



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

Spring 2014

EDSE 629 683: Secondary Curriculum and Strategies for Students with
Disabilities who Access the General Curriculum
CRN: 17992, 3 - Credits

Instructor: Dr. Margaret Weiss	Meeting Dates: 03/19/14 - 05/21/14
Phone: 703.993.5732	Meeting Day(s): Wednesday
E-Mail: mweiss9@gmu.edu	Meeting Time(s): 4:30 pm-9:00 pm
Office Hours: By appointment	Meeting Location: OCL OCL

***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-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

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.). Upper Saddle River, NJ: Pearson.

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

None

Required Resources

Access to Blackboard

Additional Readings

Posted on Blackboard

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 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.

Students are expected to (a) attend all classes during the course, (b) arrive on time, (c) stay for the duration of the class time, (d) show evidence of having read/studied material, and (e) complete all in-class assignments to earn class participation grade for each class session.

Late Work.

All graded assignments are posted in the Syllabus and are due on the date indicated. If I change the due date for reasons related to student need in the course, the change will be discussed in class, posted on the Blackboard site, and confirmed in an email to all students.

Because all assignments are given at the beginning of the course, I will not accept late work. If you are not in class on the day an assignment is due, you are still responsible for submitting the assignment. You may submit an assignment by emailing the assignment to me with a date sent no later than the end of the class on the date due or by having someone bring the assignment to me in hard copy by the same time. If, for some reason, you are incapacitated on the day the assignment is due (e.g., hospitalized, involved in an accident, or someone you care for is hospitalized or involved in an accident), contact me either directly or through a representative within 24 hours.

Written and Oral Language

APA Style is the standard format for any written work in the College of Education. If you are unfamiliar with APA, it would benefit you to purchase the *Publication Manual of the American Psychological Association* (6th ed.) You are required to use APA guidelines for all course assignments. Please use the following website for APA format guidelines: <http://apastyle.apa.org>.

We will use person-first language in our class discussions and written assignments (and ideally in our professional practice). We will also strive to replace the term “Mental Retardation” with “Intellectual Disabilities” in our oral and written communication in accordance with terminology choices in the disability community.

Academic Integrity

Students in this course are expected to exhibit academic integrity at all times. Be aware that plagiarism is presenting someone else's work as your own. Whether the act is deliberate or unintentional is irrelevant. You must take great care to give credit to an author when you borrow either exact words or general ideas. Generally, if you use 4 or more words in a row you should use quotation marks and a proper APA citation. Remember that plagiarism is a very serious offense and can result in dismissal from the University. Evidence of plagiarism or any other form of cheating in the class will result in a zero on that assignment and a report of the incident to the Dean's Office.

Communication

The most efficient way to contact me is through email. I check email daily at least at 9am and 2pm Monday through Friday. If your email has reached me by either of those times, I will respond immediately. Otherwise, I will respond within 24 hours during the week. Keep in mind that I teach from 4:30-8:30pm. On weekends, I check my Mason account on Sunday evenings around 9pm and will respond to all received then. Do not

email me an hour before an assignment is due and expect a response. If you would prefer to meet with me either before or after class (or at another time during the day/after school), please do not hesitate to contact me.

Professional learning, together

This is a graduate level, professional course offered by George Mason in your school district. The purpose of the course is to develop professional skills, directly related to the teaching required in schools in general, not your district in particular. Therefore, my goal is to help students master the skills taught in the course, not to assign grades. As such, I am happy to review drafts of assignments, discuss ideas and progress, and generally provide feedback to students on all aspects of the course at any time before an assignment is due or before the end of the course. I provide grading rubrics for all course assignments and encourage students to follow these as they complete their work. If, at any time, you are confused about course material or assignments, or something is not going as you hoped in the course (e.g., our interactions, interactions with other students, difficulty of the work), please contact me FIRST so that we can problem solve together.

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.

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

A	94-100%
A-	90-93%
B	83-89%
B-	80-82%
C	70-79%
F	69 or less

Evaluation	Points
Class attendance and participation	100 (10 points each class session)
Teaching report	75 points
Secondary issues resource guide	25 points
Unit plan*	200 points
Total possible points	400

*This assignment is the NCATE/TaskStream assignment for this course. Students are required to post their unit plan in TaskStream no later than Midnight on May 21, 2014. Failure to post a signature case study for evaluation will result in an INCOMPLETE grade for the course until posted. Be advised that an IN grade turns to an F if not completed by the midpoint of the following semester.

