



**College of Education and Human Development
Division of Special Education and disAbility Research**

Spring 2013

EDSE 540 684: Characteristics of Students with Disabilities who Access the
General Curriculum

CRN: 20351, 3 - Credit(s)

Instructor: Dr. Suzanne Jimenez	Meeting Dates: 01/10/13 - 03/07/13
Phone: 571-252-1012	Meeting Day(s): Thursdays
E-Mail: sjimene4@gmu.edu	Meeting Times: 4:30PM-9:00PM
Office Hours: by appointment	Meeting Location: LCPS Administration Building IRC 5 th Floor

***Note:** This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.*

Course Description

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.

Prerequisite(s): None

Co-requisite(s): None

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703)993-3145 for assistance. All other students should refer to their faculty advisor.

Nature of Course Delivery

Learning activities include the following:

1. Class lecture and discussion
2. Application activities

3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

Field Experience Requirement

A Field Experience is a part of this course. "Field Experiences" entail Mason students conducting activities that may involve students, parents, and/or teachers, etc. in a school setting. "Finding" an individual needed to complete a Field Experience Project/Case Study for a course may be a challenge. Mason's Field Placement Specialist, Lauren Clark lclarkg@gmu.edu can assist in placing Mason students at school sites. Mason is required to track when and where Mason students complete any field experiences. Consequently, EACH PERSON ENROLLED in this course must access this link <http://cehd.gmu.edu/endorse/ferf> at the beginning of the semester (if not before) and complete the information requested REGARDLESS if one needs assistance in 'finding' an individual for the project/case study or not.

Evidence-Based Practices

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' 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.

Learner Outcomes

Upon completion of this course, students will be able to

- 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, students with learning disabilities students with mild intellectual disabilities.
- Define learning disability, emotional disturbance, and mild intellectual disabilities.
- Describe how educators and other professionals determine the difference between normal and atypical behaviors.
- Describe characteristics of K-12 students with learning disabilities, emotional disturbances, and/or mild intellectual disabilities.
- Compare conceptual models of behavioral deficits with three conceptual models that explain learning disabilities and/or mild intellectual disabilities.

- 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, emotional disturbances, and mild intellectual disabilities for a parent and suggest possible interventions for home and school.
- Describe how children develop language.
- 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.

Required Textbooks

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

Additional Readings

Will be provided on Blackboard and in class.

Course Relationship to Program Goals and Professional Organizations

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Students with Disabilities who Access the General Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. The CEC Standards are listed on the following website:

<http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/>. The CEC standards that will be addressed in this class include Standard 1: Foundations, Standard 2: Development and Characteristics of Learners, Standard 3: Individual Learning Differences, Standard 6: Language, and Standard 8: Assessment, Standard 9: Professional and Ethical Practice, and Standard 10: Collaboration.

GMU POLICIES AND RESOURCES FOR STUDENTS:

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

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

- c.* 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, and program will be sent to students solely through their Mason email account.
- d.* 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/>].
- e.* 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/>].
- f.* Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g.* 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/>].

PROFESSIONAL DISPOSITIONS

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

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. [See <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 Policies & Expectations

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 10 point class participation grade for each class. 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. Please notify me in advance by phone or email if you will not be able to attend class.

Late Work.

In-depth reading, study, and work on course requirements require outside class time. Students are expected to allot class study and preparation time weekly in addition to time spent on papers and assignments. The result of late work will be the loss of 10 points per day until the assignment is received by the instructor. Individual situations will be addressed with students outside of class.

TaskStream Submission

For student evaluation, program evaluation, and accreditation purposes, all students are required to submit an NCATE assignment from selected Special Education courses to TaskStream. The NCATE assignment required for this course must be submitted electronically to Mason's NCATE management system, TaskStream: (<https://www.taskstream.com>).

Note: Every student registered for any EDSE course as of the Fall 2007 semester is required to submit NCATE assignments to TaskStream (regardless of whether a course is an elective or part of an undergraduate minor). TaskStream information is available at <http://gse.gmu.edu/programs/sped/>. Students who do not submit the required NCATE assignment to TaskStream will receive a grade of Incomplete (IN) in the course. The Incomplete (IN) will change to a grade of (F) if the required signature assignment has not been posted to TaskStream by the incomplete work due date listed in the current semester's Schedule of Classes.

Grading Scale

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

Assignments

NCATE/TaskStream Assignments.

100 points: Case Study Report

Due Date THURSDAY, February 21, 2013

A comprehensive case study on a student with emotional disability, learning disability, intellectual disability, or high functioning autism will be completed. **A MODEL PAPER WILL BE PROVIDED.** The case study should include the following components:

- Student's demographic data (**Draft 1/31**)
- Description of school and student's community (**Draft 1/31**)

- 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) **(Draft 1/31)**
- Educational goals and objectives, classroom accommodations **(Draft 1/31)**
- Observational information (at least two class periods of observations specifically related to student goals, objectives, and accommodations) **(Draft 2/9)**
- Parent interviews (related to education goals, objectives, accommodations, and any other relevant issues.) **(Draft 2/7)**
- Additional recommendations, educational accommodations, and/or modifications **(Draft 2/7)**
- 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? So What? What have you learned from this case study about teaching students with learning disabilities?** **(Draft 2/7)**)
- Appendices - to include student work samples, parent interview questions/answers. **(Draft 2/7)**
- **CASE STUDY IS DUE March 2nd, 2013.** Be prepared to **present your case study in class orally on February 28 or March 7.** Be creative in your presentation style!

