



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

Fall 2020

EDSE 540 664: Characteristics of Students with Disabilities who Access the General Curriculum
CRN: 84274, 3 – Credits

Instructor: Dr. Nicki Conners	Meeting Dates: 9/17/20 – 11/19/20
Phone: 703-309-9232	Meeting Day(s): Thursdays
E-Mail: nconners@gmu.edu	Meeting Time(s): Hybrid, 5:00 pm –7:30 pm live synchronous learning; asynchronous, self-paced learning is planned for the rest of each week.
Office Hours: 7:30-9:30 PM THURSDAYS	Meeting Location: N/A; Online
Office Location: Virtual BBCU	Other Phone: 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: Field experience required.

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

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. Virtual class lecture and discussion
2. Virtual application activities
3. Virtual small group activities and assignments
4. Iris Modules, Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

This course will be delivered 100% online/virtually using a hybrid model, utilizing both synchronous and asynchronous formats via the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. ***The EDSE 540 BB course site will be available on Thursday, September 17, 2020.***

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: [Browser support \(https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers\)](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

To get a list of supported operation systems on different devices see: [Tested devices and operating systems \(https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems\)](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.

- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - [Adobe Acrobat Reader](https://get.adobe.com/reader/) (<https://get.adobe.com/reader/>)
 - [Windows Media Player](https://support.microsoft.com/en-us/help/14209/get-windows-media-player) (<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>)
 - [Apple Quick Time Player](http://www.apple.com/quicktime/download/) (www.apple.com/quicktime/download/)

Expectations

- **Course Week:**
This EDSE 540 class will be a hybrid model, both synchronous live sessions and asynchronous, self-directed work. Because asynchronous courses do not have a “fixed” meeting day, our week will start on Thursdays, and finish on Wednesday evenings. Therefore, our course week will begin on the day that our live synchronous meetings take place as indicated on the Schedule of Classes.
- **Log-in Frequency:**
Students must actively check the EDSE 540 Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least once per week. In addition, students must log-in and fully participate in all scheduled virtual live synchronous meetings on Thursdays (typically 5:00-7:00 or 5:00-7:30 pm for live virtual sessions). *Please Note: This may change slightly as we progress this semester.
- **Participation:**
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in live course discussions and group interactions.
- **Technical Competence:**
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- **Technical Issues:**
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:**
Please be aware that this course is not self-paced. Students are **expected to meet specific deadlines and due dates** listed in the Class Schedule section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- ***Instructor Support:***
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. During this uncertain time it is best to meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times. ***Virtual office hours are offered on THURSDAYS from 7:30-9:30 pm.*** Other office hours are at the request of individual students.

- ***Netiquette:***
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but you are sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- ***Accommodations:***
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

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.

Professional Standards

(Council for Exceptional Children (CEC), Interstate Teacher Assessment and Support Consortium (InTASC). Upon completion of this course, students will have met the following professional standards: 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).

This course contains at least one Common Assessment developed by the College of Education and Human Development to assess our candidates' performance on nationally accepted standards for beginning teachers (InTASC) and our programs' performance on national accreditation standards (CAEP).

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 Texts

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 Texts

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Required Additional Resources

Sousa, D.A. & Tomlinson, C.A. (2011). *Differentiation and the brain: How neuroscience supports the learner-friendly classroom* (2nd ed). Bloomington, IN: Solution Tree Press.

Karten, T. (2017). *Building on the strengths of students with special needs: How to move beyond disability labels in the classroom*. Alexandria, VA: ASCD.

Additional Readings

Varied articles and research studies from peer reviewed journals.

Course Performance Evaluation

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

VIA 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 VIA (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 VIA.*

For EDSE 540, the required PBA is Observation Student Profile. Please check to verify your ability to upload items to VIA before the PBA due date.

Assignments and/or Examinations

Performance-based Assessment (VIA submission required)

Observation Student Profile (100 points) FINAL PAPER due ***Thursday, November 19, 2020.***

A case study (either elementary or secondary) will be provided to complete this assignment).

The observation student profile should include the following components which will be headings in your APA formatted paper.

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, SO WHAT, CEC standards.

Part VII: 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

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

N/A

**Performance-based Common Assignments
(No VIA 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).

Students must be able to perform the essential functions of the practicum site assigned with or without an accommodation. Contact Disability Services (ods@gmu.edu) for questions related to accommodations.

