



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

Fall 2014

EDSE 440 001: Characteristics of Students with Disabilities Who Access the  
General Curriculum  
CRN: 72073, 3 - Credits

<b>Instructor:</b> Todd Johnson, M.Ed.	<b>Meeting Dates:</b> 8/25/2014 - 12/17/2014
<b>Phone:</b> Cell (703)599-7197	<b>Meeting Day(s):</b> Thursdays
<b>E-Mail:</b> <a href="mailto:tjohnsob@gmu.edu">tjohnsob@gmu.edu</a> *Best Contact Method	<b>Meeting Time(s):</b> 7:20 pm-10:00 pm
<b>Office Hours (Finley 217):</b> by appointment only (please schedule at least 24 hours in advance)	<b>Meeting Location:</b> Fairfax, IN 209

***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. Notes: School-based field experience required. Hours of Lecture or Seminar per week: 3 Hours of Lab or Studio per week: 0

**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) 993-3670 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.

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**

Raymond, E. B. (2012). *Learners with mild disabilities: A characteristics approach* (4<sup>th</sup> ed.). 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**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

## **Required Resources**

### **Required Access to Course Blackboard Site**

Blackboard (Bb) will be used to post important information for this course. Plan to access the Bb site several times per week; announcements and resources are posted on the Bb site in between class sessions. You are responsible for accessing the materials – for printed copies, etc. prior to class. You will use the site: <http://courses.gmu.edu> and click the Login tab. Your Login and password is the same as your George Mason e-mail login. Once you enter, select the EDSE 440 course. The first night of class all handouts will be provided. After the first night, all handouts will be posted within 48 hours of Thursday's class. Students are responsible for downloading these handouts or printing hard copies for use in class from the second class onwards.

### **Additional Readings**

Other readings relevant to special education applications as assigned by the instructor.

### **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/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 expected to attend **all** classes, arrive on time, remain in class for the duration of each session, demonstrate professional behavior in the classroom, and complete all assignments with professional quality and in a timely manner. When absence from class is unavoidable, it is the student's responsibility to make arrangements to obtain notes, handouts, and lecture details from another student (it is recommended that you have two colleagues in the course for this). Please be sure to notify the classmate(s) in sufficient time for them to be of assistance for you.

Please notify the Instructor about absences in advance or within 24 hours after an absence. Be aware **any points earned for participation in class activities, during a time of absence, will not be earned and cannot be made up.**

If you need to miss, for any reason, more than two class sessions, contact the Instructor immediately (within 48 hours) with notification of when your course withdrawal will be completed. If you realize after the first class session that this course's requirements are not a match for you for this semester, process your withdrawal immediately (within 48 hours) and notify the Instructor at the same time.

- The use of electronic devices that produce sound or otherwise interfere with the learning of others (such as cell phones, pagers, etc.) is prohibited during class. Please turn these devices off or to vibrate before the start of class.
- **Computers may be used to take notes during class, but they may not be used for internet exploration or other non-class activities during class time.**

#### Late Work.

To successfully complete this course, students need to adhere to the due dates for specific readings and assignments to be completed. Full earned credit for assignments turned in on time. Anticipate point deductions for late work. For example, for every 24-hour period that an assignment is late, a 5% point deduction will occur.

#### 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 ideas. Generally, if you use 4 or more words in a row you should use quotation marks and a proper citation. Evidence of plagiarism or any other form of cheating in this class will result in a zero on that assignment and a report of the incident to the registrar. Remember that plagiarism is a very serious offense and can result in dismissal from the University. The instructor reserves the right to submit your work to turnitin or safeassign or similar plagiarism detection services, for an integrity assessment as needed.

#### **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  
 90-94.9% = A-  
 87-89.9% = B+  
 84-86.9% = B

80-83.9% = B-  
77-79.9% = C+  
74-76.9% = C  
70-73.9% = C-  
60-69.9% = D

< 60% = F

### **Assessment of Course Requirements:**

Requirements of this course include readings from your textbook and other reading materials as assigned by the instructor, website access, and activities, which include in-class individual and group work, as well as independent assignments outside of class. The goal of all work for this course is to increase your knowledge and skills about working with students with mild disabilities.

