



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

Fall 2017

EDSE 540 643: Characteristics of Students with Disabilities who Access the General Curriculum

CRN: 82487, 3 – Credits

Instructor: Dr. Nicole Conners	Meeting Dates: 09/12/17 – 11/14/17
Phone: Office: 571-423-4178	Meeting Day(s): Tuesdays
E-Mail: nconners@gmu.edu ; naconners@fcps.edu	Meeting Time(s): 5:00 pm - 9:00 pm
Office Hours: By appointment	Meeting Location: Woodson HS, Room Room E201
Office Location: Willow Oaks, Falls Church	Other Phone: **Cell 703-309-9232

*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

Examines the characteristics of students with mild disabilities. Focuses 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. Offered by Graduate School of Education. May not be repeated for credit.

Registration Restrictions:

Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non Degree or Senior Plus.

Enrollment is limited to Graduate, Non-Degree or Undergraduate level students.

Students in a Non-Degree Undergraduate degree may not enroll.

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

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/>.

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
7. Online class content

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 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.

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 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 students with mild disabilities, etiology of mild disabilities, inclusionary practices. 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

Raymond, E.B. (2017). *Learners with mild disabilities: A characteristics approach* (5th ed.). Boston, MA: Pearson. (ISBN 9780133827118)

Archer, A.L. & Hughes, C.A. (2010). *Explicit instruction: Effective and efficient teaching*. New York, NY: Guilford Press (ISBN 9781609180416-**Chapters 1 – 3 ONLY**; Note to students: Additional chapters from this book will be used in subsequent courses)

Recommended Textbooks

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

Required Resources

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

Additional Readings

Assigned journal readings for evidence-based practices and Educational Leadership articles in class and can be found on BB for EDSE 540.

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 540, 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 and/or Examinations

Performance-based Assessment (Tk20 submission required)

Observation Student Profile (100 points).** A comprehensive Observation Student Profile on a student with an emotional disability, learning disability, mild intellectual disability, high functioning autism, ADHD, or speech and language disorder will be completed. Other observation student profiles with other high incidence disabilities should be discussed with your instructor. *You must complete a field experience form.***

Observation Student Profile FINAL PAPER **due November 14, 2017.** Be prepared to present your student profile in class orally on **November 14, 2017.**

The case study should include the following components which will be headings in your APA formatted paper. (relates to the Observation Student Profile Rubric and extensive narrative for the Observation Student Profile) Scores for each section/part range from 5.56- does not meet, 11.11- meets, or 16.67- exceeds expectations.

Part I: Demographic and Background Data

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

Part III: School and Classroom Information

Part IV: Student Observation

Part V: Family Member Interview or Teacher Interview (if an IA) and Analysis of Information

Part VI: Summary, Synthesis, Recommendations, Final Reflections, and SO WHAT

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.

APA Format, Style, and Mechanics Please proofread all papers before turning in a finished product. APA formatting is expected. You must post Observation Student Profile for TK20 evaluation.

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

N/A

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

- 1. *Class Attendance and Participation (5 points per class/50points total, includes October 31).*** Completion of weekly class activities, participation in class discussions, and project presentation update discussions throughout the semester. Points missed due to absences cannot be made up. Excessive absences can result in additional penalties and potential withdrawal from class.
- 2. *Journal Entries (through BB- 10 entries- one per week-5 points each- 50 points total)*** Complete one posted journal entry per week through BB, including July 6th). These journal entries will help you to identify three MOST IMPORTANT POINTS related to your readings assigned for the week. I would like you to make connections to what you have read in your assigned texts and how the content applies in your classroom. This will be

discussed more in class in terms of your thinking from knowledge to application of information.

3. ***Mindmaps for characteristics of students with disabilities. (25 points each for 5 mindmaps/125 points total).*** **choose a different way to capture the characteristics of each disability if this format does not work with your learning preferences.

