



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

Fall 2015

EDSE 540 625: Characteristics of Students with Disabilities who Access the  
General Curriculum

CRN: TBD, 3 - Credits

<b>Instructor:</b> Dr. Margaret Weiss	<b>Meeting Dates:</b> 09/15/15 - 11/17/15
<b>Phone:</b> 703.993.5732	<b>Meeting Day(s):</b> Tuesday
<b>E-Mail:</b> mweiss9@gmu.edu	<b>Meeting Time(s):</b> 4:30 pm-8:30 pm
<b>Office Hours:</b> By appointment	<b>Meeting Location:</b> PW, Independent Hill

***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.

### **Advising Tip**

Have you met with an advisor? All students should make an appointment to meet with an advisor to outline a plan for completing coursework and non-course requirements such as testing. To make an appointment by phone or in person, go to <http://gse.gmu.edu/special-education/advising/>.

### **Nature of Course Delivery**

Learning activities will 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.
  
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. 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.

### **Required Textbooks**

Raymond, E. B. (2012). *Learners with mild disabilities: A characteristics approach* (4<sup>th</sup> ed.). Boston: Pearson. (We will use nine of the 12 chapters in this book. I recommend renting this text.)

Archer, A. L., & Hughes, C. A. (2010). *Explicit instruction: Effective and efficient teaching*. New York: Guilford Press. (We will use five of the eight chapters in this book. You will see this information again and may use the book—I would recommend to buy it.)

### **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**

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

## **Required Resources**

Access to Blackboard

## **Additional Readings**

See schedule

## **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: Learner development and individual learning differences; Standard 2: Learning environments; Standard 3: Curricular content knowledge; Standard 4: Assessment; Standard 5: Instructional planning and strategies; Standard 7: 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 (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 to earn points for class participation.

#### *Late Work.*

Assignments are due on the date indicated in the syllabus. 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.

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 on or before the due date and time.

#### *Workload*

Graduate-level courses require in-depth reading, study, and work on course requirements outside of class time. Students are expected to allot class study and preparation time in addition to time spent on assignments.

#### *Written and oral language*

APA Style is the standard format for any written work in the College of Education. 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, written assignments, and ideally in our professional practice.

### **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 general ideas. Generally, if you use four or more words in a row from

someone else, you should use quotation marks and a proper APA citation. If you use facts, statistics, and/or ideas from any source, give the author credit. Remember that plagiarism is a very serious offense and can result in dismissal from the University. Evidence of plagiarism or any other form of cheating in the class will result in a zero on that assignment and a report of the incident to the Dean's Office.

### **Blackboard Site**

We will use our course Blackboard website for much of our course work and material. You will be responsible for all material posted on the website. Please check it regularly.

### **Communication with Dr. Weiss**

The most efficient way to contact me is through email. I check email daily at least at 9am and 2pm Monday through Friday. If your email has reached me by either of those times, I will respond immediately. Otherwise, I will respond within 24 hours during the week. Keep in mind that I teach most evenings. On weekends, I check my Mason account on Sunday evenings around 9pm and will respond to all received then. Do not email me an hour before an assignment is due and expect a response. If you would prefer to meet with me either before or after class (or at another time during the day/after school), please do not hesitate to contact me.

### **Blackboard 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 Blackboard (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 Blackboard. Failure to submit the assessment to Blackboard will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Blackboard submission, the IN will convert to an F nine weeks into the following semester.

### **Grading Scale**

<i>Grade</i>	<i>%</i>	<i>Points</i>
A+	98-100	338-345
A	93-97	321-338
A-	90-92	311-320
B+	88-89	304-310
B	83-87	286-303
B-	80-82	276-285
C	70-79	242-275
F	<70	<242

## Evaluation

<i>Assignment</i>	<i>Description</i>	<i>Points</i>
Participation	Attend class, participate in all activities, complete in-class assignments	100 pts (10 pts/session)
Research Reports	Written reviews of peer-reviewed articles (completed in class)	45 pts (3 @ 15 pts each)
Teaching Reflections	One to two page reflections on your use of explicit instruction in your classroom	50 pts (2 @ 25 pts each)
Case Study Assignment	See Appendix A	150 pts
	TOTAL	345 points

## Assignments

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

The required assignment for this course is the development of an *Observational Case Study* about a student with disabilities who accesses the general curriculum. See Appendix A for specific details.

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

None at this time.