Common Assignments.

100 Points: Class Attendance and Participation

Completion of weekly class activities, participation in class discussions, and project presentation update discussions throughout the semester. **Points missed due to absences can not be made up. Excessive absences can result in additional penalties and potential withdrawal from class.**

100 points: Abstracts of Journal Articles (100 points)

Due Date THURSDAY, MARCH 7^h, 2013

- 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... **PLEASE DO NOT USE A STUDY WHICH IS NOT INTERVENTION RESEARCH.**

- 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 and 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 student to meet an identified need. A "so what" section is asked to state what you have learned about the student to enhance your teaching practice. **A MODEL PAPER WILL BE PROVIDED.** All articles should be from current literature and should not be more than seven years old. **You must use your own words to summarize but be sure to cite liberally!**

100 points: Take Home Final Exam (100 points)

Due Date THURSDAY, MARCH 7th, 2013 NO LATER THAN 11:00 PM

- An exam that covers course content will be provided as a take home examination. The exam will be based on case studies and other class related topics. It will be provided on the second night of class and you may choose to work on it throughout the semester as information is shared and discussed.

Course Calendar (subject to change based on class needs)

Class	Topics	Assignments	Due This Class Session
Thursday, January 10th (1)	Registration, Introductions, and Backgrounds Cohort Structure and Questions Syllabus Review + Education Library Overview Context of Special Education Introduction- review of exceptionalities & legislation	Chapters 1, 2 &5	N/A
Thursday, January 17th (2)	Overview of Students with Mild Disabilities	Read Chapters 1, 2 and 5; start thinking about a student for case study assignment	Read Chapters 1,2 and 5
Thursday, January 24 (3)	Access to the Curriculum, Accommodations, Modifications Online module: Instructional Best Practices	Complete online module found in Course Documents on Blackboard site	Read Chapter 5 Please select the student that you will use for the case study by this date.

<p>Thursday, January 31</p> <p>(4)</p>	<p>Students with Emotional Disabilities</p> <p>Classroom Management</p> <p>Guest Speaker- TBD</p>	<p>Chapter 7 & 10</p>	<p>Read Chapters 4, 9, & 10</p> <p>First four sections of DRAFT case study paper DUE:</p> <ul style="list-style-type: none"> -Student Demographics -Description of School and Neighborhood -Student's Educational History -Student's Current Areas of Need
<p>Thursday, February 7th</p> <p>(5)</p>	<p>Students with Learning Disabilities, cont.</p>	<p>Chapters 4 & 9</p>	<p>Read Chapters 6, 7, & 8</p> <p>Last sections of DRAFT case study paper DUE::</p> <ul style="list-style-type: none"> -Observations -Parent Interview Summary -Student Interview Summary -Instructional Recommendations -So What -Summary and Synthesis of Case Study -References ,Appendices
<p>Thursday, February 14th</p> <p>(6)</p>	<p>Students with Mild Intellectual Disabilities</p>	<p>Chapter 3 & 8</p>	<p>Read Chapter 3 & 8</p>
<p>Thursday, February 21rd</p> <p>(7)</p>	<p>Students with High Functioning Autism</p> <p>Writing Effective IEPs and Educational Reports</p> <p>Co-teaching</p>	<p>Chapters 6 & 7</p>	<p>Read Chapters 6 & 7</p> <p>CASE STUDY PAPER DUE</p> <p>DUE PLEASE POST YOUR CASE STUDY IN TASKSTREAM NO LATER THAN TODAY!</p>

<p>Thursday, February 28th</p> <p>(8)</p>	<p>Collaboration and Inclusive Practices</p> <p>Review journal studies paper/APA format</p> <p>BEGIN Case Study Presentations</p>	<p>Chapter 11</p> <p>BEGIN case study presentations</p>	<p>Read Chapter 11</p> <p>Case Study Presentations</p> <p>TAKE HOME FINAL EXAM DUE NO LATER THAN 11:00 PM TONIGHT</p>
<p>Thursday, March 7th</p> <p>(9)</p>	<p>LAST CLASS</p> <p>Building Family Partnerships</p> <p>Case Study Presentations</p>		<p>Case Study Presentations</p> <p>JOURNAL SUMMARIES PAPER DUE</p> <p>Course Evaluations</p>

Case Study Assignment Rubric

Case Study	Points Possible (100)	Points Received
Writing Style Mechanics/APA	10 points	
Student Demographic Information	10 points	
Description of School and Neighborhood	10 points	
Educational History	10 points	
IEP Goals and Objectives	10 points	
Parent Interviews	10 points	
Instructional Recommendations	10 points	
Summary and Synthesis	10 points	
Observational Information/Appendices (student work, etc...)	10 points	
Presentation of Case Study	10 points	
TOTAL POINTS	_____/100 POINTS	
COMMENTS:		

Other Assignments.

Schedule