Assignments

Performance-based Assessment (TaskStream submission required).

Content Area Unit Plan (200 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)

- Curriculum analysis
- Unit planning visual organizer
- Adaptation of a lesson plan
- Two lesson plans
- Two assessments

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

Secondary Issues Resource Guide (25 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, case management, 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.

Class Attendance and Participation (10 points each class)

Participation includes (but is not limited to) showing evidence of having read/studied course readings, completion of weekly class activities, participation in class discussions, and project presentations throughout the semester. I plan each session with the expectation that all students are present and prepared. If you are not in class, 10 points will be deducted from your class attendance and participation grade.

Teaching Report (75 points)

For this assignment, you will put any of the methods we discuss in the course to the test in your classroom. Students working in elementary schools will be paired with a middle school or high school teacher for this assignment. In your pair, you will choose a method from those discussed in the course or reviewed in the course materials. Together, you will develop a lesson plan to use the method in a secondary class. The secondary teacher will implement the lesson in his/her classroom. The two of you will then meet during class time to discuss and reflect upon how the lesson went. The elementary school person in your pair will write up the final report to submit for the pair. The report should include the lesson plan developed, a summary of the lesson implementation, and specific reflections on the use of the method. (See Appendix C for specific directions.)

Schedule

CLASS	DATE	TOPICS	WHAT'S DUE	READING ASSIGNMENT DUE
1	3/19	Introductions, Syllabus overview, Characteristics of Secondary Students with Disabilities; thinking about adolescents and issues		Skim Miller chapter 1
2	3/26	Understanding the curriculum (guest speakers); Big ideas, SOLs, unit planning		Syllabus Smith & Girod (2003) Choose one secondary SOL area
3	4/2	Planning for instruction; unit planning, lesson planning; writing goals and objectives	Secondary issues resource guide	Miller chp 2 Murawski (2012) Theoharis & Causton-Theoharis (2011)
4	4/9	Instructional grouping; measuring student progress	ONLINE CLASS (see BB for assignment) Curriculum analysis	Miller chp 9, 11 (skim CBM parts)
	4/16	SPRING BREAK		
5	4/23	Effective instructional models; Effective teaching behaviors; organizing content	Lesson plan 1 draft	Miller chp 4, 5 Bulgren (2006) Swanson & Deshler (2003)

CLASS	DATE	TOPICS	WHAT'S DUE	READING ASSIGNMENT DUE
6	4/30	Teaching math	Adapted lesson plan draft	Miller chp 6 (p. 216-225; skim 225-231; read rest of chapter) Witzel, Riccomini, & Schneider (2008) Krawec et al. (2012)
7	5/7	Teaching reading	Lesson plan 2 draft	Miller chp 7 (279-285; 321-335) Vocabulary Instruction ALERT Mnemonic Instruction ALERT Reading Comprehension ALERT
8	5/14	Teaching writing		Miller chp 8 (358-375; 381-397) Harris & Graham (2013)
9	5/21	Wrap up	Teaching report Final unit	

Appendix A

Secondary Curriculum Unit Plan

The Secondary Curriculum Unit Plan provides you with the opportunity to demonstrate your ability to prioritize essential concepts and skills, write lesson plans and assessments, and adapt existing lesson plans within a curriculum unit. You are required to write two comprehensive lesson plans that address state standards and include students with disabilities. You are also required to adapt a lesson plan to be delivered in a co-taught classroom that addresses similar state standards. You will write two assessments that provide opportunities for the learners to demonstrate their understanding of the core concepts of the unit for either classroom. Your focus should be on the integration of evidence-based practices 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 state standards.

Part I: Curriculum Analysis

Choose a state or Common Core standard (or component of a standard) from a specific content area in any grade level 6-12. In narrative form, identify the standard and provide an analysis of the essential concepts, critical vocabulary, and necessary skills (what does a student need to be

able to do to acquire, organize, recall, and express the mastery of the standard material) required to meet the standard. This analysis will guide your unit and lesson planning.

