



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

Spring 2014

EDSE 540 001: Characteristics of Students with Disabilities who Access the  
General Curriculum  
CRN: 10602, 3 - Credits

<b>Instructor:</b> Dr. Jill Jakulski	<b>Meeting Dates:</b> 01/21/14 - 05/14/14
<b>Phone:</b> 703-380-2289 cell	<b>Meeting Day(s):</b> Tuesday
<b>E-Mail:</b> jjakulsk@gmu.edu	<b>Meeting Time(s):</b> 4:30 pm-7:10 pm
<b>Office Hours:</b> as needed	<b>Meeting Location:</b> 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-requisites:** 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) 993-3670 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 **MAY BE** a part of this course. Field Experiences may include observations of a school setting or case studies of individual students. Below are procedures that students need to follow based on their specific situation:

**REQUIRED PROCEDURE FOR ALL STUDENTS ENROLLED IN THIS COURSE:** Complete the online field experiences form [<http://cehd.gmu.edu/endorse/ferf>] at the beginning of the semester (if not before) and complete the information requested **REGARDLESS** if you need assistance in 'finding' an individual for the project/case study or not. This information is required by the state.

**OPTION 1:** Request a placement online through the Clinical Practice Office

- Complete the online request form and indicate that you need a field placement. **IT IS IMPORTANT THAT YOU DO THIS WITHIN THE FIRST TWO CLASSES SO THAT THE FIELD PLACEMENT OFFICE HAS SUFFICIENT TIME TO FIND A PLACEMENT FOR YOU .**

**OPTION 2:** Arrange for your own placement **AND** complete the online field placement form indicating that you do not need assistance finding a placement.

a. I work in a school setting and would like to complete my course assignment in my school or with one of my own students.

→Although you are already a school employee, you should request permission from your principal **BEFORE** you begin your assignment.

b. I don't work in a school setting, but I have a friend or classmate who does and I would like to complete my course assignment in their school or with one of their own students.

→You need to ask the **SCHOOL EMPLOYEE** to request permission from the principal **BEFORE** you begin your assignment. (The guest GMU student should **NOT** contact the principal directly). The school employee needs to send an email that indicates principal consent to the course instructor so it can be forwarded to the CEHD field experience office at [fieldexp@gmu.edu](mailto:fieldexp@gmu.edu).

c. I know a student outside of a school setting that I would like to work with for the assignment (Note: It is not recommended that you work with your own child.)

→You need to obtain consent from the parent of the child and forward written consent to the CEHD field experience office at [fieldexp@gmu.edu](mailto:fieldexp@gmu.edu).

d. I am a consortium student that does not attend GMU

→You need to complete the GMU online field placement form regardless of whether or not you need assistance finding a placement.

You need to make sure that you follow the procedures for field placement at your university to identify a placement or report that you have a placement. Contact your faculty liaison for more information.

### **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* (6<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson Education, Inc.

### **Digital Library Option**

The Pearson textbook(s) for this course **may be** available as part of the **George Mason University Division of Special Education and disAbility Research Digital Library**. Please note that not all textbooks are available through this option. Visit the links below before purchasing the digital library to ensure that your course(s) text(s) are available in this format. The division and Pearson have partnered to bring you the Digital Library; a convenient, digital solution that can save you money on your course materials. The Digital Library offers you access to a complete digital library of **all Pearson textbooks** and MyEducationLabs used across the Division of Special Education and disAbility Research curriculum at a low 1-year or 3-year subscription price. Access codes are available in the school bookstore. Please visit <http://gmu.bncollege.com> and search the ISBN. To register your access code or purchase the Digital Library, visit:

<http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

- 1 year subscription \$200 ISBN-13: 9781269541411
- 3 years subscription \$525 ISBN-13: 9781269541381
- Individual e-book(s) also available at the bookstore link above or at <http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

### **Recommended Textbooks**

Publication Manual of the American Psychological Association, Sixth Edition  
American Psychological Association

### **Required Resources**

Blackboard Access  
Taskstream Access

### **Additional Readings**

As Assigned

### **Course Relationships 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 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.

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 participation grade. 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. Missing more than one class or repeated tardiness/leaving early will result in losing your participation grade for the course. Please notify me *in advance* by phone or email if you will not be able to attend class.

Late Work.

Unless we have agreed IN ADVANCE about an alternate due date, assignments/tasks are due when assigned. No late work will be accepted without this prior agreement. Students are typically afforded only one extension with prior notice per course, and a maximum of one week is the maximum extension time period allotted.

