



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

Summer 2013

EDSE 629 AS1: Secondary Curriculum and Strategies for Students with
Disabilities who Access the General Curriculum
CRN: 40248, 3 - Credit(s)

Instructor: Dr. Frederick Brigham	Meeting Dates: 05/20/13 - 06/21/13
Phone:	Meeting Day(s) and Time(s): MWF 7:00 pm-10:05 pm
E-Mail: fbrigham@gmu.edu	
Office Hours:	Meeting Location: Off-campus Building, KAI 113

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

Applies research on teacher effectiveness, accountability, and instructional approaches at the secondary level for individuals with mild disabilities. Includes instructional methods necessary for teaching reading, writing, math, and other content areas across the curriculum.

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

[Instructors, please revise in accordance with your specific course format]

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

Evidence-Based Practices

This course will incorporate the evidence-based practices (EBPs) relevant to secondary curriculum learning strategies, content Area planning, designing a secondary IEP . 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:

- Demonstrate knowledge of the federal and state laws that require and provide for instructional services for students with disabilities.
- Demonstrate the ability to develop a comprehensive unit that includes instructional strategies and adaptations for students with disabilities at the secondary level.
- Identify and infuse into the curriculum differentiation strategies for successfully including students with disabilities at the secondary level in both regular (math, science, social studies, English, etc.) and special education classroom environments.
- Demonstrate the ability to assess, plan for, and address the content area literacy needs of students with disabilities who are accessing the general curriculum/
- Describe components of Individual Education Plans that successfully address the needs of secondary students with disabilities.
- Identify research efforts, organizations, services, networks, and the variety of state and local resources aimed at dropout prevention and improving the outcomes of secondary students with disabilities.

Required Textbooks

Miller, S. P. (2009). *Validated practices for teaching students with diverse needs and abilities* (2nd ed.). Boston: Allyn & Bacon.

Recommended Textbooks

I will post recommendations for further study as we move through the course. Not everyone is interested in everything across the entire secondary curriculum, so you can pick and choose according to your interests.

Required Resources

WE will provide access to secondary curriculum materials for your use. We are still working out how to handle this for our on-line pals so sit tight.

Additional Readings

Additional readings *will* be posted on the class website. <https://webcon.gmu.edu/secondary/>

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 3: Individual Learning Differences, Standard 4: Instructional Strategies, Standard 5: Learning Environments and Social Interactions, Standard 6: Language, Standard 7: Instructional Planning and Standard 8: Assessment.

GMU POLICIES AND RESOURCES FOR STUDENTS:

- a.* Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- b.* Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- 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.

Late Work.

Online Submission Of Student Work Required

All student work with the exception of the protocols for the standardized test administration *must* be submitted through the **Blackboard Dropbox** function on the class website. Due dates are posted at the end of the syllabus and also on the blackboard site. On time submissions are required to be in the class Dropbox by the beginning of the class session on the due date.

Only submissions through the Dropbox will be accepted. **Assignments sent as email attachments will be deleted without opening them.** Assignments that are not in the DROPBOX at the appropriate time *are late*.

Late Work Penalty

Five percent of the available points for the assignment will be deducted for late submissions during the **first week after the due date**. **After one week** from the

due date, assignments will be penalized **an additional 10% of the total available score for each week they are late**. Thus an assignment that is three weeks late is able to obtain only 75% of the points for the assignment regardless of the quality of the work. After three weeks, the assignment will no longer be accepted and a score of zero will be entered into the grade book for that assignment.

The point deduction will be made after the grading is complete. In the case of an assignment that earned 90 out of 100 points, the student grade would be a score of 65 (90-25). The points are deducted for each week at the time that the assignment was originally due.

The date that the assignment was loaded into the dropbox will be the date of record. Partially completed or inadequate assignments loaded into the dropbox will be the assignments of record for the student. Do not even think about loading a poor quality assignment on time and then asking to revise it later or trying to get me to allow a different assignment to be loaded because you loaded the wrong version.

