



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

Course Title: EDSE 440/540: Characteristics of Students with Disabilities who Access the General Education Curriculum

Summer 2010
Prince William Campus
CRN: 40777/40778

Class Meetings: MTWR
July 6-August 3
9:30-11:45

Location: Prince William Campus
Bull Run Hall Room 256

Instructor: Lori Howard, Ph.D.
(703) 583-8207 (Please no calls after 8:00 p.m.)
lah9n@virginia.edu

Course Description:
EDSE 540 covers theories and specific conditions in learning disabilities and emotional disorders. The course will examine the impact of learning and behavioral disabilities on academic and social/emotional performance. Diversity within student populations is addressed throughout the course. Experiential, observational, and interactive strategies are used to facilitate fulfillment of the outcomes established for this course. Field experience is required. Prerequisites: none

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.

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, 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"> • 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 behavioral deficits with three conceptual models that explain learning disabilities. 	<ul style="list-style-type: none"> • Reading assignments • Small group discussions • Case Study
<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</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>individualizing instruction to provide meaningful and challenging learning.</p>		
<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 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"> • Describe informal assessment procedures for determining knowledge and skills of children with various learning disabilities and emotional/behavioral problems. • 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. 	<ul style="list-style-type: none"> • Small group discussion • Class activities • Case study report • Journal Abstracts • Student presentation • Final exam

Relationship of Courses to Program Goals and Professional Organizations

This course is part of the George Mason University, College of Education and Human Development, Special Education Program for teacher licensure in the Commonwealth of Virginia for teaching students with disabilities who access the general curriculum. 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 teaching individuals with emotional disturbances, learning disabilities, and mild mental retardation. They are described in the chart above.

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

Evidenced-Based Practices (EBP)

This course will incorporate the evidence-based practices (EBPs) relevant to Characteristics of students with disabilities for learning strategies, constructing effective lessons, and designing instructional procedures. 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.

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. This class is supported by a Blackboard site. Many resources and materials are available on this site.
5. Application activities, including in class evaluation of intervention research and materials.
6. Class presentations of final unit plan
7. Written strategy, application and/or research papers using the American Psychological Association format. The major assignment in this course is a 9-week instructional unit.

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.

Recommended Text (Not Required):

Gibb, G., S. & Dyches, T.,T. (2007). *Guide to writing quality individualized education programs*. (2nd ed.) Boston, MA: Pearson Education, Inc.: Allyn and Bacon.
(This is a workbook.)

Required Articles:

Students will have assigned research articles to read and review.

These are available on the Blackboard site under the Articles button/folder.

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.**

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:

All students must abide by the following:

- Students are expected to exhibit professional behavior and dispositions. See <http://gse.gmu.edu/facultystaffres/profdisp.htm> 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 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.

- Students must agree to abide by the university policy for Responsible Use of Computing. See <http://www.gmu.edu/facstaff/policy/newpolicy/1301gen.html>. Click on responsible Use of Computing Policy 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://ods.gmu.edu/> or call 703-993-2474 to access the ODS.
- **TaskStream:** *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 a F nine weeks into the following semester.*
- **Blackboard:** Please note that there are Blackboard assignments in this course. Please make sure that you can access and use Blackboard by the second class session. GMU's Blackboard will be used to post important information and presentations for this course. You will also complete assignments, and communicate with your classmates and instructor. You are responsible for checking Blackboard at least once a week and right before class to make sure you are informed about class/GMU issues. Your **GMU email address** is entered in the Blackboard system.
The following is how you will access the Blackboard-GSE Login Page:
Enter the URL <http://courses.gmu.edu> into your browser location field.
Click on the **Login** button.
Enter your **email information**
Click **Login** or hit **Enter**.
- **Email:** Please note that your GMU email will be used exclusively for this course: 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). 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.

More Details of the Course:

- Assignments are due on the assigned due date. Late assignments will not be accepted unless prior approval has been obtained from the instructor and there will be points deducted (10% of the total points per day late). *Late Thought Questions will not be accepted.* (To avoid late penalties, you may send the documents or TQ's to me electronically as email attachments. The time stamp must be before the start of the class. Please put your name on the actual document and in the file name that you are attaching.)
- No Incompletes will be allowed in this course.
- The APA (American Psychological Association) style of writing and citation is expected. Please note that APA issued the 6th edition of the style manual this summer and many of the websites have not been updated. There is a "cheat" sheet posted on BB.
- 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.
- A note about workload-This is a compressed class (5 weeks). In-depth reading, study, and work on course requirements require outside class time. Generally, in graduate level courses, students are expected to allot approximately three hours for class study and preparation for *each credit hour weekly*. In addition, please plan to spend extra time on papers and assignments.
- Please, out of respect for your classmates, turn off your cell phone during class and make your calls during class breaks. Please keep other electronic devices (laptop, I pad) turned off until the Instructor gives permission for them to be used.
- General Information: Please use a stapler for all papers that are turned in. Please do not use report covers. All papers (including Thought Questions) should be word processed. Please use a 12 point font on all documents. At the Instructor's discretion, failure to follow these instructions will result in a point deduction on assignments.
- Class Cancellation: Should this occur, please check the course Blackboard site as I will post an announcement. I will also send out an all class email (this will go to your GMU account) through Blackboard. You may also email or telephone me.

