



**George Mason University  
Graduate School of Education**

**EDSE 540: Characteristics of Students with Disabilities Who Access the General  
Education Curriculum (Loudoun 10 Section 677)**

**Instructor:** Margaret (Peggy) Weiss, PhD  
**Office:** 115 A Finley Building  
**Phone:** 703.993.5732  
**Email:** mweiss9@gmu.edu

**Course Meeting Days and Times**

Tuesdays, 4:30-8:30pm  
January 10-March 13

**Course Description and Program Goals**

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, emotional disturbances, and mild intellectual disabilities. EDSE 540 is also designed to prepare students to interact with other professionals about children with these disabilities.

**Relationship of Courses to Program Goals and Professional Organizations**

EDSE 540 is part of the George Mason University, Graduate School of Education, and Special Education Masters Degree Program. The program aligns with the standards for teacher licensure established by the Council for Exceptional Children, the major special education professional organization in the United States. As such the curriculum for the course includes competencies for teaching students with disabilities from preschool through grade 12. 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 or as 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)

This course will incorporate the evidence-based practices (EBPs) relevant to 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, 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**

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 current or future roles as special educators.

**Alignment of Outcomes and Requirements with key CEC/NCATE Standards**

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, students with learning disabilities students with mild intellectual disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading assignments</li> <li>• Small group discussion</li> <li>• Journal abstracts</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 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"> <li>• Define <i>learning disability, emotional disturbance, and mild intellectual disabilities</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 learning disabilities, emotional disturbances, and/or mild intellectual disabilities.</li> <li>• Compare at least three conceptual models of behavioral deficits with three conceptual models that explain learning disabilities and/or mild intellectual disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading assignments</li> <li>• Small group discussions</li> <li>• Case Study</li> </ul>
<p><b>Standard 3: Individual Learning Differences</b></p>	<ul style="list-style-type: none"> <li>• Discuss the various etiologies in relation</li> </ul>	<ul style="list-style-type: none"> <li>• Case study report</li> </ul>

<p>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>	<p>to biological, family, cultural, and school perspectives.</p> <ul style="list-style-type: none"> <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, emotional disturbances, and mild intellectual disabilities for a parent and suggest possible interventions for home and school.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading assignments</li> <li>• Field Observations</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> </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>• Journal Abstracts</li> <li>• Student presentation</li> <li>• Final exam</li> </ul>

**General Course Expectations**

This is a graduate level course for professional educators. As such, please be advised of the following expectations for all participants.

**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 in-class assignments to earn the 10-point class participation grade for each class session

**Workload**

Graduate-level work requires in-depth reading, study, and work on course requirements outside of class time. The general expectation is approximately three hours per week for each credit hour of a course. Students are expected to allot class study and preparation time 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 (6th ed.) You are required to use APA guidelines for all course assignments. Please use the following website for 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 general 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 the class will result in a zero on that assignment and a report of the incident to the Dean's Office.

### **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](mailto: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.

### **GMU College of Education and Human Development Student Expectations**

All expectations of the University apply to this course. For further information about each, please see the indicated website.

Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].

Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].

Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].

Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, program, and instructor will be sent to students solely through their Mason email account.

Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

Students are expected to exhibit professional behaviors and dispositions at all times.

### **Campus Resources**

The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].

The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

### **Core Values Commitment**

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

## **Course Specific Expectations and Requirements**

### **Required Text**

Henley, M., Ramsey, R. S., & Algozzine, R. F. (2009). *Characteristics and strategies for teaching students with mild disabilities* (6<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson.

### **Blackboard Site**

I will use the Blackboard website for posting of course materials, announcements, and discussion boards. You will be responsible for all material

posted on the website. Please check it regularly. An announcement email will be sent to your Mason email account if changes or updates are made to the site.

### **Communication with Dr. Weiss**

The most efficient way to contact me is through email. I check email daily at least at 9am and 2pm Monday through Friday. If your email has reached me by either of those times, I will respond immediately. Otherwise, I will respond within 24 hours during the week. Keep in mind that I teach from 4:30-8:30pm. On weekends, I check my Mason account on Sunday evenings around 9pm and will respond to all received then. Do not email me an hour before an assignment is due and expect a response. If you would prefer to meet with me either before or after class (or at another time during the day/after school), please do not hesitate to contact me.

