



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

Spring 2015

EDSE 401 001: Introduction to Special Education

CRN: 10504, 3 - Credits

<b>Instructor:</b> Mr. Kevin Good	<b>Meeting Dates:</b> 1/20/2015 - 5/13/2015
<b>Phone:</b> 571-308-6428	<b>Meeting Day(s):</b> Wednesdays
<b>E-Mail:</b> kgood5@gmu.edu	<b>Meeting Time(s):</b> 4:30 pm-7:10 pm
<b>Office Hours:</b> By Appointment or 30 minutes before and after class.	<b>Meeting Location:</b> Fairfax–Krug Hall #253

**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**

Provides a survey of current knowledge on individuals with disabilities within the context of human growth and development across the life span. Content includes historical factors, legislation, etiology, characteristics, needs, educational strategies, assessment, and support services of and for individuals with disabilities ranging from mild and moderate to severe levels of varying disabilities. Includes the impact of disabilities on academic, social, and emotional performances. Field experience required. Hours of Lecture or Seminar per week: 3Hours 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 is 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 George Mason (Clinical Practice Specialist) to arrange a field placement, (including observations and/or case studies). 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 due to one of the following situations:

- a. I will arrange my own field experiences (observations and/or case studies) because I am a full-time contracted school system employee and will complete field experience at my workplace.
- b. I will arrange my own field experiences (observations and/or case studies) because I am conducting a case study or individualized child portfolio with an individual outside of the school system. (Note: It is not recommended that you work with your own child.)
- c. I will arrange my own placement for my field experiences, (including observations and/or case studies) because my instructor has offered access to a student(s) inside of a school system. (Note: an email from the host teacher and the administrator is required to be sent to [cuanseru@gmu.edu](mailto:cuanseru@gmu.edu). The email serves as documentation of the approval. The administrators must approve all visitors in their school.)

If you are a consortium student that does not attend GMU, please complete the GMU online field placement form. Select an item from one of those listed in Option 2. 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.

### **Learner Outcomes**

Upon completion of this course, students will be able to:

- Describe how educators and other professionals determine the difference between “normal” and “atypical” behaviors.
- Describe the legal and historical development of the field of special education.
- Describe various theoretical models and perspectives in the field of special education.
- Describe research in etiological factors associated with all disability areas.
- Describe social, cognitive, behavioral and academic characteristics associated with all disability areas.
- Describe historical points of view and contribution of culturally diverse groups to the field of special education.
- Describe the role of families in the educational process.
- Describe past, present, and future models of assessment and intervention, including use of innovative technology.
- Discuss issues and trends in special education, including legislation and litigation, and use of innovative technology.
- Examine ethical considerations for the treatment of all children.

### **Required Textbooks**

Hallahan, D. P., Kauffman, J. M., & Pullen, P. C. (2015). *Exceptional learners: An introduction to special education*, 13th Edition. 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**

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

### **Required Resources**

Students must establish access to their Blackboard account. Presentations and supplementary material for the class will be posted on Blackboard and students must bring, to the class, a copy (printed or digital) of the materials for each class in order to take notes on the content of the class meeting.

Additional articles that may be required will be posted on Blackboard.

Additional online content/activities that may be required will be posted on Blackboard

### **Additional Readings**

Additional readings may be posted on Blackboard under the class number from time to time. They must be printed or brought to the class via laptop as well as read ahead of each class in order for students to be able to actively participate in class discussions.

### **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, and Standard 3: Individual Learning Differences.

### **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.

Class attendance and participation are an important part of this class because of the foundational nature of the information learned through the course. Attendance points are earned for each class to emphasize the importance of engaging in the learning activities and educational environment of the course. Students are expected to arrive on time, participate in all class discussions and activities, and stay until the end of class.

