



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

Summer 2015

EDSE 440 C01: Characteristics of Students with Disabilities Who Access the  
General Curriculum  
CRN: 41138, 3 - Credits

<b>Instructor:</b> Dr. Michael Repie	<b>Meeting Dates:</b> 6/29/2015 - 8/1/2015
<b>Phone:</b> (703) 531-6115	<b>Meeting Day(s):</b> Mondays, Wednesdays, Fridays
<b>E-Mail:</b> mrepie@gmu.edu	<b>Meeting Time(s):</b> 7:00 pm-10:00 pm
<b>Office Hours:</b> M – F 8:00 – 5:00	<b>Meeting Location:</b> Fairfax KH 14

**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. School-based field experience required.

**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. A field experience is a variety of early and ongoing field-based opportunities in which candidates may observe, assist, tutor, and/or conduct research. Field experiences may occur in off-campus settings, such as schools (NCATE, 2008). Below are REQUIRED PROCEDURES FOR ALL STUDENTS ENROLLED IN THIS COURSE

1. Prior to representing George Mason in off-campus settings, visit this site:  
<http://cehd.gmu.edu/teacher/internships-field-experience>. The site has a comprehensive PowerPoint on the registration process and tips for a successful field experience. This is called the Field Experience Presentation. View this: <http://cehd.gmu.edu/teacher/clinical-practice/field-experience-tutorial.pptx>.
2. Complete the online field experience registration 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/assignment or not. This information is required by the state. It is important that you do this within the first two classes so that the Clinical Practice Office has sufficient time to find a placement for you.

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Please indicate how your placement will be arranged.\*

- I will need George Mason (Clinical Practice Specialist) to arrange a placement for my field experiences (including observations and/or case studies).
- I have been assigned a placement by my program for my field experiences (including observations and/or case studies).
- I will arrange my own field experience (observations and/or case studies) because I am a full-time contracted school system employee and will complete field experience at my workplace.
- 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 (Special Education, Early Childhood Education PK-3, Dual Licensure Early Childhood Education PD-3 and Early Childhood Special Education only).
- 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.

Fields marked with \* are required. Your preferences may not be guaranteed.

NOTE: When selecting options of “I will arrange my own...” you will be asked to specify further, and/or identify the region and/or school of your arrangement. You will also be asked to obtain permission from a school principal or school administrator. Students should keep this documentation.

- I understand that I must obtain permission from my principal/school administrator.

NOTE: It is not recommended that you work with your own child.

NOTE: If you selected the last option above, 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.

### **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. (2012). *Learners with mild Disabilities: A characteristics approach* (4<sup>th</sup> ed.). Upper Saddle River, NJ. Pearson Education.

### **Digital Library**

Effective summer 2015, the Division of Special Education and disAbility Research will discontinue the use of the Pearson Digital Library. No further registrations will be accepted. Students who hold current subscriptions will continue to have access to the library for the remainder of their subscription time. However, no further updates will be made to the digital library. During this time, should a textbook be revised or a new book is adopted for a class where the text is included in the digital library, Pearson will have options available to you and will provide you with an individual e-text or, if there is no e-text, a printed copy. Students, who have purchased a 3-year subscription directly through Pearson Education, will also have an option to obtain a prorated refund. However, 3-year subscription access cards purchased via the GMU bookstore will need to speak with a George Mason Bookstore Representative. Please be aware that the issuance of a refund, in this case, is at the discretion of the George Mason bookstore. Concerns or questions may be directed to Molly Haines at Molly.Haines@pearson.com.

### **Recommended Textbooks**

*Publication Manual of the American Psychological Association*, 6<sup>th</sup> Ed. (2009). Washington DC: American Psychological Association.

### **Required Resources**

N/A

### **Additional Readings**

N/A

## **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.*

Class punctuality, attendance, and participation (30 points) (Class will begin at its scheduled time and students are expected to stay for the entire duration of the class to receive full credit for attending. Two (2) points will be deducted for each missed class. Excessive absences will result in no class participation points and potential withdrawal from the class).

### *Late Work.*

Points will be deducted for work submitted late (5 points for each day late).

## **TaskStream Submission**

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, *Observation Case Study* to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

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

## **Grading Scale**

95 - 100%	= A
90 - 94%	= A-
87 - 89%	= B+
84 - 86%	= B
80 - 83%	= B-
77 - 79%	= C+
74 - 76%	= C

70 – 73%	= C-
60 – 69%	= D
<60%	= F

## **Assignments**

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

#### **\*\*Case Study**

A comprehensive case study on a student with mild disabilities will be completed. This case study will include the following components: a) student's demographic data; b) description of school and neighborhood; c) educational history (schools attended, reason for referral, pre-referral interventions, results of multidisciplinary evaluation, special education classification, placement); d) IEP goals, objectives, classroom accommodations; e) observational information (at least two class-period observations specifically related to IEP goals, objectives and accommodations); f) teacher interviews (related to IEP goals, objectives, and accommodations, and other accommodations or relevant issues not included on IEP); g) your additional recommendations, educational accommodations, and/or modifications; h) summary and synthesis (Comparison of student's characteristics with those described in the textbook, i.e., Which characteristics were identified in your student? Integrate at least three sources from the literature with what you observed in your case study); and I) appendices such as student work samples, teacher interview questions/answers. **\*\*Signature assignment.**

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

Observations of students with mild disabilities in school settings will be completed. Observational reports containing information including the following: a) student-teacher and student-student interactions in classrooms or other organized settings; b) identification of teaching methods and strategies that appear to be beneficial to students with learning disabilities and/or emotional disabilities as well as those you consider inappropriate; and c) how the observation and interactions reflect views articulated by readings from class. The observations should focus on the class as a whole with the examples of specific interactions (e.g., illustrate your assertion of student-teacher interactions through observed examples). At least three class-period observations should occur to assure adequate information on interactions and teaching methods.

**Other Assignments.**

N/A

**Schedule**

Date	Reading Due	Concepts	Assignments Due
June 29		Introduction; Syllabus	
July 1	Chapter 1	Context of special education	
July 3	Chapter 2	Screening, assessment, and classification; educational and service delivery models; Field Observation rubric	
July 6	Chapter 5, 7, 10	*Overview of students with mild disabilities; Students with Learning Disabilities (LD)	
July 8	Chapter 6	*Students with Emotional Disturbance (ED)	
July 10	Chapter 4, 8	*Students with Mild Intellectual Disabilities (ID) and Autism	Tentative schedule for minimum of 5 observations and 1 teacher interview
July 13		Biological and family factors influencing LD, ED, and ID	
July 15		School and cultural factors influencing LD, ED, and ID	
July 17	Chapter 12	The legal, judicial,	



		and educational systems serving individuals with emotional/behavioral disorders; Facets of disordered behavior	
July 20	Chapter 3, 9, 11	*Learning and teaching; Instructing students with mild disabilities; Cognitive, metacognitive, motivational, and attention problems	
July 22		*Classroom management; Teaching social skills; Student-student interactions; Review	
July 24		Building family partnerships	Field Observation Report; Case Study Presentations
July 27			Case Study Report and Case study presentations
July 29			Case study presentations
July 31			Exam Date

## Appendix