The required NCATE assignment for this course is the Observation Case Study, which will assist you in learning more about the characteristics of *students with mild disabilities*, their educational programs, and research-based instructional practices for working with these individuals, including academic, self-regulatory, and motivation strategies. Students are expected to complete all forms of class assessment and final grading will be based on the cumulative points that students *earn* based on their performance on all course assessments. Student performance on assignments is expected to be both timely and of high quality.

Online submission of student work is required. All written assignments should be submitted through the Blackboard Digital Assignments tab. Assignments should not be submitted by email unless there is an emergency technical issue with Blackboard. In the case of an emergency, submit your assignment to the instructor's Blackboard email account. Each assignment should be submitted by the start of class on the due date (7:20 PM). Assignments that are not submitted at the appropriate time ***are late***. Late assignments will be accepted with a point deduction. Please refer to the Late Work section on this syllabus. All course assignments should be completed with college level use of content, grammar, spelling, and written expression clarity. Refer to the APA manual for technical aspects of writing and format. If writing is an area of difficulty, you will need to visit the GMU Writing Center to work on these skills (<http://writingcenter.gmu.edu>).

Assignments submitted through the Blackboard Digital Assignments Tab should be labeled with filenames that correspond to: <your first initial your last name abbreviated form of the assignment's name>. The instructor will return graded assignments to you via the course Blackboard email. It is suggested that you save all returned assignments. Pay particular attention to the feedback, which can be used for either maintaining or improving performance on subsequent assignments. Below is example labeling for submission of all written assignments:



**TJohnsonObsRep – Field Observations and Report**

**TJohnsonJourn1 – Journal Articles Reviews and Reflections**

**TJohnsonCasStu – Case Study**

<b>Course Requirements Evaluation</b>	
<b>Assignment</b>	<b>Points Earned/Total Points</b>
1. Attendance & Participation (.5 per class Meeting – double for the online class response)	/8
2. Field Observations Report	/20
3. Field Observation Presentation	/5
*4. Observation Case Study	/30
5. Case Study Presentation	/10
4. Abstracts of Journal Articles	/15
5. Assessments	/12
<b>Total # of points earned</b>	<b>/100</b>

\*will be submitted in two parts as shown in the course schedule

**Assignments**

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

**Observation Case Study – Due December 11<sup>th</sup> (30 points) Parts 1 – 3 due 11/6**

The observation case study provides an opportunity to observe a student with mild to moderate exceptional learning needs, examine his or her educational history and goals, conduct parent interviews, and make comprehensive recommendations for the student. This plan has 9 sections and should be written in APA style. Detailed directions and a rubric for the assignment can be found in the Appendix Section of this syllabus, and will be distributed separately in class.

This Observation Case Study is the required NCATE assignment for this course and must be submitted digitally to Taskstream. If this is your first GMU Special Education class, you will need to self-enroll into Taskstream. There is further Taskstream information on the GMU Special Education Program website: <http://gse.gmu.edu/programs/sped/>.

For student evaluation, program evaluation, and accreditation purposes, all students are required to submit an NCATE assignment from selected Special Education courses to TaskStream. The NCATE assignment required for this course must be submitted electronically to Mason's NCATE management system, TaskStream: (<https://www.taskstream.com>).

Note: Every student registered for any EDSE course as of the Fall 2007 semester is required to submit NCATE assignments to TaskStream (regardless of whether a course is an elective or part of an undergraduate minor). TaskStream information is available at <http://gse.gmu.edu/programs/sped/>. Students who do not submit the required NCATE assignment to TaskStream will receive a grade of Incomplete (IN) in the course. The Incomplete (IN) will change to a grade of (F) if the required signature assignment has not been posted to TaskStream by the incomplete work due date listed in the current semester's Schedule of Classes.

**Performance-based Common Assignments (No TaskStream submission required).  
Field Observations, Interview, and Report – Due October 9th (20 points)**

Observations of *students with disabilities* in a school setting and an interview with their teacher will be completed along with a written report following these observations. At least three class-period observations with the same group of target *students with LD, ED, and/or ID* must occur to acquire adequate information on interactions and teaching methods. The focus of observations should be the interactions of the teacher with the class as a whole and the individual target students; the methods of instruction employed with the class as a whole and with the target students (these may or may not differ from one another); and the methods and strategies that appear to be successful with the target students, including your basis for identifying "success" (e.g., correct responses to ..., accurate completion of ..., teacher feedback about...).

