



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

Summer 2014

EDSE 847 B01: Problem Solving in Contemporary Initiatives in Special Education  
CRN: 41905, 3 - Credits

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<b>Instructor:</b> Dr. Sheri Berkeley	<b>Meeting Dates:</b> 6/2/2014 - 7/22/2014
<b>Phone:</b> 703-993-9689	<b>Meeting Day(s):</b> Tuesdays & Thursdays
<b>E-Mail:</b> <a href="mailto:sberkele@gmu.edu">sberkele@gmu.edu</a> (best contact)	<b>Meeting Time(s):</b> 4:30 pm-7:10 pm
<b>Office Hours:</b> by appointment	<b>Meeting Location:</b> Finley 119

***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**

Addresses contemporary initiatives in special education: those introductory and leading actions intended to implement positive change, that can be promoted by federal agencies, professional or advocacy organizations. Focuses on understanding of contemporary special education initiatives through evaluation and analysis. Background, relevant legislative history, existing empirical evidence, and designing future research addressing contemporary initiatives will be studied and discussed.

**Prerequisite(s):** Admission to the PhD program or by approval of Instructor.

**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) 993-3670 for assistance. All other students should refer to their faculty advisor.

## Nature of Course Delivery

Learning activities in this class will include the following:

1. Class lecture, discussion, and participation.
2. Videos, podcasts, webinars and other relevant media presentations.
3. Study and independent library research.
4. Applications with relevant hardware and software, including survey software, SPSS
5. Application activities, including in class and out of class evaluation and analysis of existing research.
6. Student project presentations.

## Learner Outcomes

- Identify contemporary initiatives in special education.
- Explain the historical, educational, empirical, and philosophical roots of current initiatives.
- Review existing research and prominent agencies and organizations to identify contemporary initiatives in special education.
- Explain the multiple perspectives on contemporary initiatives.
- Propose empirical and practical solutions for policy and practice.
- Develop and present an applied project investigating one of the contemporary initiatives in special education.

## Required Textbooks

Kauffman, J. M, & Hallahan, D. P. (Eds) (2011). *Handbook of special education*. New York: Routledge.

### Chapters:

- Bailey, D. B., Raspa, M., Humphreys, B. P., & Sam, A. M. (2011). Promoting family outcomes in early intervention. In J. M. Kauffman, & D.P. Hallahan (Eds). *Handbook of special education* (pp. 668-684). New York: Routledge.
- Berkeley, S., & Riccomini, P. (2011). Academic progress monitoring. In J. M. Kauffman, & D.P. Hallahan (Eds). *Handbook of special education* (pp. 334-348). New York: Routledge.
- Dunst, C. J. (2011). Advances in theory, assessment, and intervention with infants and toddlers with disabilities. In J. M. Kauffman, & D.P. Hallahan (Eds). *Handbook of special education* (pp. 687-702). New York: Routledge.
- Gerber, M. (2011). A history of special education. In J. M. Kauffman, & D.P. Hallahan (Eds). *Handbook of special education* (pp. 3-14), New York: Routledge.
- Kauffman, J. M., Nelson, C. M., Simpson, R. L., & Mock, D. R. (2011). Contemporary issues. In J. M. Kauffman, & D.P. Hallahan (Eds). *Handbook of special education* (pp. 15-26). New York: Routledge.
- Lindstrom, J. H. (2011). High stakes testing and accommodations. In J. M. Kauffman, & D.P.