Grading

Total Points Earned	Grade
506-550	A
495-505	A-
484-494	B+
451-483	B
440-450	B-
385-439	C
384 and Below	F

No.	Assignments	Points
1	<p><u>Attendance and Participation:</u> Class attendance and participation in discussions/small group activities is expected. The instructor reserves the right to deduct points for lack of participation from the student's overall point total. 5 points for attendance/participation <i>for each class session</i>.</p> <p><u>Thought Questions</u> will be required for all reading assignments. There will be 1 question per chapter or article. Further details about Thought Questions (TQ's) will be provided in class. 5 points for Thought Questions per assigned reading.</p>	P=80 TQ=60 140 Total Points
2	<p><u>Blackboard IEP Assignments (2):</u> On Blackboard are 2 assignments related to IEP development. Students will be asked to review these on their own time. There are links to IDEA videos, websites, and materials to be reviewed. Each of the assignments has a checklist. Students are to print out the checklist and sign that they have completed the assignments for each module (assignment). More details will be provided in class.</p>	2 @ 25 points each = 50 Total Points
4	<p><u>Poster Presentation:</u> Prepare and present a poster presentation that provides an overview of your case study. More details will be provided in class.</p>	80
5	<p><u>* Case Study Assignment (Major Project):</u> There are 2 major components to this assignment: 1. Case Study of chosen student; and 2. Journal Article Abstracts. This assignment is due at the last class. More information will be provided in class.</p>	200
6	<p><u>Final Exam</u>-Take Home-This is an essay exam that students can complete on their own. It will be due at the last class. More information will be provided in class.</p>	80
	<p>Please Note: <i>Late Thought Questions will not be accepted.</i> Other late assignments will have a point deduction. Please plan ahead. ** The Case Study assignment is the major project assignment for this course and must be submitted to TaskStream within 3 days of the course completion.</p>	550 Total

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.

Course Outline

Wk	Date	Topic	Assignments Due
1	7/6	Course Intro: Syllabus assignments, BB, and KWL.	
2	7/7	Overview of Mild Disabilities Laws, Definitions, Vocabulary Check on BB access SGA-IEP Components	Reading Assign: Chap 1 (1TQ) Ensure GMU email is working Log onto BB
3	7/8	Case Study Assignment Library Resources *Field Trip to Library to meet with Librarian regarding database searching for journal articles	Reading Assign: Chap 2 (1 TQ) Library Worksheet completed (This counts towards participation) (Please bring your completed worksheet to the library session.) Please meet at our regular classroom.
4	7/12	Characteristics of students with Mild Disabilities (high incidence)	Reading Assign: Chap 8 (1 TQ) Case Study: Student Selected Begin File review
5	7/13	Characteristics of students with Intellectual Disabilities	Reading Assign: Chap 3 (1 TQ) Case Study: Library resources identified Please bring copies of your chosen articles to class for discussion.
6	7/14	Continue characteristics of students with ID.	Reading Assign: Chap 6 (1 TQ)
7	7/15	Characteristics of students with Learning Disabilities Video: FAT City SGA-IEP Activity	Reading Assign: Chap 5 (1 TQ) Case Study: File Review completed
8	7/19	Referral Process, RTI, child study	TEC Article on RTI (handout) (1 TQ) BB Assignment: Intro to IEP-Please bring checklist to class
9	7/20	Students with Emotional Disabilities	Reading Assign: Chaps 4 (1 TQ)
10	7/21	Behavior/Classroom Management	Reading Assign: Chap 9 (1 TQ) Article: Prater Dychees (No TQ total) Case Study: Article Abstract Due (*This is also Appendix 1 of Case Study)
11	7/22	Inclusion and Instructional Strategies: co-teaching, cooperative learning, direct instruction	Reading Assign: Chap 7 (1 TQ) Article: Kroeger (No TQ) Case Study: Parent Interview completed
12	7/26	Continue Inclusion and Instruction (peer assisted, and class transitions) Video: Friend Co-Teaching	BB Assignment: Writing the IEP-please bring checklist to class