Observational report information should include the following: a) student-teacher and student-student interactions in classrooms or other settings; b) identification of teaching methods and strategies that appear to be beneficial to the targeted students as well as those that do not appear beneficial, and rationale; c) summary from the teacher interview(s) regarding the challenges and rewards of working with *students with disabilities*; and d) how the observations and interactions reflect (or not) views articulated by course text and journal readings. The observations should focus on the class as a whole, with specific notations made on *students with disabilities* within that group, and examples of specific interactions (e.g., clearly describe student-teacher interactions through observed examples).

## RUBRIC for Field Observation Report

Exemplary report (18-20 points): The report descriptively discusses student-teacher and student-student interactions across multiple observation periods. Specific identification of strategies used with students, with examples employed to emphasize key ideas. Paper is reflective and demonstrates a thorough understanding of observations and their connection to the readings presented within the course. Good writing style, free of mechanical or stylistic errors, appropriate use of APA format.

Adequate report (16-17 points): Good overall report, lacking in one or two of the criteria. Not entirely reflective or thoughtful, or minor writing style errors may be present.

Marginal report (12-15 points): Overall, acceptable but with one or more significant problems. Contains some useful information, but may have substantial problems with evaluation or writing style.

Inadequate report (1-11 points): Report with substantial problems in important areas such as writing, descriptions, or overall thoughtfulness.

Unacceptable/no report (0 points): Report not relevant to the assignment or no report turned in at all. May describe observations of no value or relevance, or that were not approved for this assignment.

### **Journal Article Review & Reflection (3) – Due 10/6; 10/30; 11/20 (15 points)**

Each student will summarize three (3) journal articles that are relevant to working with *students with disabilities*. The first article will be assigned by the instructor, while the remaining two will be chosen by the student within the parameters given. Articles chosen for this requirement must be from peer-reviewed published journals (no ERIC documents) and should be data-based examinations of issues relevant to characteristics of *students with ED, LD, and/or ID*.

Appropriate sources for journal articles include: *Exceptional Children, The Journal of Learning Disabilities, Learning Disabilities Quarterly, The Journal of Special Education, Learning Disabilities Research and Practice, Remedial and Special Education, Journal of Emotional and Behavioral Disorders, etc...*

The purpose of these assignments is twofold: first to identify research findings relevant to the needs of individuals with disabilities, and subsequently to synthesize the major points of each article in a two to three page summary. The papers should be typed (double spaced per APA style) and follow the form of: a) identification of purpose of the research; b) summary of key points; c) meaning and relevance of the data collected in the research to the characteristics of students with ED, LD, and/or ID; and d) a personal reflection on the claims of the research with regard to teaching students with disabilities in general or special education settings.

**All articles should be from current literature and should not be more than five years old. Your paper will be in APA format and content should be no more than 3 pages long. Title page, abstract (which will include the identification of purpose of the research), and reference pages are additional pages.**

RUBRIC for Abstracts of Journal Articles

Exemplary abstracts (13.5 – 15.0 points): Abstracts comprehensively discuss research purpose, key research ideas, and report the data collected and its relevance to the mild disabilities field. A thorough conclusions section makes understandable connections between the three articles. Good writing style, free of mechanical or stylistic errors, with appropriate use of APA format, including title and reference pages.

Adequate abstracts (12.0 - 13.49 points): Good overall abstracts, lacking in no more than one of the criteria. Not entirely comprehensive or specific, or minor writing style errors may be present.

Marginal abstracts (9.0 - 11.99 points): Overall, acceptable but with one or more significant problems. Contains some useful information relevant to the articles read, but may have substantial problems with evaluation or writing style.

Inadequate abstracts (1.0 – 8.99 points): Abstracts with substantial problems in important areas such as writing, descriptions, or overall specifics.

Unacceptable/no abstracts (0 points): Abstracts not relevant to the assignment or no abstracts turned in at all. May describe observations of no value or relevance, or that were not approved for this assignment.

**Other Assignments.**

**Reading Assessments (12) – *Coinciding with chapter reading due dates (12 points)***

Quizzes that cover course content will be administered as in-class assessments. The assessment format may include multiple choice and/or short answer questions on content, or essay questions where students will be expected to apply content to case studies or scenarios. A 1-point quiz will accompany each chapter (1-12).