### **Dr. Weiss's Ideas About This Course**

This is a professional course, directly related to the teaching required in schools. Therefore, my goal is to help students master the skills taught in the course, not to assign grades. As such, I am happy to review drafts of assignments, discuss ideas and progress, and generally provide feedback to students on all aspects of the course at any time before an assignment is due or before the end of the course. I provide grading rubrics for all course assignments and encourage students to follow these as they complete their work. If, at any time, you are confused about course material or assignments, or something is not going as you hoped in the course (e.g., our interactions, interactions with other students, difficulty of the work), please contact me FIRST so that we can problem solve together.

### **Late Work**

Assignments are due on the date indicated in the syllabus. If I change the due date for reasons related to student need in the course, the change will be discussed in class, posted on the Blackboard site, and confirmed in an email to all students.

I will not accept late work. If you are not in class on the day an assignment is due, you are still responsible for submitting the assignment. You may submit an assignment by emailing the assignment to me with a date sent no later than the end of the class on the date due or by having someone bring the assignment to me in hard copy by the same time. Choose the person wisely--if I do not receive the assignment on the due date, it will not be accepted.

### **TaskStream**

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). Each course

in the program has an identified signature assignment. A signature assignment is a specific assignment, presentation, or project that best demonstrates one or more CEC standard(s) connected to the course. A signature assignment is evaluated in two manners. The first is for a grade, based on the instructor's grading rubric. The second is for GSE program evaluation. Each student must add the identified signature assignment for each course into the TaskStream portfolio system. TaskStream information is available at <http://gse.gmu.edu/programs/sped/>.

In this EDSE 540 course, the Case Study assignment is the signature assignment. 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 semester, the grade becomes an F. Please check to verify your account and your ability to post items to your account at the beginning of the course, not at the end.

### Student Evaluation

Students will be evaluated in the course based on the following assignments:

- Class Participation (attendance and assignments) 100 points
- Case Study Paper\* 200 points
- Journal Summaries 100 points
- Final Exam 50 points

---

**TOTAL POINTS: 450 points**

\*This assignment is the "signature" assignment for TaskStream. Students are required to post the signature case study in GMU's portfolio TASKSTREAM site no later than Midnight on March 13, 2012. Failure to post a signature case study for evaluation under Standards 2 & 3 will result in an INCOMPLETE grade for the course until posted.

### Grading Criteria

95-100%	A
90-94%	A-
85-89%	B
80-84%	B-
70-79%	C
<69%	F

### Major Course Assignments

#### Class Attendance and Participation (10 points each class)

Participation includes (but is not limited to): completion of weekly class activities, participation in class discussions, displaying evidence of having read material, and giving project presentation updates throughout the semester. I plan each

session with the expectation that all students are present and participate. If you are not in class, 10 points will be deducted from your class attendance and participation grade. If an assignment is due on the date that you miss and it is not turned in by that date, it will not be accepted.

### **Case Study Report (200 points – Final Product due date March 13, 2012)**

A comprehensive case study on a student with emotional disability, learning disability, intellectual disability, or high functioning autism will be completed. You will submit drafts of each component for my review. In class on 3/6 and 3/13, you will present your case study to your classmates. Rubric and guidelines are attached in Appendix A. The case study will include the following components:

<b>Draft Due Date</b>	<b>Components</b>
1/31	<ul style="list-style-type: none"> <li>• Student's demographic data</li> <li>• Description of school and student's community Educational history</li> <li>• Educational goals and objectives, classroom accommodations</li> </ul>
2/7	Observational information
2/14	Parent interviews
2/21	<ul style="list-style-type: none"> <li>• Additional recommendations, educational accommodations, and/or modifications</li> <li>• Summary and synthesis</li> <li>• Appendices - to include student work samples, parent interview questions/answers.</li> </ul>
3/6	Presentation of case studies (overview to case study groups)
3/13	Final version of case study is due. You will turn in a hard copy during class and post an electronic version to TaskStream.

### **Abstracts of Journal Articles (25 points each – Due dates 1/24, 2/7, 2/21, and 3/6)**

Each student will summarize four (4) journal articles that are relevant to the needs of the disability areas that we cover. You will be given specific journals from which to choose articles. See Appendix B for specific directions. The purpose of this assignment is twofold: first to identify research-based findings that are relevant to students with disabilities and second, to distill the major points of the article to a one-page summary.



**Final Exam (50 points – Given in class on March 13, 2012)**

An exam that covers course content will be provided on the final night of the course. The exam will be based on case studies and other class related topics. More specifics will be provided before the date.