13	7/27	Accommodations and Modifications: Classroom and Testing (SOL, VAAP, VGLA)	Reading Assign: Chap10 (1 TQ)
14	7/28	Social Skills: Importance and suggestions	Reading assign: Sonnier-York (No TQ) Peer Review session for Case Study Please bring 1 st Draft of Case Study
15	7/29	School-Family Partnerships: Establishing good relationships with parents, Back to School Night, and IEP meetings.	Reading Assign: Chap 11 (No TQ) Article: Dabkowski (1 TQ)
16	8/2	Course Wrap Up Review Characteristics Review Final Assignments	
17	8/3	Case Study Poster Presentations	Last Class: Final Exam paper due, Case Study Due, and Case Study Presentations
**	8/5	This is the scheduled Exam Day	

Thought Questions

Purpose: The purpose of this assignment is to ensure that students have read the assigned materials and to encourage consideration of the material as potential special education teachers. At the beginning of each class, students will be instructed to share their questions in a “pair/share” format. They will then be turned in for grading.

Instructions: After reading each week’s assigned reading, the students will compose 1 question per chapter or article. (In the reading that is more than 1 chapter, 2 TQ’s will be composed.) These questions relate to the material read and demonstrate thoughtful consideration of the issues/concerns as related to teaching in special education. Each question should include a sentence or two of the context/background leading up to the actual question. Overall, 2 questions (total) should not exceed 1 page.

Instructor’s Note: Late Thought Questions will not be accepted, however, you may send them to me via email attachment. The time stamp must be before the start of class. Please note that if you are sending TQs via email to put your name on the document and on the file name. Please use this email account: lah9n@virginia.edu I will send a return email that acknowledges the assignment was received.

Each Thought Question (TQ) assignment is worth 5 points.

Example:

Henley, Ramsey and Algozzine (Course Text) Chapter 9

This chapter is titled classroom management and I understand why having well-behaved students makes instruction easier. In the section that discusses rewards, punishment, and managing behavior the authors suggest “ignoring” disruptive behavior or off task behaviors. I have tried this in my Science classroom by focusing attention on the students who are on task by complimenting them. The other students’ behavior continues to be off task and sometimes gets louder. Ignoring doesn’t seem to work. What should I do ?I am really concerned because off-task during lab experiments can be dangerous!

Poster Presentation Assignment

Purpose: The purpose of this assignment is for students to prepare and present a “poster” session. This is also an opportunity for students to practice their platform presentation skills.

Overview: The presentation provides an opportunity to share your Case Study project with your classmates. It should demonstrate key elements of your case study, provide an overview of the disabilities, discuss the literature you reviewed, and provide suggestions for classroom teaching. Creativity is encouraged in your presentation.

Schedule: Each presentation will have an assigned time. If you miss your presentation time, a make up will only be allowed if there is sufficient time. Presentations will be conducted the last night of class.

Presentation: Note: All class members are expected to be good audience members (no talking during presentations, participating in presentation as appropriate, staying until everyone has finished their presentation, etc.) The instructor reserves the right to deduct points from the final presentation for failure to observe these guidelines.

Directions:

1. Be prepared to present a no more than *10-minute oral summary* of your Case Study.
2. Prepare poster boards to use in your presentation.
3. Be prepared to explain clearly what you did. You can use PowerPoint (PPT) slides on your poster board but not the presentation software. You need to discuss the poster that you have created. The projection system for PPT will not be used.
4. Prepare a one-page summary for classmates.
5. Hand in 1 copy of your presentation materials.

This presentation is worth 80 points.

- Content 25 points
- Sequence of Presentation 5 points
- Speaking/Presentation Style(Poise) 10 points
- Engagement of the Audience 10 points
- Visual Elements (posters, overheads) 10 points
- Quality of Handouts 5 points
- Overall Impression of Presentation 15 points

Points will be deducted for exceeding the time limit (5 points per minute)

Scoring Criteria for Presentation:

Exemplary response: (75-80 points): Keeps within the time limits; Demonstrates knowledge of research topic 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: (65-74 points): Good overall presentation, but may be lacking in one or two of the criteria specified in exemplary response. The student may seem a little less prepared or somewhat unclear in understanding of topic.

Marginal presentation (55-64 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 (45-54 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: (0-44 points): No presentation or completely unsatisfactory presentation with no relevance to assignment.

Exemplary presentation	Adequate presentation	Marginal presentation	Inadequate presentation	Unacceptable/no presentation
75-80	65-74	55-64	45-54	0-44

Blackboard Assignments IEP Introduction and Writing the IEP

URL for course Blackboard site: <http://courses.gmu.edu>

Purpose: The purpose of this assignment is twofold: (1) to familiarize students with the Blackboard learning environment/features; and (2) to introduce through self-exploration important components/concepts related to Individualized Education Programs (IEPs).