### **Other Assignments.**

#### **Participation (100 pts; 10pts/session)**

Participation includes (but is not limited to): completion of weekly class activities, participation in class discussions, displaying evidence of having read material, and giving project presentation updates throughout the semester. I plan each session with the expectation that all students will be present and will participate. If you are not in class, 10 points will be deducted from your participation grade. Please contact me if you will miss class. I reserve the right to allow students to complete participation assignments for partial credit only.

#### **Research Report (45 pts; 3 @ 15 pts each)**

Each student will summarize three journal articles that are relevant to the needs of the disability areas that we cover. You will be given specific journals from which to choose articles. See Appendix B for specific directions. The purpose of this assignment is twofold: first to identify research-based findings that are relevant to students with disabilities and second, to distill the major points of the article to a one-page summary. We will complete these in class in groups and you will post them to the Blackboard class wiki.

#### **Teaching Reflections (50 pts; 2 @ 25 pts each)**



In the second half of the course, we will focus on effective lesson development and instructional delivery. You will be asked to try any of the items we discuss in class in your classroom and then write a one page reflection on what you tried, why you tried it, how it went, and what you will do differently next time. You may videotape the session for extra credit. See Appendix C for further directions. You will submit these reflections to the Blackboard Journal.

## Schedule

<b>Date</b>	<b>Topic</b>	<b>Reading to be done</b>	<b>Assignments due</b>
9/15	Introduction; Course overview; Beginning the discussion of disabilities		Current teaching statement
9/22	Students with Intellectual Disabilities	Raymond 4, 9	Case study student chosen; access verification
9/29	Students with Learning Disabilities	Raymond 5, 10	
10/6	Students with Attention Disorders and Other Conditions	Raymond 7, 11	Case study checkpoint*
10/13	Students with Emotional/Behavioral Disorders	Raymond 6, 12	
10/20	Autism/Explicit Instruction	Raymond 8; A&H 1	Case study checkpoint*
10/27	Designing lessons	A&H 2	
11/3	Delivering instruction: Eliciting responses	A&H 6	Teaching reflection
11/10	Delivering instruction: Other critical skills	A&H 7	Case study checkpoint*
11/17	Providing appropriate independent practice; wrap up	A&H 8	Teaching reflection
11/23			Final Case Study MUST be Uploaded to Blackboard by this date.

\* Case study checkpoints are required to keep you on track and to provide you with feedback. At each checkpoint, a draft of one section of your case study is due. You may choose which section you submit but I will provide you feedback before or at the next class session.

## **Appendix A Observation Case Study**

### **GUIDELINES FOR THE OBSERVATION CASE STUDY**

The observation case study provides you with the opportunity to get an in-depth understanding of a student with mild to moderate exceptional learning needs. You will examine his or her educational history and goals, observe in classroom settings, conduct parent or guardian interviews, and synthesize the information gathered, relating it to the content of the course. The purpose of the case study is to help you understand the complexity of each individual case of a student with a disability. This case study assignment has six major sections. Each section should be labeled with the heading given below. The paper should be formatted using APA style with related documents and samples in the Appendix.

#### **Part I: Demographic and Background Data**

- A. Select a student with exceptional learning needs who accesses the general curriculum and you would like to study. Verify with school officials that you have permission to access confidential records for that student and that you may contact the student's parents or guardians. If you do not have access to a student with exceptional learning needs, please talk with your instructor.
- B. Create a pseudonym to use throughout your project. (It is of the utmost importance that the identity of your student remain confidential. If school officials or parents ask, your case study will be evaluated by your instructor and will be posted to TaskStream, Mason's accreditation database. This database is password protected and is only used as a repository for student artifacts. Information from the database is never available for public view.)
- C. Provide a thorough description of your student, including
  1. demographic information,
  2. disability diagnosis and etiology,
  3. any medical conditions that exist,
  4. psychological and social-emotional characteristics, and
  5. any other information relevant to the student's academic achievement (e.g., has moved repeatedly, has significant family changes). Do not include the student's educational history. That is included in Part III.
- D. Identify and provide examples of the skills and characteristics of your student that are (a) similar to the their peers (typical growth and development) and (b) those skills and characteristics that are dissimilar (atypical).
- E. Identify the educational implications of the characteristics in C and D.