Submitting an assignment late does not alter the due dates of the other assignments and prevents timely feedback regarding their work that may be of value in later assignments. Strive to keep up with the assignment schedule so that you will be able to have appropriate formative evaluation and feedback from your instructor across the semester. Some assignments appear in pairs. For paired assignments, your work in the first of the pairs is to serve as a model for the second assignment.

Signature Assignment Required

Failure to complete the signature assignment according to instructions and guidelines with on time submission through the dropbox will result in a failing grade.

In-Class Participation and Professional Deportment

Part of the responsibility that professional educators assume is punctual and active performance of their duties. Such behavior is expected in this class as well as in the performance of the duties of being a professional educator. Therefore, two points will be awarded for being in class on time each week and two points will be awarded for remaining in the class the entire time of the class meeting. Two points will be available for active participation in class each week as well.

Active participation includes:

Listening to class discussions

Making relevant to class discussions

Taking notes

Listening to instructor lectures and feedback

Coming to class with materials including textbooks and relevant materials from the class website.

Active participation does not include:

Sleeping in class

Surfing the web, doing email, and otherwise engaging in non-instructional activities during class time.

Holding conversations with your classmates during whole class instruction.

Taking cell phone calls during class and other off-task behaviors that are not relevant to instruction.

Students will fail to earn the points for coming late, leaving early or non-engagement in the instructional activities during the time that they are in class. Repeated violations of these standards of deportment will be referred to the George Mason University Special Education Department faculty as evidence that the individual lacks the “disposition to be a teacher.” Such a finding can result in dismissal from the education program.

TaskStream Submission

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, Secondary Curriculum Unit Plan to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

Grading Scale

100--95% = A	94--90% = A-	89--80% = B	79--75% = C	< 75% =F
--------------	--------------	-------------	-------------	----------

Assignments

NCATE/TaskStream Assignments.

Content Area Unit Plan (150 points)

The Secondary Curriculum Unit Plan provides you with the opportunity to demonstrate your ability to prioritize essential concepts and skills and adapt plans and assessments within a curriculum unit. You will also be required to integrate evidence-based instructional strategies that meet the unique needs of learners with mild to moderate exceptional learning needs at the secondary level in a given content area using the appropriate Standards. The unit plan will include the following components: (See Appendix A for specific instructions)

- Description of target classroom
- Unit planning visual organizer
- Adaptation of a lesson plan
- Two lesson plans
- Two assessments

Common Assignments.

Secondary Issues Resource Guide (50 points)

This assignment will develop your understanding of the particular issues or barriers germane to serving secondary students with disabilities. Your topic (dropping out, substance abuse, need for self-advocacy, block scheduling, *professional development presentation regarding a strategy used in the class*, etc.) will identify the issue, explore causes and effects, and identify potential solutions from the literature. We will choose topics during the second class session. See Appendix B for specific directions.

Other Assignments.

