



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

Fall 2017

EDSE 428 001: Elementary Reading, Curriculum, Strategies for Students Who Access the
General Education Curriculum
CRN: 71439, 3 – Credits

Instructor: Dr. Christine McElwee	Meeting Dates: 08/28/17 – 12/20/17
Phone: 703-864-5776	Meeting Day(s): Wednesday
E-Mail: cmcelwee@gmu.edu	Meeting Time(s): 4:30 pm - 7:10 pm
Office Hours: By Appointment	Meeting Location: Fairfax, KH 15
Office Location: Finley – Rm. 208A	Other Phone: NA

*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.

Prerequisite(s) None

Co-requisite(s) None

Course Description

Applies research on instructional approaches in elementary curriculum for individuals with disabilities accessing general education curriculums Includes curriculum and instructional strategies in reading, language arts, mathematics, science, social studies, and social skills; cognitive strategies in study skills, attention and memory, and peer-mediated instruction. Note: Field experience required. Offered by Graduate School of Education. May not be repeated for credit.

Schedule Type: Lecture

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

Are you completing a special education minor? If so, be sure to send your Undergraduate Minor Declaration (<http://registrar.gmu.edu/wp-content/uploads/UMD.pdf>) to the advising office: Fairfax campus Finley 102, phone: 703-993-3670, fax: 703-993-3681.

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 elementary level intervention research and the associated issues in intervention research as applied to individuals with mild disabilities;
2. Identify and describe elementary level evidence-based curriculum and strategies for teaching reading, language arts, math, science, social studies, and social skills for individuals with mild disabilities;
3. Identify and describe elementary level evidence-based cognitive strategies in self-regulation and metacognition, study skills, attention, memory, and motivation for individuals with mild disabilities;
4. Identify and describe elementary level evidence-based strategies for peer mediation, including peer tutoring and cooperative learning, for individuals with mild disabilities;
5. Develop and plan curriculum instruction inclusive of effective evidence-based strategies that correspond with the Virginia Standards of Learning.
6. Implement an evidence-based strategy in one of the following areas: reading, language arts, math, science, social studies, mediation, peer tutoring, or cooperative learning.

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, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include CEC Standard 2: Learning environments (InTASC 3) & CEC Standard 5: Instructional planning and strategies (InTASC 7,8).

Evidence-Based Practices

This course will incorporate the evidence-based practices (EBPs) relevant to elementary curriculum learning strategies, constructing effective lessons, designing instructional procedures. 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 teacher candidates/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.

Required Textbooks

Vaughn, S., & Bos C. S. (2015). *Strategies for teaching students with learning and behavior problems* (9th ed.). Boston, MA: Pearson. **(9th Edition only!)**

Explicit Instruction: Effective and Efficient Teaching (What Works for Special-Needs Learners) 1st Edition/2010 by Anita L. Archer (Author), Charles A. Hughes (Author); ISBN-13: 978-1609180416 ([Chapters 4 and 8 ONLY](#))

Recommended Textbooks

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

Additional Readings

Peer-Reviewed Journal Readings

You will be accessing peer-reviewed journal articles as part of the Strategy Application Written Assignment. These articles will vary depending on individual student interests and assignment ideas.

Online Reading

Throughout the semester, we will be using several websites to support and enhance the information we are gaining from the course text. It is a good idea to save these sites as “Favorites” for your use in this class, as well as professional reference. The sites we will use are:

<http://www.pen.k12.va.us/VDOE/Superintendent/Sols/home.shtml> Virginia SOL website

http://www.teachingld.org/ld_resources/alerts/default.htm#social Discusses Social Skills Instruction

http://reading.uoregon.edu/big_ideas/index.php “Five Big Areas of Reading”

http://www.teachingld.org/ld_resources/alerts/default.htm#mnemonic Discusses Mnemonic Instruction

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 428, the required PBA is *(NO ASSESSMENT REQUIRED FOR THIS COURSE)*. 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 and/or Examinations

Performance-based Assessment (Tk20 submission required)

N/A

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

Strategy Application Written Assignment – due Nov. 29th (100% points)

The Strategy Application Written Assignment is a multi-part project. Student performance on this project will be greatly enhanced by carefully reading and following the detailed directions below. *Specific instructions and rubric will be given in the directions packet that will be distributed on the first night of class.*

Field Experience Requirement

A field experience is a part of this course. A field experience includes a variety of early and ongoing field-based opportunities in which candidates may observe, assist, and/or tutor. Field experiences may occur in off-campus settings, such as schools (CAEP, 2016). Below are REQUIRED PROCEDURES FOR ALL STUDENTS ENROLLED IN THIS COURSE.