- Hallahan (Eds). *Handbook of special education* (pp. 321-333). New York: Routledge.
- Madaus, J. W., Banerjee, M., & Merchant, D. (2011). Transition to postsecondary education. In J. M. Kauffman, & D.P. Hallahan (Eds). *Handbook of special education* (pp. 571-583). New York: Routledge.
- Marshall, K. J., Brown, W. H., Conroy, M. A., & Knopf, H. (2011). Early intervention and prevention of disability: preschoolers. In J. M. Kauffman, & D.P. Hallahan (Eds). *Handbook of special education* (pp. 703-715). New York: Routledge.
- O'Connor, R. E., & Panchez, V. (2011). Responsiveness to intervention models for reducing reading difficulties and identifying learning disability. In J. M. Kauffman, & D.P. Hallahan (Eds). *Handbook of special education* (pp. 123-133). New York: Routledge.
- Rojewski, J. W., & Gregg, N. (2011). Career choice patterns and behaviors of work-bound youth with high incidence disabilities. In J. M. Kauffman, & D.P. Hallahan (Eds). *Handbook of special education* (pp. 584-593). New York: Routledge.
- Santoro, L., Gersten, R., & Newman-Gonchar, R. A. (2011). Designing rigorous group studies in special education: Common understandings of efficacy, effectiveness, and evidence standards. In J. M. Kauffman, & D.P. Hallahan (Eds). *Handbook of special education* (pp. 61-76). New York: Routledge.
- Scanlon, D., Patton, J. R., & Raskind, M. (2011). Transition to daily living for persons with high incidence disabilities. In J. M. Kauffman, & D.P. Hallahan (Eds). *Handbook of special education* (pp. 594-608). New York: Routledge.
- Schloss, M. A., & Gunter, P. L. (2011). Career and technical education. In J. M. Kauffman, & D.P. Hallahan (Eds). *Handbook of special education* (pp. 470-483). New York: Routledge.
- Snyder, P. A., McLaughlin, T. W., & Denney, M. K. (2011). Frameworks for guiding program focus and practices in early intervention. In J. M. Kauffman, & D.P. Hallahan (Eds). *Handbook of special education* (pp. 716-730). New York: Routledge.
- Thurlow, M. L., & Quenemoen, R. F. (2011). Standards based reform and students with disabilities. In J. M. Kauffman, & D.P. Hallahan (Eds). *Handbook of special education* (pp. 134-146). New York: Routledge.
- Wissick, C. A., & Gardner, J. E. (2011). Technology and academic instruction: Considerations for students with high incidence cognitive disabilities. In J. M. Kauffman, & D.P. Hallahan (Eds). *Handbook of special education* (pp. 484-500). New York: Routledge.

*One of the following:*

- Polloway, E. A., Patton, J. R., & Nelson, M. A. (2011). Intellectual and developmental disabilities. In J. M. Kauffman, & D.P. Hallahan (Eds). *Handbook of special education* (pp. 175-186). New York: Routledge.
- Pullen, P. C., Lane, H. B., Ashworth, K. E., & Lovelace, S. P. (2011). Learning disabilities. In J. M. Kauffman, & D.P. Hallahan (Eds). *Handbook of special education* (pp. 187-197). New York: Routledge.
- Ronney, K. J. (2011). Attention-deficit/hyperactivity disorder. In J. M. Kauffman, & D.P. Hallahan (Eds). *Handbook of special education* (pp. 198-208). New York: Routledge.
- Landrum, T. J. (2011). Emotional and behavioral disorders. In J. M. Kauffman, & D.P. Hallahan (Eds). *Handbook of special education* (pp. 209-220). New York: Routledge.
- Loncke, F. T. (2011). Communication disorders. In J. M. Kauffman, & D.P. Hallahan (Eds).

*Handbook of special education* (pp. 221-232). New York: Routledge.

Conroy, M. A., Stichter, J. P., & Gage, N. (2011). Current issues and trends in the education of children and youth with autism spectrum disorders. In J. M. Kauffman, & D.P. Hallahan (Eds). *Handbook of special education* (pp. 277-290). New York: Routledge.

Two of the following:

Pullen, P. C., & Cash, D. B. (2011). Reading. In J. M. Kauffman, & D.P. Hallahan (Eds). *Handbook of special education* (pp.409-421). New York: Routledge.

Graham, S., & Harris, K. R. (2011). Writing and students with disabilities. In J. M. Kauffman, & D.P. Hallahan (Eds). *Handbook of special education* (pp. 422-433). New York: Routledge.

Fuchs, L. S., Powell, S. R., Seethaler, P. M., Cirino, P. T., Gletcher, J. M., Fuchs, D., & Hamlett, C. L. (2011). The development of arithmetic and word-problem skill among students with mathematics disability. In J. M. Kauffman, & D.P. Hallahan (Eds). *Handbook of special education* (pp. 434-444). New York: Routledge.

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: Routledge.

