



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

Summer 2015

EDSE 629 698: Secondary Curriculum and Strategies for Students with
Disabilities who Access the General Curriculum
CRN: 42670, 3 - Credits

Instructor: Dr. Frederick Brigham	Meeting Dates: 5/27/2015 - 7/29/2015
Phone: 703 993 1667	Meeting Day(s): Wednesdays
E-Mail: fbrigham@gmu.edu	Meeting Time(s): 4:30 pm-8:30 pm
Office Hours: I am on campus at the number listed above from 1-4 most Tuesdays. I can make arrangements to meet you other times if you contact me. See note at the end of the syllabus about my policy re: "Virtual Office Hours."	Meeting Location: Off-campus/Other OCL Rock Ridge HS-L210

Note: This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

Course Description

Applies research on teacher effectiveness, accountability, and instructional approaches at the secondary level for individuals with mild disabilities. Includes instructional methods necessary for teaching reading, writing, math, and other content areas across the curriculum.

Prerequisite(s): None

Co-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

Evidence-Based Practices

This course will incorporate the evidence-based practices (EBPs) relevant to secondary curriculum learning strategies, content Area planning, designing a secondary IEP . These EBPs are indicated with an asterisk (*) in this syllabus' schedule. Evidence for the selected research-based practices is informed by meta-analysis, literature reviews/synthesis, the technical assistance networks which provide web-based resources, and the national organizations whose mission is to support students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for students with disabilities.

Learner Outcomes

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

- Demonstrate knowledge of the federal and state laws that require and provide for instructional services for students with disabilities.
- Demonstrate the ability to develop a comprehensive unit that includes instructional strategies and adaptations for students with disabilities at the secondary level.
- Identify and infuse into the curriculum differentiation strategies for successfully including students with disabilities at the secondary level in both regular (math, science, social studies, English, etc.) and special education classroom environments.
- Demonstrate the ability to assess, plan for, and address the content area literacy needs of students with disabilities who are accessing the general curriculum.
- Describe components of Individual Education Plans that successfully address the needs of secondary students with disabilities.
- Identify research efforts, organizations, services, networks, and the variety of state and local resources aimed at dropout prevention and improving the outcomes of secondary students with disabilities.

Required Textbooks

Miller, S. P. (2009). *Validated practices for teaching students with diverse needs and abilities* (2nd ed.). Boston: Allyn & Bacon.

In addition to the text that you were told to purchase, we will use the Current Practice Alerts Series from CEC along with selected book chapters and journal articles. All required readings will be placed on the class blackboard site.

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

There are no additional textbooks suggested *for* this course. However, I have quite a list of useful resources that I highly recommend for any practicing teacher. I'll post a list of them at the end of the syllabus. I'll also bring my copies of many of these texts to class for you to examine.

Required Resources

You will need presentation software of some sort. PowerPoint and Prezi are good examples of the kinds of tools that we will need.

Access to Blackboard, ability to watch video either by streaming or DVD.

Additional Readings

See class bibliography for additional resources.

Course Relationships to Program Goals and Professional Organizations

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Students with Disabilities who Access the General Curriculum K-12. This program complies with the standards for teacher licensure established by

the Council for Exceptional Children (CEC), the major special education professional organization. The CEC standards that will be addressed in this class include Standard 3: Individual Learning Differences, Standard 4: Instructional Strategies, Standard 5: Learning Environments and Social Interactions, Standard 6: Language, Standard 7: Instructional Planning and Standard 8: Assessment.

GMU POLICIES AND RESOURCES FOR STUDENTS:

a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/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 (a) attend all classes during the course, (b) arrive on time, (c) stay for the duration of the class time, (d) show evidence of having read/studied material, and (e) complete all in-class assignments. Students who are unable to attend a class, are responsible for the material covered in the missed class and also for assignment deadlines.

Never call or write to me and ask if it is “alright to miss a class!” Of course it is not. It is, however, sometimes necessary for people to miss a class. If that happens, use your judgment as to the necessity. Do not contact me and ask me to judge the adequacy of your reason. That is demeaning to both of us. If you must miss a large number of classes, it is a good idea to get in touch with me so that we can work out arrangements to complete the class or to consider the merits of dropping the class if there is still time to do so.

You are responsible for the material covered in your absence and also absence does not alter due dates. Plan to accomplish the goals for this class in a timely manner so they do not pile up on you.

Late Work.

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

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

Failure to complete assignments *including any* tests by the due date will result in a grade of zero being posted for the assignment or test. Any assignments or grades that are outstanding at the time that grades are required for submission by the university will be assigned a value of zero and will not be accepted at a later time.