1. **Complete the online EDSE Field Experience form.** This online form will be sent to your GMU email from EDSEfld@gmu.edu on the first day of the semester. Click on the link and complete the form as soon as possible. ALL students should complete the form, regardless of whether you need assistance in locating a field experience placement or not. This information is required by the state. Please direct any questions about the form to Dr. Kristen O'Brien at EDSEfld@gmu.edu.

If you are arranging your own field experience because you are a full-time contracted school system employee and will complete the field experience at your worksite, you will be asked to specify the school at which you will be completing the field experience.

If you request a field experience placement to be arranged, you will receive information via your GMU email account about your assigned internship placement from the Clinical Practice Specialist in the College's Educator Preparation Office (EPO). Check your GMU email regularly for important information regarding your field experience. Follow all instructions for the necessary Human Resource (HR) paperwork required to access the assigned field experience placement.

2. **View the EDSE Field Experience Introduction presentation.** On the first week of classes and prior to representing George Mason in off-campus settings, your instructor will show a video presentation or provide a link to the presentation, which includes important information about the registration process for EDSE field experiences and tips for a successful field experience. After the presentation, sign the document provided by your instructor to indicate that you have watched the presentation and are aware of the EDSE field experience professionalism expectations.
3. **Document your field experience hours.** Your instructor will provide you with access to field experience documentation forms to use. There are two different field experience documentation forms – one for those completing field experience at their worksite and one for those completing field experiences in other classroom settings (e.g., GMU arranged a placement for you). Use the form that is most appropriate for your field experience placement. Your instructor will provide more directions on how to use and submit the documentation form.
4. **Complete the field experience end-of-semester survey.** Towards the end of the semester, you will receive an email from EDSEfld@gmu.edu with a link to an online survey. This brief survey asks you to report about important features of your field experience placement.

Other Assignments

Attendance and Participation- (100% points)

Attendance - Weekly (2 points per class for a total of 30% points)- Class attendance and participation are an important part of this class because of the specific and in depth information learned through the course. Attendance points are earned for each class to emphasize the importance of engaging in the learning activities and educational environment of the course. Students are expected to arrive on time, participate in all class discussions, presentations, and activities, and stay until the end of the class. Attendance will be maintained through the artifacts students produce during class through group and individual work. For full attendance credit during each class, students must not only attend the full class session, but actively participate, work cooperatively, and turn in high quality class products. If you are unable to make any class sessions during the semester, please contact the instructor by phone or email before the class session where you will be absent. In the rare event of an emergency or severe sickness, each student is given 1 “grace” absence without a point penalty, as long as the instructor is notified before the class session. In this case, it is still the student’s responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. **Attendance points missed for more than one absence or any absence without instructor contact before class cannot be made up!** Two or more unexcused absences may result in students not being successful in the course.

Participation – Chapter Discussion Questions – (10 points per set of discussion questions – total of 7 sets of questions)

As part of the participation grade, each student who is **not** presenting the chapter will complete a group of Discussion Questions pertaining to the chapter being presented in class. *The list of questions will be distributed the first night of class.*

Learning Visuals/VAKT Tool- due Oct. 4th (100% points)

Learning visuals and VAKT tools are essential in helping students with disabilities better access and understand curriculum points. Using a VAKT tool, semantic feature analysis, concept map, diagram, graphic or semantic organizer, visual representation, visual-spatial display, or other learning visual select a particular grade level and a corresponding **Science or Social Studies** SOL that relates to learning concepts and vocabulary. *Specific instructions and rubric will be given in the directions packet that will be distributed on the first night of class.*

Group Lesson Plan and Presentation due Oct. 18th (100% points)

With a partner or a group of no more than 4 classmates, prepare a **lesson plan** (*English/math*) that follows the Active Teaching model demonstrated in class. In addition, additional components for effective teaching reviewed in class should be included. When developing the lesson plan, follow the template presented in class and posted on Blackboard. *Specific instructions and rubric will be given in the directions packet that will be distributed on the first night of class.*

Strategy Notebook –due Nov. 8th (100% points)

One of the goals of the course is for students to learn and understand the components of instructional strategies that can be used across the content areas (reading, writing, math, science, and social studies). A second goal is for students to be able to take the learned strategies and apply them with their own students in their own setting. *Specific instructions and rubric will be given in the directions packet that will be distributed on the first night of class.*

Strategy Application Project Presentation - due Nov. 29th & Dec. 6th

(100 % points)

1. Be prepared to present a 10 minute oral summary of your project to the class and to answer any questions.
2. Prepare materials to have on-hand in your presentation which support your oral presentation (e.g., pictures of a student with the materials or intervention used).
3. Prepare 5-7 slides (PowerPoint) which clearly detail the major points of your project.
4. Print out ONE hard copy of your PPT slides for your class members and professor.