Schedule

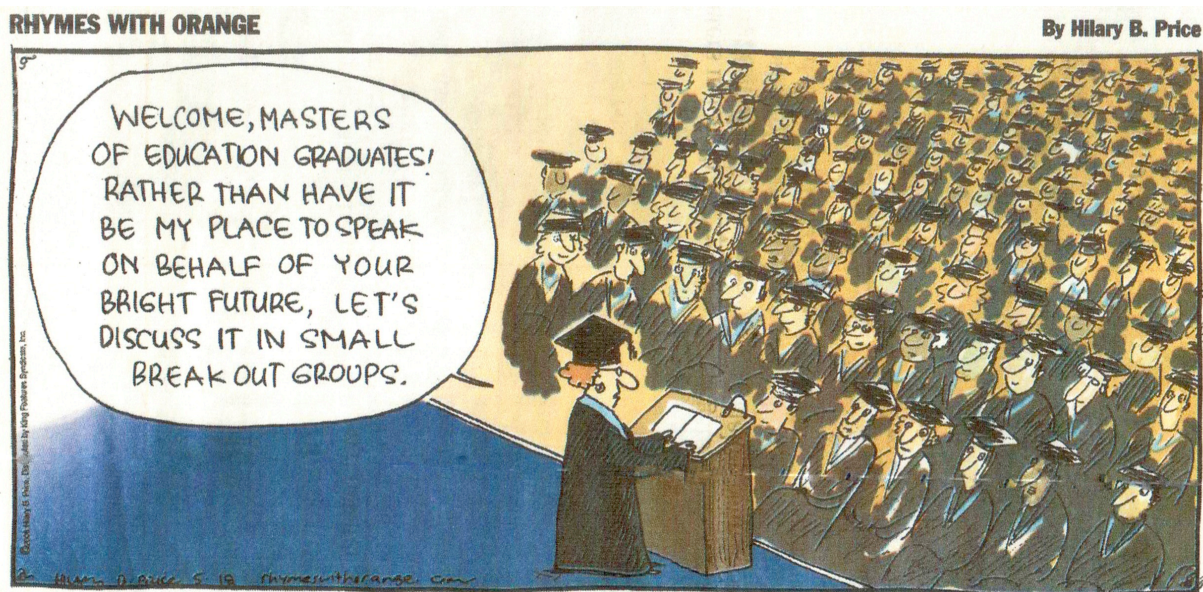
The schedule will appear on the next page. The College of Education and Human Development has locked the headings on the syllabus outline so that I cannot make it look like it was created by a professional. Despite that appearance, it was, indeed created by a professional and for professionals.

mtg	Date	Assignment	Activities
1	5/20	Introduction and overview	Review syllabus and course structure.
2	5/22	Thinking about students and schools developmentally	Read SPM chpt 1
3	5/24	Curriculum: Big ideas, content organizers, and unit planning.	Online ppt
4	5/27	Memorial Day, no class	
5	5/29	<p>Guest Speaker, Anthony Pellegrino, Social Science in Secondary School</p> <p>Discussion of <i>Dropout Nation</i></p> <p>Course and Unit Planning</p>	<ul style="list-style-type: none"> * Consider the demands that the kinds of instruction described places on students with IEPs. * Share 3 x 3 analysis, what problems, perspectives emerged * Work in groups to complete a Course Planning pyramid for VA Studies * Work in groups to complete a unit Organizer from VA Studies * Read Chapter 2 in SPM text * Online ppt of major concepts.
6	5/31	<p>Guest Speaker, Erin Peters-Burton, Science Education in Secondary School.</p> <p>Lesson Planning Routine</p>	<ul style="list-style-type: none"> * Consider the demands that the kinds of instruction described places on students with IEPs. * Use the lesson planning routine on the class web site to complete lessons for the VA studies units. * Review ChapSPM, chapter 2 in SPM * Online ppt of lesson planning components

7	6/03	<p>Guest Speaker, Pam Bailey, Mathematics in Secondary Schools</p> <p>Structuring the Classroom and General Considerations of Intervention</p>	<ul style="list-style-type: none"> * Consider the demands that the kinds of instruction described places on students with IEPs. * Read SPM Chapter 3 * Online ppt describing major points and additional readings <p>Skim Brigham et al (1995)</p> <ul style="list-style-type: none"> * Watch video and complete 3x3 grid; <i>Is education a science?</i> http://www.youtube.com/watch?v=wJrqM7Rx_FY
8	6/05	<p>In what ways shall we intervene?</p> <p>Supporting performance across content areas, general comprehension</p>	<p>Read Lloyd et al Brigham et al 2007</p> <p>Learning styles video 3X3 grid</p> <p>Read SPM chpt 7 (only skim the first part) focus on pages 313- to end of chapter. Brigham, et al (2007) Comprehension Strategies</p>
9	6/07*	<p>Content Enhancements 1</p> <p>Supporting recall</p>	<p>Read SPM ch 5 particularly 171-193</p> <p>Read Brigham & Brigham (2001)</p>
10	6/10	<p>Content Enhancements 2</p> <p>Written Language</p>	<p>Read SPM, Chapter 8, emphasize pages 375-394</p> <p>Hoover, et al (2012) Regan, K., & Mastropieri, M. A. (2009).</p>
11	6/12	Supporting students in Mathematics	Read SPM chapter 6

12	6/14*	Co-teaching and service delivery options	Read SPM chpt 9 Zigmond, N., & Magiera, K. (2001). Zigmond et al (2013)
	6/17	Content Enhancements 3 Encouraging organization	Ellis & Howqard (2007)
14	6/19	Special Considerations for Science and Social Studies	TBA
15	6/21*	Wrap up, what we have learned, submission of projects.	