Written and Oral Language

APA Style is the standard format for any written work in the College of Education and Human Development. If you are unfamiliar with APA, it would benefit you to purchase the *Publication Manual of the American Psychological Association* (6th ed.) You are required to use

APA guidelines for all course assignments. Please use the following website for APA format guidelines: <http://apastyle.apa.org>.

We will use person-first language in our class discussions and written assignments (and ideally in our professional practice). We will also strive to replace terms “Mental Retardation” with “Intellectual Disabilities” in our oral and written communication in accordance with terminology choices in the disability community. While doing so, we will also be aware that simply changing a perjorative term does very little to dispel unjust treatment experienced by a given target group. It is more about what we actually do than how we talk about it.

Assignment Submissions and Revision

This is a graduate course designed to prepare individuals for professional positions. As graduate students and professional educators, you are required to submit completed projects in accordance with the instructions provided in writing and through class discussions. I will answer questions about the assignment but I will not do it for you. That means that you must ask specific questions and that I will not simply review early drafts. I will grade each assignment only once. There is no option for revision and resubmission of the submitted product once it is graded.

All individual assignments must be submitted through the appropriate portal on Blackboard. Assignments submitted as email attachments will be deleted without comment. The major reason for that is logistic. It is impossible for me to keep track of many emails, so use the Bboard site. Also, I have had the displeasure of receiving emails from students in previous classes with virus-infected files attached. That doesn't happen as much going through Bboard.

Once the Blackboard submission deadline passes, no submissions will be accepted. This is for your protection. If an email is accidentally erased or fails to be delivered, you have no recourse. If the assignment is posted to Blackboard, we are both protected because the date, time and version are clear. **MAKE SURE THAT YOU KNOW HOW TO POST ON BLACKBOARD!**

These policies are in response to previous students who abused the system. Believe it or not, in a recent semester, a student did not even begin the final exam until three weeks after the course ended and grades were posted. When she failed the class and complained, the university folded like a cheap suit because I did not explicitly state that students have to turn in their assignments on time and complete the tests on time. OK, here it is...

You are expected to complete your assignments and tests on time, according to instructions, and to submit them through the appropriate Blackboard portal.

Your assignments will be graded upon submission and there is no option for revision not is there any option for extra credit in the class.

Failure to comply with these requirements will result in a grade of zero being entered for the assignment or test. Any questions?

My advice is to demonstrate the utmost in scorn and contempt for your classmates who engage in self-serving behaviors that diminish the respect afforded to graduates of our program through out the region and across the profession. Expect more of your self than you do from your peers but expect your peers to perform in a manner that would make them colleagues who are

able to pull their own load in the schools and, by their own performance, enhance your credibility by your association with them through this training program.

TaskStream Submission

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

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

Grading Scale

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

These percentages will be assigned to the entire body of activities across the semester. I employ a “total points” system of grading. That allows various items on assignments and different elements of the class (quizes, tests, projects) to have clear weighting. (A point is a point. In a five point quiz, missing one item yields 80% but missing one item on a 50 point test yields 98%.) We are simply adding points across the schedule of the course. You can apply the percent scale above to the running total of activites that have generated points to know where you stand at any given moment.

Assignments

Performance-based Assessment (TaskStream submission required).

Content Area Unit Plan (200 points)

The Secondary Curriculum Unit Plan provides you with the opportunity to demonstrate your ability to prioritize essential concepts and skills and adapt plans and assessments within a curriculum unit. You will also be required to integrate evidence-based instructional strategies that meet the unique needs of learners with mild to moderate exceptional learning needs at the

secondary level in a given content area using the appropriate Standards. The unit plan will include the following components: (See Appendix A for specific instructions)

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

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

Other Assignments.

Summary of Controversial or Contra-recommended technique

Schedule

Schedule is attached at the end of the document. The College of Education, probably for very good reasons, requires us to use a locked syllabus template that does not allow page adjustments so I have to add it outside of the template.

Appendix A

Virtual Office Hours: I am pleased to respond to questions by telephone or email; however, I am unable to be “on call, 24/7.” Therefore, I am instituting a practice “virtual office hours” this semester. Members of the class may email me at any time, but I am reserving two hours on Tuesday and Wednesday afternoons to respond to emails. Please expect responses to your emails to be made during those hours. Emails received after 2:00 on class meeting days will not receive response until my next opportunity because it seems unsafe as well as unlawful to email while driving to class.