Specific instructions and rubric will be given in the directions packet that will be distributed on the first night of class.

Chapter Group Presentation (100% points)

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 principles of instruction in that area*, to using strategies in instruction of elementary curriculum
- To expand our repertoire of *evidence-based, scientifically-based, and research-based* strategies for learning.

Specific instructions and rubric will be given in the directions packet that will be distributed on the first night of class.

Course Policies and Expectations

Attendance/Participation

Class attendance and participation are essential to this course because of the complexity of the learning strategies at its core. Attendance points are earned for each class to give students experience with and class credit for engaging in key activities related to strategies for students with mild disabilities in the general education setting.

Students are expected to be timely; actively participate in activities; and remain for the duration of class time.

Late Work

Course evaluation and final grades will be calculated based on each student's point score out of the possible 100% point total. 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**

Other Requirements

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.

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%

***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/>).

Submitted assignments should be labeled with filenames that correspond to: <your first initial your last name abbreviated form of the assignment’s name>. I will return graded assignments to you the following week during class. Below is an example labeling for submission of all written assignments on Blackboard.

CMcElweeLrnVis – Learning Visual

CMcElweeGrLessPlan – Group Lesson Plan

CMcElweeChGrPres – Chapter Group Presentation

CMcElweeStratAppWrit – Strategy Application Written Assignment

CMcElweeStratNote – Strategy Notebook

Assignment Descriptions and Criteria for Evaluation

Requirement	Possible % Points
Participation/Attendance	100 pts. = 30 pts. attendance + 70 pts. discussion questions
Strategy Application Project**	100
Presentation of Strategy Application Project	100
Learning Visual/VAKT tool (Science/Social Studies)	100
Group Lesson Plan & Presentation (English/Math)	100
Strategy Notebook	100
Chapter Group Presentation	100
Total	Average of all assignments = Possible 100 % pts.

Common course assignment

Professional Dispositions

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

Class Schedule

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

Tentative Course Schedule: EDSE 628/428		
Date	Topic	Assignments Due this Date
Class 1: 8/30/2017	Introduction:	➤ Bring Text: 9th Edition Only!! Vaughn, S., & Bos C. S. (2015). <i>Strategies</i>

	<ul style="list-style-type: none"> • Review syllabus and assignments • Review Blackboard use • Review use of text • Review Field Experience Regulations • Field Experience video <p>**Sign-Up for Chapter Group Presentation Date</p>	<p><i>for teaching students with learning and behavior problems (9th ed.). Boston, MA: Pearson.</i></p>
<p>Class 2: 9/6/2017</p>	<p>Approaches to Learning and Teaching:</p> <ul style="list-style-type: none"> • Direct Instruction/Explicit Instruction* • Cognitive Strategy Instruction* • Scaffolding and Modeling* • Self-Regulated Strategy Development* <p>**Review template and articles for the Strategy Application Project</p> <ul style="list-style-type: none"> • Review article selection: <ul style="list-style-type: none"> ✓ Disability characteristics ✓ What are evidence-based practices? ✓ Identifying a research-based intervention/strategy ✓ Effective Instruction ✓ Learning Theories 	<ul style="list-style-type: none"> ➤ Read Chapter 1: Monitoring and Teaching for Understanding ➤ Read Chapter 2: Approaches to Learning and Teaching (skimming pages 29-35) ➤ Bring laptop to review how to access peer reviewed journals
<p>Class 3: 9/13/2017</p>	<p>Response to Intervention:</p> <ul style="list-style-type: none"> • Universal Screening • Multi-Tier system of supports (MTSS) • Peer Mediated Instruction* 	<ul style="list-style-type: none"> ➤ Read Chapter 3: Response to Intervention ➤ Strategy Application Project Article Approval