**In-class Presentations (2) – *Due 10/16; 12/11 (15 points)***

Develop a 1-page handout and follow the format under the Guidelines/Rubric on Bb for this assignment. The presentation should be approximately 10 minutes in duration, including time for questions.

**Classroom Attendance, Preparation, Participation (8.0 points)**

Students are expected to attend **all** classes, arrive on time, remain in class for the duration of each session, demonstrate professional behavior in the classroom, and complete all assignments with professional quality and in a timely manner. Be prepared to engage in discussions about content assigned for that class session (e.g., be prepared for class). When absence from class is unavoidable, students are responsible for getting all class information (e.g., handouts, announcements, lecture notes) from another class member prior to the class meeting that follows the absence. Some of the classes will include class activities which will contribute to the attendance /participation portion of the final grade. **Points missed due to absences during class activities CANNOT be made up**

**Schedule**

<b>COURSE SCHEDULE</b>		
<b>Date</b>	<b>Topics</b>	<b>Reading &amp; Assignments Due (all chapters will be quizzed on the date they are due to be read)</b>
<b>8/28</b>	<b>Introductions</b> <b>Syllabus and Course Expectations</b> <b>Field Placement Information</b> <b>Context of Special Education Introduction</b> <b>Relevant Legislation</b>	
<b>9/4</b>	<b>Overview of Mild Disabilities</b> <ul style="list-style-type: none"><li>• Types</li><li>• Characteristics</li><li>• Possible Causations</li></ul>	<b>Read:</b> Chapter 1, 2, and 3 (+ in-class quiz)
<b>9/11</b>	<b>Students with Mild Intellectual Disabilities (ID)</b> <ul style="list-style-type: none"><li>• Etiology</li><li>• Screening, assessment, and classification</li></ul>	<b>Read:</b> Chapter 4 & 5 (+ in-class quiz)  <b>Due:</b> Register with Field Placement

	<ul style="list-style-type: none"> <li>• Educational and service delivery models</li> <li>• Dual Language Assessments</li> <li>• Progress monitoring*</li> </ul> <p><b>Students with Learning Disabilities (LD)</b></p> <ul style="list-style-type: none"> <li>• Etiology</li> </ul> <p>Characteristics</p>	
<b>9/18</b>	<p><b>Students with Emotional Disabilities (ED)</b></p> <ul style="list-style-type: none"> <li>• Etiology</li> <li>• Classroom Management</li> <li>• Reinforcement &amp; Consequences*</li> <li>• Functional Behavioral Assessments (FBAs)*</li> </ul>	<b>Read:</b> Chapter 6 (+ in-class quiz)
<b>9/25</b>	<p><b>Students with Autism (AUT)</b></p> <ul style="list-style-type: none"> <li>• Etiology</li> <li>• Classroom Management</li> <li>• Reinforcement &amp; Consequences*</li> <li>• Functional Behavioral Assessments (FBAs)*</li> </ul> <p><b>Students with Other Health Impairment (OHI)</b></p> <ul style="list-style-type: none"> <li>• Etiology</li> </ul>	<b>Read:</b> Chapter 7 & 8 (+ in-class quiz)

	<ul style="list-style-type: none"> <li>• Characteristics</li> </ul>	
<b>10/2</b>	<p><b>No In Class Meeting – read the article posted on blackboard and submit a review/response of the article on the discussion board. Respond to at least one peer posting as well.</b></p>	<p><b>Due:</b> Journal Article Review &amp; Reflection on blackboard</p> <p>(review must be posted by 11:59 Monday 10/6 &amp; response to classmate must be posted by 7:00pm Thursday 10/9)</p>
<b>10/9</b>	<p><b>Writing Effective IEPs* and Educational Reports</b></p> <p><b>Building Family Partnerships</b></p> <ul style="list-style-type: none"> <li>• Collaboration*</li> <li>• Self-Determination/Advocacy*</li> </ul>	<p><b>Due:</b> Observation/Interview Presentation</p> <p>*Please select the student that you will use for the case study by this date.</p>
<b>10/16</b>	<p><b>Observation/Interview Presentations</b></p> <p><b>The Inclusive Classroom</b></p> <ul style="list-style-type: none"> <li>• Inclusion*</li> <li>• Co-Teaching/Collaboration*</li> </ul>	<p><b>Read:</b> Chapter 9 (+ in-class quiz)</p> <p><b>Due:</b> Observation/Interview Report</p>
<b>10/23</b>	<p><b>Teaching and Learning Models</b></p> <ul style="list-style-type: none"> <li>• Effective Instruction for all students</li> <li>• Direct instruction/systematic and explicit*</li> <li>• Semantic Feature Analysis/Graphic Organizers*</li> <li>• Evidence-Based intervention learning strategies</li> <li>• Metacognitive Strategies*</li> </ul>	<p><b>Read:</b> Chapter 11 (+ in-class quiz)</p> <p>*Please select the student that you will use for the case study by this date.</p>