#### **Part II: Educational History, Goals, Objectives, and Accommodations**

- A. Describe your student's educational history, including
  1. schools attended,
  2. reason for initial referral,
  3. pre-referral interventions (if available),

4. results of multidisciplinary evaluation,
  5. special education classification,
  6. description and location of educational service provision, and
  7. related services provided.
- B. From the student's IEP, summarize the educational goals and objectives and identify the classroom accommodations.
- C. Describe the impact of your student's academic and social abilities, attitudes, interests, and values on instruction and career development. Does your student's disability have an impact on auditory and information processing skills? If so, describe.
- D. Evaluate how the levels of support correspond to the needs of the individual.

### **Part III: School and Classroom Information**

- A. Give a description of your student's school, including
1. Demographics of students,
  2. Staffing
  3. Continuum of services for students with exceptional learning needs.
- B. Describe your student's educational placement. What special education and general education services are provided? In what locations or ways are the services provided?
- C. Evaluate how this placement is the Least Restrictive Environment to address the student's specific skills and characteristics, as described in Part I.
- D. Describe the classroom(s) in which the student participates, including
1. Number of students
  2. Content area
  3. Curriculum standards used

### **Part IV: Student Observation**

Observe at least two class periods of instruction for your student.

- A. Summarize your observations, including
1. Content area,
  2. Teachers and service providers involved,
  3. Length of observation,
  4. Placement of student in classroom,
  5. Interactions of student with teacher(s) and other students,
  6. Learning activities, and
  7. Level of engagement of student with activities.
- B. Describe how what you observed corresponded to your student's IEP goals, objectives, and accommodations.
- C. Describe the effects your student's exceptional condition(s) appears to have on his or her life in school.
- D. Identify any biases that you may have that may affect how you perceive the classrooms during observations.

### **Part V: Family Member Interview**

Interview at least one of your student's parents, guardians, or family member who is knowledgeable of the student's goals and needs.

- A. Begin your interview with questions about the family, focusing on developing a collaborative relationship. Ask questions that gather information about the family system and the role of family in the student's development and education, respecting differences across families.
  - B. Ask the parents about their child's educational goals, objectives, and accommodations. What was the process used in developing these? Did they feel they had a role in their development? Do they feel these goals, objectives, and accommodations are appropriate and will provide benefit 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 within the bounds of ethical practice.
    - 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.
- Include a statement about how you addressed these items with specific examples.

## **Part VI: Summary, Synthesis and Recommendations**

- A. Summary

Write a brief, one paragraph summary (referring to relevant pages in your case study as necessary) 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 course readings for a student with the identified disability. How are they similar and different? Are the described implications similar or different? How do your student's characteristics compare to typical development? Provide specific examples.
- C. Recommendations

Given the information you have compiled about your student and your learning from the course,

  - 1. Do you think your student is receiving the services and supports he or she needs? Provide a rationale for your response.
  - 2. If you could provide recommendations to the IEP team about effective instruction to match the characteristics of your student, what would they be? Provide a rationale for your response.
- D. Final reflection
  - 1. How did your personal cultural biases and differences affect your interactions with this student and his or her family during this case study process?

2. How does the development of this case study address CEC Standards 1, 2, 3, 9, and 10?

**Appendix (required)**

Include student work samples relevant to your case study specifics, parent interview questions and answers. Other relevant materials may be included but are optional.

Observation Case Study Rubric

	<b>Requirements</b>	<b>Points</b>
<b>Part I: Demographic and Background Data</b>	<ul style="list-style-type: none"> <li>• Candidate discusses the demographic and background information related to the target student inclusive of all of the below:               <ul style="list-style-type: none"> <li>○ etiology and diagnosis,</li> <li>○ any medical conditions that exist, psychological and social-emotional characteristics, and</li> <li>○ the effect these conditions can have on the student’s life.</li> </ul> </li> <li>• Candidate discusses skills and typical and atypical human growth characteristics of the learner.</li> <li>• Candidate uses nonbiased language that is sensitive to the culture, language, religion, gender, disability, socioeconomic status, and sexual orientation of the learner to describe his/her background information.</li> <li>• Candidate describes the educational implications of the characteristics of the learner’s exceptionality and the impact of the learner’s exceptional learning needs on the learner, their family, and society.</li> </ul>	<ul style="list-style-type: none"> <li>• ____/30</li> </ul>
<b>Part II: Educational History, Educational Goals, Objectives, and Accommodations</b>	<ul style="list-style-type: none"> <li>• Candidate provides a summary of the learner’s educational goals, objectives and classroom accommodations and the impact of the learner’s social abilities, attitudes, interests, and values on instruction and career development (if applicable).</li> <li>• Candidate discusses the educational history related to the target student inclusive of:               <ul style="list-style-type: none"> <li>○ the educational implications of the characteristics of the learner’s exceptionality and</li> <li>○ the effect a learner’s exceptionality can have on his or her life.</li> </ul> </li> <li>• Candidate writes a description of the student’s educational history that includes how primary language, culture, and familial backgrounds may interact with the student’s exceptional condition to impact academic and life options.</li> <li>• Candidate describes the impact the learner’s disability has on auditory and/or information processing skills and relates levels of support to the needs of the individual.</li> </ul>	<ul style="list-style-type: none"> <li>• ____/20</li> </ul>
<b>Part III: School and Classroom Information</b>	<ul style="list-style-type: none"> <li>• Candidate describes the school and classroom setting in the greater context of               <ul style="list-style-type: none"> <li>○ organizations in collaboration with special education and</li> <li>○ the continuum of placement and services available for individuals with mild to moderate exceptional learning</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• ____/15</li> </ul>

