



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

Summer 2013

EDSE 440 CS1: Characteristics of Students with Disabilities Who Access the
General Curriculum

CRN: 40304, 3 - Credit(s)

Instructor: Dr. Michael Repie	Meeting Dates: 07/01/13 - 08/03/13
Phone: (703) 531-6115	Meeting Day(s) and Time(s): MWF 7:00 pm- 10:05 pm
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Office Hours:	Meeting Location: Off-campus Building, KA 102

***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 Office, internsh@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., & Algozzine, R. (2009). *Characteristics of and Strategies for Teaching Students with Mild Disabilities* (6th ed.). Upper Saddle River, NJ” Pearson Education, Inc.

Recommended Textbooks

Publication Manual of the American Psychological Association, 6th Ed. (2009). Washington DC: American Psychological Association.

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:

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- 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.

Class punctuality, attendance, and participation (30 points) (Class will begin at its scheduled time and students are expected to stay for the entire duration of the class to receive full credit for attending. Two (2) points will be deducted for each missed class. Excessive absences will result in no class participation points and potential withdrawal from the class).

Late Work.

Points will be deducted for work submitted late (5 points for each day late).

TaskStream Submission

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, Observation Case Study 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

95 - 100%	= A
90 - 94%	= A-
87 - 89%	= B+
84 - 86%	= B
80 - 83%	= B-
77 - 79%	= C+
74 - 76%	= C
70 - 73%	= C-
60 - 69%	= D
<60%	= F

Assignments

NCATE/TaskStream Assignments.

Case Study

A comprehensive case study on a student with mild disabilities will be completed. This case study will include the following components: a) student's demographic data; b) description of school and neighborhood; c) educational history (schools attended, reason for referral, pre-referral interventions, results of multidisciplinary evaluation, special education classification, placement); d) IEP goals, objectives, classroom accommodations; e) observational information (at least two class-period observations specifically related to IEP goals, objectives and accommodations); f) teacher interviews (related to IEP goals, objectives, and accommodations, and other accommodations or relevant issues not included on IEP); g) your additional recommendations, educational accommodations, and/or modifications; h) summary and synthesis

(Comparison of student’s characteristics with those described in the textbook, i.e., Which characteristics were identified in your student? Integrate at least three sources from the literature with what you observed in your case study); and I) appendices such as student work samples, teacher interview questions/answers.

Common Assignments.

Field Observations and Report

Observations of students with mild disabilities in school settings will be completed. Observational reports containing information including the following: a) student-teacher and student-student interactions in classrooms or other organized settings; b) identification of teaching methods and strategies that appear to be beneficial to students with learning disabilities and/or emotional disabilities as well as those you consider inappropriate; and c) how the observation and interactions reflect views articulated by readings from class. The observations should focus on the class as a whole with the examples of specific interactions (e.g., illustrate your assertion of student-teacher interactions through observed examples). At least three class-period observations should occur to assure adequate information on interactions and teaching methods.

Other Assignments.

N/A

Schedule

Date	Reading Due	Concepts	Assignments Due
July 1		Introduction; Syllabus	
July 3	Chapter 1	Context of special education	
July 8		Screening, assessment, and classification; educational and service delivery models; Field Observation rubric	
July 10	Chapter 2, 5	*Overview of students with mild	

		disabilities; Students with Learning Disabilities (LD)	
July 12	Chapter 4	*Students with Emotional Disturbance (ED)	
July 15	Chapter 3	*Students with Mild Intellectual Disabilities (ID)	Tentative schedule for minimum of 5 observations and 1 teacher interview
July 17		Biological and family factors influencing LD, ED, and ID	
July 19		School and cultural factors influencing LD, ED, and ID	
July 22		The legal, judicial, and educational systems serving individuals with emotional/behavioral disorders; Facets of disordered behavior	
July 24	Chapter 7, 8	*Learning and teaching; Instructing students with mild disabilities; Cognitive, metacognitive, motivational, and attention problems; Review	
July 26	Chapter 9, 10	*Classroom management; Teaching social skills; Student-student	Field Observation Report and Case Study Report and Case Study

		interactions	Presentations
July 29	Chapter 11	Building family partnerships	Case Study Report and Case study presentations
July 31			Exam Date