	<ul style="list-style-type: none"> <li>• Peer-mediated Strategies*</li> <li>• Mnemonics*</li> <li>• Review and Practice to Mastery*</li> <li>• Teacher Variables*</li> </ul>	
<b>10/30</b>	<p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Definition of Language</li> <li>• Impairments in Speech and Language</li> <li>• Language Components and Skills</li> <li>• Receptive and Expressive Language Channels</li> <li>• Language Functions</li> <li>• Common Language Characteristics of Learners with Mild Disabilities</li> <li>• Language Difference or Disability?</li> <li>• Implications of Language Characteristics for Thinking and Learning</li> </ul>	<p><b>Read:</b> Chapter 10 (+ in-class quiz)</p> <p><b>Due:</b> Journal Article Review &amp; Reflection on selected teaching &amp; learning model</p>
<b>11/6</b>	<p><b>Classroom Management/ Improving classroom behavior *</b></p> <ul style="list-style-type: none"> <li>• Evidence-Based intervention learning strategies</li> <li>• Applied Behavior Analysis* (ABA – observation and data)</li> </ul>	<p><b>Read:</b> Chapter 12 (+ in-class quiz)</p> <p><b><u>Due: Case Study Parts 1-3</u></b></p>



	<ul style="list-style-type: none"> <li>• Direct instruction/systematic and explicit*</li> <li>• Behavioral Modification*</li> <li>• Routines, Rules, &amp; Structure*</li> </ul>	
<b>11/13</b>	<b>Social Skills Instruction</b> <ul style="list-style-type: none"> <li>• Safe Positive Environments*</li> <li>• Behavioral Modification*</li> <li>• Routines, Rules, &amp; Structure*</li> </ul>	
<b>11/20</b>	<b>Clarification of Case Study project</b> <ul style="list-style-type: none"> <li>• Review of guidelines</li> <li>• Discussion of each section</li> <li>• Collaborate with partner</li> <li>• In class meetings with instructor</li> </ul>	<b>Due:</b> Journal Article Review & Reflection on Classroom Behavior Management or Social Skills instruction
<b>11/27</b>	<b>No Class Meeting – Thanksgiving Holiday</b>  <i>Independent Work Week on Observation Case Study</i>	
<b>12/4</b>	<b>Summary of Learning</b>  <b>Course Evaluations</b>	<b>Course Evaluations</b>
<b>12/11</b>	<b>Case Study Presentations</b>	<b>Due:</b> Case Study Presentations  <u><b>Due: Case Study papers</b></u>

**Appendix: following pages**

## GUIDELINES FOR THE OBSERVATION CASE STUDY

The observation case study provides you with the opportunity to observe a student with mild to moderate exceptional learning needs, examine his or her educational history and goals, conduct parent interviews, and make comprehensive recommendations for the student. This plan has 9 sections and each should be labeled with the heading noted below in your APA formatted paper.

1. **Demographic and Background Data:** Describe your student's demographic and background data
  - a. Select a student with exceptional learning needs that you have access to and would like to observe.
  - b. In order to maintain confidential communication about your student with exceptional learning needs, create a pseudonym to use throughout this paper.
  - c. Provide a thorough description of your student, including his or her etiology and diagnosis, any medical conditions that exist, psychological and social-emotional characteristics, and any other information required to paint a clear picture of your student.
  - d. Describe skills and characteristics of your student that are similar to those of typically human growth and development and those that are similar to atypical.
  - e. Access information on your student's specific exceptionalities in order to create a rich student description. This should include the educational implications of characteristics of various exceptionalities and the impact of sensory impairments, physical and health exceptional learning needs on individuals, families, and society.
  