Appendix B

Secondary Curriculum Unit Plan

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

Part I: Curriculum Analysis

Choose a state or Common Core standard (or component of a standard) from a specific content area in any grade level 6-12. In narrative form, identify the standard and provide an analysis of the essential concepts, critical vocabulary, and necessary skills (what does a student need to be able to do to acquire, organize, recall, and express the mastery of the standard material) required to meet the standard. This analysis will guide your unit and lesson planning.

Part II: Development of Unit Planning Visual Organizer

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

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

Part III: Adaptation of a Lesson Plan

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

1. Identify the essential concepts, vocabulary, and skills included in the lesson.

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

Part IV: Lesson Plan Development

1. Provide a brief description of a secondary classroom appropriate for your lessons, including number of students, number of professionals and paraprofessionals, and length of each class session.
2. Write TWO comprehensive lesson plans, focused on your selected state standard, that address either an essential concept(s) or critical vocabulary and include teaching a skill necessary to master the material. For example, you might teach students how to use keyword mnemonics to remember critical vocabulary or you might teach how to use POWER when writing an essay.
3. Both of these lesson plans must include *evidence-based teaching methods and strategies* from the course that:
 - a. address the abilities and needs of the learners with mild to moderate exceptional learning needs,
 - b. individualize instruction to meet these needs,
 - c. emphasize the development, maintenance, and generalization of knowledge and skills across environments,
 - d. are age and ability appropriate, and
 - e. are linked to the lesson objective.
4. Include a copy of any materials necessary to teach the lesson (e.g., powerpoint slides, graphic organizers, checklists).

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

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

Part V: Assessments

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

In a narrative accompanying the assessments, describe how they:

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

Appendix C

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

Appendix D
EDSE 629 Sumer 2014 Tentative Schedule

mtg	Date	Assignment	Preparation	Due
1	5/27	Introduction and overview	Review syllabus and course structure. Scruggs, et al., (2010)	
2	6/03	Thinking about students and schools developmentally Discussion of <i>Dropout Nation</i> Curriculum: Big ideas, content organizers, and unit planning	Read SPM chpt 1 Watch Dropout Nation http://www.pbs.org/wgbh/pages/frontline/dropout-nation/ Read SPM Chapter 2 Consider the demands that the kinds of instruction described places on students with IEPs.	* 4 x 4 analysis of Dropout Nation, what problems, perspectives emerged
3	6/10	Lesson Planning Routine	<ul style="list-style-type: none"> • Review SPM, chapter 2 in SPM • Brigham (2009) • Kauffman, et al., (2004) • Use the lesson planning routine on the class web site to complete lessons for the VA studies units. <p>* Online ppt of lesson planning components</p>	<ul style="list-style-type: none"> • Work in groups to complete a Course Planning pyramid for VA Studies * Work in groups to complete a unit Organizer from VA Studies

4	6/17	Evidence, fads & False Claims presentation	<ul style="list-style-type: none"> • Brigham (2004) • Watson (2011) • Use the lesson planning routine on the class web site to complete lessons for the VA studies units. * Online ppt of lesson planning components * Work in groups to complete a Course Planning pyramid for VA Studies and unit Organizer from VA Studies 	<ul style="list-style-type: none"> • Use the lesson planning routine on the class web site to complete lessons for the VA studies units.
		Delivering Instruction	SPM Chapter 4 Brigham, 1992	
5	6/24	What Not to Do... In what ways shall we intervene?	<p>Various topics assigned to individuals.</p> <ul style="list-style-type: none"> * Online ppt describing major points and additional readings 	<ul style="list-style-type: none"> • PowerPoint Summary of Reading selected from list • Learning styles video 3X3 grid
		Content Acquisition Podcasts	<ul style="list-style-type: none"> • Read Lloyd et al., (1998) • Kennedy (no date) • Kennedy & Wexler (2013) 	
6	7/01	Supporting performance across content areas, general comprehension	<ul style="list-style-type: none"> • Fuchs (2009) • Watch video: <i>Is education a science?</i> • http://www.youtube.com/watch?v=wJrqM7Rx_FY 	
		Content Enhancements 1 Supporting recall	SPM Chapter 7 Read Brigham & Brigham (2001) Brigham, et al (2007) Comprehension Strategies Brigham & Brigham (1998) Sullivan, et al., (1995)	