*Please note that due to barriers with accessing field experience placements in Fall 2020 as a result of COVID-19, there will be changes to the field experience process in this course. Students will be notified well in advance with changes and provided with alternative options. Check your Mason email regularly for important information regarding your field experience.

Other Assignments

- ***Class Attendance and Participation (10 points per class= 100 points; 10 points for each online class)*** 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 unless you have conferred with the instructor prior to the absence. Excessive absences can result in additional penalties and potential withdrawal from class.

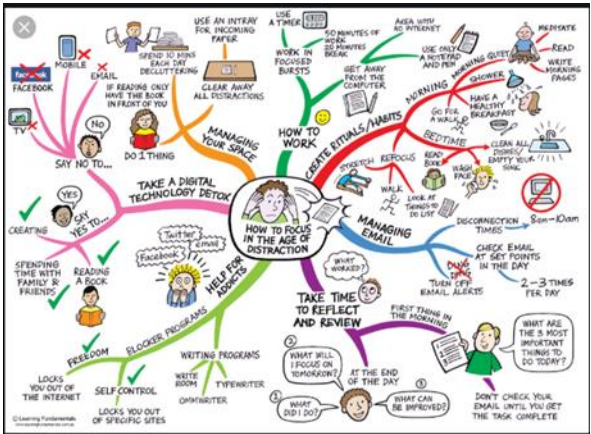
- ***Journal Entries (through BB- 9 entries-one per week-10 points each- 90 points total).*** Complete one posted journal entry per week through BB journals. These journal entries will help you to identify IMPORTANT POINTS related to your readings assigned for the week. I would like you

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.

- ***Asynchronous Learning Activities/Work (varied points each week based on assigned weekly self-paced, self-directed learning activities).***
Asynchronous work is self-paced and self-directed with work expectations set each work. It is recommended that course participants utilize time on Wednesday evenings after the synchronous work session to continue the individual learning after class. A PDF document will be posted each week to outline the expectations, activities, and assignments for weekly asynchronous work expectations.

- ***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)



➤ ***Philosophy of Teaching Statement (50 points) Due Thursday, October 29, 2020.***

A philosophy of teaching statement is a personal narrative that will

include these headings:

- (1) your conception of teaching and learning and your philosophy around fixed and growth mindsets
- (2) a description of how you teach
- (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.

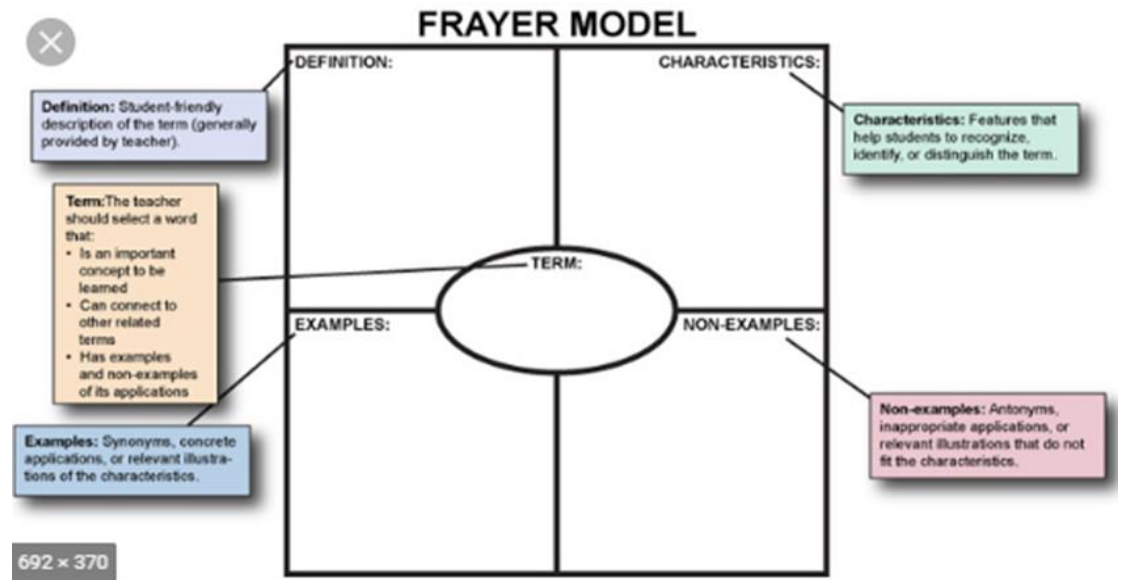
By writing about your experiences and your beliefs, you “own” those statements and establish a personal mindset for student learning.