	<b>Requirements</b>	<b>Points</b>
	<p>needs.</p> <ul style="list-style-type: none"> <li>• Candidate evaluates the environmental context in terms of how well the teacher has integrated the principles of normalization and concept of least restrictive environment.</li> <li>• 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.</li> </ul>	
<b>Part IV: Student Observation</b>	<ul style="list-style-type: none"> <li>• Candidate describes the relationship between their observations and the learner's goals, objectives, and accommodations and describes the effects the learner's exceptional condition(s) appears to have on his or her life.</li> <li>• Candidate summarizes their classroom observation experiences inclusive of an analysis of how their personal cultural biases and differences might affect their observation or teaching.</li> </ul>	• ___/15
<b>Part V: Parent Interview</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• The candidate shows evidence of collecting data on the family system and the role of family in the student's development and education.</li> <li>• Candidate shows evidence of collecting 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.</li> </ul>	• ___/20
<b>Part VI: Summary, Synthesis and Reflection &amp; Additional Recommendations</b>	<ul style="list-style-type: none"> <li>• Candidate provides recommendations, educational accommodations, and/or modifications for the learner with mild to moderate exceptional learning needs.</li> <li>• The candidate demonstrates, through their recommendations, their ability to serve as an advocate for appropriate services for individuals with exceptional learning needs and a high level of commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.</li> <li>• Candidate summarizes all pertinent information inclusive of observations, interviews and background information and offers a comprehensive synthesis of <ul style="list-style-type: none"> <li>○ their learner's characteristics as compared with typical and atypical learners,</li> <li>○ the social and educational implications of these characteristics and</li> <li>○ the effect the exceptionality has on the learner's life.</li> </ul> </li> </ul>	• ___/40
<b>Writing Mechanics and Format</b>	<ul style="list-style-type: none"> <li>•</li> </ul>	• ___/10

	Requirements	Points
	• TOTAL	• ___/150

### Appendix B Research Reports

Research reports will be group projects that are completed in class. You may choose up to two people to work with on these reports. I will give you copies of peer-reviewed journals (or links to them online) and your group will choose one article from the journal to review. These will be teacher-friendly articles and I am hoping you will choose a topic that will apply directly to your teaching.

Together, you will read the article and report the following:

1. Reference in APA style
2. Topic of the article
3. Summary of the main points that are relevant to teachers
4. How a teacher could use this information in her/his classroom practice
5. Citations of three studies that support the information given in the article (Look at the titles in the reference section. Determine which ones are studies—if you can't find any, the article is not research-based and you should find another one!)

Submit to the class wiki on Blackboard.

### Appendix C Teaching Reflections

Teaching reflections will be private reflection papers on your use of any of the instructional items we discuss from the Archer and Huges book. After choosing one of the items we discuss (e.g., explicit instruction lesson format; opening of the lesson, eliciting responses, independent practice, etc.), plan and implement that item in one of your classes. When you have done this, in one to two pages,

1. Identify the item that you chose to use in your teaching.
2. Provide a rationale for your choice.
3. Explain what you did (or attach a detailed lesson plan).
4. Describe the student responses to what you did.
5. Reflect on how it went and what you would do differently next time.

Upload your reflection to the Journal section of the class Blackboard site.

\*For five extra credit points on each reflection, you may submit a videotape of what you did. It does not have to be the entire the class session—just the explicit instruction item that you implemented.

