 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.

REQUIRED TEXT:

Henley, M., Ramsey, R., & Algozzine, R. (2009). *Characteristics of and Strategies for Teaching Students with Mild Disabilities* (6th ed.). Boston: Pearson Education Inc., Allyn and Bacon.

NATURE OF COURSE DELIVERY:

Class sessions may include a variety of formats and integrate instructional technology with lecture, discussion, guest presenters, video, and small group activities. Students will be expected to engage in dialog with the instructor and peers cooperatively and collaboratively; mirroring their future roles as special educators.

Alignment of Outcomes and Requirements with Key CEC/NCATE Standards

CEC/NCATE STANDARDS	STUDENT OUTCOMES	COURSE REQUIREMENTS
<p>Standard 1: Foundations Special educators understand the field as an evolving and changing discipline based on philosophies, evidence0-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with disabilities both in school and society.</p>	<ul style="list-style-type: none"> • Describe the field of learning disabilities from its origins to policies and practices of today. • Compare the history of education for students with emotional and behavioral disorders with the education for students identified as having a learning disability. 	<ul style="list-style-type: none"> • Reading assignments • Small group discussion • Journal abstracts
<p>Standard 2: Development and Characteristics of Learners Special educators understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs (ELN). Special educators understand how exceptional conditions interact with the domains of human development and they use this knowledge to respond to varying abilities and behaviors. Special educators understand how disabilities impact families, and the individual’s ability to learn, interact socially, and live as contributing community members.</p>	<ul style="list-style-type: none"> • Define <i>learning disability</i> and <i>emotional disturbance</i>. • Describe how educators and other professionals determine the difference between <i>normal</i> and <i>atypical</i> behaviors. • Describe characteristics of young children and adolescents with learning disabilities and/or emotional disturbances. • Compare at least three conceptual models of 	<ul style="list-style-type: none"> • Reading assignments • Small group discussions • Case Study

	behavioral deficits with three conceptual models that explain learning disabilities.	
<p>Standard 3: Individual Learning Differences Special educators understand the effects that an exceptional condition has on learning in school and throughout life. Special educators understand that beliefs, traditions, and values across and within cultures affect relationships among and between students, families, and school. Special educators seek to understand how primary language, culture, and familial backgrounds interact with the disability to affect academic and social abilities, attitudes, values, interests, and career options. Learning differences and their interactions are the basis for individualizing instruction to provide meaningful and challenging learning.</p>	<ul style="list-style-type: none"> • Discuss the various etiologies in relation to biological, family, cultural, and school perspectives. • Identify various procedures and practices that motivate reluctant learners to complete class work and develop skills that build self-understanding and confidence as learners. • Describe and discuss a range of learning disabilities and emotional disturbances for a parent and suggest possible interventions for home and school. 	<ul style="list-style-type: none"> • Case study report • Reading assignments • Field Observations • Final exam
<p>Standard 6: Language Special educators understand typical and atypical language development and the ways in which disabilities can interact with an individual's experience with and use of language.</p>	<ul style="list-style-type: none"> • Describe at least one theory of how children develop language.* 	<ul style="list-style-type: none"> • Small group discussion • Class activities • Final exam
<p>Standard 8: Assessment 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</p>	<ul style="list-style-type: none"> • Describe informal assessment procedures for determining knowledge and skills of children with various learning disabilities and emotional/behavioral 	<ul style="list-style-type: none"> • Small group discussion • Class activities • Case study report • Journal Abstracts • Student presentation • Final exam

<p>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>	<p>problems.</p> <ul style="list-style-type: none"> • Based on informal assessment procedures, design appropriate clinical teaching strategies for children with various learning disabilities and/or behavior problems. • Describe what an Individualized Education Program (IEP) is and how it is developed. 	
---	--	--

Note:

This syllabus may change according to class needs. If you have emergency medical information to share with the instructor or need special arrangements, *please call and/or make an appointment with the instructor as soon as possible.*

Course Expectations For Students

Attendance:

Students are expected to (a) attend all classes during the course, (b) arrive on time, (c) stay for the duration of the class time and (d) complete all assignments to earn the **5-point class participation grade**. Attendance, timeliness, and professionally relevant, active participation are expected. Attendance and professional participation at all sessions is very important because many of the activities in class are planned in such a way that they cannot necessarily be recreated outside of the class session. Missing **more than one class** or **repeated** tardiness/leaving early will result in losing your participation grade for the course. Please notify me **in advance** by phone or email if you will not be able to attend class.

