



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

Spring 2017

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

CRN: 10354, 3 – Credits

<b>Instructor:</b> Dr. Christine McElwee	<b>Meeting Dates:</b> 01/23/17 – 05/17/17
<b>Phone:</b> 703-864-5776	<b>Meeting Day(s):</b> Tuesday
<b>E-Mail:</b> cmcelwee@gmu.edu	<b>Meeting Time(s):</b> 4:30 pm - 7:10 pm
<b>Office Hours:</b> By Appointment	<b>Meeting Location:</b> Fairfax, KH-17
<b>Office Location:</b> Finley – Rm. 208A	<b>Other Phone:</b> N/A

---

Note: This syllabus may change according to class needs. Teacher Candidates/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.

Schedule Type: LEC

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 teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

### **Advising Tip**

Did you know you may be able to take graduate Special Education courses now that you can later apply to your graduate degree program? For more information on taking special education coursework for Reserve Graduate Credit, talk with an advisor:

<http://gse.gmu.edu/special-education/advising/>.

### **Course Delivery Method**

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

### **Learner Outcomes**

Upon completion of this course, teacher candidates/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 teacher candidates/students with emotional and behavioral disorders, teacher candidates/students with learning disabilities teacher candidates/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 teacher candidates/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.

## **Course Relationship 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. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include CEC Standard 1: Learner development and individual learning differences (InTASC 1,2); CEC Standard 2: Learning environments (InTASC 3); CEC Standard 3: Curricular content knowledge (InTASC 4,5); CEC Standard 4: Assessment (InTASC 6); CEC Standard 5: Instructional planning and strategies (InTASC 7,8); CEC Standard 7: Collaboration (InTASC 10).

## **Evidence-Based Practices**

This course will incorporate the evidence-based practices (EBPs) relevant to characteristics of teacher candidates/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 teacher candidates/students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for teacher candidates/students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for teacher candidates/students with disabilities.

## **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. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

## **Required Resources**

Access to Blackboard and the internet for online IRIS modules.

## **Additional Readings**

See Schedule

## **Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

## **Tk20 Performance-Based Assessment Submission Requirement**

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDSE 440, the required PBA is Observation Student Profile. Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the "IN" can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

### **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.

**College Wide Common Assessment (Tk20 submission required)**

None

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

None

**Other Assignments**

**Participation and Case Study Discussion Questions (100 pts/ 15 pts for attendance; 85 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 or 3, 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.

## **Course Policies and Expectations**

### **Attendance/Participation**

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**

### **Grading Scale**

A = 93-100%

A- = 90-92%

B = 83-89%

B- = 80-82%

C = 70-79%

D = 63-69%

D- = 60-62%

F = Below 60%

### **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

---

Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: **Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.**” Work submitted must be your own or with proper citations (see <http://oai.gmu.edu/the-mason-honor-code/>).

---

### **Professional Dispositions**

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

### **Core Values Commitment**

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

### **GMU Policies and Resources for Students**

#### **Policies**

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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.
- Students with disabilities who seek accommodations in a course must be registered with

George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).

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

### **Campus Resources**

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://courseessupport.gmu.edu/>.
- 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/>).
- 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/>).
- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