Attendance will be maintained through the artifacts students produce during class, through group and individual work and/or by a roll-call. For full attendance credit during each class, students must not only attend the full class session, but actively participate,

work cooperatively, and turn in high quality class products. If you are unable to make any class sessions during the semester, please contact the instructor by phone or e-mail **before** the class session where you will be absent. In the rare event of an emergency or severe sickness, each student is given 1 “grace” absence without a point penalty, **as long as the instructor is notified before the class session.** In this case, it is still the student’s responsibility to make arrangements to obtain notes, handouts, and lecture details from another student and make-up activities from that class session (In Class Activities, etc.). *Attendance points missed for more than one absence or any absence without instructor contact before class cannot be made up!*

#### Late Work.

All assignments should be submitted *on or before* the assigned due date. In fairness to students who make the effort to submit work on time, total assignment points will be deducted from your grade for late assignment(s). Late assignments will be accepted in the following manner for the Exploratory Activities (completed in class), Child Abuse Awareness Certificate, Philosophy of Education, and Final Paper (NOTE: No late work will be accepted for the Final Exam or Final Paper Poster Presentation):

- 5% deduction – up to 3 days late
  - 10% deduction – 4-7 days late
  - 25% -point deduction – 8 or more days or latte (until last class before exam)
- [no work will be accepted after this date]

**ALL ASSIGNMENTS MUST BE TURNED IN BY THE DATE OF THE FINAL EXAM. NO LATE ASSIGNMENTS WILL BE ACCEPTED AFTER THIS TIME. FAILURE TO TURN-IN PERFORMANCE-BASED ASSIGNMENTS TO TASKSTREAM (EVEN IF SUBMITTED TO BLACKBOARD) WILL RESULT IN AN INCOMPLETE (IN) FOR THE COURSE.**

#### TaskStream Submission

Every student registered for any Special Education course with a required performance-based assessment is required to submit these assessments, *Abuse/Neglect Certificate and Final Paper* 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

100-93%	A
92-90%	A-
89-83%	B
82-80%	B-
79-70%	C
<69%	F

## Assignments

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

#### **1. Child Abuse Training Module (150/1000)**

All students must complete the online Child Abuse Recognition training module available at

[http://www.dss.virginia.gov/family/cps/mandated\\_reporters/cws5691/index.html](http://www.dss.virginia.gov/family/cps/mandated_reporters/cws5691/index.html). If you have already completed the training module, you will just need to post your certificate (or evidence of completion on your teaching license) to TaskStream.

**2. Disability Specific Paper [aka Final Paper]** (posted on Blackboard and uploaded to TaskStream). Specific directions are provided within this syllabus, on Blackboard, and on TaskStream (150/1000 points).

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

*None at this time.*

### **Other Assignments.**

- 1. Class Attendance and Participation** [15 sessions at 20 points each = 300/100 points (5 points attendance, 15 points participation)] - Class attendance and participation including in-class exploratory learning activities (e.g. journaling, discussion, knowledge acquisition/demonstration, and interactive activities) is pivotal to the learning community. Therefore, students are expected to arrive on time, be present for each session, and participate by working individually and collaboratively on in class exploratory learning activities.
- 2. Philosophy of Education Paper** [submitted to Blackboard (150/1000 points)] - This paper serves as a reflective paper that utilizes personal experiences, knowledge gained, readings, the field experience and other items to develop one's individual philosophy or approach to special education. This work should be as reflective as

possible and should be at least 2 pages in length and not exceed 6 pages (page limit does not include references, title page, etc.). For a complete description, please see the Appendix.

3. Disability Specific Poster Presentation [delivered in class (100/1000 points)] - This assignment is reflective of the knowledge gained in the course and the content of the final paper. This presentation should be on a single piece of poster board and cover (a) the characteristics of the disability that you selected, the learning needs of the individuals with the disability that you selected, (b) lifespan issues related to the disability that you selected, and (c) how the disability (that you selected) is similar and different to other types of disabilities. Please be as creative as possible. Outside of covering a-c, this assignment is flexible. Have fun with this assignment! This assignment will be further discussed in class and a rubric will be given prior to the assignment due date.
4. Final Exam [150/1000 points] - Since this class is a foundational course upon which future content and classroom experiences are based, this course will include a final exam in order to assess your knowledge and prepare you for engaging in the field of special education. The instructor will provide more details about the final exam as the date for the exam approaches.