- ***Iris Center Modules (100 points total; 25 points each).*** View four outlined modules for the online class on or around the week of Tuesday, October 15, 2020 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.

ALL Frayer models (see BB) are due no later than class on Thursday, October 22, 2020.

This is an example of a Frayer Model:



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 modules and create a Frayer Model for each module. (must complete all three modules below)

- Universal Design for Learning (online class)
<http://iris.peabody.vanderbilt.edu/module/udl/>
- Differentiated Instruction: Maximizing the Learning for All Students

(online class) <http://iris.peabody.vanderbilt.edu/module/di/>

- Providing Instructional Supports: Facilitating Mastery of New Skills Students (online class) <http://iris.peabody.vanderbilt.edu/module/sca/>

CHOICE--Choose one of the three below for your fourth module and create a Frayer model.

- Addressing Disruptive & Non-Compliant Behaviors (Part 1) (online class) <http://iris.peabody.vanderbilt.edu/module/bi1/>
 - SOS: Helping Students Become Independent Learners (online class) <http://iris.peabody.vanderbilt.edu/module/sr/>
 - Teaching English Language Learners: Effective Instructional Strategies (online class) <http://iris.peabody.vanderbilt.edu/module/ell/>
- ***Student Profile Presentation (50 points) Due: Thursday, November 19, 2020.*** You will record your Student Profile Presentation in Flip Grid under this topic heading before the end of the last class. Your video recorded presentation should not be longer than 5-7 minutes. *A link for recording and posting will be provided through Flip Grid.

Be creative in your presentation style! (see examples in BB assignments)

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 virtual synchronous 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 will significantly diminish the impact of the course and interfere with creating a collaborative learning community. As such, absences from any portion of the synchronous 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. There will be no late work accepted unless a student has sought out the instructor for a proactive, private, and one-to-one conversation. *A ZERO will be assigned to any late work.* Individual situations will be addressed with individual students outside of class.

Other Requirements

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.

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 (7th ed.) You are required to use APA guidelines for all course assignments. This website links to APA format guidelines: <https://apastyle.apa.org/> (7th ed. Guidelines)

Academic Integrity

Students in this course are expected to exhibit academic integrity at all times. This is a master’s level college credit course and students are expected to maintain professional and personal 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

As a GMU student you are required to monitor your grades at all times. You are aware of your grade at all times.

95-100% = A

90-94% = A-

86-89 = B+

80-85 = B

76-79% = C+

70-75% = C

>70% = F

* Please note, the graduate grading scale does not include a “D”.

***Note:** The George Mason University Honor Code will be strictly enforced. See [Academic Integrity Site \(https://oai.gmu.edu/\)](https://oai.gmu.edu/) and [Honor Code and System \(https://catalog.gmu.edu/policies/honor-code-system/\)](https://catalog.gmu.edu/policies/honor-code-system/). 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 new, original work for this course or with proper citations.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See [Policies and Procedures \(https://cehd.gmu.edu/students/policies-procedures/\)](https://cehd.gmu.edu/students/policies-procedures/). Students are expected to exhibit professional behaviors and dispositions at all times. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least two points in each student’s program – a self-evaluation at the start of their program, and a university supervisor’s evaluation during internship. In special education licensure programs, the self-evaluation is an online survey distributed via email upon program entry for graduate students and within initial courses (EDSE 241, EDSE 361, and EDSE 311) for undergraduate students. When dispositions are assessed, it is important that for areas where a positive disposition is ‘occasionally evident’ or ‘rarely evident,’ the student takes steps to grow as an educator. See <https://cehd.gmu.edu/epo/candidate-dispositions>.

Class Schedule

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

<i>Class Number</i>	<i>Class Topics</i>	<i>Journal Entry Due</i>	<i>SYNCHRONOUS & ASYNCHRONOUS & OTHER DUE DATES</i>
Thursday, September 17, 2020 Class 1	-Registration, Introductions, and Backgrounds -Building Relationships & Community -Cohort Structure and Questions -Syllabus Review -Conceptual Framework of Special Education -Start thinking about a student for case study assignment	Start thinking about a student for case study assignment	<p align="center">Synchronous Learning: 5:00-7:30</p> <p align="center">BBCU Guest Link: https://us.bbcollab.com/guest/59a2ebfc348b49d09cd706a231bd0345</p>