### **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>

NOTE: THIS DOES NOT APPLY TO THIS COURSE.

### **Recommended Textbooks**

Type Here

### **Required Resources**

CAST

- [www.cast.org.udl](http://www.cast.org.udl)

National Center on Universal Design

- [www.udlcenter.org/](http://www.udlcenter.org/)

Center on Response to Intervention (American Institutes of Research)

- <http://www.rti4success.org/>

Positive Behavioral Interventions & Supports (OSEP Technical Assistance Center)

- <http://www.pbis.org/>

National Center for Learning Disabilities

- <http://www.nclld.org/>

NICHCY (National Dissemination Center for Children with Disabilities)

- <http://nichcy.org/>

LDOnline (National Joint Committee on Learning Disabilities)

- <http://www.ldonline.org/>

### **Additional Readings**

Berkeley, S., Bender, W. N., Peaster, L. G., & Saunders, L. (2009). Implementation of response to intervention A snapshot of progress. *Journal of Learning Disabilities, 42*, 85-95.

Carr, E. Gl., Dunlap, G., Horner R. H., Koegel, R. L., Turnbull, A. P., Sailer, W.... Fox, L. (2002). Positive behavior support: Evolution of an applied science. *Journal of Positive Behavior Interventions, 4*, 4-16.

Coffey, J. H., & Horner, R. H. (2012). The sustainability of schoolwide positive behavior interventions and supports. *Exceptional Children, 78*, 407-422

Edyburn, D. L. (2001). Critical issues in special education technology research: What do we know? What do we need to know? *Advances in Learning and Behavioral Disabilities, 15*, 95-117.

Edyburn, D. L. (2010). Would you recognize universal design for learning if you saw it? Ten propositions for new directions for the second decade of UDL. *Learning Disability Quarterly, 33*, 33-41.

Forness, S. R. (2005). The pursuit of evidence-based practice in special education for children with emotional or behavioral disorders. *Behavioral Disorders, 30*, 311-330.

Fuchs, D., Fuchs, L.S., & Compton, D.C. (2010a). The “blurring” of special education in a new continuum of general education placements and services. *Exceptional Children, 76*, 301-322.

Fuchs, L. S., Fuchs, D., & Compton, D. L. (2010b). Rethinking response to intervention at middle and high school. *School Psychology Review, 39*, 22-28.

Fuchs, D., Fuchs, L. S., & Compton, D. C. (2012). Smart RTI: A next generation approach to multi-level prevention. *Exceptional Children, 78*, 263-280.

Gersten, R., & Edyburn, D. (2007). Defining quality indicators for special education technology research. *Journal of Special Education Technology, 22*, 3-18.

Hale, J., Alfonso, V., Berninger, V., Bracken, B., Christo, C., Clark, E.... Yalof, J. (2010). Critical issues in response-to-intervention, comprehensive evaluation, and specific learning

- disabilities identification and intervention: An expert white paper consensus. *Learning Disability Quarterly*, 33, 223-236.
- Hehir, T. (2009). Policy foundations of universal design for learning. In D. T. Gordon, J. W. Gravel & L. A. Schifter (Eds.), *A policy reader in universal design for learning* ( pp. 35-45). Cambridge, MA: Harvard Education Press.
- Horner, R. H., Sugai, G., & Anderson, C. M. (2010). Examining the evidence base for school-wide positive behavior support. *Focus on Exceptional Children*, 42, 1-14.
- Kennedy, M. J., & Deshler, D. D. (2010). Literacy instruction, technology, and students with learning disabilities: Research we have, research we need. *Learning Disability Quarterly*, 33, 289-298.
- Lane, K. L., Gresham, F. M., & O'Shaughnessy, T. E. (2002). Serving students with or at-risk for emotional and behavior disorders: Future challenges. *Education & Treatment of Children*, 25, 507-522.
- Lane, K. L., Weisenbach, J. L., Phillips, A., & Wehby, J. (2007). Designing, implementing, and evaluating function-based interventions using a systematic, feasible approach. *Behavioral Disorders*, 32, 122-139.
- Learning Disabilities Association. (2010). *The Learning Disabilities Association of America's white paper on evaluation, identification, and eligibility criteria for students with specific learning disabilities*. Pittsburgh, PA: Author.
- Rao, K., Ok, M. W., & Bryant, B. R. (2014). A review of research on universal design educational models. *Remedial & Special Education*. Online first, February 6, 2014.
- Safran, S. P., & Oswald, K. (2003). Positive behavior supports: Can schools reshape disciplinary practices? *Exceptional Children*, 69, 361-373.
- Scruggs, T. E., & Mastropieri, M. A. (2002). On babies and bathwater: Addressing the problems of identification of learning disabilities. *Learning Disability Quarterly*, 25, 155-168.
- Shifter, L. (2011). High school graduation of students with disabilities: How long does it take? *Exceptional Children*, 77, 409-423.
- Solis, M. Miciak, J., Vaughn, S., & Fletcher, J. M. (2014). Why intensive interventions matter: Longitudinal studies of adolescents with reading disabilities and poor reading comprehension. *Learning Disability Quarterly*, 37, 1-12.
- Wexler, J., Pyle, N., Flower, A., Williams, J. L., Cole, H. (2014). A synthesis of academic interventions for incarcerated adolescents. *Review of Educational Research*, 84(1), 3-46.