Appendix



Appendix A

Secondary Curriculum Unit Plan

The Secondary Curriculum Unit Plan provides you with the opportunity to demonstrate your ability to develop a coherent unit plan related to one (or several) general curriculum objective(s). You will be required to prioritize essential concepts and skills, adapt and create lesson plans, and develop assessments within this curriculum unit. To complete this assignment satisfactorily, you must integrate evidence-based instructional strategies that meet the unique needs of learners with mild to moderate exceptional learning needs at the secondary level in a given content area using the appropriate Standards.

The Secondary Curriculum Unit Plan assignment includes five separate components.

Component 1: Description of Target Classroom

In a narrative, provide a clear description of the target classroom situation including:

- a description of the learners with mild-moderate exceptional learning needs (academic, social abilities, attitudes, interests, and values),
- description of the impact of these characteristics on instruction,
- general description of other students in the class,
- grade level,
- number of students in class, and
- content area (11th grade English, Algebra I, etc.).

You have the option of describing your own secondary classroom or creating a realistic inclusive “class” of learners. This class should include at least 20 students, including students with mild to moderate exceptional learning needs, students with cultural and linguistic differences, students with gifts and talents, and typically developing students. Remember, this is a course for students who access the general education curriculum so the classroom you describe must be a classroom in which this curriculum is taught.

Component 2: Unit Planning Visual Organizer

Using a Virginia SOL for your chosen content area, create a Unit Planning Visual Organizer that includes the following (form posted on Blackboard):

- a. explicit connections between prior knowledge and future knowledge,
- b. linking steps of the essential concepts (interactions, links to past knowledge and big picture),
- c. key concepts from the unit,
- d. a schedule of when the essential concepts will be taught,
- e. relationships that will be used to link concepts within the unit (cause/effect, compare/contrast, characteristics, etc.), and
- f. questions that students should be able to answer at the end of the unit to demonstrate deep understanding of the unit concepts.

Completion of all components of pages 1 and 2 of the attached Unit Organizer will satisfy this requirement. An electronic version of the Unit Visual Organizer form is located in our Blackboard space.

Component 3: Adaptation of a General Lesson Plan

Once you have chosen a content area and unit topic, use the web (or ask a colleague) for a general lesson plan on a related topic. Review and evaluate the lesson plan for your target classroom. What in the lesson will be problematic for your students with disabilities? Pace? Content? Activities? In a brief narrative, identify areas of difficulty. Write a new lesson with the changes you would suggest to make this accessible to all students in your target classroom. Include the original lesson plan. In your modified lesson plan, highlight and explain each change, stating the particular student characteristics considered and how the change will make the lesson more accessible.

Component 4: Two Comprehensive Lesson Plans

For the unit you have organized, write TWO comprehensive lesson plans that address the unit objectives. You must use the Explicit Instruction Active Teaching lesson planning model (posted on Blackboard). Both of these lesson plans must show evidence of the *evidence-based teaching methods and effective teaching behaviors* we have discussed in this course.

Each lesson plan should include:

- a. At least one measurable lesson objective
- b. Levels of support specifically related to the needs of the students in the target classroom
- c. A structuring phase
- d. An active demonstration and practice phase

- e. A consolidation and overlearning phase

In each lesson, highlight and provide a rationale for the evidence-based methods or teaching behaviors from the course that you used. Make explicit the support this provides to students in your target classroom. You may use the Insert Comment feature of Microsoft Word or provide a narrative to accompany the lesson plans.