## Schedule

<b>Class Schedule</b> <i>Subject to Change</i>		
Date	Topic(s)	Assignment(s) Due
1/21	<b>Introduction and Icebreaker</b>  <b>Syllabus and Course Expectations</b>  <b>Field Placement Information</b>	
1/28	<b>Exceptionality and Special Education</b> <ul style="list-style-type: none"> <li>• Who is the Exceptional Learner</li> <li>• Disability Prevalence</li> <li>• History of the Special Education Field</li> </ul> <b>Current Practices for meeting the Needs of Exceptional Learners</b> <ul style="list-style-type: none"> <li>• Evaluation and Identification</li> <li>• Inclusion</li> <li>• Least Restrictive Environment</li> <li>• Universal Design</li> </ul>	Read Chapters 1 & 2  <b>Register with Field Placement Office</b>
2/4	<b>Multicultural and Bilingual Aspects of Special Education</b> <ul style="list-style-type: none"> <li>• Assessment of Diverse Populations</li> <li>• Multicultural Instruction</li> </ul>	Read Chapter 3
2/11	<b>Parents and Families</b> <ul style="list-style-type: none"> <li>• Disability – Impact on the Family</li> <li>• Family-Centered Approach</li> </ul>	Read Chapter 4
2/18	<b>Learns with Intellectual and Developmental Disabilities</b> <ul style="list-style-type: none"> <li>• Causes</li> <li>• Identification</li> <li>• Characteristics Assessment and Educational Considerations</li> </ul>	Read Chapter 5  <b>*Child Abuse Awareness Certificate Due by 11:59PM on 2/18 to TaskStream</b>
2/25	<b>Learners with Learning Disabilities and ADHD</b> <ul style="list-style-type: none"> <li>• Causes</li> <li>• Identification</li> <li>• Characteristics</li> </ul>	Read Chapters 6 & 7

	<ul style="list-style-type: none"> <li>Assessment, Educational, &amp; Medication Considerations</li> </ul>	
3/4	<b>Learners with Emotional and Behavioral Disorders</b> <ul style="list-style-type: none"> <li>Causes</li> <li>Identification</li> <li>Characteristics</li> <li>Assessment and Educational Considerations</li> <li>Service Delivery Models</li> </ul>	Read Chapter 8  <i>Philosophy of Education Paper Due by 4:30PM on 3/4 to Blackboard</i>
3/11	<b>SPRING BREAK – NO CLASS ☺</b>	
3/18	<b>Learners with Autism Spectrum Disorders</b> <ul style="list-style-type: none"> <li>Causes</li> <li>Identification</li> <li>Characteristics</li> <li>Assessment and Educational Considerations</li> </ul>	Read Chapter 9
3/25	<b>Learners with Communication Disorders and Who Are Deaf and/or Hard of Hearing</b> <ul style="list-style-type: none"> <li>Speech Disorders</li> <li>Language Disorders</li> <li>Anatomy of the Ear</li> <li>Causes</li> <li>Identification</li> <li>Characteristics</li> <li>Assessment and Educational Considerations</li> </ul>	Read Chapters 10 & 11
4/1	<b>Learners with Blindness or Low Vision</b> <ul style="list-style-type: none"> <li>Anatomy of the Eye</li> <li>Causes</li> <li>Identification</li> <li>Characteristics</li> <li>Assessment and Educational Considerations</li> </ul>	Read Chapter 12  <i>Draft of Final Paper Due, if you would like feedback before submitting the paper</i>
4/8	<b>Independent Work Week</b>	Use this week to work on your final paper and presentation

4/15	<b>Learners with Low-Incidence, Multiple, and Severe Disabilities</b> <ul style="list-style-type: none"> <li>• Traumatic Brain Injury</li> <li>• Deaf-Blindness</li> <li>• Augmentative/Alternative Communication</li> <li>• Educational Considerations</li> </ul>	Read Chapters 13
4/22	<b>Learners with Physical Disabilities, Other Health Impairments, &amp; Gifted and Talented</b> <ul style="list-style-type: none"> <li>• Neuromotor Impairments</li> <li>• Orthopedic &amp; Musculoskeletal Disorders</li> <li>• Prosthetics, Orthotics, and Adaptive Devices for Daily Living</li> <li>• Origin of Giftedness</li> <li>• Educational Considerations</li> </ul>	Read Chapter 14 & 15  <b>*Final Paper Due by 11:59PM on 4/22 to TaskStream and to Blackboard</b>
4/29	<b>Final Paper Presentation Night</b>	<b>Final Paper Poster Presentation Due In Class</b>
5/6	<b>Reading Day – No Class or Assignments</b>	<u>OPTIONAL:</u> Professor available to meet for any final questions you may have before the Exam – Location TBA
TBA	<b>Final Exam –</b>	<b>Congratulations – You Made It! 😊</b>

## Appendix

### Philosophy of Education Assignment

Given your previous experiences and the material you have read, write at least a two-page but no more than six page description of your personal philosophy of special education, citing any sources you use. In addition, choose two activities from the list below to complete. Write a summary of each activity and how it relates to any aspect of your philosophy.