Part II: Development of Unit Planning Visual Organizer

Using your analysis of the standard, identify concepts, vocabulary, and skills that fit together and can be taught in a cohesive unit. With these, create a Unit Planning Visual Organizer (document given to you by instructor) that:

- a. Makes explicit connections between prior knowledge and future knowledge (sections 1-4),
- b. Identifies linkages between the essential concepts of the unit (section 5 and page 2),
- c. Demonstrates your ability to prioritize key concepts from the unit (section 5 and page 2),
- d. Provides a schedule of when and in what order the essential concepts will be taught (section 8),
- e. Determines the types of relationships that will be used to link concepts within the unit (section 6; cause/effect, compare/contrast, characteristics, etc.), and
- f. Poses questions that students should be able to answer at the end of the unit to demonstrate deep understanding of the unit concepts (section 7).

Part III: Adaptation of a Lesson Plan

Using a lesson plan provided by the Va Department of Education website for your chosen standard,

1. Identify the essential concepts, vocabulary, and skills included in the lesson.
2. Describe areas of difficulty within the lesson for students with disabilities, providing support for your assertions.
3. Rewrite the lesson using evidence-based practices described in your text or in class to address the difficulties identified in Item 2.
4. In a brief narrative, provide a rationale for each evidence-based practice you include.

Part IV: Lesson Plan Development

1. Provide a brief description of a secondary classroom appropriate for your lessons, including number of students, number of professionals and paraprofessionals, and length of each class session.
2. Write TWO comprehensive lesson plans, focused on your selected state standard, that address either an essential concept(s) or critical vocabulary and include teaching a skill necessary to master the material. For example, you might teach students how to use keyword mnemonics to remember critical vocabulary or you might teach how to use POWER when writing an essay.
3. Both of these lesson plans must include *evidence-based teaching methods and strategies* from the course that:
 - a. address the abilities and needs of the learners with mild to moderate exceptional learning needs,
 - b. individualize instruction to meet these needs,

- c. emphasize the development, maintenance, and generalization of knowledge and skills across environments,
 - d. are age and ability appropriate, and
 - e. are linked to the lesson objective.
4. Include a copy of any materials necessary to teach the lesson (e.g., powerpoint slides, graphic organizers, checklists).

In a brief narrative accompanying the lesson plans, provide a rationale for:

- a. Your choice of lesson objective,
- b. How the teaching method and strategies you chose meet the needs of the students with disabilities and are evidence-based,
- c. The use of assistive technology (as appropriate), and
- d. How the lesson links to the next lesson/concept.

Part V: Assessments

1. Create examples of two different assessments for your unit. Provide a description of the assessment and sample items. Identify where in the scope and sequence of your instruction each assessment occurs.

In a narrative accompanying the assessments, describe how they:

- a. Require different types of responses,
- b. Evaluate the students' learning of the stated objectives and core content of the unit, and
- c. Guide future instruction

Section	Components
Curriculum Analysis (30 points)	<ul style="list-style-type: none"> • Identify secondary grade level, content area, and one standard (and/or component thereof) from a specific state curriculum for the general education classroom (i.e., Virginia Standards of Learning). • Identify and describe the relevant: <ul style="list-style-type: none"> ○ Critical concepts, ○ Critical vocabulary, and ○ Skills (e.g., what the student must do to acquire, organize, recall, and/or express mastery of the information)
Development of Unit Planning Visual Organizer (25 points)	<ul style="list-style-type: none"> • Develop a complete unit planning visual organizer which: <ul style="list-style-type: none"> ○ makes explicit connections between prior knowledge and future learning, ○ makes connections between essential concepts, ○ identifies, prioritizes and sequences key concepts from the unit, and ○ identifies questions that students should be able to answer at the end of the unit to demonstrate deep understanding of the unit concepts.
Adaptation of Lesson Plan (25 points)	<ul style="list-style-type: none"> • Identify which essential concepts and vocabulary are likely to require adaptation. • Select and adapt instructional strategies and materials to meet the needs of diverse learners. • Include research supported teaching methods that focus on teaching essential concepts, vocabulary and content across the general curriculum, age and ability appropriate instruction and specialized instructional strategies appropriate to the abilities and needs of the learners with mild to moderate exceptional learning needs. • Integrate task analysis and instructional and/or assistive technology into the lesson plans as appropriate. • Provides clear and relevant rationale for adaptations made.
Lesson Plan Development (50 points each)	<ul style="list-style-type: none"> • Prepares two comprehensive lesson plans that <ul style="list-style-type: none"> ○ utilize a repertoire of evidence-based practices to individualize instruction, and ○ emphasize the development, maintenance, and generalization of knowledge and skills across environments and settings. • Focus the lesson plans on <ul style="list-style-type: none"> ○ teaching essential concepts, vocabulary, and content across the general curriculum, ○ including age and ability appropriate instruction and ○ using specialized instructional strategies appropriate to the abilities and needs of the learners with mild to moderate exceptional learning needs. • Integrate task analysis and instructional or assistive technology into the lesson plans, as appropriate. • Provides clear and relevant rationale for instructional decisions within plans.
Assessments (20 points)	<ul style="list-style-type: none"> • Develop and describe examples of two different assessments for the unit which require different types of responses from one another and effectively evaluate students' learning of the stated objectives and core content of the unit.

