



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

Summer 2013

EDSE 540 B02: Characteristics of Students with Disabilities Who Access the
General Curriculum

CRN: 41961, 3 - Credit(s)

Instructor: Dr. Susan Book	Meeting Dates: 06/03/13 - 07/25/13
Phone: 703-722-2916	Meeting Day(s) and Time(s): TR 4:30 pm- 7:10 pm
E-Mail: sbook2@gmu.edu	
Office Hours: before or after class	Meeting Location: Loudoun, L1 232

***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

[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

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 and strategies for teaching students with mild disabilities* (6th ed.). Upper Saddle River, NJ: Pearson.

Haddon, Mark. *The Curious Incident of the Dog in the Night Time*. Random House (2003).

Recommended Textbooks

none

Required Resources

The Iris Center

Additional Readings

The Iris Center designated modules

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://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.

Attendance and class participation are expected. Students will receive 2 points

for attendance and class participation at the end of each class period. Each student has one absence before attendance points are missed. If a student receives 3 or more absences, then an additional 30 points will be subtracted from the student's final grade.

Late Work.

Late assignments will not be accepted. NO EXCEPTIONS. If you know you are going to be absent, then turn in the assignment the week before or email it to the instructor. Emailed assignments will ONLY be accepted if the student is absent from class. The assignment must be emailed by the start of class.

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

Grading based on 375 points total

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

Assignments

NCATE/TaskStream Assignments.

Read the book *The Curious Incident of the Dog in the Night Time*. Write a 3-5 page report of the book demonstrating your understanding of how persons with autism function and how this thinking would affect their school experience. **Due Date:** See course calendar

Common Assignments.

Chapter Reflections– Chapter Reflections are due at the beginning of each class. Each reflection should answer the following questions: 1.) What new information did you learn and

find interesting? 2.) How do you plan to incorporate this new information within a current classroom or a future classroom? 3.) What information in the chapter did you not understand and do you need further explanation for any information. Your paper should be double spaced and about one to three pages in length.

Due Dates: See course calendar.

You will be assigned to a group and given a **teaching strategy** used with students with disabilities. Your group will make a presentation to the group explaining the teaching strategy to the class and providing an example of how to employ this strategy. This will be an in class assignment. . **Due Date:** See course calendar

Students will **create educational games/or learning activities** in the areas of Social Development, Oral Language, Listening Comprehension, Reading (sight word and comprehension), Spelling, Handwriting, Written Expression, Math (computation and reasoning) for students in the elementary and secondary level (K-12). Each lesson plan must be written using the required format. . **Due Date:** See course calendar

Modules . Students will view Iris Center modules, either during class or as an out-of-class assignment and complete the module reflection. **Due Date:** See course calendar

Other Assignments.

Assignment	Points for Each	Total Points	Your Points
Attendance and Class Participation	2 points per class	30 points	
Chapter Reflections	10 points per reflection	110	Chapter 1 ____ Chapter 7 ____ Chapter 2 ____ Chapter 8 ____ Chapter 3 ____ Chapter 9 ____ Chapter 4 ____ Chapter 10 ____ Chapter 5 ____ Chapter 11 ____ Chapter 6 ____ Total Chapter Reflection Points
Module reflections	5 points per review and presentation	35points	Module 1 Total Points ____

Lesson Plans	points lesson plan	50 points	Language Arts LP ____ Mathematics LP ____ Life Skills/Behavior LP ____ Total points _____
Book reflection	100	100 points	Total points _____
Games/Activities	50	50	Total points _____

Schedule

COURSE CALENDAR (subject to change based on class needs)

Date	Discussion Topic	Assignment(s) Due	Reading Due
June 4	<ul style="list-style-type: none"> • Course Overview • IDEA • Person First Language Chapter 1 review Foundations of Special Education for Students with Mild Disabilities	In class Chapter 1 Reflection	
June 6	<ul style="list-style-type: none"> • Chapter 2: Overview of Students with Mild Disabilities 	Chapter 2: Reflection Due	Chapters 2
June 11	<ul style="list-style-type: none"> • Chapter 3: Students with Mild Intellectual Disabilities 	Chapter 3: Reflection Due	Chapter 3
June 13	Chapter 4: : Students with Emotional Disorders Module 1 in class	Chapter 4: Reflection Due Due	Chapter 4
June 18	Chapter 5: Students with Specific Learning Disabilities	Chapter 5: Reflection Due	Chapter 5

