



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

Fall 2016

EDSE 540 631: Characteristics of Students with Disabilities who Access the  
General Curriculum

CRN: 82178, 3 - Credits

<b>Instructor:</b> Dr. Christine McElwee	<b>Meeting Dates:</b> 09/22/16 - 11/17/16
<b>Phone:</b> 703-864-5776	<b>Meeting Day(s):</b> Thursday
<b>E-Mail:</b> cmcelwee@gmu.edu	<b>Meeting Time(s):</b> 4:15 pm - 8:45 pm
<b>Office Hours:</b> By appointment	<b>Meeting Location:</b> Off-campus/Other

***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.

**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 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, Assistive Technology, Early Childhood Special Education, Early Childhood Education PK-3, Dual Licensure Early Childhood Education PK-3 and Early Childhood Special Education only).

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:

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

4. Describe how educators and other professionals determine the difference between normal and atypical behaviors.
5. Describe characteristics of K-12 students with learning disabilities, emotional disturbances, and/or mild intellectual disabilities.
6. Compare conceptual models of behavioral deficits with three conceptual models that explain learning disabilities and/or mild intellectual disabilities.
7. Discuss the various etiologies in relation to biological, family, cultural, and school perspectives.
8. Identify various procedures and practices that motivate reluctant learners to complete class work and develop skills that build self- understanding and confidence as learners.
9. 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.
10. Describe how children develop language.
11. Describe informal assessment procedures for determining knowledge and skills of children with various learning disabilities and emotional/behavioral problems.
12. Based on informal assessment procedures, design appropriate clinical teaching strategies for children with various learning disabilities and/or behavior problems.
13. Describe what an Individualized Education Program (IEP) is and how it is developed.

### **Required Textbooks**

Raymond, E. B. (2017) *Learners with mild disabilities: A characteristics approach* (5<sup>th</sup> ed.). Boston: Pearson.

### **Recommended Textbooks**

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, D.C.: 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 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. [See <http://ods.gmu.edu/>].

f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

### **Professional Dispositions**

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

### **Core Values Commitment**

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

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

## Course Policies & Expectations

### *Attendance.*

Class attendance and participation are essential to this course because of the complexity of the course content. Attendance points are earned for each class to give students experience with and class credit for engaging in key activities related to the course content. Students are expected to be timely; actively participate in activities; and remain for the duration of class time.

**Use of Computers, Cell Phones, PDAs iPads and other electronic devices and materials:** Please be *fully present* in class. It is impossible to participate wholly in this class while texting, engaging in social media sites, tweeting, working on documents, checking email, etc. *Please use computers only for work related to the current class activity.* Checking email, surfing the web, using applications software, or working on material other than the current class activity are considered distractions and counterproductive. Students engaging in such conduct during class time will not be permitted use of devices in class. The breach will be considered as non-attendance for the class session. If, *for emergency reasons*, you must be available via cell phone, place your cell phone on vibrate and mute the ring tone to avoid class disruption.

### *Late Work.*

All assignments should be submitted *on or before* the assigned due date. **In fairness to students who make the effort to submit work on time, total assignment points will be deducted from your grade for late assignments.**

Course evaluation and final grades will be calculated based on each student's percentage point score. Late assignments will be accepted in the following manner:

- **5% point deduction – up to 1 class late**
- **10% point deduction – 2 classes late**
- **25% point deduction – 3 classes late**
- **50%-point deduction – more than 3 classes late**

## **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 Student Profile* 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

<i>Grade</i>	<i>%</i>
A+	98-100
A	93-97
A-	90-92
B+	88-89
B	83-87
B-	80-82
C	70-79
F	<70

## Evaluation

<i>Assignment</i>	<i>% Points</i>
Observation Student Profile	100
Summary of Journal Articles paper	100
Group Chapter Presentation	100
Participation and Case Study Discussion Questions	100

## Assignments

### **Performance-based Assessment (Tk20 submission required).**

### **Observation Student Profile (100 pts.)**

The observation student profile provides you with the opportunity to get an in-depth understanding of a student with exceptionalities who accesses the general curriculum. 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 student profile is to help you understand the complexity of each individual case of a student with exceptional learning needs. This student profile 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 that 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, his/her records, or to parents, please talk with your instructor.
- B. Create a pseudonym to use throughout your project. (It is of the utmost importance that the identity of the student remain confidential. If school officials or parents ask, your student profile will be evaluated by your instructor and will be posted to Tk20, 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 II.
- D. Identify and provide examples of the skills and characteristics of your student that are (a) similar to the his/her 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 or state 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: Related Personnel or Family Member Interview**

Interview at least one of your student's parents, guardians, family members, or professionals (i.e., teacher, counselor, service provider) 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 that specific exceptional learning need. 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 student profile process?
2. How did this assignment help you better understand the needs and complexities of a student with exceptional learning needs?

