



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

Spring 2016

EDSE 540 627: Characteristics of Students with Disabilities who Access the
General Curriculum

CRN: 18489, 3 - Credits

Instructor: Dr. Suzanne Jimenez	Meeting Dates: 01/14/16 - 03/10/16
Phone: 571-252-1012	Meeting Day(s): Thursday
E-Mail: sjimene4@gmu.edu	Meeting Time(s): 4:30 pm-9:00 pm
Office Hours: By Appointment	Meeting Location: LCPS Administration Building Room 211

***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

We will engage in a both face-to-face and online instruction. Access to the GMU and Blackboard site are required.

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.

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. The email serves as documentation of the approval. The administrators must approve all visitors in their school.

Evidence-Based Practices

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

Learner Outcomes

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

- Describe the field of learning disabilities from its origins to policies and practices of today.
- Compare the history of education for students with emotional and behavioral disorders, students with learning disabilities students with mild intellectual disabilities.
- Define learning disability, emotional disturbance, and mild intellectual disabilities.

- Describe how educators and other professionals determine the difference between normal and atypical behaviors.
- Describe characteristics of K-12 students with learning disabilities, emotional disturbances, and/or mild intellectual disabilities.
- Compare conceptual models of behavioral deficits with three conceptual models that explain learning disabilities and/or mild intellectual disabilities.
- Discuss the various etiologies in relation to biological, family, cultural, and school perspectives.
- Identify various procedures and practices that motivate reluctant learners to complete class work and develop skills that build self- understanding and confidence as learners.
- Describe and discuss a range of learning disabilities, emotional disturbances, and mild intellectual disabilities for a parent and suggest possible interventions for home and school.
- Describe how children develop language.
- Describe informal assessment procedures for determining knowledge and skills of children with various learning disabilities and emotional/behavioral problems.
- Based on informal assessment procedures, design appropriate clinical teaching strategies for children with various learning disabilities and/or behavior problems.
- Describe what an Individualized Education Program (IEP) is and how it is developed.

Required Textbooks

Raymond, E.B. (2013). *Learners with Mild Disabilities: A Characteristics Approach*, 4th edition, Pearson, ISBN 9780137060764

Recommended Textbook

Sousa, D.A. & Tomlinson, C.A. (2011). *Differentiation and the brain: How neuroscience supports the learner-friendly classroom*. Bloomington, IN: Solution Tree Press. (ISBN 978-1-935249-59-7) *can order from Amazon.com or Barnes and Noble

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.

Additional Readings

Supplemental materials will be provided in class and via Blackboard.

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 (a) attend all classes during the course , (b) be actively involved in on-line activities , and (c) arrive on time and stay for the duration of class time. Lack of attendance and professional participation at all sessions (online and in class) with significantly diminish the impact of the course and interfere with creating a collaborative learning community. As such, absences from any portion of the course are strongly discouraged. *Please notify me in advance by phone or email if you will not be able to attend class.*

Late Work.

In-depth reading, study, and work on course requirements require outside class time. Students are expected to allot class study and preparation time weekly in addition to time spent on papers and assignments. ***The result of late work will be the loss of 10 points per day until the assignment is received by the instructor.*** Individual situations will be addressed with students outside of class.

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

A+ 100 percent	B+ 86-89	C 75-79
A 95-99 percent	B 83-85	F 74 or below
A- 90-94 percent	B- 80-82	

Assignments

Performance-based Assessment (TK20 submission required).

***Observation Case Study (100 points).** A comprehensive case study on a student with an emotional disability, learning disability, intellectual disability, or high functioning autism will be completed. Other case studies with other high incidence disabilities should be discussed with your instructor. *You must complete a field experience form.

CASE STUDY DRAFT due February 11th and FINAL Case Study due February 25.
Be prepared to present your case study in class orally on one of the following dates:
March 3 or March 10. Be creative in your presentation style! You will provide a 20-30 minute presentation of your case that will share each element so that we “know” the student and understand your findings. Included in the presentation will be a connection to the research from your journal readings.

The case study should include the following components which will be headings in your APA formatted paper. (see the Case Study Rubric and extensive narrative for case study)

Part I: Demographic and Background Data- 5 points

Part II: Educational History (data), Goals, Objectives, and Accommodations- 20 points

Part III: School and Classroom Information – 10 points

Part IV: Student Observation – 10 points

Part V: Family Member Interview and Analysis of Information-10 points

Part VI: Summary, Synthesis, Recommendations, Final Reflections, and SO WHAT? - 20 points

Part VIII: 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. -10 points

Part IX: APA Format, Style, and Mechanics Please proofread all papers before turning in a finished product. APA formatting is expected. -5 points

Presentation: Fully prepared professional presentation with appropriate handouts that demonstrate understanding of the student AND of confidentiality.

**Performance-based Common Assignments (No TK20 submission required).
Class Attendance and Participation (10 points per class and additional 10 for discussion board/100 points total).**

Completion of weekly class activities, participation in class discussions, and project presentation update discussions throughout the semester. Points missed due to absences cannot be made up. Excessive absences can result in additional penalties and potential withdrawal from class.

Learning profiles for characteristics of students with disabilities. (20 points each for 5 profiles/100 points total). Create individual learning profiles for **the characteristics of students with *learning disabilities, emotional disabilities, intellectual disabilities, autism, and attention deficit (ADHD/ADD)*** in your text. (**see due dates in calendar*)

Philosophy of Teaching Statement (Part I & II- 50 points each=100 points) Due: Part I- January 28th; Part II-March 3rd.

A philosophy of teaching statement is a personal narrative that will include: (1) your conception of teaching and learning and your philosophy of instruction; (2) a description of how you teach; and (3) a justification of why you teach the way that you do.