Special issue on research quality indicators of *Exceptional Children* (2005)

## **Course Relationships to Program Goals and Professional Organizations**

### **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/the-mason-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 asked to attend all classes on time, be prepared, post to Blackboard discussion board, and actively participate and support the members of the class learning community.

### **Late Work.**

Late work will not be accepted.

## **TaskStream Submission**

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, (NO ASSESSMENT REQUIRED FOR THIS COURSE) (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 = 90-100%

B = 80-89%

C = 70-79%

F = <79%

### **Assignments**

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

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

#### **Other Assignments.**

##### **Participation & Blackboard Posts (20 points)**

Students are asked to attend all classes on time, be prepared, complete enter slips, post to Blackboard discussion board, and actively participate and support the members of the class learning community. Specific guidance for the content of Blackboard posts will be provided by the instructor.

##### **Discussion Leader (10 points)**

Students will lead one of the class discussions. Specific guidance will be provided by the instructor.

##### **Project Update (10 points)**

Throughout the semester, students will prepare to present an overview of what has been done to date using relevant audio visual materials. Students will explain clearly what they have done, what questions remain, and what issues or barriers they have encountered. This assignment will be evaluated as pass/fail.



## **Applied Project (40 points) (Performance Based Assessment)**

### ***Option 1: Individual Research Review Paper***

The research review paper is designed to provide experience in critically evaluating existing research in an area of your choice including the quality of the design, implementation, and interpretation of the findings. You may select to complete a traditional or integrative review paper on a contemporary issue in special education. Have your topic approved prior to beginning. You should also prepare materials based on the paper to present to class.

1. Select a contemporary issue impacting special education.
2. Complete a literature search of Psych Info and other relevant databases to identify relevant original research articles (check for other relevant data bases).
3. Obtain and read original research articles.
4. Develop a coding system to organize your articles
5. Code, organize, analyze, and synthesize the information from the articles.
6. Write the paper using the *American Psychological Association Publication Manual* (6th edition) guidelines:
  - Title Page
  - Abstract
  - Introduction and Purpose
  - Method
    - Search Procedures
    - Inclusion/Exclusion Criteria
    - Coding Conventions and Procedures
    - Data Synthesis Procedures
  - Results (this is the section that will vary according to your specific topic/articles)  
Overall characteristics of the studies (number of articles, sample descriptions, general descriptions of methods for studying/testing the issue, overall findings; and quality of studies)
  - Discussion
    - Synthesis of Findings
    - Summary and Conclusions
  - References

### ***Option 2: Research Application Project***

The research application project is designed to provide experience in designing, implementing, and evaluating a contemporary issue in special education. Be sure to have your research question and design approved before beginning to implement as the instructor can assist you with the design components. In addition, you will need to obtain GMU IRB and district human subjects' approval. This will include:

- Completing CITI training (if you have not done so in the last 5 years)
- Submitting and obtaining permission from the GMU IRB
- Submitting and obtaining permission from the school system (if relevant)

It is recommended that APA format and the following can guide your paper:

#### **Questions of the Research Application Project:**

##### **Sample questions:**

*How does the implementation of Response to Intervention (RTI) impact the identification of learning disabilities and improve early identification of students with disabilities?*

*How do schools, but especially low performing schools, implement evidence based practices for students with and without disabilities?*

*How do teachers integrate technological advances in their classes to improve access and learning for students with and without disabilities?*

Background Literature:

Provide a brief description of the background literature that indicates a need for your question.