Create individual mindmaps or other organizer for the characteristics of students with learning disabilities, emotional disabilities, mild intellectual disabilities, autism, and attention deficit (ADHD/ADD) from your text. (*see dates in weekly calendar--try to include the academic, social, processing deficits, executive functioning, communication, and behavior challenges for each disability) ****See due dates on weekly calendar *see BB for a visual picture of a mindmap***

4. ***Philosophy of Teaching Statement (Part I & II- 50 points each=100 points) (Due: Part I- September 26, 2017 & Part II – October 31, 2017)***

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

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

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

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

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

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

Include teaching strategies and methods to help people “see” you in the classroom. Help the reader of your teaching statement visualize what you do in the classroom to establish a student-centered learning environment, including building positive student relationships and engaging all students. Help the reader of your statement visualize your teaching and assessment practices when focused on the learning for all students.

By writing about your experiences and your beliefs, you “own” those statements and establish a personal mindset for student learning.

5. **Iris Center Modules (100 points total; 25 points each). View four outlined modules for the online class on October 31, 2017** and directions will be provided on what to hand in for a grade for each module. These will be completed as online content and as part of class discussions and activities. You will need a computer to access this content. ***(Online class on October 31, 2017) Frayer models (see BB) due no later than November 7, 2017.***

About the IRIS CENTER: <http://iris.peabody.vanderbilt.edu/>

Funded by the U.S. Department of Education’s Office of Special Education Programs (OSEP), the IRIS Center is headquartered at Vanderbilt University in Nashville, TN, and Claremont Graduate University in Claremont, CA. Our primary objective is to create and infuse resources about evidence-based practices into preservice preparation and professional development programs. To facilitate this process, IRIS disseminates and offers trainings on those resources. Developed in collaboration with nationally recognized researchers and education experts, IRIS resources are designed to address instructional and classroom issues of great importance to today’s educators. IRIS resources are used in college instruction, PD activities, and independent learning opportunities for practicing educators.

Must view these first three (must complete all three modules below)

- Universal Design for Learning (**online class October 31**)
<http://iris.peabody.vanderbilt.edu/module/udl/>
- Differentiated Instruction: Maximizing the Learning for All Students (**online class Oct 31**)
<http://iris.peabody.vanderbilt.edu/module/di/>
- Providing Instructional Supports: Facilitating Mastery of New Skills Students (**online class October 31**)
<http://iris.peabody.vanderbilt.edu/module/sca/>
- CHOICE--Choose one of the three below for your fourth module:
(online class October 31)

- Addressing Disruptive & Non-Compliant Behaviors (Part 1) <http://iris.peabody.vanderbilt.edu/module/bi1/>
- SOS: Helping Students Become Independent Learners <http://iris.peabody.vanderbilt.edu/module/sr/>
- Teaching English Language Learners: Effective Instructional Strategies <http://iris.peabody.vanderbilt.edu/module/ell/>

6. Observation Student Profile Presentation (50 points)- Due: November 14 (last class) Present your Observation Student Profile in a rotation station format during the last class. Rotations will be assigned. Be creative in your presentation style! (see examples) **Be sure to cover these four areas: student strengths, student challenges, disability characteristics, & evidence-based practices (EBPs)/strategies.**

Course Policies and Expectations

Attendance/Participation

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

Late Work

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

Other Requirements:

Withdraw From Class

If you are unable to meet the participation requirements of the course(s) it is strongly recommended that you drop the course. Withdrawing from the course is not an automatic process. You must inform the instructor in writing if you wish to withdraw from the course and follow GMU withdrawal processes. Failure to notify the instructor will result in an “F” on your official George Mason University transcript.

Written and Oral Language

APA Style is the standard format for any written work in the College of Education. If you are unfamiliar with APA, it would benefit you to purchase the Publication Manual of the American Psychological Association (6th ed.) You are

required to use APA guidelines for all course assignments. This website links to APA format guidelines: <http://apastyle.apa.org>

People First Language

We will use person-first language in our class discussions and written assignments (and ideally in our professional practice). We will also strive to replace the term “Mental Retardation” with “Intellectual Disabilities” in our oral and written communication in accordance with terminology choices in the disability community.

Academic Integrity

Students in this course are expected to exhibit academic integrity at all times. Be aware that plagiarism is presenting someone else's work as your own. Whether the act is deliberate or unintentional is irrelevant. You must take great care to give credit to an author when you borrow either exact words or ideas. Generally, if you use 4 or more words in a row you should use quotation marks and a proper APA citation. Remember that plagiarism is a very serious offense and can result in dismissal from the University. Evidence of plagiarism or any other form of cheating in the class will result in a zero on that assignment and a report of the incident to the Dean's Office.