Your philosophy of teaching statement should: (1) demonstrate that you have been reflective and purposeful about your teaching; and (2) communicate your goals for student learning and corresponding actions in your classroom.

Why do teachers need to articulate their philosophy of teaching? What purpose does a philosophy of teaching statement serve? It has been recognized by many teachers that the process of identifying a personal philosophy of teaching and continuously examining and verifying this philosophy through teaching can lead to change of teaching behaviors and ultimately foster professional and personal growth (Brookfield, 1990).

You will develop a personal purpose -which describes a clear picture of why you are doing what you are doing. You will also develop a pedagogical purpose- this perspective allows you to ask the most important question in teaching- “what effect am I having on students and student learning?”

There is no required content or set format. There is no right or wrong way to write a philosophy statement. Only you decide how to write your teaching philosophy. It is generally 1–2 pages in length.

Use present tense, in most cases. Writing in first–person is most common and is the easiest for your audience to read.

Other Assignments.

Journal Abstract Summaries Paper (100 points)

Due:March 10th (last class)

Each student will summarize three (3) journal articles that are relevant to the needs of the student chosen for the case study. Papers chosen for this requirement must be from peer reviewed published journals and should be data-based examinations of issues relevant to the 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... PLEASE DO NOT USE A STUDY WHICH IS NOT INTERVENTION RESEARCH.

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 and include an introduction to the students’ 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. A “so what” section is asked to state what you have learned about the student to enhance your teaching practice. All articles should be from current literature and should not be more than seven years old. You must use your own words to summarize but be sure to cite liberally!

Schedule

Class	Topics	Assignments	Due This Class Session
Thursday, January 14 (CLASS 1)	Registration, Introductions, Backgrounds and syllabus Cohort Structure Big Picture Ideas for Course	N/A	N/A
Thursday, January 21 (CLASS 2)	Context of Special Education Introduction-review exceptionalities & legislation Overview of Students with Mild Disabilities Learning Environment, Building Relationships Topics:, brain research; executive functioning; Maslow's hierarchy of needs; multiple intelligences	Start thinking and planning for a student for case study assignment Journal Entry (BB)	Read Chapters 1, 2, & 3 textbook
Thursday, January 28 (CLASS 3)	Students with Learning Disabilities Students with Emotional Disabilities	Select case study student Journal Entry (BB)	Read Chapter 1 & 2 <i>Differentiation and the Brain</i> Read Chapter 5 & 6 textbook DUE: Philosophy in Teaching Statement Part I DUE: LD & ED characteristics learning profiles Please select the student that you will use for the case study by this date.

<p>Thursday, February 4 (CLASS 4)</p>	<p>Students with Mild Intellectual Disabilities</p> <p>Students with High Functioning Autism</p> <p>Students with ADHD</p> <p>Classroom Management</p> <p>Multidisciplinary Evaluations</p> <p>IEP components</p>	<p>Journal Entry (BB)</p>	<p>Read Chapter 7 <i>Differentiation and the Brain</i></p> <p>DUE: ID, autism, and ADHD characteristics learning profiles</p> <p>Read Chapter 4,7, & 8 textbook</p>
<p>Thursday, February 11 (CLASS 5)</p>	<p>Universal Design and Technology Integration (Universal design for learning; technology supports for executive functioning)</p> <p>PDSA Model for Instruction-learning targets, formative assessment, reflection, re-teach, as needed</p> <p>Multi-Tiered Systems of Support and Purposeful Planning for Intervention and Enrichment (Topics: progress monitoring; using data to inform instruction as part of CLT cycle; and planning for Tier 1 intervention)</p>	<p>Journal Entry (BB)</p>	<p>DUE: CASE STUDY DRAFTS</p> <p>Read Chapters 9, 10, 11, & 12 textbook</p> <p>Read Chapters 5 & 6 <i>Differentiation and the Brain</i></p>
<p>Thursday, February 18 (CLASS 6)</p>	<p>**This will be an online class session. We will prepare in class and on the BB site for materials.</p> <p>Co-teaching best practices and approaches</p>	<p>Journal Entry (BB)</p>	<p>Read Chapters 3 & 4 <i>Differentiation and the Brain</i></p>
<p>Thursday, February 25 (CLASS 7)</p>	<p>Differentiation, scaffolded instruction, explicit instruction</p> <p>Access to the Curriculum, Accommodations, Modifications</p>	<p>Journal Entry (BB)</p> <p>Online Activity</p>	<p>Read Chapter 8 <i>Differentiation and the Brain</i></p> <p>CASE STUDY FINAL PAPER DUE</p> <p>PLEASE POST YOUR CASE STUDY IN TASKSTREAM THROUGH BLACKBOARD NO LATER THAN TODAY!</p>

<p>Thursday, March 3</p> <p>(CLASS 8)</p>	<p>Differentiation, scaffolded instruction, explicit instruction</p> <p>Access to the Curriculum, Accommodations, Modifications</p> <p>Synthesis: Putting the Pieces Together</p>	<p>Case study presentations</p> <p>Journal Entry (BB)</p> <p>Online Activity</p>	<p>DUE Philosophy of Teaching Statement Part II</p>
<p>Thursday, March 10</p> <p>(FINAL CLASS-CLASS 9)</p>	<p>Differentiation, scaffolded instruction, explicit instruction</p> <p>Access to the Curriculum, Accommodations, Modifications</p> <p>Synthesis: Putting the Pieces Together</p>	<p>Case study presentations</p>	<p>DUE JOURNAL SUMMARIES PAPER</p> <p>Online Course Evaluations</p>

Appendix