	<ul style="list-style-type: none"> • Curriculum Based Measurement (CBM)/Progress Monitoring* 	
Class 4: 9/20/2017	<p>Classroom and Behavior Management</p> <ul style="list-style-type: none"> • Applied Behavior Analysis (ABA)* • Reinforcement* • Self-regulatory strategies* • Social Skills Instruction* • Positive Behavioral Interventions and Supports* • Classroom Management Strategies (e.g., routines, structure, safe, positive environments)* • Functional Behavior Assessment FBA/BIP* <p>**Review and Model of VAKT/Learning Visual Tool **Possible Chapter Group Presentation**</p>	<ul style="list-style-type: none"> ➤ Read Chapter 4: Classroom and Behavior Management ➤ Discussion Questions due ➤ Bring Blackboard Article “Behavior Management, ADHD & LD: Back to Square One”
Class 5: 9/27/2017	<p>Communication & Collaboration:</p> <ul style="list-style-type: none"> • Differentiated instruction* • Explicit Instruction Framework* <p>**Review of Active Teaching Lesson Plan Model for Group Lesson Plan Presentation (English/Math) **Possible Chapter Group Presentation</p>	<ul style="list-style-type: none"> ➤ Read Chapter 5 (Vaughn & Bos): Co-teaching and Collaborating: Working with Professionals and Families ➤ Discussion Questions due ➤ Read Chapter 4 (Archer and Hughes) Designing Lessons: Rules
Class 6: 10/4/2017	<p>**Learning Visual/VAKT tool Presentations**</p> <p>Oral Language:</p> <ul style="list-style-type: none"> • Vocabulary Instruction* 	<p>**Learning Visual/VAKT Tool due**</p> <ul style="list-style-type: none"> ➤ Read Chapter 6 (Vaughn & Bos): Assessing and Teaching Oral Language ➤ Discussion Questions due

	<ul style="list-style-type: none"> ● Guided feedback* ● Peer tutoring* ● Culturally and Linguistically diverse learners <p>**Possible Chapter Group Presentation</p>	
Class 7: 10/11/2017	<p>Reading: Phonological Awareness, Phonics, and Word Recognition:</p> <ul style="list-style-type: none"> ● Phonemic Awareness Instruction* ● Phonics Instruction* ● Word Recognition Instruction* ● Mnemonics* ● Guided Feedback* ● Miscue Analysis* ● Peer Assisted Learning Strategies (PALS)* ● Informal Reading Inventory* <p>**Possible Chapter Group Presentation</p> <p>*Possible Guest Speaker</p>	<ul style="list-style-type: none"> ➤ Read text Chapter 7 (Vaughn & Bos): Assessing and Teaching Reading: Phonological Awareness, Phonics, and Word Recognition ➤ Discussion Questions due ➤ Bring the following Blackboard Article <ul style="list-style-type: none"> ✓ “Five Big Areas of reading” http://reading.uoregon.edu/big_ideas/index
Class 8: 10/11/2017	<p>Reading: Fluency and Comprehension</p> <ul style="list-style-type: none"> ● Direct Instruction (Systematic & Explicit Instruction)* ● Fluency Instruction* ● Graphic Organizers* ● Questioning Strategy Instruction* ● Reading Comprehension Instruction* ● Content Enhancements* ● Semantic Maps* 	<ul style="list-style-type: none"> ➤ Read text Chapter 8 (Vaughn & Bos): Assessing and Teaching Reading: Fluency and Comprehension ➤ Discussion Questions due ➤ Read Chapter 8 (Archer & Hughes): Providing Appropriate Independent Practice

	<ul style="list-style-type: none"> • Collaborative Strategic Reading (CSR)* • *Peer-Mediated/Peer Supported Reading* <p>**Possible Chapter Group Presentation</p> <p>*Possible Guest Speaker</p>	
Class 9: 10/18/2016	<p>**Group Lesson Plan Presentations**</p> <p>Language Arts: Writing and Spelling</p> <ul style="list-style-type: none"> • Computer-assisted Instruction* • Self-regulation strategies* <ul style="list-style-type: none"> ✓ Thinking maps* ✓ Graphic organizers • Cognitive Strategy Instruction for writing* • Guided Feedback* <p>**Possible Chapter Group Presentation</p>	<p>**Group Lesson Plans Due**</p> <ul style="list-style-type: none"> ➤ Read text Chapter 9 (Vaughn & Bos): Assessing and Teaching Writing and Spelling ➤ Discussion Questions due
Class 10: 10/25/2017	<p>Content Area Learning and Vocabulary Instruction (Social Studies and Science)</p> <ul style="list-style-type: none"> • Content Enhancements* • Peer Tutoring* • Mnemonics* • Semantic Maps* <p>**Possible Chapter Group Presentation</p>	<ul style="list-style-type: none"> ➤ Read Chapter 10 (Vaughn & Bos): Assessing and Teaching Content Area Learning and Vocabulary Instruction ➤ Discussion Questions due
Class 11: 11/1/2017	<p>*Review Strategy Notebook</p> <p>Information sheets and requirements</p> <p>Mathematics Instruction: Basic Concepts and skills</p> <ul style="list-style-type: none"> • Computer Assisted Instruction* 	<ul style="list-style-type: none"> ➤ Read text Chapter 11 (Vaughn & Bos): Assessing and Teaching Mathematics ➤ Discussion Questions due