## **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>
<p><b>Part I: Demographic and Background Data</b></p>	<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 exceptional learning needs on the learner, his/her family, and society.</li> </ul>	<p align="right">/15</p>
<p><b>Part II: Educational History, Educational Goals, Objectives, and Accommodations</b></p>	<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:               <ul style="list-style-type: none"> <li>○ the educational implication 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>	<p align="right">/15</p>

	<b>Requirements</b>	<b>Points</b>
<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 needs.</li> </ul> </li> <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>	/20
<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>	/10
<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>	/10

	<b>Requirements</b>	<b>Points</b>
<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>	/20
<b>Writing Mechanics and Format</b>	APA formatting and mechanics must be followed.	/10
	<b>TOTAL</b>	<b>/100</b>

**Performance-based Common Assignments (No Tk20 submission required).**

No Common Assignment for this course

**Other Assignments.**

**Participation and Case Study Discussion Questions (100 pts/ 20 pts for attendance; 80 pts. for discussion question answers)**

As part of your participation grade, you are required to complete and hand in **the case study discussion questions** at the end of each chapter, unless you are the presenter of a Group Chapter presentation. A discussion of the questions will follow each of the group chapter presentations. This requirement is mandatory to receive full credit for your participation grade. If you will miss class, you are required to email me the discussion question answers by the beginning of class.

**Group Chapter Presentations (100 pts.)**

In a group of 2, students will be responsible for presenting information in one chapter of the text and then leading the class in learning experiences that include active participation by classmates. The purposes of the presentation and activities are:

- To assist class members in processing and applying the chapter’s essential content, *especially the learning, behavioral, and academic characteristics*, which guides the instructional decisions made by teachers of students with disabilities.
- To expand our knowledge of the reasons behind the use of evidence-based, scientifically-based, and research-based strategies for learning.

The main emphasis of the presentation will be on the learning, academic, and behavioral characteristics which guide the choice of instructional strategies for content mastery. The presentation will include:

- 1) **PowerPoint presentation** reviewing the major points of the chapter highlighting:
  - Who the Learners with Mild Disabilities? (**Chapters 4, 5, 6, 7, 8**)
  - What are Learners with Mild Disabilities like? (**Chapters 9, 10, 11, 12**)
- 2) A **notes copy** of the PowerPoint for each classmate
- 3) **Participation of classmates** during the presentation
- 4) A **copy** for each classmate of an **Agenda for the Presentation**
- 5) **All copies of documents** need to be **emailed to the professor** the night before the presentation.
- 6) **The presentation should be about 60 minutes in length.**

The rubric for the Chapter Group Presentation will be:

<b>Chapter Group Presentation Rubric</b>		
<i>Component</i>	<i>Points</i>	<i>Comments</i>
<b>PowerPoint Presentation</b> <ul style="list-style-type: none"> <li>• Characteristics of the students with disability in the chapter</li> </ul>	/50	
<b>Copy of Powerpoint notes</b> page for each classmate	/20	
<b>Participation</b> of classmates	/20	
Copy of <b>Agenda</b> of presentation	/10	
<b>TOTAL</b>	/100	

## **Summary of Journal Articles Paper (100 pts.)**

Each student will **summarize three (3) journal articles** that are relevant to working with students with disabilities. The **purpose of this assignment** is twofold: first to identify research-based findings that are relevant to the needs of individuals with disabilities, and subsequently to synthesize the major points of each article in a two page summary.

Articles 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 ED/LD/ID field.

**Appropriate sources** for journal articles include, but are not limited to:

*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*

**All articles should be from current literature and should not be more than five years old.**

The **paper should include** the following:

1. **Typed** double-spaced with Times Roman font
2. **APA** format
3. **Each summary** of the 3 articles within the paper should include:
  - Identification of the purpose of the research
  - Summary of key article points
  - Meaning and relevance of the data collected in the research article to the ED/LD/ID field
4. **Conclusion section** - at the end of the third article summary – to tie together the findings of the three articles. This section also provides an opportunity to reflect and offer suggestions as to how the information from the abstracts could be implemented to assist students with disabilities in the inclusive classroom.
5. **Content** of paper should be no more than **7 pages** (2 pages for each abstract and 1 page for the conclusion section).
6. Title page, abstract, and reference pages are additional pages.

**RUBRIC for Abstracts of Journal Articles**

Exemplary abstracts (90-100 points): Abstracts comprehensively discuss research purpose, key research ideas, and report the data collected and its relevance to the mild disabilities field. A thorough conclusions section makes understandable connections between the three articles. Good writing style, free of mechanical or stylistic errors, with appropriate use of APA format, including title and reference pages.

Adequate abstracts (80-89 points): Good overall abstracts, lacking in no more than one of the criteria. Not entirely comprehensive or specific, or minor writing style errors may be present.

