



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

Spring 2016

EDSE 440 001: Characteristics of Students with Disabilities Who Access the  
General Curriculum

CRN: 10445, 3 - Credits

<b>Instructor:</b> Ms. Carmen Rioux-Bailey	<b>Meeting Dates:</b> 01/19/16 - 04/26/16
<b>Phone:</b> 202-302-3223 (mobile)	<b>Meeting Day(s):</b> Tuesday
<b>E-Mail:</b> criouxba@gmu.edu	<b>Meeting Time(s):</b> 4:30 pm-7:10 pm
<b>Office Hours:</b> TWR by appointment	<b>Meeting Location:</b> Fairfax; Krug Hall 17

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

**Course Description**

Examines the characteristics of students with mild disabilities. Emphasis on etiology, contributing factors, conditions that affect learning, the challenges of identifying students with disabilities, and the need for academic, social, and emotional accommodations and support.

Notes: School-based field experience required.

Hours of Lecture or Seminar per week: 3

Hours of Lab or Studio per week: 0

**Prerequisite(s):** None

**Co-requisite(s):** None

**Advising Contact Information**

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other students should refer to their faculty advisor.

## **Nature of Course Delivery**

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

## **Field Experience Requirement**

A Field Experience 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. 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, Eileen. (2012). *Learners with Mild Disabilities: A Characteristics Approach* (4/E). ISBN-10: 0137060769 • ISBN-13: 9780137060764

### **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**

N/A

### **Required Resources**

Laptop or other mobile device to access Blackboard during class

## **Additional Readings**

As assigned

### **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 George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. <http://ods.gmu.edu/>.
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

## Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

## Core Values Commitment

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. [See <http://cehd.gmu.edu/values/>]

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>]

## Course Policies & Expectations

### *Attendance.*

Students are expected to attend all classes. Students may miss one class with no grade penalty. After that, 10 points will be taken off the **final** grade for each additional missed class. Students are expected to arrive on time and stay for the duration of the class. Tardiness/leaving early (more than twice) will cause 5 points to be taken off the **final** grade per incident.

### *Late Work.*

Late work will not be accepted without prior arrangement with the instructor. If such an arrangement is made, the maximum extension is one week. Only **one** assignment may qualify for an extension request

## Tk20 Performance-Based Assessment Submission Requirement

Every student registered for any Special Education course with a required performance-based assessment is required to submit the Observation Case Study to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through 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 Tk20 submission, the IN will convert to an F nine weeks into the following semester.

## Grading Scale

95-100% = A	90-94% = A-
87-89% = B+	83-86% = B
80-82% = B-	77-79% = C+

73-76% = C                      70-72% = C-  
60-69% = D                      <60% = F

## Assignments

### **Performance-based Assessment (TK20 submission required).**

#### **1. Observation Case Study Report (30% of final grade)**

**Due Date: 4/5**

A comprehensive case study on a student with an intellectual, emotional and/or learning disability will be completed. The case study should include the following components:

- Student's demographic data
- Description of school and student's community
- Educational history (schools attended, reason for referral, pre-referral interventions, results of multidisciplinary evaluation, special education classification, description and location of educational service provision, related services)
- Educational goals and objectives, classroom accommodations
- Observational information (at least two class periods of observations specifically related to student goals, objectives, and accommodations)
- Parent interviews (related to education goals, objectives, accommodations, and any other relevant issues.)
- Additional recommendations, educational accommodations, and/or modifications
- Summary and synthesis (comparison of student's characteristics with those described in the textbook or other research, i.e., which characteristics were identified in your student? Integrate at least three (3) sources from the literature with what you observed in your case study.)
- Appendices – to include student work samples, parent interview questions/answers.
- Be prepared to present your case study in class orally
- Must be submitted to TK20!

### **Performance-based Common Assignments (No TK20 submission required).**

#### **2. Summaries of Journal Articles (30% of final grade)**

**Due Date: 3/15**

Each student will summarize three (3) journal articles that are **relevant to the needs of the student chosen for their case study**. Papers chosen for this requirement must be from peer-reviewed published journals (no ERIC documents!) and should be data-based examinations of issues relevant to the Mild Disabilities field. Appropriate sources for journal articles include: Exceptional Children, The Journal of Learning Disabilities, Learning Disabilities Quarterly, The Journal of Special Education, Learning Disabilities Research and Practice, Remedial and Special Education, Journal of Emotional and Behavioral Disorders, etc. A word document of common journals is included under Course Documents on Blackboard.

The purpose of this assignment is **twofold: first** to identify research-based findings that are relevant to the needs **of your case study student** and **second**, to distill the major points of the article to a one-page summary. The abstract should be typed an introduction to the student's needs, followed by 3 summaries with an APA style citation at the top of the page. Each entry should consist of **two parts labeled 1.-Summary and 2.-Critique**. Finally, a **conclusion** that ties together the 3 summaries' findings should be presented as an **action plan** for assisting the student to meet an identified need. All articles should be from current literature and should not be more than 10 years old. **You must use your own words to summarize. Don't forget a reference page!**

### **3. Final Exam (25% of final grade)**

**Due Date: (in-class exam) 4/26**

An exam that covers course content will be administered. The exam will be based on case studies and will include IEP-writing.

#### **Other Assignments.**

### **4. 3 Blackboard Discussion Boards (15% of final grade, 5 pts apiece)**

**Due Dates: 1/26, 2/9, 2/16 by 9am (so I have time to read and grade before class that day)**

Provide a comprehensive response to both the prompt and at least 2 classmates' postings. NO late submissions will be accepted. To earn the full 5 points you must submit your postings by the due date and time (9am the day of class). Your response should address the discussion board topic AND reflect your reaction to at least 2 of your classmates' postings

### **Schedule**



<b>CLASS</b>	<b>TOPICS</b>	<b>ASSIGNMENTS to do after this session</b>	<b>DUE <u>THIS</u> CLASS SESSION</b>
Class 1 1/19	Syllabus Review Enduring Understandings Historical Perspective	Chapter 1 Complete placement paperwork for Case Study student	
Class 2 1/26	Issues in Assessment and Identification	Chapter 2	Discussion Board 1 by 9am
Class 3 2/2	Learners with Learning Disabilities	Identify Case Study Student Chapter 5	Share idea for case study
Class 4 2/9	Learners with Autism Spectrum Disorders	Chapter 8	Discussion Board 2 by 9am
Class 5 2/16	*Issues in Instruction and Placement	Chapter 3	Discussion Board 3 by 9am
Class 6 2/23	Learners with Intellectual and Developmental Disabilities	Chapter 4	
Class 7 3/1	Learners with ADHD and Other Disorders and Conditions	Chapter 7	
3/8	Happy Spring Break!		
Class 8 3/15	Learners with Emotional or Behavioral Disorders	Chapter 6	Journal Articles Paper due

Class 9 3/22	Online Class *Universal Design for Learning <b>Complete IRIS module</b>	<a href="http://iris.peabody.vanderbilt.edu/module/udl/">http://iris.peabody.vanderbilt.edu/module/udl/</a> <b>Complete IRIS module</b>	
Class 10 3/29	* Cognitive and Perceptual Characteristics	Chapter 9	
Class 11 4/5	Language Characteristics	Chapter 10	Case Study Paper and submission to Taskstream
Class 12 4/12	Academic and Social/Emotional Characteristics	Chapter 11-12	
Class 13 4/19	Presentations of Case Studies and Intervention Recommendations Review for Final	Review for Final	
Class 14 4/26	Final Exam		