Grading Scale

95-100% = A

90-94%= A-

86-89= B+

80-85= B

76-79%=C+

70-75%= C

>70%=F

**** 575 TOTAL POINTS**

*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.

Class Schedule

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

<p>Tuesday, Sept 12, 2017 (CLASS 1)</p>	<p>Registration, Introductions, and Backgrounds</p> <p>Cohort Structure and Questions</p> <p>Syllabus Review</p> <p>Big Picture Ideas for Course Context of Special Education</p> <p>Introduction-review of exceptionalities & legislation</p> <p>Overview of Students with Mild Disabilities (Misunderstood Minds video)</p>	<p>Start thinking about a student for case study assignment</p>	
<p>Tuesday, Sept 19, 2017 (CLASS 2)</p>	<p><i>Sub tonight</i></p> <p>Students with learning disabilities</p> <p>Multidisciplinary Evaluations</p> <p>IEP components</p>	<p>Journal Entry (BB)</p>	<p>Read Chapter 1,2,3, & 5 textbook</p> <p><i>Differentiation and the Brain, 1 & 2</i></p> <p>DUE: LD characteristics mindmap</p>
<p>Tuesday, Sept 26, 2017 (CLASS 3)</p>	<p>Students with Emotional Disabilities (*guest speaker)</p> <p>Finish student with learning disabilities and reading a student services file</p>	<p>Select case study student</p> <p>Journal Entry (BB)</p>	<p>Read Chapter 5 & 6 textbook</p> <p><i>Read Chapter 7 Differentiation and the Brain</i></p> <p>DUE: Philosophy in Teaching Statement Part I</p> <p>DUE: Emotional Disabilities characteristics mindmap</p> <p>Please select the student that you will use for the case study by this date.</p>

<p>Tuesday, October 3, 2017 (CLASS 4)</p>	<p>Students with High Functioning Autism (autism spectrum disorder) & executive functioning (*guest speakers)</p> <p>Students with ADHD</p>	<p>Journal Entry (BB)</p>	<p>Read Chapter 7 & 8 textbook Executive Functioning, Chapter 9, pp.204-206</p> <p><i>DUE: Autism and ADHD characteristics mindmaps</i></p>
<p>Tuesday October 10, 2017 (CLASS 5)</p>	<p>Students with Mild Intellectual Disabilities</p> <p>Universal design for learning; technology supports for executive functioning)</p>	<p>Journal Entry (BB)</p>	<p>DUE: Intellectual Disabilities characteristics mindmap</p> <p><i>Read Chapter 4 textbook</i></p> <p><i>Read Chapters 3, 4, 5 & 6 Differentiation and the Brain</i></p> <p>View the National Center on Universal Design for Learning (UDL) http://www.udlcenter.org</p>
<p>Tuesday October 17, 2017 (CLASS 6)</p>	<p>UDL: Purposeful Planning for Scaffolds/Supports (Topics: progress monitoring; using data to inform instruction)</p> <p>Differentiation, instructional scaffolds, & informing instruction through formative assessments (checking for understanding)</p>	<p>Journal Entry (BB)</p>	<p>Read Chapters 9, 10, 11, & 12 textbook;</p> <p>Chapter 3, pp. 58-63</p> <p>Read Chapters 3 & 4 Differentiation and the Brain</p>
<p>Tuesday October 24, 2017 (CLASS 7)</p>	<p>Classroom Management, routines and procedures</p> <p>PROACTIVE, PROACTIVE PLANNING- beginning with the end in mind</p> <p>Evidence-based instructional strategies to enhance access to the general education curriculum</p>	<p>Journal Entry (BB)</p>	<p>Read Chapters 9, 10, 11, & 12 textbook</p> <p><i>Read Chapter 8 Differentiation and the Brain</i></p> <p><i>Read Chapters 1, 2, & 3 Explicit Instruction textbook</i></p>