## Course Calendar (subject to change based on class needs)

Class	Topics	Read for this Class	Assignments Due This Class Session
<b>Tuesday, January 10</b>	Registration, Introductions, and Backgrounds  Syllabus Review, Blackboard Review, + Education Library Overview  Context of Special Education Introduction- review of exceptionalities & legislation	Chapter 1	
<b>Tuesday, January 17</b>	Who are students with disabilities who access the general curriculum? What is the interaction between disability and instruction?	1. Chapter 7 2. Reiner & Willingham, 2010 3. Lloyd, Forness, Kavale, 1998	You should choose your student for your case study this week.
<b>Tuesday, January 24</b>	Students with Learning Disabilities	1. Chapter 5 2. Selections from NCLD website	<b>Article Abstract #1 due</b>
<b>Tuesday, January 31</b>	Students with Learning Disabilities (cont.)	1. Chapter 8 2. Geary, 2004	<b>First components of case study due</b>

<b>Class</b>	<b>Topics</b>	<b>Read for this Class</b>	<b>Assignments Due This Class Session</b>
<b>Tuesday, February 7</b>	Students with emotional/behavioral disorders (EBD)	Chapter 4	<b>2<sup>nd</sup> component of case study due 2<sup>nd</sup> Article Abstract due</b>
<b>Tuesday, February 14</b>	Students with EBD Students with ADHD	1. Chapter 9 2. NIMH publication	<b>3<sup>rd</sup> component of case study due</b>
<b>Tuesday, February 21</b>	Students with Intellectual Disabilities (ID)	Chapter 3	<b>4<sup>th</sup> component of case study due 3<sup>rd</sup> Article abstract due</b>
<b>Tuesday, February 28</b>	Students with ID Students with Autism Spectrum Disorders (Asperger's Syndrome)	1. Chapter 10 2. Stichter et al., 2010	
<b>Tuesday, March 6</b>	Building Family Partnerships  Case Study Presentations	1. Chapter 11 2. PACER and Parent Center website review	<b>Case study presentations in peer groups 4<sup>th</sup> Article abstract due</b>
<b>Tuesday, March 13</b>	<b>LAST CLASS</b>	Wrap up and discussion	<b>Final version of case study due Final exam</b>

## **Appendix A**

### **Case Study Assignment Directions**

The observation case study provides you with the opportunity to observe a student with mild to moderate exceptional learning needs, examine his or her educational history and goals, conduct parent interviews, and make comprehensive recommendations for the student. This case study should be written as a paper, including each of the nine sections as a heading and using APA format.

1. **Demographic and Background Data:** Describe your student's demographic and background data
  - a. Select a student with exceptional learning needs that you have access to and would like to observe.
  - b. In order to maintain confidential communication about your student with exceptional learning needs, create a pseudonym to use throughout this paper.
  - c. Provide a thorough description of your student, including his or her etiology and diagnosis, any medical conditions that exist, psychological and social-emotional characteristics, and any other information required to paint a clear picture of your student.
  - d. Describe skills and characteristics of your student that are similar to those of typical growth and development and those that are atypical.
  - e. Access information on your student's specific exceptionalities in order to create a rich student description. This should include the educational implications of characteristics of various exceptionalities and the impact of sensory impairments, physical and health exceptional learning needs on individuals, families, and society.
2. **School and Classroom Information:** Describe your student's school, classroom placement, and student's community.
  - a. Describe your student's educational placement in the greater context of the continuum of placement and services available for individuals with exceptional learning needs.
  - b. Describe the impact of the principles of normalization and concept of least restrictive environment on your student's classroom placement.
  - c. Describe the school and the community in terms of demographics, incomes, geography, education levels, and jobs.
3. **Educational History:** Describe your student's educational history.
  - a. Include schools attended, reason for initial referral, pre-referral interventions, results of multidisciplinary evaluation, special education classification, description and location of educational service provision, related services provided, and any other pertinent information.
4. **Educational Goals, Objectives and Accommodations:** Summarize your student's educational goals and objectives and classroom accommodations.