## Class Schedule

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Date	Topics	Assignments due
1/24	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Syllabus and course overview</li> <li>• Review assignments</li> <li>• Tk20 Review</li> <li>• Review Text format</li> <li>• Review <b>Field Experience online application</b> process</li> </ul> <p><b>**Sign up for Chapter Group Presentations</b></p>	
1/31	<ul style="list-style-type: none"> <li>• Issues in Assessment and Identification *Response to Intervention</li> <li>• <b>Guest Speaker, Anne Driscoll</b> – library services               <ul style="list-style-type: none"> <li>✓ Review procedures for journal article search</li> </ul> </li> <li>• Review of <b>Summary of Journal Articles</b> Paper Assignment</li> </ul> <p><b>**Student Choice for TK20 Assignment due**</b></p>	<p>Read <b>Chapter 2</b></p> <ul style="list-style-type: none"> <li>➤ p. 48 – Sharon Case Study Questions</li> </ul> <p>Choose <b>student</b> for Observation Student Profile</p>
2/7	<ul style="list-style-type: none"> <li>• Issues in Instruction and Placement</li> <li>*Direct Instruction (Explicit Instruction)</li> <li>*Peer-Mediated Instruction</li> <li>*Cognitive Strategies (Self-Regulation)</li> <li>*Positive Behavioral Supports</li> <li>• IEP Program Planning</li> <li>• Review <b>Observation Student Profile</b> assignment</li> </ul>	<p>Read <b>Chapter 3</b></p> <ul style="list-style-type: none"> <li>➤ p. 71 – Angie Case Study Questions</li> </ul>

Date	Topics	Assignments due
2/14	<ul style="list-style-type: none"> <li>• Students with Intellectual and Developmental Disabilities</li> </ul>	Read <b>Chapter 4</b> <ul style="list-style-type: none"> <li>➤ p. 95 - Donald Case Study Questions</li> <li>➤ Possible Group Chapter Presentation</li> </ul>
2/21	<ul style="list-style-type: none"> <li>• Universal Design for Learning IRIS Module: <a href="http://iris.peabody.vanderbilt.edu/module/udl/">http://iris.peabody.vanderbilt.edu/module/udl/</a></li> <li>• Collaborative Peer Review of Observation Student Profile Checkpoint</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>First</b> Observation Student Profile Checkpoint due</li> </ul>
2/28	<ul style="list-style-type: none"> <li>• Students with Learning Disabilities</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>
3/7	<ul style="list-style-type: none"> <li>• Students with Emotional or Behavioral Disorders</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>
3/14	SPRING BREAK	
3/21	<ul style="list-style-type: none"> <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> <li>• Collaborative Peer Review of Observation Student Profile Checkpoint</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Second</b> Observation Student Profile Checkpoint due</li> </ul>

<b>Date</b>	<b>Topics</b>	<b>Assignments due</b>
3/28	<ul style="list-style-type: none"> <li>• Students with Difficulties in Attention, Communication, and Physical and Sensory Functioning</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>
4/4	<ul style="list-style-type: none"> <li>• Learners with Autism Spectrum Disorders</li> </ul>	Read <b>Chapter 8</b> <ul style="list-style-type: none"> <li>➤ p. 172 – Sara Case Study questions</li> <li>➤ Possible Group Chapter Presentation</li> </ul>
4/11	<ul style="list-style-type: none"> <li>• Cognitive and Perceptual Characteristics *Mnemonic Strategies</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>
4/18	<ul style="list-style-type: none"> <li>• Language Characteristics</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>
4/25	<ul style="list-style-type: none"> <li>• Providing Instructional Supports: Facilitating Mastery of New Skills Students</li> </ul> IRIS Module: <a href="http://iris.peabody.vanderbilt.edu/module/sca/">http://iris.peabody.vanderbilt.edu/module/sca/</a>	Summary of <b>Journal Articles paper due</b>
5/2	<ul style="list-style-type: none"> <li>• Academic Learning Characteristics</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>

Date	Topics	Assignments due
5/9	<ul style="list-style-type: none"> <li>• Social – Emotional Characteristics</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>
5/16	Observation Student Profile Presentations	<b>Observation Student Profile</b> due <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. Be prepared to discuss your section with peers. I will also provide you feedback before or at the next class session.

**Assessment Rubric(s)**

**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 exceptional learning needs on the learner, his/her family, and society.</li> </ul>	/15

	<b>Requirements</b>	<b>Points</b>
<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: <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>	/15
<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>Requirements</b>	<b>Points</b>
<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><u>TOTAL</u></b>	<b><u>/100</u></b>