<p>Thursday, September 24, 2020</p> <p>Class 2</p>	<p>Overview of Students with Mild Disabilities (Misunderstood Minds video)</p> <p>Growth Mindset & Asset-Based Approach</p> <p>Multidisciplinary Evaluations</p> <p>IEP components</p> <p>Students with learning disabilities</p>	<p>Journal Entry (BB) due- 3 big connections from your readings and how you applied it to your practices</p>	<p style="text-align: center;">Synchronous Learning 5:00-7:30</p> <p>Asynchronous Learning DUE THIS WEEK (*see linked PDF in BB for self-paced work- below readings and video are included)</p> <p>Readings Due By This Week:</p> <ul style="list-style-type: none"> • Read Chapters 1,2 & 3 textbook • Read Chapter 1 & 2 Differentiation and the Brain • Read Chapters 1, 4, & 7 Building on the Strengths of Students with Special Needs <p>DUE & included as asynchronous work-- Watch Misunderstood Minds video. Bring your notes to share from Misunderstood Minds video (link below)</p> <p>Take notes on each student (Nathan, Lauren, Sara Lee, Nathan #2, and Adam- list strengths and challenges)</p> <p>https://www.youtube.com/watch?v=ChEcsUzfUAs&list=PLPD7o8UH7i-yQiJV3cfVSUxcUp9bZjCjb</p>
<i>Class Number</i>	<i>Class Topics</i>	<i>Journal Entry Due</i>	<i>SYNCHRONOUS & ASYNCHRONOUS</i>

<p>October 1, 2020</p> <p>Class 3</p>	<p>Students with Learning Disabilities</p> <p>Students with Emotional Disabilities</p>	<p>Select case study student</p> <p>Journal Entry (BB) due- 3 big connections from your readings and how you applied it to your practices (due this week)</p>	<p>Synchronous Learning 5:00-7:30</p> <p>Asynchronous Learning DUE THIS WEEK (*see linked PDF in BB for self-paced work- below readings are included)</p> <p>Readings Due By This Week:</p> <ul style="list-style-type: none"> • Read Chapter 5 & 6 textbook • Read Chapter 7 Differentiation and the Brain • Read Chapters 3, 4, & 7 Building on the Strengths of Students with Special Needs <p>DUE: Learning Disabilities & Emotional Disabilities characteristics mindmap</p> <p>Please select the student that you will use for the observation student profile by this date.</p>
<p>October 8, 2020</p> <p>Class 4</p>	<p>Finish student with learning disabilities and reading a student services file/data digging</p> <p>Students with High Functioning Autism (autism spectrum disorder)</p> <p>Students with ADHD</p> <p>Executive Functioning</p>	<p>Journal Entry (BB) due</p>	<p>Synchronous Learning 5:00-7:30</p> <p>Asynchronous Learning DUE THIS WEEK (*see linked PDF in BB for self-paced work- below readings are included)</p> <p>Reading Due By This Week:</p> <ul style="list-style-type: none"> • Read Chapter 7 & 8 textbook • Executive Functioning, Chapter 9, pp.204-206 • Read Chapters 2, 5, & 8 Building on the Strengths of Students with Special Needs <p>DUE: Autism and ADHD characteristics mindmaps</p>
<p>October 15, 2020</p> <p>Class 5</p>	<p>View your FOUR IRIS MODULES ONLINE and create frayer modules for each module topic.</p> <p>NO FACE-TO-FACE CLASS SYNCHRONOUS CLASS TONIGHT</p>	<p>Journal Entry (BB) due</p> <p>ALL VIRTUAL CONTENT</p> <p>Online Activities-- IRIS MODULES</p>	<p>Reading Due By This Week: Read Chapters 3 & 4 Differentiation and the Brain</p> <p>All FOUR FRAYER MODELS ARE DUE NO LATER THAN THE NEXT CLASS, Thursday, October 22</p>