- a. Include a discussion of the impact of your student's academic and social abilities, attitudes, interests, and values on instruction and career development.
  - b. Include a discussion of the impact your student's disability may have on auditory and information processing skills.
  - c. Relate levels of support to the needs of the individual.
5. **Student Observation:** Observe at least two class periods of instruction. Summarize the information from those observations.
- a. Describe the relationship between your observations and your student's goals, objectives, and accommodations.
  - b. Describe the effects your student's exceptional condition(s) appears to have on his or her life.
  - c. Describe the perceived impact of your student's academic and social abilities, attitudes, interests, and values on instruction and career development.
6. **Parent Interview:** Interview at least one of your student's parents or guardians.
- a. Begin your interview with questions about the family, in order to build up a collaborative relationship and gather information about the family system and the role of family in the student's development and education.
  - b. Ask the parents about their child's education goals, objectives, and accommodations. Did they have a role in the development of these goals, etc? Do they feel they are appropriate for their child?
  - c. Effective special educators communicate effectively with families of students with exceptional learning needs from diverse backgrounds. Please be sure that you consider the following as you speak with the parents:
    - a. Ways in which you can foster a respectful and beneficial relationship with the family.
    - b. Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family.
    - c. The potential impact of differences in values, languages, and customs between your student's home and school lives.
    - d. Ways in which you can demonstrate your respect for variations in beliefs, traditions, and values across and within cultures. Also consider the effect of these variations on the relationships among individuals with exceptional learning needs, their family, and school personnel.
7. **Additional Recommendations:** Describe any additional recommendations, educational accommodations, and/or modifications that you would make for the student.
- a. Keep in mind that it is the special educator's ethical responsibility to advocate for appropriate services for individuals with exceptional learning needs and demonstrate a high level of commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs. You must act ethically in advocating for appropriate services and demonstrate sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual orientation of your student.
  - b. Consider the importance of the teacher serving as a model for individuals with

exceptional learning needs.

- c. Include any sources of unique services, networks, and organizations for individuals with exceptional learning needs. Use local community, and state and provincial resources to assist in programming recommendations for your student with exceptional learning needs.

#### **8. Summary, Synthesis and Reflection:**

- a. Summary: Write a clear description of your student including all pertinent information obtained throughout the observations, interviews and background information review. Provide enough detail that a stranger could walk into the classroom and identify your student from your summary alone.
- b. Synthesis: Compare your student's characteristics with those described in the textbook or other research. Which characteristics were identified in your student? What are the social and educational implications of these characteristics?
- c. Reflection
  - i. How do your personal cultural biases and differences affect your interactions with students and their families and therefore your teaching
  - ii. What have you learned from this case study about teaching students with disabilities?

#### **9. Appendices:**

- a. Include student work samples, parent interview questions/answers and any other pertinent items. Annotate the work samples, giving purpose for inclusion and characteristics it illustrates.

**Case Study Assignment Rubric**

<b>Case Study</b>	<b>Points Possible (200)</b>	<b>Points Earned</b>
Writing Style Mechanics/APA	20 points	
Demographic and Background Data	10 points	
School and Classroom Information	10 points	
Educational History	10 points	
Educational goals, objectives, and accommodations	10 points	
Student Observations	30 points	
Parent Interviews	30 points	
Additional Recommendations	30 points	
Summary, Synthesis, and Reflection	30 points	
Appendices (with annotation)	20 points	
<b>TOTAL POINTS</b>	<u>          </u> /200 POINTS	
<b>COMMENTS:</b>		

**Appendix B**  
**Article Abstracts Assignment Directions**

You will complete four journal article/research study abstracts. Each abstract will focus on a research study that includes students with the disabilities discussed in this course. You know that you have found a research study when the article includes a “methods” section and a “results” section. This description will include specific journals for you to use in finding your articles.

The following description is adapted from How to Write an Abstract found at <http://research.berkeley.edu/ucday/abstract.html>.

An abstract is a short summary of completed research. If done well, it makes the reader want to learn more about the research.

These are the basic components of an abstract in any discipline:

**1) Motivation/problem statement:** What is the problem statement or research questions? Why do we care about the problem? What practical, scientific, theoretical or artistic gap is this research filling?

**2) Methods/procedure/approach:** What did the author actually do to get the results? (e.g. analyzed 3 novels, completed a series of 5 oil paintings, interviewed 17 students)

**3) Results/findings/product:** As a result of completing the above procedure, what did the author learn/invent/create?

**4) Conclusion/implications:** What are the larger implications of these findings, especially for the problem/gap identified in step 1? How would you improve this study?

**You must use your own words to summarize but be sure to cite liberally!** Your abstract should not exceed 1 to 1.5 pages. Please attach a copy of the article to your abstract.

You must use articles from the following journals. You may use articles published from 2001 to present.

Learning Disabilities	Learning Disabilities Research and Practice Journal of Learning Disabilities Exceptional Child Learning Disabilities: A Multidisciplinary Journal Learning Disability Quarterly
-----------------------	---



Intellectual Disabilities	Journal of Intellectual Disabilities Journal of Special Education American Journal on Intellectual and Developmental Disabilities Journal of Intellectual Disability Research
Emotional/behavioral Disorders	Behavior Disorders Journal of Emotional and Behavioral Disorders Preventing School Failure
Autism	Autism: International Journal of Research and Practice Journal of Autism and Developmental Disorders