Overview: On the course Blackboard site under the folder labeled “Blackboard Assignments” there are 2 assignments. One assignment is labeled, “Introduction to the IEP” and the other assignment is labeled, “Writing the IEP”. Each of these assignments provides websites to review, case study information, reflective questions to answer, learning activities, and related materials.

Instructions: Students should log into the course Blackboard site. Please identify the folder labeled, “Blackboard Assignments”. You may work within Blackboard, though it is often easier to download the documents to your desktop and work from there. Please read through the material and click on any links within the material. Please explore the web links. You may want to bookmark some of the websites for future reference (IDEA, Wrightslaw). Or, you may want to begin keeping a resource list of web sites.

Once you have finished reviewing the material in the assignment, please print out the document labeled “checklist” and check that you have completed the required components. You will also need to sign (full signature) and date this document. This checklist will be submitted in class for grading.

Instructor’s Note: Since this is a self-exploration assignment, each student is reminded of the importance of the Honor Code. By printing out the checklist and signing/dating it, you are stating that you have reviewed all of the materials for the individual assignment. Please review the importance of the Honor Code and your responsibility for adhering to it.

Grading: Each of the assignments is worth 25 points. Please make sure to print out and sign the checklist. These will be turned in as your record of completing the assignment. Points will be deducted for failing to complete all of the activities and for failing to attach reflections.

Total Points: 2 assignments @ 25 points = 50 points

Case Study Assignment (Major Course Assignment)

Purpose: This assignment has 2 major components: Case Study and Journal Articles Abstract. The purpose of the case study assignment is for students (potential special education teachers) to thoroughly investigate a single case study of a student with a mild/moderate disability (learning disability, emotional disability, or intellectual disability). Through the review of the case study (student's file), the student should be able to identify key characteristics of the disability and the impact of the disability on the identified student's academic achievement.

The purpose of Journal Articles Abstract assignment is twofold: 1. to identify research-based findings that are relevant to the needs of your case study student and; 2. to distill the major points of the article to a one-page summary.

Overview: There are 2 major components to this assignment: 1. Case Study of chosen student; and 2. Journal Article Abstracts. This assignment is due at the last class (11/18/09). As this is the major course assignment, it must be uploaded to TaskStream as part of your teaching portfolio within 3 days of the course ending.

Instructions:

1. Case Study: 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 (from student's IEP)
 - Observational information (at least two class periods of observations specifically related to student goals, objectives, and accommodations). Please include observational data (notes) in the appendices. **Due to summer, this requirement will be negotiated with students individually. More details in class.
 - Parent perspective/interview (related to education goals, objectives, accommodations, and any other relevant issues.) This information may be gathered through informal discussions with the parent (Back to School Night) or through a formal parent interview. It can be gathered through a face to face meeting or via a telephone conversation.
 - 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? Please include a discussion of the relevant literature including information from your 3 Journal Articles Abstract and your textbook. Please see the Journal Article Abstract portion of the assignment.)

- Appendices – to include student work samples, parent interview questions/answers. The Journal Article Abstracts should be attached at the beginning of the Appendices before the work samples, parent questions, or related materials.

2. *Journal Article Abstracts* (3)

- 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. All articles should be from current literature and should not be more than three (3) years old.
- 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, and TEACHING Exceptional Children.
- The abstract should include an introduction to the student's 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 case study's student to meet an identified need. You must use your own words to summarize. Each summary and critique should not exceed 3 pages.

Please note that the 6th edition of the APA style manual must be used for this entire assignment. In addition, spelling, grammar, professional writing style are important considerations. Please see the grading rubric for complete information.

Instructor's Note: Confidentiality is an important consideration for special education professionals; therefore, identifying information (name, parents' name, address) should not be included in the case study descriptions. You may use an identifier such as John P., Mrs. Smith, or change the name of the student entirely. Please note in the first paragraph of your case study if the name of the student was changed or how you will refer to the student and maintain confidentiality.

Grading: This assignment is worth **200 points**. The case study portion of the assignment is worth 125 points. The Journal Articles Abstract assignment is worth 75 points. Please see the grading rubric posted on Blackboard for complete details. Points will be awarded in the following manner:

Case Study Assignment

- Student's demographic data 5 points
- Description of school and student's community 5 points
- Educational history 10 points
- Educational goals and objectives, classroom accommodations 10 points
- Observational information 15 points
- Parent perspective/interview 15 points
- Summary and synthesis 30 points
- Appendices 15 points
- APA 10 points
- Spelling/Grammar 5 points
- Professional Writing 5 points

Journal Articles Abstract Assignment

- Summary and Critique (3 articles at 15 points each) 45 points
- Conclusion and Action Plan 20 points
- APA 5 points
- Spelling/Grammar/Professional Writing 5 points

200 Points Total for Project