Design/Method of the Project:

This section will be based upon your question. There are a variety of methodologies you could select to investigate your selected question.

Participants: Use the following marker variables as guidelines to describe the participants in your applied project.(may be students, faculty members, student interns, in-service teachers, pre-service teachers, etc.). Initially complete a coding sheet like the brief one below for each relevant study you include in your search and then compute the averages and ranges and report that data. Staple your individual data sheets to your report.

Ex.

- Administrator/Teacher/Student Identification #\_\_\_\_\_
- School/Setting \_\_\_\_\_Size \_\_\_\_\_ (urban, suburban, metropolitan, rural)
- Special education students served\_\_\_\_\_
- Teacher of/Grade in school\_\_\_\_\_
- Date of birth (month, day, year)\_\_\_\_\_
- Sex (Male or female)\_\_\_\_\_

Instrument/Testing materials: Carefully describe all of the materials that were used. Include copies of any surveys, interview protocols, observation protocols, and/or pre/posttests. Remember these measures will be used to describe whether or not your methods were "EFFECTIVE."

Procedure: Carefully describe in a step by step fashion what you did. Use subheadings if you have multiple conditions of a selected intervention (for example; electronic survey with links emailed via list serve; monthly professional development focus group meetings; interviews)

Testing procedures: Describe how the measures were administered. For example, were interviews completed 1:1? Did individuals complete online surveys?

Scoring procedures: Describe how the measures were scored. For example, if tests consisted of multiple choice items, scoring is usually straight forward, however, if short answer items were used, then what was the scoring criteria? Did you have multiple raters completing an observational tool?

Data Sources: Provide a listing of all of the sources of data you obtained. We will use this list to help determine the appropriate data analyses procedures.

Results: Describe all of the testing results. You can present individual scores (use the same ID#s used in the demographic data sheets) and then compute a column average (we may learn

several statistical tests that you will be able to use for analyzing your data).

Discussion: Provide a discussion of your findings. The first few sentences can provide summary accounts of the findings. For example, This contemporary issue ( identify the issue) remains controversial (or conversely seems well adopted and solves problems) following analyses of an online survey completed by teachers and administrators.

Provide some insights as to why you might have obtained the findings. Provide a summary paragraph describing what you learned from the application project and how you could implement projects like this in your teaching to determine which methods work best with your students.

It is recommended that the following APA format be followed when reporting your results:

- Introduction/Literature Review
- Method
  - Research design
  - Participants and setting
  - Materials
  - Measures (dependent variables)
  - Procedures
  - Data analyses
- Results
- Synthesis, Discussion, and Conclusions
- References

**Project Presentations (20 points)**

You will present the findings of your applied project in a panel session format. In addition:

- Be prepared to answer questions about your project.
- Prepare visual materials to use in your presentation.
- Prepare a one-page summary hand-out for your audience and the instructor.

*Specific directions for this assignment will be provided by the instructor.*

**Applied Project Rubrics (Performance Based Assessment)**

	<b>0-33 Does Not Meet Expectations 1</b>	<b>34-37 Meets Expectations 2</b>	<b>38-40 Exceeds Expectations 3</b>
<b>Applied Project Option 1</b>	Contains one or more significant problems. Contains some useful information, but may have substantial problems with evaluation, writing style or APA	Good overall paper, lacking in one or two of the criteria for an exemplary paper. Not entirely	Establishes an important educational problem that needs to be addressed, a logical presentation of information that leads to the purpose statement of the paper. A method section that has clearly replicable procedures and demonstrates competency in the search techniques (search of educational data bases with key terms, ancestry and/or descendent searches, hand searches of relevant journals), and identifies clear and reasonable decision making criteria for individual studies included in the review (inclusion/exclusion