7	7/08	Supporting students in Mathematics	SPM Chapter 6
		Content Enhancements 2 Written Language	SPM Chapter 8 Hoover, et al (2012) Regan, K., & Mastropieri, M. A. (2009). Boyle (2012) Cavendish (2014)
8	7/15	Content Enhancements 3 Encouraging organization	Meyen, (2009) Dexter et al (2011) Ellis & Howard (2007) Harniss (2007) Scruggs et al. (2012)
9	7/22	Co-teaching and service delivery options	SPM chapter 9 Harper (2007) Maheady (2003) McMAster (2005) Zigmond, N., & Magiera, K. (2001). Zigmond et al (2013)
10	7/29	Wrap up, what we have learned, submission of projects.	Any remaining details

Online Resources used in the Class

General Instructional Issues	
Dropout Nation:	http://www.pbs.org/wgbh/pages/frontline/dropout-nation/
Is education a science?	http://www.youtube.com/watch?v=wJrqM7Rx_FY
Math	
Algebra tiles :	http://illuminations.nctm.org/activity.aspx?id=3482
	http://www.regentsprep.org/regents/math/algebra/teachres/ttiles.htm
	http://www.math-drills.com/algebra.shtml
General Strategies	
Content Acquisition Podcasts	https://vimeo.com/24179998
	https://vimeo.com/19491639
Keyword Menmonics	

Class Bibliography

- Boyle, J. R. (2012). Note-taking and secondary students with learning disabilities: Challenges and solutions. *Learning Disabilities Research & Practice, 27*(2), 90-101. doi: 10.1111/j.1540-5826.2012.00354.x
- Brigham, F. J. (2009). Confusing the momentary and the monumental. *Focus on Research, 22*(2), 1-2.
- Brigham, F. J., Berkley, S., Simpson, P., & Brigham, M. M. (2007). Comprehension strategy instruction *Current Practice Alerts #12*. Reston, VA: Division for Learning Disabilities & Division for Research of the Council for Exceptional Children.
- Brigham, F. J., & Brigham, M. M. (2001). Mnemonic instruction *Current Practice Alerts #5*. Reston, VA: Division for Learning Disabilities & Division for Research of the Council for Exceptional Children.
- Brigham, F. J., Gustashaw, W. E., III, & Brigham, M. S. P. (2004). Scientific practice and the tradition of advocacy in special education. *Journal of Learning Disabilities, 37*(3), 200-206. doi: 10.1177/00222194040370030301
- Brigham, F. J., Scruggs, T. E., & Mastropieri, M. A. (1992). Teacher enthusiasm in learning disabilities classrooms: Effects on learning and behavior. *Learning Disabilities Research & Practice, 7*(2), 68-73. doi: 10.2307/1510240
- Cavendish, W., & Rodrigue, R. J. (2014). Self-determined learning model of instruction *Current Practice Alerts #20*. Reston, VA: Division for Learning Disabilities & Division for Research of the Council for Exceptional Children.
- Danzer, G. A. (2009). *The Americans* (Teacher's ed.). Evanston, IL: McDougal Littell.
- Dexter, D. D., Park, Y. J., & Hughes, C. A. (2011). A meta-analytic review of graphic organizers and science instruction for adolescents with learning disabilities: Implications for the intermediate and secondary science classroom. *Learning Disabilities Research & Practice, 26*(4), 204-213. doi: 10.1111/j.1540-5826.2011.00341.x
- Dougherty, B., Bryant, D. P., Bryant, B. R., Darrough, R. L., & Pfannenstiel, K. H. (2015). Developing Concepts and Generalizations to Build Algebraic Thinking: The Reversibility, Flexibility, and Generalization Approach. *Intervention in School and Clinic, 50*(5), 273-281. doi: 10.1177/1053451214560892
- Ellis, E. S., & Howard, P. S. (2007). Graphic organizers: Power tools for teaching students with learning disabilities *Current Practice Alerts #13*. Reston, VA: Division for Learning Disabilities & Division for Research of the Council for Exceptional Children.
- Harniss, M. K., Caros, J., & Gersten, R. (2007). Impact of the design of U.S. history textbooks on content acquisition and academic engagement of special education students: An experimental investigation. *Journal of Learning Disabilities, 40*(2), 100-110.
- Harper, G. F., & Maheady, L. (2007). Peer-mediated teaching and students with learning disabilities. *Intervention in School and Clinic, 43*(2), 101-107.
- Hoover, T. M., Kubina, R. M., & Mason, L. H. (2012). Effects of Self-Regulated Strategy Development for POW+TREE on High School Students with Learning Disabilities. *Exceptionality, 20*(1), 20-38. doi: 10.1080/09362835.2012.640903
- Kauffman, J. M., McGee, K., & Brigham, M. (2004). Enabling or disabling? Observations on changes in special education. *Phi Delta Kappan, 85*(8).
- Kennedy, M. J. (no date). *Integrating evidence-based practices and instructional design principles: Introducing content acquisition podcasts*. Curry School of Education. The University of Virginia. Charlottesville, VA.