Appendix B

Secondary Issues Resource Guide

Creating and presenting 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.

The guide can be in the form of a brochure, a handout, a fact sheet, or something else. 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 the 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		

Appendix C

Teaching Report Assignment

The teaching report assignment provides the student with the opportunity to try out the methods learned in class, reflect on implementation, and discuss the trial with others. Secondary teachers and elementary teachers will be paired (as possible) to complete this assignment. Each teaching report requires a student pair to complete the following:

Item	Description
Lesson plan (together)	Write or revise a lesson plan for at least one class session that includes any of the methods discussed so far in our class. Include all sections of the lesson plan as outlined in our planning instruction, including lesson goals (see Active Learning template). Give a brief description of the classroom, including students with disabilities.
Implement the lesson plan (secondary teacher)	Conduct the lesson in a classroom with students with disabilities.
Summary (together)	Meet as a pair and discuss how the lesson went. Using the lesson plan as a guide, write a brief summary of what actually happened in each lesson section. Provide specific examples.
Reflection (elementary teacher writes up)	Write a reflection on the lesson that includes what went right, what went wrong, and how you, as a pair, would revise the lesson for the next time. Also include additional questions you have about using the method.

Scoring Criteria Sheet

Teaching Report

Date: _____

Student Name: _____

Item	Points Possible	Points Earned	Comments
Lesson plan (including implementation)	25		
Summary	20		
Reflection	30		
Total Points	75		

References

- Berkeley, S., & Scruggs, T. E. (2010). *Vocabulary instruction: A Current Practice Alert*. Retrieved from www.teachingld.org.
- Brigham, F., & Brigham, M. (2001). *Mnemonic instruction: A Current Practice Alert*. Retrieved from www.teachingld.org
- Brigham, F., Berkeley, S., Simpkins, P., & Brigham, M. (2007). *Reading comprehension strategy instruction: A Current Practice Alert*. Retrieved from www.teachingld.org.
- Bulgren, J. A. (2006). Content enhancement routines: Responding to the needs of adolescents with disabilities in rigorous inclusive secondary content classes. *Teaching Exceptional Children*, 38(6), 54-58.
- Harris, K. R., & Graham, S. (2013). "An adjective is a word hanging down from a noun:" Learning to write and students with learning disabilities. *Annals of Dyslexia*, 63, 65-79.
- Krawec, J., Huang, J., Montague, M., Kressler, B., & deAlba, A. M. (2012). The effects of cognitive strategy instruction on knowledge of math problem-solving processes of middle school students with learning disabilities. *Learning Disability Quarterly*, 36, 80-92.
- Murawski, W. W. (2012). 10 tips for using co-planning time more efficiently. *Teaching Exceptional Children*, 44(4), 8-15.
- Smith, J. P. III, & Girod, M. (2003). John Dewey & psychologizing the subject-matter: big ideas, ambitious teaching, and teacher education. *Teaching and Teacher Education*, 19, 295-307.
- Swanson, H. L., & Deshler, D. (2003). Instructing adolescents with learning disabilities: Converting a meta-analysis to practice. *Journal of Learning Disabilities*, 36, 124-135.
- Theoharis, G., & Causton-Theoharis, J. (2011). Preparing pre-service teachers for inclusive classrooms: Revising lesson-planning expectations. *International Journal of Inclusive Education*, 15, 743-761.
- Witzel, B., Riccomini, P. J., & Schneider, E. (2008). Implementing CRA with secondary students with learning disabilities in mathematics. *Intervention in School and Clinic*, 43, 270-276.