	format, or unclear or inappropriate description of implementation of project.	reflective or thoughtful, or minor writing style or APA format errors may be present.	criteria). A results section that provides an overview of the characteristics of the data set is logically organized for the reader, demonstrates that search procedures described in the method section were consistently followed, and succinctly and sufficiently describes relevant information from each of the studies reviewed. A visual representation of the findings (i.e., a table) with accurate information helps the reader to understand more thoroughly the research reviewed. A discussion section that provides a thoughtful and analytical discussion of findings and is based firmly on studies reviewed (not solely the authors opinion), and references implications for practice where appropriate. Good writing style, free of mechanical or stylistic errors, appropriate use of APA format.
<b>Applied Project Option 2</b>	Contains one or more significant problems. Contains some useful information, but may have substantial problems with evaluation, writing style or APA format, or unclear or inappropriate description of implementation of project.	Good overall paper, lacking in one or two of the criteria for an exemplary paper. Not entirely reflective or thoughtful, or minor writing style or APA format errors may be present.	Establishes an important educational problem that needs to be addressed, a logical presentation of information that leads to the purpose statement of the paper. Selects appropriate research design to address the stated research questions. A method section that has an appropriate and clearly described research design, participants, materials, data sources, implementation procedures that are clearly replicable, and careful brief description of data analyses. Demonstrates efforts to control for threats to internal validity. Appropriate data analysis procedures selected, and clear and accurate representation of the findings. A discussion section that provides a thoughtful and analytical discussion of findings and is based firmly on findings from the study (not solely the authors opinion), and references implications for practice where appropriate. Good writing style, free of mechanical or stylistic errors, appropriate use of APA format.

## 2. Assignment Weighting and Scale

Evaluation will be based upon a point system. The point value for each assignment is as follows:

Classroom Participation .....	20
Discussion Leader.....	10
Project Update Presentation .....	10
Applied Project.....	40
Project Presentation .....	20
<b>TOTAL POINTS .....</b>	<b>100</b>

## Schedule

Date	Class Topic & Reading Assignments
6/3/14	<ul style="list-style-type: none"> <li>• Course Overview</li> <li>• Empirical Research vs. Position Statements vs Legal Mandates</li> <li>• Introduction to recognizing contemporary initiatives in special education from perspectives of current research and work of prominent organizations (e.g., Response to Intervention Project, LDOnline, NCLD, CEC, CAST)</li> </ul>
6/5/14	<ul style="list-style-type: none"> <li>• Historical Perspectives &amp; Review of Legislation of IDEA &amp; ESEA</li> <li>• Empirical Models to Study Contemporary Initiatives in Special Education</li> </ul> <p><u>Readings from Handbook of Special Education:</u></p> <ul style="list-style-type: none"> <li>• Gerber, M. (2011); Kauffman, Nelson, Simpson, &amp; Mock, (2011); Thurlow &amp; Quenemoen (2011); Zigmond &amp; Kloo (2011); Lindstrom (2011)</li> <li>• <u>At least one</u> of the following: Polloway, Patton, &amp; Nelson (2011); Pullen, Lane, Ashworth, &amp; Lovelace (2011); Ronney (2011); Landrum (2011); Loncke (2011); Conroy, Stichter, &amp; Gage (2011)</li> </ul> <p><u>Additional Reading:</u></p> <ul style="list-style-type: none"> <li>• Fuchs, Fuchs, &amp; Compton (2010a)</li> </ul>
6/10/14	<ul style="list-style-type: none"> <li>• Classification &amp; Placement in Special Education</li> <li>• Changes in LD Identification</li> <li>• RTI Research Base &amp; Implications for Other Populations</li> </ul> <p><u>Readings from Handbook of Special Education:</u></p> <ul style="list-style-type: none"> <li>• O'Connor &amp; Sanchez (2011); Berkeley &amp; Riccomini (2011)</li> </ul> <p><u>Additional Readings:</u></p> <ul style="list-style-type: none"> <li>• Scruggs &amp; Mastropieri (2002); Berkeley et al. (2009); Hale et al. (2010); Fuchs, Fuchs, &amp; Compton (2012); Fuchs, Fuchs, &amp; Compton (2010b); Learning Disabilities Association. (2010)</li> </ul>
6/12/14	<ul style="list-style-type: none"> <li>• Beyond K-12: Impact of Academic Challenges</li> </ul> <p><u>Readings from Handbook of Special Education:</u></p> <ul style="list-style-type: none"> <li>• Madaus, Banerjee, &amp; Merchant (2011); Rojewski &amp; Gregg (2011); Scanlon, Patton, Raskind (2011); Schloss &amp; Gunter (2011)</li> <li>• Also recommended: Inge &amp; Moon (2011); Everson &amp; Trowbridge (2011)</li> </ul> <p><u>Additional Reading</u></p> <ul style="list-style-type: none"> <li>• Shifter, L. (2011)</li> </ul>