Component 5: Two Assessments

For the unit you have organized, describe TWO assessments and identify where in the schedule of your instruction each assessment occurs. One assessment must be a formative assessment and the other a summative assessment. Each assessment should:

- a. Provide a student with the opportunity to demonstrate student understanding of essential concepts and/or skills.
- b. Maximize the opportunity for the students to show what they know and can do.
- c. Directly relate to essential knowledge and/or skills of the unit.
- d. Require a variety of student response types from students.

Provide a thorough description of the assessments, including at least 1-2 sample items.

Scoring Criteria Sheet Secondary Curriculum Unit Plan

Item	Points Possible	Points Earned	Minimum Requirements
Overall presentation and completeness	10		<ul style="list-style-type: none"> Professional presentation Complete sentences All components of assignments included All components fit together logically and coherently
Description of target classroom	25		<ul style="list-style-type: none"> Narrative Identification of characteristics of each student with disabilities Impact of characteristics on instruction
Visual organizer	35		<ul style="list-style-type: none"> All components included (1-10) Components fit coherently with chosen SOL and unit topic
Modified Lesson Plan	30		<ul style="list-style-type: none"> Lesson chosen fits coherently in the unit Original lesson included Modifications related directly to characteristics of target students Modifications are highlighted and explained At least two changes and scaffolds included
Lesson plan 1	40		<ul style="list-style-type: none"> Statement of measurable objective Related to overall unit and SOL Follows Explicit Instruction Model (includes all phases)

			<ul style="list-style-type: none"> • Methods/behaviors from course highlighted, explained, fit logically • Lesson activities fit objective • Amount of material realistic in terms of target students
Lesson plan 2	40		<ul style="list-style-type: none"> • Statement of measurable objective • Related to overall unit and SOL • Follows Explicit Instruction Model (includes all phases) • Methods/behaviors from course highlighted, explained, fit logically • Lesson activities fit objective • Amount of material realistic in terms of target students
Formative assessment example	10		<ul style="list-style-type: none"> • Repeated more than once • Assesses knowledge of objective • Requires variety of formats (over time)
Summative assessment example	10		<ul style="list-style-type: none"> • Assesses unit questions (from Organizer) • Provides variety of modes of response
TOTAL	200		

Appendix B

Secondary Issues Resource Guide

Creating a secondary issues resource guide allows the student the opportunity to explore a topic of interest that affects secondary students in general and students with disabilities in particular. Issues may include depression, substance abuse, gang membership, bullying, etc. Students will choose topics in the second class session.

Students should use data-based sources to create a guide that could be used by other teachers, including the following sections:

Introduction	State the topic of interest, brief description of issue (citing sources), its prevalence rate in the general adolescent population, its prevalence rate in the adolescent disability population (if available), rationale for concern (personal perspective in addition to other sources)
Causes	Give an overview of suspected causes of the issue (citing sources as used)
Importance for teachers	State why the issue is of importance to teachers and how it can impact instruction/education (personal perspective in addition to other sources); give warning signs (if applicable)
Resources	Provide five resources for teacher use. Give a location (i.e., article citation, website) and annotation about resource that is less than 200 words

Scoring Criteria Sheet

Secondary Issues Resource Guide

Date: _____

Student Name: _____

Item	Points Possible	Points Earned	Comments
Introduction	5		
Causes	5		
Importance for teachers	5		
Resources	10		
Total Points	25		