	<ul style="list-style-type: none"> • Schema-Based Math Representations* • Direct Instruction for math* • Concrete-Representational-Abstract (CRA)* • Math Manipulatives* <p>Mathematics Instruction: Problem Solving:</p> <ul style="list-style-type: none"> • Peer-mediated Instruction* • Self-talk/Self-Instruction* • Corrective Feedback* <p>**Possible Chapter Group Presentation</p>	
Class 12: 11/8/2017	<p>Reading Stations:</p> <ul style="list-style-type: none"> ➤ Phonemic Awareness ➤ Phonics ➤ Vocabulary ➤ Fluency ➤ Comprehension 	**Strategy Notebook Due**
Class 13: 11/15/2017	<p>Math Stations:</p> <ul style="list-style-type: none"> ➤ CRA Strategy ➤ Math in Everyday Life ➤ Task Analysis ➤ Math Tools ➤ Math Graphic Organizers ➤ Math Lessons 	
Class 14: 11/22/2017	<ul style="list-style-type: none"> ➤ NO CLASS 	
Class 15 11/29/2017	**Strategy Application Presentations**	<p>**Strategy Application Project due**</p> <p>**Strategy Application Presentations due**</p>
Class 16 12/6/2017	**Strategy Application Presentations**	**Strategy Application Presentations due**

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 turned off during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://courseessupport.gmu.edu/>.
- The 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 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/>.) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).
- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs

and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. 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://ssac.gmu.edu/make-a-referral/>.

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

Appendix

Assessment Rubric(s)

RUBRIC: Strategy Application Project Paper

PART 1: Summary of Research Article (20 points)	
Background information and purpose	/3
Participants and setting	/3
Materials	/3
Description of intervention/strategy	/5
Dependent measures	/3
Results	/3
PART 2: Your Methods Section (20 points)	
Specific description of participant <ul style="list-style-type: none"> Pseudonym, age, grade, sex, disability category, areas of need, etc. 	/4
Setting of the intervention <ul style="list-style-type: none"> When and where did you meet with the student? How often and how long were the sessions? 	/4
Materials <ul style="list-style-type: none"> List and describe all specific materials used during the intervention. Did you use the same materials used in the research article or did you make adaptations? 	/4
Intervention <ul style="list-style-type: none"> What did you actually do? How did you implement the strategy with the student? Did you use the same procedures in the research article or did you make adaptations? 	/4
Dependent measures <ul style="list-style-type: none"> How did you evaluate or measure student progress? 	/4
PART 3: Your Results and Evaluation Section (40 points)	
Results <ul style="list-style-type: none"> What happened as a result of the intervention? Did the student progress? How do you know? If possible, include graph of student progress. 	/10

<p>Results comparison</p> <ul style="list-style-type: none"> • Compare your results to those found in the original research article. • Describe similarities or differences. 	/10
<p>Evaluation</p> <ul style="list-style-type: none"> • Provide insights into why you may have obtained your findings. • Could you adapt this strategy for other age, grade, and/or ability levels? If so, describe how this could be done. 	/10
<p>Personal reflection</p> <ul style="list-style-type: none"> • Did you like using this strategy and think it was effective? • Would it be easy for teachers to implement in the inclusive classroom? • Provide a rationale for your opinion using evidence from class discussions, readings, and/or personal experience. 	/10
OVERALL QUALITY OF WRITING (20 points)	
<p>APA Style</p> <ul style="list-style-type: none"> • Correct use of APA 6th edition format • Free of spelling and grammatical errors and typos • Complete references page with <i>at least 2 sources</i> correctly formatted 	/20

TOTAL SCORE

_____ /100