- Kennedy, M. J., & Wexler, J. (2013). Helping students succeed within secondary-level STEM content. *Teaching Exceptional Children*, 45(4), 26-33.
- Kubina, R. M. J., & Hughes, C. A. (2007). Fluency instruction *Current Practice Alerts #15*. Reston, VA: Division for Learning Disabilities & Division for Research of the Council for Exceptional Children.
- Landrum, T. J., & Landrum, K. M. (2014). Learning styles *Current Practice Alerts #21*. Reston, VA: Division for Learning Disabilities & Division for Research of the Council for Exceptional Children.
- Leffert, J., & Siperstein, G. N. (2004). Social skills *Current Practice Alerts #9*. Reston, VA: Division for Learning Disabilities & Division for Research of the Council for Exceptional Children.
- Lloyd, J. W., Forness, S. R., & Kavale, K. A. (1998). Some methods are more effective than others. *Intervention in School and Clinic*, 33(4), 195-200.
- Maheady, L., Harper, G. F., & Mallette, B. (2003). Peer tutoring *Current Practice Alerts #8*. Reston, VA: Division for Learning Disabilities & Division for Research of the Council for Exceptional Children.
- McMaster, K., & Fuchs, D. (2005). Cooperative learning *Current Practice Alerts #11*. Reston, VA: Division for Learning Disabilities & Division for Research of the Council for Exceptional Children.
- Meyen, E., & Greer, D. (2009). The role of instructional planning in math instruction for students with learning disabilities. *Focus on Exceptional Children*, 41(5), 1-12.
- Miller, S. P. (2009). *Validated practices for teaching students with diverse needs and abilities* (2nd ed.). Boston: Allyn & Bacon.
- Powell, S. R. (2015). The Influence of Symbols and Equations on Understanding Mathematical Equivalence. *Intervention in School and Clinic*, 50(5), 266-272. doi: 10.1177/1053451214560891
- Pullen, P. C., & Lloyd, J. L. (2007). Phonics instruction *Current Practice Alerts #14*. Reston, VA: Division for Learning Disabilities & Division for Research of the Council for Exceptional Children.
- Regan, K., & Mastropieri, M. A. (2009). Self-regulated strategy development (SRSD) for writing *Current Practice Alerts #17*. Reston, VA: Division for Learning Disabilities & Division for Research of the Council for Exceptional Children.
- Scruggs, T. E., Mastropieri, M. A., Berkeley, S., & Graetz, J. E. (2010). Do special education interventions improve learning of secondary content? A meta-analysis. *Remedial and Special Education*, 31(6-), 437-449.
- Scruggs, T. E., Mastropieri, M. A., & Marshak, L. (2012). Peer-Mediated Instruction in Inclusive Secondary Social Studies Learning: Direct and Indirect Learning Effects. *Learning Disabilities Research & Practice*, 27(1), 12-20. doi: 10.1111/j.1540-5826.2011.00346.x
- Strickland, T. K., & Maccini, P. (2010). Strategies for teaching algebra to students with learning disabilities: Making research to practice connections. *Intervention in School and Clinic*, 46(1), 38-45. doi: 10.1177/1053451210369519
- Sullivan, G. S., Mastropieri, M. A., & Scruggs, T. E. (1995). Reasoning and remembering: Coaching students with learning disabilities to think. *The Journal of Special Education*, 29(3), 310-322. doi: 10.1177/002246699502900304

- Troia, G. A. (2004). Phonological awareness *Current Practice Alerts #10*. Reston, VA: Division for Learning Disabilities & Division for Research of the Council for Exceptional Children.
- van Garderen, D., & Scheuermann, A. M. (2015). Diagramming Word Problems: A Strategic Approach for Instruction. *Intervention in School and Clinic, 50*(5), 282-290. doi: 10.1177/1053451214560889
- Zigmond, N., & Magiera, K. (2001). Co-teaching *Current Practice Alerts #6*. Reston, VA: Division for Learning Disabilities & Division for Research of the Council for Exceptional Children.
- Zigmond, N., Magiera, K., Simmons, R., & Volonino, V. (2013). Strategies for improving student outcomes in co-taught general education classrooms. In B. G. Cook & M. Tankersley (Eds.), *Research-based practices in special education* (pp. 116-124). Boston: Pearson.