EDSE 629 Bibliography

- Boardman, A. G., Swanson, E., Klingner, J. K., & Vaughn, S. (2013). Using collaborative strategic reading to improve reading comprehension. In B. G. Cook & M. Tankersley (Eds.), *Research-based practices in special education* (pp. 33-46). Boston: Pearson.
- Boyle, J. R. (2010). Strategic note-taking for middle-school students with learning disabilities in science classes. *Learning Disability Quarterly*, 33(2), 93-109.
- Boyle, J. R. (2012). Note-taking and secondary students with learning disabilities: Challenges and solutions. *Learning Disabilities Research & Practice*, 27(2), 90-101. doi: 10.1111/j.1540-5826.2012.00354.x
- Brigham, F. J., Berkley, S., Simpson, P., & Brigham, M. M. (2007). Comprehension strategy instruction *Current Practice Alerts*. Reston, VA: Division for Learning Disabilities & Division for Research of the Council for Exceptional Children.
- Brigham, F. J., & Brigham, M. M. (2001). Mnemonic instruction *Current Practice Alerts*. Reston, VA: Division for Learning Disabilities & Division for Research of the Council for Exceptional Children.
- Brigham, F. J., Scruggs, T. E., & Mastropieri, M. A. (1992). Teacher enthusiasm in learning disabilities classrooms: Effects on learning and behavior. *Learning Disabilities Research & Practice*, 7(2), 68-73. doi: 10.2307/1510240
- Brigham, F. J., Scruggs, T. E., & Mastropieri, M. A. (1995). Elaborative maps for enhanced learning of historical information: Uniting spatial, verbal, and imaginal information. *Journal of Special Education*, 28(4), 440-460.
- Brigham, F. J., Scruggs, T. E., & Mastropieri, M. A. (2011). Science education and students with learning disabilities. *Learning Disabilities Research and Practice*, 26(4), 223-232.
- Bryant, D. P., Bryant, B. R., Williams, J. I., Kim, S. A., & Shin, M. (2013). Instructional practices for improving student outcomes in solving arithmetic combinations. In B. G. Cook & M. Tankersley (Eds.), *Research-based practices in special education* (pp. 61-72). Boston: Pearson.
- Carlisle, J. F., Kenny, C. K., & Vereb, A. (2013). Vocabulary instruction for students at risk for reading disabilities: Promising approaches for learning words from texts. In B. G. Cook & M. Tankersley (Eds.), *Research-based practices in special education* (pp. 47-60). Boston: Pearson.
- Conderman, G., & Hedin, L. (2011). Cue cards: A self-regulatory strategy for students with learning disabilities. *Intervention in School and Clinic*, 46, 165-173.
- Danzer, G. A. (2002). *The Americans* (Annotated teacher's ed.). Evanston, IL: McDougal Littell.

- Danzer, G. A. (2003). *The Americans* (Teacher's ed.). Evanston, IL: McDougal Littell.
- Davies, D. (2011). The family environment. In J. A. Laser & N. Nicotera (Eds.), *Working with adolescents: A guide for practitioners* (pp. 71-93). New York: Guilford Press.
- Ellis, E. S., & Howard, P. S. (2007). Graphic organizers: Power tools for teaching students with learning disabilities *Current Practice Alerts*. Reston, VA: Division for Learning Disabilities & Division for Research of the Council for Exceptional Children.
- Fontana, J., L., Scruggs, T., & Mastropieri, M., A. . (2007). Mnemonic strategy instruction in inclusive secondary social studies classes. *Remedial and Special Education*, 28(6), 345-355.
- Gajria, M., Jitendra, A. K., Sood, S., & Sacks, G. (2007). Improving comprehension of expository text in students with LD: A research synthesis. *Journal of Learning Disabilities*, 40(3), 210-225.
- Hoover, T. M., Kubina, R. M., & Mason, L. H. (2012). Effects of Self-Regulated Strategy Development for POW+TREE on High School Students with Learning Disabilities. *Exceptionality*, 20(1), 20-38. doi: 10.1080/09362835.2012.640903
- Ives, B. (2007). Graphic organizers applied to secondary algebra instruction for students with learning disorders. *Learning Disabilities Research & Practice*, 22(2), 110-118. doi: 10.1111/j.1540-5826.2007.00235.x
- Jitendra, A. K., & Montague, M. (2013). Strategies for improving student outcomes in mathematical reasoning. In B. G. Cook & M. Tankersley (Eds.), *Research-based practices in special education* (pp. 73-85). Boston: Pearson.
- Kubina, R. M. J., & Hughes, C. A. (2007). Fluency instruction *Current Practice Alerts*. Reston, VA: Division for Learning Disabilities & Division for Research of the Council for Exceptional Children.
- Lenz, B. K. B.-H., & Bulgren, J. (2013). Improving academic outcomes in the content areas. In B. G. Cook & M. Tankersley (Eds.), *Research-based practices in special education* (pp. 98-115). Boston: Pearson.
- Luster, T. (2011). internal assets and individual attributes associates with healthy adolescent outcomes. In J. A. Laser & N. Nicotera (Eds.), *Working with adolescents: A guide for practitioners* (pp. 51-70). New York: Guilford Press.
- MacArthur, C. A., & Philippakos, Z. (2010). Instruction in a strategy for compare-contrast writing. *Exceptional Children*, 76(4), 438-456.
- Magiera, K., & Zigmond, N. (2005). Co-teaching in middle school classrooms under routine conditions: Does the instructional experience differ for students with disabilities in co-taught and solo-taught classes? *Learning Disabilities Research & Practice*, 20(2), 79-85.
- Maheady, L., & Gard, J. (2010). Classwide Peer Tutoring: Practice, Theory, Research, and Personal Narrative. *Intervention in School and Clinic*, 46(2), 71-78. doi: 10.1177/1053451210376359