	Module 2 in class		
June 20	Chapter 6: The Inclusive Classroom Module 3 in class	Chapter 6: Reflection	Chapter 6
June 25	Chapter 7: Learning and Teaching Module 4 in class	Chapter 7: Reflection Due	Chapter 7
June 27	Chapter 8: Instructional Modification Module 5 in class	Chapter 8: Reflection Due	Chapter 8
July 2	• Chapter 9: Classroom Management Module 6 in class	Chapter 9 Reflection Due	Chapter 9
July 4th	NO CLASS		
July 9th	• Chapter 10: Teaching Social Skills	Chapter 10 Reflection	Chapter 10
July 11th	• Chapter 11: Building Family Partnerships Module 7 in class	Chapter 11 Reflection Due Behavior/Life Skills	Chapter 11
July 18th		Presentation Due	
July 20th	The IEP	Presentation Due	
July 25 th	LAST C LASS		

Appendix

APPENDIX A
Teaching Strategies Rubric

Topics to Address	Above Expectations	Meets Expectations	Below Expectations
Target Audience (1 point)	Target audience is clearly stated and described. (1 point)	Target audience is clearly stated. (0.5 point)	Target audience is vague. (0 points)
Special Education Population Addressing (1 point)	The special education population is clearly stated and described. (1 point)	The special education population strategy addressed is clearly stated. (0.5 points)	The special education population addressed is vague and unclear (0 points)
Topic Discussing (7 point)	The strategy discussed Is clearly stated and described. (1 point)	The strategy discussed Is clearly stated. (0.5 points)	The strategy discussed Is vague. (0 points)
Why is this strategy particularly salient. (6 points)	Two points of interest are explicitly stated and discussed. Discussion of why candidate found points interesting is included. (5-6 points)	Two points of interest are explicitly stated and discussed. (3-4 points)	Two points of interest are stated. Only one point mentioned. (0-2 points)
Identify how you will use the information learned. (6 points)	Explanation of how information will be used with specific examples provided. (5-6 points)	Explanation of how information will be used. (3-4 points)	Unclear explanation of how information will be used. (0-2 points)
APA and Mechanics (2 points)	No APA or Mechanical Errors (2 points)	One to three APA or Mechanical Errors (1 point)	More than three APA or Mechanical Errors (0 point)

Presentation (2 points)	Clearly presents information without reading review word for word. (2 points)	Prepared with information to share with the class. (1 points)	Searches for information to share while presenting. (0 points)
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APPENDIX B
Chapter reflections

The following is the scoring rubric for the chapter reflections. Scores of unsatisfactory on any section are unacceptable and will require revision and rewriting.

DISTINGUISHED (4 POINTS)	PROFICIENT (3 PONTS)	BASIC (2 POINTS)	UNSATISFACTORY (1 POINT)
Gives at least 3 examples of new information learned Explains how to incorporate t least 2 new skill learned into the classroom setting. Explains any information not clear.	Gives at least 2 examples of new information learned Not sure how to incorporate t least 1 new skill learned into the classroom setting. Explains any information not clear	Gives 1 example of new information learned Attempts to explain how to incorporate t least 1 new skill learned into the classroom setting. Explains any information not clear	Gives no examples of new information learned Does not explain how to incorporate any new skill learned into the classroom setting. Explains any information not clear

Chapter Reflections are due at the beginning of each class. Each reflection should answer the following questions: 1.) What new information did you learn and find interesting? 2.) How do you plan to incorporate this new information within a current classroom or a future classroom? 3.) What information in the chapter did you not understand and do you need further explanation for any information. Your paper should be double spaced and about one to three pages in length.

APPENDIX C
LESSON PLAN FORMAT Adapted from Dr. Jennifer Deliberto
Standards

Standards – VA SOL Objectives and IEP Objectives:

Basic Lesson Information

Resources List:

Subject:

Setting:

Grade Level/Age:

Prerequisite Skills:

Materials Needed:

Target Objective/Essential Question: Written in student friendly terms.