Marginal abstracts (70-79 points): Overall, acceptable but with one or more significant problems. Contains some useful information relevant to the articles read, but may have substantial problems with evaluation of writing style.

Inadequate abstracts (<69 points): Abstracts with substantial problems in important areas such as writing, descriptions, or overall specifics.

Unacceptable/no abstracts (0 points): Abstracts not relevant to the assignment or no abstracts turned in at all. May Describe observations of no value or relevance, or that were not approved for this assignment.

**Schedule**

<b>Date</b>	<b>Topics</b>	<b>Assignments due</b>
9/22	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Syllabus and course overview</li> <li>• Review assignments</li> <li>• Begin discussion of disabilities</li> <li>• Review Text format</li> <li>• Review how to search for research journal articles</li> </ul> <p><b>**Sign up for Chapter Group Presentations</b></p>	
9/29	<ul style="list-style-type: none"> <li>• Students with Intellectual and Developmental Disabilities</li> <li>• Universal Design for Learning IRIS Module: <a href="http://iris.peabody.vanderbilt.edu/module/ud/">http://iris.peabody.vanderbilt.edu/module/ud/</a></li> </ul> <p><b>**Student Choice for TK20 Assignment due**</b></p>	<p>Read <b>Chapter 4</b></p> <ul style="list-style-type: none"> <li>➤ p. 95 - Donald Case Study Questions</li> <li>➤ Possible Group Chapter Presentation</li> </ul> <p>Choose <b>student</b> for Observation Student Profile</p>

<b>Date</b>	<b>Topics</b>	<b>Assignments due</b>
10/6	<ul style="list-style-type: none"> <li>• Students with Learning Disabilities</li>   <li>• Differentiated Instruction: Maximizing the Learning for all Students IRIS Module: <a href="http://iris.peabody.vanderbilt.edu/module/di/">http://iris.peabody.vanderbilt.edu/module/di/</a></li> </ul>	Read <b>Chapter 5</b> <ul style="list-style-type: none"> <li>➤ p. 112 - Grace Case Study Questions</li> <li>➤ Possible Group Chapter Presentation</li> </ul> <b>Observation Student Profile Checkpoint*</b>
10/13	<ul style="list-style-type: none"> <li>• Students with Emotional or Behavioral Disorders</li>     <li>• Social – Emotional Characteristics</li> </ul>	Read <b>Chapter 6</b> <ul style="list-style-type: none"> <li>➤ p. 134 - Carter Case Study Questions</li> <li>➤ Possible Group Chapter Presentation</li> </ul> Read <b>Chapter 12</b> <ul style="list-style-type: none"> <li>➤ p. 290 – Sammy Case Study Questions</li> <li>➤ Possible Group Chapter Presentation</li> </ul>
10/20	<ul style="list-style-type: none"> <li>• Students with Difficulties in Attention, Communication, and Physical and Sensory Functioning</li>   <li>• Providing Instructional Supports: Facilitating Mastery of New Skills Students IRIS Module: <a href="http://iris.peabody.vanderbilt.edu/module/sca/">http://iris.peabody.vanderbilt.edu/module/sca/</a></li> </ul>	Read <b>Chapter 7</b> <ul style="list-style-type: none"> <li>➤ p. 155 – Frank Case Study Questions</li> <li>➤ Possible Group Chapter Presentation</li> </ul> <b>Observation Student Profile Checkpoint*</b>
10/27	<ul style="list-style-type: none"> <li>• Cognitive and Perceptual Characteristics</li>   <li>• IEP development discussion</li> </ul>	Read <b>Chapter 9</b> <ul style="list-style-type: none"> <li>➤ p. 206 – Charlene Case Student Questions</li> <li>➤ Possible Group Chapter Presentation</li> </ul>

<b>Date</b>	<b>Topics</b>	<b>Assignments due</b>
11/3	<ul style="list-style-type: none"> <li>• Language Characteristics</li>   <li>• IEP development discussion</li> </ul>	Read <b>Chapter 10</b> <ul style="list-style-type: none"> <li>➤ p. 233 – Gavin Case Study Questions</li> <li>➤ Possible Group Chapter Presentation</li> </ul> Summary of <b>Journal Articles paper due</b>
11/10	<ul style="list-style-type: none"> <li>• Academic Learning Characteristics</li>   <li>• IEP development discussion</li> </ul>	Read <b>Chapter 11</b> <ul style="list-style-type: none"> <li>➤ p. 262 – Allison Case Study Questions</li> <li>➤ Possible Group Chapter Presentation</li> </ul> <b>Observation Student Profile Checkpoint*</b>
11/17	Observation Student Profile Presentations	<b>Observation Student Profile due</b> <ul style="list-style-type: none"> <li>✓ Upload to TK20 by this date</li> </ul>

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