2. **School and Classroom Information:** Describe your student's school, classroom placement, and student's community.
  - a. Describe your student's educational placement in the greater context of the continuum of placement and services available for individuals with exceptional learning needs.
  - b. Describe the impact of the principles of normalization and concept of least restrictive environment on your student's classroom placement.
  
3. **Educational History and Educational Goals, Objectives and Accommodations:** Describe your student's educational history and summarize your student's educational goals and objectives and classroom accommodations.
  - a. Include schools attended, reason for initial referral, pre-referral interventions, results of multidisciplinary evaluation, special education classification, description and location of educational service provision, related services provided, and any other pertinent information.
  - b. Include a discussion of the impact of your student's academic and social abilities, attitudes, interests, and values on instruction and career development.
  - c. Include a discussion of the impact your student's disability may have on auditory and

- information processing skills.
- d. Relate levels of support to the needs of the individual.
4. **Student Observation:** Observe at least two class periods of instruction. Summarize the information from those observations.
    - a. Summarize your observations.
    - b. Describe the relationship between your observations and your student's goals, objectives, and accommodations.
    - c. Describe the effects your student's exceptional condition(s) appears to have on his or her life.
    - d. Describe the perceived impact of your student's academic and social abilities, attitudes, interests, and values on instruction and career development.
  5. **Parent Interview:** Interview at least one of your student's parents or guardians who is knowledgeable of the student's goals and needs.
    - a. Begin your interview with questions about the family, in order to build up a collaborative relationship and gather information about the family system and the role of family in the student's development and education.
    - b. Ask the parents about their child's education goals, objectives, and accommodations. Did they have a role in the development of these goals, etc? Do they feel they are appropriate for their child?
    - c. Effective special educators communicate effectively with families of students with exceptional learning needs from diverse backgrounds. Please be sure that you consider the following as you speak with the parents:
      - a. Ways in which you can foster a respectful and beneficial relationship with the family.
      - b. Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family.
      - c. The potential impact of differences in values, languages, and customs between your student's home and school lives.
      - d. Ways in which you can demonstrate your respect for variations in beliefs, traditions, and values across and within cultures. Also consider the effect of these variations on the relationships among individuals with exceptional learning needs, their family, and school personnel.
  6. **Additional Recommendations:** Describe any additional recommendations, educational accommodations, and/or modifications that you would make for the student.
    - a. Keep in mind that it is the special educator's ethical responsibility to advocate for appropriate services for individuals with exceptional learning needs and demonstrate a high level of commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs. You must act ethically in advocating for appropriate services and demonstrate sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual orientation of your student.

- b. Consider the importance of the teacher serving as a model for individuals with exceptional learning needs.
- c. Include any sources of unique services, networks, and organizations for individuals with exceptional learning needs. Use local community, and state and provincial resources to assist in programming recommendations for your student with exceptional learning needs.

**7. Summary, Synthesis and Reflection:**

- a. Summary: Write a clear description of your student including all pertinent information obtained throughout the observations, interviews and background information review. Provide enough detail that a stranger could walk into the classroom and identify your student from your summary alone.
- b. Synthesis: Compare your student's characteristics with those described in the textbook or other research. Which characteristics were identified in your student? What are the social and educational implications of these characteristics?
- c. Reflection
  - i. How do your personal cultural biases and differences affect your interactions with students and their families and therefore your teaching
  - ii. What have you learned from this case study about teaching students with learning disabilities?

**8. Appendices:**

- a. Include student work samples, parent interview questions/answers and any other pertinent items.