### **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.

If you have never used TaskStream before, you MUST use the login and password information that has been created for you. This information is distributed to students through GMU email, so it is very important that you set up your GMU email. For more TaskStream information, go to <http://cehd.gmu.edu/api/taskstream>

### **Grading Scale**

95-100% = A

90-94% = A-

80-89% = B

70-79% = C

< 70% = F

## Assignments

### **Performance-based Assessment (TaskStream submission required).**

#### **Case Study Report (30% of final grade) → Due Date: 04/22**

*Rubric will be posted to Blackboard*

A comprehensive case study on a student with an intellectual, emotional and/or learning disability will be completed. The case study should include the following components:

- Student's demographic data
- Description of school and student's community
- 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)
- Educational goals and objectives, classroom accommodations
- Observational information (at least two class periods of observations specifically related to student goals, objectives, and accommodations)
- Parent interviews (related to education goals, objectives, accommodations, and any other relevant issues.)
- Additional recommendations, educational accommodations, and/or modifications
- 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?)
- Integrate at least three (3) sources from the literature with what you observed in your case study.
- Appendices – to include student work samples, parent interview questions/ answers.
- Be prepared to present your case study in class orally.
- Must be submitted to Taskstream!

### **Performance-based Common Assignments (No TaskStream submission required).**

#### **Summaries of Journal Articles (20% of final grade) → Due Date: 03/04**

*Rubric will be posted to Blackboard*

- Each student will summarize three (3) journal articles that are relevant to the needs of the student chosen for the case study. 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 an introduction to the students' 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 findings of the three summaries should be presented. Included in this, you are to provide reflective commentary as to what you have learned as a result of your readings/summarization, and how that could relate to supporting the needs of the student for whom you are writing a case study.
- Papers chosen for this requirement must be from peer-reviewed published journals should be data-based examinations of issues relevant to the Mild Disabilities field. A word document of common journals is included under Course Documents on Blackboard.

**Other Assignments.**

**Blackboard Assignments/Discussions (10% of the final grade) → 04/08 and tbd**

*Rubrics will be posted to Blackboard*

- In lieu of class on April 8<sup>th</sup>, and possibly at other various times there will Blackboard discussions. On those occasions, each class member is expected to participate online on Blackboard's Discussion Board. The instructor will post discussion assignments that should be addressed with thoughtful, detailed responses that address the topic *and* your classmates' reflections are expected *no later than 9:00 am the day of the due date*.
- A total of 3 responses must be posted ON TIME for full credit (no late postings will be accepted).

**Participation and Attendance (20% of the final grade –see notes above)**

**Schedule**



<b>Date</b>	<b>Topics</b>	<b>Prep for Class</b>	<b>Due <i>this</i> Class</b>
January 28	Introductions Syllabus and Class Overview Blackboard & Taskstream Review		
February 4	Foundations of Special Education for Students with Mild Disabilities <ul style="list-style-type: none"> <li>• legislation</li> <li>• timeline</li> </ul>	Chapter 1	
February 11	Overview of Students with Mild Disabilities <ul style="list-style-type: none"> <li>• types</li> <li>• characteristics</li> <li>• possible causations</li> </ul>	Chapter 2	
February 18	Students with Mild Intellectual Disabilities <ul style="list-style-type: none"> <li>• etiology</li> <li>• screening, assessment, and classification</li> <li>• educational and service delivery models</li> <li>• dual language assessment</li> </ul>	Chapter 3	• identify student for case study
February 25	Students with Emotional Disabilities <ul style="list-style-type: none"> <li>• etiology</li> <li>• screening, assessment, and classification</li> </ul>	Chapter 4	
March 4	Students with Learning Disabilities <ul style="list-style-type: none"> <li>• etiology</li> <li>• characteristics</li> </ul>	Chapter 5	• journal summaries assignment submitted in hard copy form
March 11	<i>no class –GMU spring break</i>		
March 18	The Inclusive Classroom <ul style="list-style-type: none"> <li>• inclusion</li> <li>• co-teaching and collaboration</li> </ul>	Chapter 6	
March 25	Teaching and Learning <ul style="list-style-type: none"> <li>• effective instruction for all students</li> <li>• graphic organizers</li> <li>• evidence-based teaching and learning strategies</li> </ul>	Chapter 7	
April 1	Instructing Students with Mild Disabilities <ul style="list-style-type: none"> <li>• best practice</li> <li>• accommodations and modifications</li> </ul>	Chapter 8	
April 8	Classroom Management <ul style="list-style-type: none"> <li>• evidence-based interventions</li> <li>• managing student behavior</li> <li>• conflict resolution &amp; restorative practices</li> <li>• rules, routines, structures</li> </ul>	Chapter 9	
April 15	<i>out-of-class readings and Blackboard assignment (details will be provided)</i>		
April 22	Teaching Social Skills <ul style="list-style-type: none"> <li>• basic fundamentals</li> <li>• character education</li> <li>• evidence-based programming</li> </ul>	Chapter 10	• case studies submitted to Taskstream
April 29	Building Family Partnerships <ul style="list-style-type: none"> <li>• collaboration</li> <li>• advocacy &amp; education</li> </ul>	Chapter 11	
May 6	Case Study Recap and Review Final Exam Review		discuss case studies review for final exam
May 13			• final exam