It is impossible to participate fully in this class while texting, Facebooking, tweeting, working on documents, etc. Please be *fully* present in class ☺

Workload:

In-depth reading, study, and work on course requirements require outside class time. Students are expected to allot approximately three hours for class readings and preparation for *each* credit hour weekly in addition to time spent on papers and assignments.

Written and Oral Language:

APA Style is the standard format for any written work in the College of Education. If you are unfamiliar with APA, it would benefit you to purchase the Publication Manual of the American Psychological Association (5th ed.) You are required to use APA guidelines for all course assignments. This website links to APA format guidelines: <http://apastyle.apa.org/>

We will use *person-first language* in our class discussions and written assignments (and ideally in our professional practice). We will also strive to replace the term “Mental Retardation” with “Intellectual Disabilities” in our oral and written communication in accordance with terminology choices in the disability community.

Academic Integrity:

Students in this course are expected to exhibit academic integrity at all times. Be aware that plagiarism is presenting someone else's work as your own. **Whether the act is deliberate or unintentional is irrelevant.** You must take great care to give credit to an author when you borrow either exact words or ideas. Generally, if you use 4 or more words in a row you should use quotation marks and a proper APA citation. Remember that plagiarism is a very serious offense and can result in dismissal from the University. Evidence of plagiarism or any other form of cheating in this class will result in a zero on that assignment and a report of the incident to the Dean's Office.

Email: Please note that your GMU email will be used exclusively for all your GMU courses: Please activate and forward your gmu email to your most-checked account!

Go to <http://mail.gmu.edu>. Click on Options tab at the top of the page. Click on Settings link on the left of the page. Type in your most-checked email account in the box labeled Mail Forwarding.

Be an Informed Student:

Negotiating all the requirements for your Master's and/or VA Licensure is extremely complex. It is recommended that you schedule a phone/email or in-person appointment with the Special Education Advisor, Jancy Templeton (jtemple1@gmu.edu 703/993-2387). You may also schedule with the Cohort Advisor, Terry Werner (twerner@gmu.edu 703-993-2064). Doing so each semester will ensure that you rectify any outstanding issues, are timely with all necessary paperwork, and are ultimately in good standing to graduate on time.

GMU Graduate School Of Education Statements Of Student Responsibilities

- Students are expected to exhibit professional behavior and dispositions. See <http://cehd.gmu.edu/teacher/professional-disposition/> for a listing of these dispositions.
- Students must follow the guidelines of the University Honor Code. See <http://www.gmu.edu/departments/unilife/deanofstudents/honorcode/> 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 course. See www.gmu.edu/student/drc or call 703-993-2474 to access the ODS.
-

EVALUATION

• Blackboard Activities	15 (3 x 5 pts. ea.)
• Class Participation	5
• Case Study*	30*
• Journal Summaries Paper	30
• Final Exam	25
	<u>Total</u> 100

***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 a folder under Course Documents on Blackboard that contains step-by-step directions for Taskstream. 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.

Every student registered for any EDSE course including this 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 a F nine weeks into the following semester.*

GRADING CRITERIA

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

MAJOR COURSE ASSIGNMENTS

1. Three Online Discussions/Reflections: (15% of final grade)

Due dates: by 9:00 AM

- Each class member is expected to participate online on **Blackboard's Discussion Board**. The instructor will post discussion assignments that should be addressed after selected class sessions (do not complete ahead of time), and thoughtful, detailed responses that address the topic *and* your classmates' reflections are expected *no later than 9:am the day of the next class session*. A total of 3 responses must be posted ON TIME for full credit (**no late postings will be accepted**).
- It is highly recommended that students compose their responses in a word-processing program so they can be proofread and edited prior to posting. Responses can then be copied and pasted into the Discussion Board. Doing so also reduces the possibility that responses are "lost" before submission.