Observation Case Study Grading Rubric

	<b>Does Not Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>
<p><b>Demographic and Background Data</b></p> <p><b>CEC/IGC Standards 2, 3</b></p>	<p>Candidate provides partial demographic and background information, giving only a limited view of the learner with mild to moderate exceptional learning needs. (3-0)</p>	<p>Candidate discusses the demographic and background information related to the target student inclusive of etiology and diagnosis, any medical conditions that exist, psychological and social-emotional characteristics, and the effect these conditions can have on the student's life. Candidate discusses skills and typical and atypical human growth characteristics of the learner. Candidate demonstrates sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual orientation of the learner through their nonbiased description of the background information. (4-5)</p>	<p>Candidate discusses the demographic and background information related to the target student inclusive of etiology and diagnosis, any medical conditions that exist, psychological and social-emotional characteristics, and the effect these conditions can have on the student's life. Candidate discusses skills and typical and atypical human growth characteristics of the learner. Candidate demonstrates sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual orientation of the learner through their nonbiased description of the background information. Candidate describes the educational implications of the characteristics of the learner's exceptionality and the impact of the learner's sensory impairments, physical and health exceptional learning needs on the learner, their family, and society. (5)</p>
<p><b>School and Classroom Information</b></p> <p><b>CEC/IGC Standards 1, 3</b></p>	<p>Candidate provides a description of the school and classroom setting but does not examine the impact of the environment's adaptations on the learning opportunities for learners with mild to moderate exceptionalities. (3-0)</p>	<p>Candidate describes the school and classroom setting in the greater context of the relationships of organizations of special education and the continuum of placement and services available for individuals with mild to moderate exceptional learning needs. Candidate evaluates the environmental context in terms of the how well the teacher has integrated the principles of normalization and concept of</p>	<p>Candidate describes the school and classroom setting in the greater context of the relationships of organizations of special education and the continuum of placement and services available for individuals with mild to moderate exceptional learning needs. Candidate evaluates the environmental context in terms of the how well the teacher has integrated the principles of normalization and concept of</p>

	<p align="center"><b>Does Not Meet Expectations</b></p> <p align="center"><b>1</b></p>	<p align="center"><b>Meets Expectations</b></p> <p align="center"><b>2</b></p>	<p align="center"><b>Exceeds Expectations</b></p> <p align="center"><b>3</b></p>
		<p>least restrictive environment. However, it is not clearly evident how the environment's adaptations impact the quality of learning opportunities for learners with mild to moderate exceptionalities. (4-5)</p>	<p>least restrictive environment. Candidate clearly describes how the environment's adaptations impact the quality of learning opportunities for learners with mild to moderate exceptionalities and determines whether or not optimal learning opportunities are being provided. (5)</p>
<p><b>Educational History, Educational Goals, Objectives, and Accommodations</b></p> <p><b>CEC/IGC Standards 2, 3</b></p>	<p>Candidate provides a partial educational history related to the target student which does not include the educational implications of the characteristics of the learner's exceptionality and the effect a learner's exceptionality can have on his or her life. Candidate writes a description of the student's educational history which fails to demonstrate that they are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the student's exceptional condition to impact academic and life options. Candidate summarizes the learner's educational goals, objectives and classroom accommodations but does not address the impact of the learner's academic and social abilities, attitudes, and values on instruction and career development. (3-0)</p>	<p>Candidate discusses the educational history related to the target student inclusive of the educational implications of the characteristics of the learner's exceptionality and the effect a learner's exceptionality can have on his or her life. Candidate writes a description of the student's educational history which demonstrates that they are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the student's exceptional condition to impact academic and life options. Candidate provides a summary of the learner's educational goals, objectives and classroom accommodations and the impact of the learner's academic and social abilities, attitudes, interests, and values on instruction and career development (if applicable). (4-5)</p>	<p>Candidate describes the learner's educational history inclusive of the educational implications of the characteristics of the learner's exceptionality, the effect a learner's exceptionality can have on his or her life, the impact of the learner's academic and social abilities, attitudes, interests, and values on instruction and career development (if applicable). Candidate writes a description of the student's educational history which demonstrates that they are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the student's exceptional condition to impact academic and life options. Candidate summarizes the learner's educational goals, objectives and classroom accommodations and the impact of the learner's academic and social abilities, attitudes, interests, and values on instruction and career development (if applicable). Candidate describes the impact the learner's disability may have on auditory and</p>