For the philosophy statement, address the following questions (and any others you feel necessary) in a narrative format:

#### *Part one: My Ideas about special education*

- What is a disability?
  - How should a disability be handled in/by society?
  - How should students with disabilities be treated in schools, colleges, and the workplace?
  - What should the education of students with disabilities look like?
  - What ethical considerations must I face as a special educator?
- Include a rationale for your ideas. This should be an honest description of your ideas at this moment in time.

#### *Part two: My Ideas about my role as an educator*

- Who are the students I serve? Will I serve students with disabilities?
- How can I meet the unique needs of students (and those with disabilities) within the context of my school and classroom?
- What are some barriers to meeting these unique needs?
- What is one goal I have for myself related to this course?

#### *Part three: Summary of activities and their relation to your philosophy (choose 2 of the following; observations should be at least 1 hour each)*

- Observe relevant school settings
- Observe relevant community settings
- Shadow/interview an individual in a position of interest to you (e.g., Interpreter, teacher, audiologist, counselor, physical therapist, etc.)
- Interview a person with a disability
- Interview a sibling of a person with a disability
- Interview a parent of a person with a disability
- Interview the entire family of an exceptional learner
- Conduct an accessibility assessment
- Attend a relevant information presentation

*Post your paper to your Blackboard Assignments section under the title of this assignment. This is a private posting. Only you and I will be able to see what you have posted. Please be as honest and reflective as possible*

### **Philosophy of Education Grading Rubric**

<p><i>Page one: My Ideas about special education (45 points)</i></p>	<ul style="list-style-type: none"> <li>• What is a disability?</li> <li>• How should a disability be handled in/by society?</li> <li>• How should students with disabilities be treated in schools, colleges, and the workplace?</li> <li>• What should the education of students with disabilities look like?</li> <li>• What ethical considerations must I face as a special educator?</li> <li>• Include a rationale for your ideas. This should be an honest description of your ideas at this moment in time.</li> </ul>
<p><i>Page two: My Ideas about my role as an educator (45 points)</i></p>	<ul style="list-style-type: none"> <li>• Who are the students I serve? Will I serve students with disabilities?</li> <li>• How can I meet the unique needs of students (and those with disabilities) within the context of my school and classroom?</li> <li>• What are some barriers to meeting these unique needs?</li> <li>• What is one goal for myself related to this course?</li> </ul>
<p><i>Page three: Summary of activities and their effect on your philosophy (choose 2 of the following; observations should be at least 1 hour each) (50 points)</i></p>	<ul style="list-style-type: none"> <li>• Observe relevant school settings</li> <li>• Observe relevant community settings</li> <li>• Shadow/interview an individual in a position of interest to you (e.g., Interpreter, teacher, audiologist, counselor, physical therapist, etc.)</li> <li>• Interview a person with a disability</li> <li>• Interview a sibling of a person with a disability</li> <li>• Interview a parent of a person with a disability</li> <li>• Interview the entire family of an exceptional learner</li> <li>• Conduct an accessibility assessment</li> <li>• Attend a relevant information presentation</li> </ul>
<p><i>APA style formatting (10 points)</i></p>	<p><i>e.g., cover page, pagination, headings, grammar, and spelling</i></p>

## Disability Specific Paper Assignment

The Disability Specific Paper is an opportunity to show growth in your knowledge about learners with disabilities. You will **select one disability area** and demonstrate your knowledge of (a) the characteristics of the disability, (b) learning needs of individuals with the disability, (c) lifespan issues related to the disability (including impact of a disability on the individual and the family), and (d) how the disability is similar and different to other types of disabilities (e.g., mild, severe, sensory).