Rationale: Written in student friendly terms.

Focus and Review: Capture the interest of the students. Introduce topic and review previous lesson. Activate prior knowledge and state objective or essential question.

Teacher Input: Teacher demonstrates/models the task. Provide detail about what you will say and examples of how the students will respond.

Guided Practice: Guide students through the task. Include activities in which students demonstrate that they are learning the skills or process.

Independent Practice: Independent tasks for students. Include activities in which students demonstrate that they have learned the skills or process.

Closure: End lesson by recapping important points and restating the objective/essential question

Accountability

Assessment: Describe and provide sample if needed of assessment to be used to demonstrate mastery or progress towards mastery of the objective. This assessment is the documentation used to verify mastery of or towards IEP goals (Teacher observations without a progress monitoring chart/graph does not cut it!)

Modifications/Accommodations: Describe modification and accommodations needed for specific students.

APPENDIX C (continued)

STUDENT UNDERSTANDS INSTRUCTIONAL STRATEGIES RELATED TO CHOSEN TOPIC

DISTINGUISHED	PROFICIENT	BASIC	UNSATISFACTORY
<p>Student explained teaching approaches related to topic or theory clearly and completely.. Student demonstrated a strong understanding of how instructional decisions are related to development and learning, and to chosen topic.</p>	<p>Student demonstrated a generally accurate understanding of the relation of instruction and student development. Student demonstrated an overall understanding of how the student development and learning impacts instructional decisions.</p>	<p>Student presented a minimally accurate understanding of the relation of instruction and student development. Some evidence of an understanding of the relationship between student development and decisions made by the teacher.</p>	<p>Student demonstrated a rudimentary understanding of development and instructional decision making. Student demonstrated little knowledge of development and teacher decisions.</p>

APPENDIX D
Book Review

The following is the scoring rubric for the book review. Scores of unsatisfactory on any section are unacceptable and will require revision and rewriting.

	Exceeds Expectations	Meets Expectation	Need Improvement
Introduction (10 points)	Strong and well developed introduction that explicitly states purpose and direction of this paper (9-10 points)	Introduction that states the purpose and direction of this paper (7-8 points)	Unclear purpose and direction (0-6 points)
Examples of how a child with autism thinks and/or perceives his environment (30 points)	Clearly stated and accurate , at least 5 examples noted (27-30 points)	Clearly and accurate less than 5 examples noted. (7-8 points)	Unclear and/or incorrect less than 3 examples noted. (0-6points)
Relate thinking to school environment (30 points)	Paper clearly defines and describes at least 3 different scenarios in the school environment.. (27-30 points)	Paper clearly defines and describes less than 3 different scenarios in the school environment. (21-28 points)	Vague or absent explanation of the effects of autism on students within the school environment. Only 1 example defined and described. (0-20 points)
Conclusion (10 points)	Summarizes main points, redefines purpose, leaves the reading understanding points made (9-10 points)	Summaries main points, redefines purpose (7-8 points)	Main points not summarized, purpose statement missing, reader finishes reading paper and does not understand main points (0-9 points)
APA (10 points)	Less than 5 errors (10 points)	Between 5 and 7 errors (4 points)	More than 7 errors (0-3 points)
Mechanics (10 points)	Less than 4 errors (10 points)	Between 4 and 10 errors (4 points)	More than 10 errors (0-3 points)

APPENDIX E
Rubric for Modules

	Excellent 4.5 - 5 points	Competent 4.0 - 4.5 points	Needs Work Below 4 points
Knowledge/Understanding 80%	Answers all questions	Personal reflection does not link personal view to those presented in module	1 or more questions not answered and Personal reflection does not link personal view to those presented in module
Writing mechanics - spelling, punctuation, capitalization 20%	No errors in any area	1 error total	More than 1 error total

APPENDIX H
MODULE REVIEW

Name:
Date:
Learning module:
Topic:

Key insights gained about this topic:

This syllabus is subject to change at the discretion of the instructor.