<p>Tuesday October 31 , 2017 (CLASS 8)</p>	<p>Co-teaching best practices and approaches (from the New Teacher website); access materials during this week</p> <p>You can start your IRIS MODULES ONLINE and create frayer modules for each module topic.</p>	<p>Journal Entry (BB)</p> <p>NO FACE-TO-FACE CLASS</p> <p>ONLINE CONTENT</p> <p>No F-2-class Online Activities-- IRIS MODULES</p>	<p>Read Chapters 9, 10, 11, & 12 textbook</p> <p><i>Read Chapters 1, 2, & 3 Explicit Instruction textbook</i></p> <p>DUE Philosophy of Teaching Statement Part II</p> <p>All FOUR FRAYER MODELS ARE DUE NO LATER THAN THE NEXT CLASS, NOV 7, 2017.</p>
<p>Tuesday, Nov 7, 2017 (CLASS 9)</p>	<p>PROACTIVE, PROACTIVE PLANNING- beginning with the end in mind</p> <p>Evidence-based practices in special education</p> <p>Online Course Evaluations</p>	<p>Journal Entry (BB)</p>	<p>Read Chapters 9, 10, 11, & 12 textbook</p> <p><i>Read Chapters 1, 2, & 3 Explicit Instruction textbook</i></p> <p>Online Course Evaluations</p>
<p>Tuesday, Nov 14, 2017 (CLASS 10- LAST CLASS)</p>	<p>Synthesis: Putting the Pieces Together Journal Entry (BB)</p> <p>Case Study Presentations</p>	<p>Journal Entry (BB)</p>	<p>DUE: Observation Student Profile FINAL PAPER DUE</p> <p>PLEASE POST YOUR OBSERVATION STUDENT PROFILE IN BLACKBOARD TK20 NO LATER THAN 5:00 TODAY!</p> <p>DUE: Observation Student Profile presentations (in station rotations)</p>

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://coursessupport.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)

GUIDELINES for the Observation Student Profile (possible 100 points)

The observation case study provides you with the opportunity to get an in-depth understanding of a student with mild to moderate exceptional learning needs. 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 a disability. This case study 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

Part I: Demographic and Background Data (ranges from 5.56, 11.11, or 16.67)

- A. Select a student with exceptional learning needs who accesses the general curriculum and 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, please talk with your instructor.
- B. Create a pseudonym to use throughout your project. (It is of the utmost importance that the identity of your student remains confidential. If school officials or parents ask, your case study will be evaluated by your instructor and will be posted to TK20 through BB, 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. STUDENT STRENGTHS and CHALLENGES
 2. demographic information,
 3. disability diagnosis and etiology,
 4. any medical conditions that exist,
 5. psychological and social-emotional characteristics, and
 6. 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 III.

D. Identify and provide examples of the skills and characteristics of your student that are (a) similar to their 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 (ranges from 5.56, 11.11, or 16.67)

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 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 (ranges from 5.56, 11.11, or 16.67)

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 Observations (ranges from 5.56, 11.11, or 16.67)

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: Family Member Interview and analysis of information (ranges from 5.56, 11.11, or 16.67)

Interview at least one of your student's parents, guardians, or family member who is knowledgeable of the student's goals and needs. (*if IA, can be a modified assignment by interviewing the classroom teacher)

****questions for parents and questions for teachers will be posted in BB**

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. (parent questions provided for interview)

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, Recommendations, SO WHAT, and Final Reflections (ranges from 5.56, 11.11, or 16.67)

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 the identified disability. 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. *So What?* You have now completed a comprehensive case study. So what? How will you think about students differently now that you have completed this assignment? What can you take away with you and apply to all of your students in the future?

E. Final reflection

1. How did your personal cultural biases and differences affect your interactions with ***this student and his or her family during this case study process?***

Part VII: Alignment with CEC Standard. (ranges from 5.56, 11.11, or 16.67)
How does the development of this case study address CEC Standards 1, 2, 3, 9, and 10?

Appendix- work samples, interview questions, etc... (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, please scan in work samples.

Mechanics and APA Format. (required) Proofread all papers prior to turning in a final product. APA format for all papers is required.

Appendix: Interview questions, SCANNED student work samples for appendices