	<p align="center"><b>Does Not Meet Expectations</b></p> <p align="center"><b>1</b></p>	<p align="center"><b>Meets Expectations</b></p> <p align="center"><b>2</b></p>	<p align="center"><b>Exceeds Expectations</b></p> <p align="center"><b>3</b></p>
			<p>information processing skills and relates levels of support to the needs of the individual. (5)</p>
<p><b>Student Observation and Parent Interview</b></p> <p><b>CEC/IGC Standards 3, 9, 10</b></p>	<p>Candidate does not describe the relationship between their observations and the learner’s goals, objectives, and accommodations or describe the positive effects the learner’s exceptional condition(s) appears to have on his or her life. Candidate provides an incomplete description of the parent interview which lacks information about the family system and role of family in the student’s development and culture. (3-0)</p>	<p>Candidate summarizes their classroom observation experiences inclusive of an analysis of how their personal cultural biases and differences might affect their observation or teaching. Candidate describes the relationship between their observations and the learner’s goals, objectives, and accommodations and describes the positive effects the learner’s exceptional condition(s) appears to have on his or her life. Candidate collaborates with and interviews family who has knowledge of the learner in a culturally responsive way that demonstrates their understanding of legal matters and ethical considerations. Based on the interview, the candidate collects data on the family system and the role of family in the student’s development and education. Candidate also collects data on the perceived impact of differences in values, languages, and customs between the learner’s home and school lives and the effect of these variations on the relationships among individuals with exceptional learning needs, their family, and school personnel. Family input and concerns are documented. (4-5)</p>	<p>Candidate comprehensively summarizes their observation experiences inclusive of an analysis of how their personal cultural biases and differences affect their observation or teaching. Candidate describes the relationship between their observations and the learner’s goals, objectives, and accommodations and describes both the positive and negative effects the learner’s exceptional condition(s) appears to have on his or her life. Candidate describes the perceived impact of their student’s academic and social abilities, attitudes, interests, and values on instruction and career development (if applicable). Candidate collaborates with and interviews family who has knowledge of the learner in a culturally responsive way that demonstrates their understanding of legal matters and ethical considerations. Based on the interview, the candidate collects data on the family system and the role of family in the student’s development and education. Candidate also collects data on the perceived impact of differences in values, languages, and customs between the learner’s home and school lives and the effect of these variations on the relationships among individuals with exceptional learning needs, their family,</p>

	<p align="center"><b>Does Not Meet Expectations</b></p> <p align="center"><b>1</b></p>	<p align="center"><b>Meets Expectations</b></p> <p align="center"><b>2</b></p>	<p align="center"><b>Exceeds Expectations</b></p> <p align="center"><b>3</b></p>
			<p>and school personnel. Family input and concerns are documented as are ways in which the candidate demonstrated their respect for variations in beliefs, traditions, and values for the family's culture and acted within the CEC's Code of Ethics during the interview. (5)</p>
<p><b>Summary, Synthesis and Reflection &amp; Additional Recommendations</b></p> <p><b>CEC/IGC Standards 1, 2, 3, 9</b></p>	<p>Candidate provides incomplete recommendations, educational accommodations, and modifications for the learner with mild to moderate exceptional learning needs. Candidate provides an incomplete summary of pertinent information which does not include all information collected. (3-0)</p>	<p>Candidate provides recommendations, educational accommodations, and modifications for the learner with mild to moderate exceptional learning needs. The recommendations provided demonstrate the candidate's ability to serve as an advocate for appropriate services for individuals with exceptional learning needs and demonstrate a high level of commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs. Candidate summarizes all pertinent information inclusive of observations, interviews and background information and offers a comprehensive synthesis of their learner's characteristics as compared with typical and atypical learners, the social and educational implications of these characteristics and the effect the exceptionality has on the learner's life. (4-5)</p>	<p>Candidate provides recommendations, educational accommodations, and modifications for the learner with mild to moderate exceptional learning needs. The recommendations provided demonstrate the candidate's ability to serve as an advocate for appropriate services for individuals with exceptional learning needs and demonstrate a high level of commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs. The candidate demonstrates, through their recommendations, their ability to serve as an advocate for appropriate services for individuals with exceptional learning needs and demonstrate a high level of commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs. Candidate summarizes all pertinent information inclusive of observations, interviews and background information and offers a comprehensive synthesis of their learner's characteristics as compared with typical and atypical learners, the social and</p>



	<b>Does Not Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>
			educational implications of these characteristics and the effect the exceptionality has on the learner's life. Candidate analyzes how their own cultural biases and differences affect their interactions with students and their families. (5)
<b>Alignment with CEC Standard</b>	Candidate fails to discuss, orally or in writing, the connection between the content of this assignment and CEC Standards 1, 2, 3, 9 and 10. (3-0)	Candidate discusses, orally or in writing, the connection between the content of this assignment and CEC Standards 1, 2, 3, 9 and 10. (4-5)	Candidate discusses, orally or in writing, in an extensive and thoughtful manner, the connection between the content of this assignment and CEC Standards 1, 2, 3, 9 and 10. (5)