- Maheady, L., Harper, G. F., & Mallette, B. (2003). Peer tutoring *Current Practice Alerts*. Reston, VA: Division for Learning Disabilities & Division for Research of the Council for Exceptional Children.
- Mason, L. H., Harris, K. R., & Graham, S. (2011). Self-regulated strategy development for students with writing difficulties. *Theory Into Practice*, 50(1), 20-27.
- Mason, L. H., Harris, K. R., & Graham, S. (2013). Strategies for improving student outcomes in written expression. In B. G. Cook & M. Tankersley (Eds.), *Research-based practices in special education* (pp. 86-97). Boston: Pearson.
- Mason, L. H., Kubina, R. M., Jr., & Taft, R. J. (2011). Developing quick writing skills of middle school students with disabilities. *Journal of Special Education*, 44(4), 205-220.
- McGinnis, J. R., & Stefanich, G. P. (2007). Special needs and talents in science learning. In S. K. Abell & N. G. Lederman (Eds.), *Handbook of research on science education* (pp. 287-317). Mahwah, N.J.: Lawrence Erlbaum Associates.
- McMaster, K., & Fuchs, D. (2005). Cooperative learning *Current Practice Alerts*. Reston, VA: Division for Learning Disabilities & Division for Research of the Council for Exceptional Children.
- Regan, K., & Mastropieri, M. A. (2009). Self-regulated strategy development (SRSD) for writing *Current Practice Alerts*. Reston, VA: Division for Learning Disabilities & Division for Research of the Council for Exceptional Children.
- Scruggs, T. E., Mastropieri, M. A., Berkeley, S. L., & Marshak, L. (2010). Mnemonic strategies: Evidence-based practice and practice-based evidence. *Intervention in School and Clinic*, 46(2), 79-86.
- Scruggs, T. E., Mastropieri, M. A., & Marshak, L. (2011). Science and social studies. In J. M. Kauffman & D. P. Hallahan (Eds.), *Handbook of Special Education* (pp. 445-455). New York, NY: Taylor and Francis.
- Stenhoff, D. M., & Lignugaris-Kraft, B. (2007). A review of the effects of peer tutoring on students with mild disabilities in secondary settings. *Exceptional Children*, 74(1), 8-30.
- Tarver, S. G. (1999). Direct instruction *Current Practice Alerts*. Reston, VA: Division for Learning Disabilities & Division for Research of the Council for Exceptional Children.
- Vaughn, S., Klingner, J. K., Swanson, E. A., Boardman, A. G., Roberts, G., Mohammed, S. S., & Stillman-Spisak, S. J. (2011). Efficacy of collaborative strategic reading with middle school students*. *American Educational Research Journal*, 48(4), 938-964. doi: 10.3102/0002831211410305
- Zigmond, N., & Magiera, K. (2001). Co-teaching *Current Practice Alerts*. Reston, VA: Division for Learning Disabilities & Division for Research of the Council for Exceptional Children.