2. Case Study Report (30% of final grade)

Due Date:

A comprehensive case study on a student with an intellectual, emotional and/or learning disability will be completed. 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

3. Abstracts of Journal Articles (30% of final grade)

Due Date:

- Each student will summarize three (3) journal articles that are relevant to the needs of the student chosen for the case study. Papers chosen for this requirement must be from peer-reviewed published journals (no ERIC documents!) and should be data-based examinations of issues relevant to the ED / LD field. Appropriate sources for journal articles include: Exceptional Children, The Journal of Learning Disabilities, Learning Disabilities Quarterly, The Journal of Special Education, Learning Disabilities Research and Practice, Remedial and Special Education, Journal of Emotional and Behavioral Disorders, etc. A word document of common journals is included under Course Documents on Blackboard.
- The purpose of this assignment is **twofold: first** to identify research-based findings that are relevant to the needs of your case study student and **second**, to distill the major points of the article to a one-page summary. The abstract should be typed an introduction to the students needs, followed by 3 summaries with an APA style citation at the top of the page. Each entry should consist of two parts labeled 1.-Summary and 2.-Critique. Finally, a conclusion that ties together the 3 summaries' findings should be presented as an action plan for assisting the student to meet an identified need. All articles should be from current literature and should not be more than three (3) years old. **You must use your own words to summarize.**

4. Final Exam (25% of final grade)

Due Date:

- An exam that covers course content will be administered as an in-class examination. The exam will be based on case studies and include IEP-writing.

CLASS	TOPICS	ASSIGNMENTS to do after this session	DUE THIS CLASS SESSION
1 August 23	Syllabus Review	Acquire Books Ensure successful entry to Blackboard for this course Chapter 1	
2 August 30	Foundations of Special Education	Chapter 2	
September 6	Labor Day Holiday		
September 13	Overview of Students with Mild Disabilities	Chapter 11	Discussion Board 1
September 20	*Family Partnerships	Chapter 3	Discussion Board 2
September 27	Students with Mild Intellectual Disabilities	Chapter 5	Discussion Board 3
October 4	Students with Learning Disabilities	Chapters 9 and 10	
October 11	Columbus Day Holiday		
October 18	Students with Emotional Disturbance	Chapter 6	
October 25	*Classroom Management and Behavior	Chapter 4	
November 1	*Inclusive Classrooms and Programming	Chapter 7	Case Study Paper and submission to Taskstream under CEC Standard 3
November 8	*Learning and Teaching	Chapter 8	
November 15	Quality Instruction and Teaching	*Handout	
November 22	Quality Instruction and Teaching	*Handout	Journal Articles Paper
November 29	Presentations of Case Studies		
December 6	Presentations of Case studies and Review		
December 13	Final Exam		

Case Study Assignment

Scoring Rubric

Case Study	Points Possible	Points Received
Writing/APA	1	
Student's Demographic Data	2	
Description of School and Neighborhood	2	
Educational History	5	
IEP Goals and Objectives	3	
Parent Interviews	3	
Additional Recommendations	3	
Summary and Synthesis	8	
Observational Information/Appendices (Student work, etc.)	3	
Total Points	30	

Name _____ Grade _____

**Journal Abstracts
Scoring Rubric**

Case Study Presentation	Points Possible	Points Received
APA Style and Writing Quality	3	
Introduction to Student's Needs (based on your case study)	5	
Quality of Summaries	7	
Quality of Critiques	7	
Conclusion/Appropriateness of Recommendations	8	
Total Points	30	

Student Name _____ **Grade** _____

Evidence –Based Practices

EDSE 540 will incorporate the evidence-based practices (EBPs) relevant to characteristics of students with mild disabilities, etiology of mild disabilities, and inclusionary practices

These EBPs are indicated with an asterisk (*) in this syllabus' schedule. 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.