6/17/14	<ul style="list-style-type: none"> <li>School to Prison Pipeline (implementing instruction with marginalized populations)</li> </ul> <p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>Wexler, Pyle, Flower, Williams, &amp; Cole (2014); Solis et al. (2014)</li> <li>Carr et al. (2002); Lane, Gresham, &amp; O'Shaughnessy (2002); Safron &amp; Oswald (2003); Coffey &amp; Horner (2012); Horner, Sugai, &amp; Anderson (2010)</li> </ul>
6/19/14	<ul style="list-style-type: none"> <li>School Implementation of Contemporary Initiatives: Practitioner Perspectives on RTI and PBIS</li> </ul>
6/24/14	<ul style="list-style-type: none"> <li>Universal Design for Learning "Battle": Differing Perspectives, Limitations in the Research Base, and Future Directions</li> </ul> <p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>Rao, Ok, &amp; Bryant (2014); Edyburn (2010); Hehir (2009); CAST (<a href="http://www.cast.org.udl">www.cast.org.udl</a>); National Center on Universal Design (<a href="http://www.edlcenter.org">www.edlcenter.org</a>) ; TBD</li> </ul>
6/26/14	<ul style="list-style-type: none"> <li>Research on Evidence-Based Practices (EBPs)</li> <li>Empirical Support vs. Methodological Issues</li> </ul> <p><u>Readings from Handbook of Special Education:</u></p> <ul style="list-style-type: none"> <li>Read at least 2: Santoro, Gersten, &amp; Newman-Gonchar (2011); Pullen &amp; Cash (2011); Graham &amp; Harris (2011); Fuchs et al. (2011); Scruggs, Mastropieri, &amp; Marshak (2011)</li> </ul> <p><u>Additional Readings:</u></p> <ul style="list-style-type: none"> <li>Forness (2005); Lane, Weisenbach, Phillips, &amp; Wehby (2007)</li> </ul>
7/1/14	<ul style="list-style-type: none"> <li>Supporting Inclusion of Students with Disabilities through Integration of Technology</li> <li>Issues with the Research Base &amp; Fidelity of Implementation</li> </ul> <p><u>Reading from Handbook of Special Education:</u></p> <ul style="list-style-type: none"> <li>Wissick &amp; Gardner (2011)</li> </ul> <p><u>Additional Readings:</u></p> <ul style="list-style-type: none"> <li>Edyburn (2001); Gersten &amp; Edyburn (2007); Kennedy &amp; Deshler (2010)</li> </ul>
7/3/14	<p><b><u>No Class</u></b></p>

7/8/14	<p>Contemporary Initiatives in Early Childhood</p> <p><u>Readings from Handbook of Special Education:</u></p> <ul style="list-style-type: none"> <li>• Bailey, Raspa, Humphreys, &amp; Sam (2011); Dunst (2011); Marshall, Brown, Conroy, &amp; Knopf (2011); Snyder, McLaughlin, &amp; Denney (2011)</li> </ul>
7/10/14	<p>Research to Practice Gap... and more!</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>• TBD</li> </ul>
7/15/14	<ul style="list-style-type: none"> <li>• Funding for Contemporary Initiatives in Special Education: Implications for Future Research, Policy, &amp; Practice</li> </ul>
7/17/14	<p><b><u>Final Student Presentations:</u></b> Contemporary Issues Applied Project</p>
7/22/14	<p><b><u>Final Student Presentations:</u></b> Contemporary Issues Applied Project</p>

**NOTE:** This syllabus may change according to class needs.

## Appendix