To show this growth you will combine what you learned from:

1. The coursework (e.g., lectures, videos, articles, and textbook readings),
2. The independent learning activities you have completed (e.g., IRIS modules, field experiences, wikis), and
3. The exploratory activity you will complete in class.

### Paper Guidelines

Your paper should be 5 to 10 pages. The format for the paper is fairly flexible. You may choose to describe the characteristics and the impact of a selected disability and make connections to how you experienced or observed this in your field experience and exploratory activity. You may choose to describe meaningful experiences from your field experience and exploratory activity and explain how that connects with the content you have learned in the course. You can also come up with an alternative format of your choice. However, please be sure to refer to the grading and TaskStream assignment rubrics to make sure that you have addressed all required topics.

**Your goal is to clearly show how your own perceptions of disability have changed and evolved this semester AND demonstrate that you clearly understand the important content you have learned.** Regardless of how you choose to approach this assignment, your paper should address the following areas:

#### **A. Disability Characteristics**

What are some characteristics of the disability you have selected to discuss, for example:

- What is its prevalence? Is it a high- or low- incidence disability?
- How is it diagnosed?
- Are physical/medical issues associated with this disability?
- Are there social or behavioral implications associated with this disability?

#### **B. Learning Needs**

How does the disability affect learning? For example:

- What areas of learning might be impacted by this disability?
- What teaching strategies might benefit learners with this disability?
- What IEP considerations might be needed?
- What accommodations might students with this disability need?
- Where might a student with this disability receive services? (Think LRE.)
- What skills will teachers need to work with students who have this disability?

**C. Lifespan Issues (including Impact on Individual and Family)**

How does having this disability impact an individual? For example:

- What are early childhood issues that need to be considered?
- What are community issues that need to be considered?
- What are post-secondary (after high school – job, college, independent living) factors that need to be considered?
- What impact does having this disability have on social relationships?
- What is the impact of the disability on the family? For example:
  - What daily living skills might be impacted by this disability?
  - How does this disability impact family dynamics?
  - What information do families need to advocate for their children who have disabilities?

**D. Similarities and Differences to Other Disabilities**

How is this disability similar and different to other disabilities (or other disability areas)?

For example:

- Is there a difference in the prevalence of the chosen disabilities?
- What are differences in possible school placements for students with the selected disabilities?
- What types of instructional strategies or accommodations/modifications may be different for students with the chosen disabilities?

**Note:** For this category, you should contrast your selected disability with **TWO** other disabilities or disability areas. For example, if my paper were on students with ADHD (mild disability), I might contrast it to severe disabilities (or a specific disability such as Cerebral Palsy) **AND** sensory disabilities (or a specific disability such as blindness).

**THIS ASSIGNMENT MUST BE SUBMITTED TO BLACKBOARD AND TASKSTREAM! I CAN NOT GIVE YOU A GRADE FOR THIS ASSIGNMENT UNTIL IT IS POSTED ON TASKSTREAM! IF YOU NEED HELP WITH TASKSTREAM, PLEASE LET ME KNOW.**

### Disability Specific Paper Grading Rubric

Requirement	Points
<b>Disability Characteristics</b> Salient characteristics of the disability are clearly described. Requirements related to identification for special education are included.	<u>    /25    </u>
<b>Learning Needs</b> Learning needs associated with the chosen disability are clearly described including relevant IEP considerations.	<u>    /25    </u>
<b>Lifespan Issues (including Impact on Family)</b> A clear description of the impact of the disability across the lifespan is provided.	<u>    /25    </u>
<b>Similarities and Differences to Other Disabilities</b> The paper compares and contrasts the chosen disability with <u>2</u> other disabilities (or disability categories: mild, severe, or sensory).	<u>    /25    </u>
<b>Information Synthesis</b> Student demonstrates personal growth in knowledge about learners with disabilities. Student demonstrates completion of independent learning activities (IRIS modules, field experiences, and exploratory activities) by integrating what was learned through these experiences with learning from other coursework (lectures, discussions, articles, and textbook readings).	<u>    /40    </u>
<b>APA Style</b> Writing is clear and easy to understand. There are few to no grammar errors/typos. References are correctly cited in APA format.	<u>    /10    </u>
<b>Total Points</b>	<b>/150</b>