<p>October 22, 2020</p> <p>Class 6</p>	<p>Students with Mild Intellectual Disabilities</p> <p>Teaching Metacognition Through Cognitive Thinking Routines https://pz.harvard.edu/thinking-routines</p> <p>High Leverage Practices (HLPs) in Special Education: Communication: https://highleveragepractices.org/collaboration/</p> <p>https://highleveragepractices.org/</p>	<p>Journal Entry (BB) due</p>	<p>Synchronous Learning 5:00-7:30</p> <p>Asynchronous Learning DUE THIS WEEK (*see linked PDF in BB for self-paced work- below readings are included)</p> <p>Readings Due By This Week:</p> <ul style="list-style-type: none"> • Read Chapter 4 textbook • Read Chapters 5 & 6 Differentiation and the Brain • Read Chapter 9 Building on the Strengths of Students with Special Needs <p>DUE: All FOUR FRAYER MODELS ARE DUE TODAY!</p> <p>DUE: Intellectual Disabilities characteristics</p> <p>View the National Center on Universal Design for Learning (UDL) http://www.udlcenter.org</p>
<p>October 29, 2020</p> <p>Class 7</p>	<p>High Leverage Practices (HLPs) in Special Education: Behavior https://highleveragepractices.org/wp-content/uploads/2017/06/SEBs_hort.pdf</p> <p>Classroom Management, routines and procedures</p>	<p>Journal Entry (BB) due</p>	<p>Synchronous Learning 5:00-7:30</p> <p>Asynchronous Learning DUE THIS WEEK (*see linked PDF in BB for self-paced work- below readings are included)</p> <p>Readings Due By This Week:</p> <ul style="list-style-type: none"> • Read Chapters 9, 10, 11, & 12 textbook • Read Chapters 1, 2, & 3 Explicit Instruction textbook • Read Chapter 8 Differentiation and the Brain <p>DUE: Philosophy Statement Paper</p>
<p>November 5, 2020</p> <p>Class 8</p>	<p>High Leverage Practices (HLPs) in Special Education: Instruction & Assessment https://highleveragepractices.org/wp-content/uploads/2017/04/InstructionsShort1.pdf</p> <p>https://highleveragepractices.org/wp-content/uploads/2017/06/AssessmentsShort.pdf</p> <p>What is Specially Designed Instruction?</p> <p>What is explicit instruction?</p>	<p>Journal Entry (BB) due</p>	<p>Synchronous Learning 5:00-7:30</p> <p>Asynchronous Learning DUE THIS WEEK (*see linked PDF in BB for self-paced work- below readings are included)</p> <p>Readings Due By This Week:</p> <ul style="list-style-type: none"> • Read Chapters 9, 10, 11, & 12 textbook • Read Chapters 1, 2, & 3 Explicit Instruction textbook

Class Number	Class Topics	Journal Entry Due	SYNCHRONOUS & ASYNCHRONOUS
November 12, 2020 Class 9	High Leverage Practices (HLPs) in Special Education: Instruction & Assessment Universal Design for Learning: 3 Principles of UDL (CAST website)	Journal Entry (BB) due	<p align="center">Synchronous Learning 5:00-7:30</p> <p>Asynchronous Learning DUE THIS WEEK (*see linked PDF in BB for self-paced work- below readings are included)</p> <p>Readings Due By This Week:</p> <ul style="list-style-type: none"> • Read Chapters 9, 10, 11, & 12 textbook • Read Chapters 1, 2, & 3 Explicit Instruction textbook • UDL article
November 19, 2020 Class 10	Synthesis: Putting the Pieces Together Working with Families Case Study Presentations		<p>Please complete your Online Course Evaluation sent through GMU email</p> <p>Asynchronous Learning DUE THIS WEEK (*see linked PDF in BB for self-paced work)</p> <p>DUE: Observation Student Profile FINAL PAPER DUE</p> <p>DUE: Observation Student Profile Presentation Video in Flipgrid</p> <p align="center">YOU MUST POST YOUR OBSERVATION STUDENT PROFILE IN BLACKBOARD TK20 NO LATER THAN 5:00 TODAY!</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: See [Core Values](http://cehd.gmu.edu/values/) (<http://cehd.gmu.edu/values/>).

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code. See [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (<https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing. See [Responsible Use of Computing](http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/) (<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 [Disability Services \(https://ds.gmu.edu/\)](https://ds.gmu.edu/).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to VIA should be directed to [VIA Help support@watermarkinsights.com](mailto:VIA_Help_support@watermarkinsights.com). Questions or concerns regarding use of Blackboard should be directed to [Blackboard Instructional Technology Support for Students \(https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/\)](https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/).

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

- As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing the [Title IX Coordinator \(titleix@gmu.edu\)](mailto:titleix@gmu.edu).
- **For information on student support resources on campus, see [Student Support Resources on Campus \(https://ctfe.gmu.edu/teaching/student-support-resources-on-campus\)](https://ctfe.gmu.edu/teaching/student-support-resources-on-campus).**
- For additional information on the College of Education and Human Development, please visit our website [College of Education and Human Development \(http://cehd.gmu.edu/\)](http://cehd.gmu.edu/).

Appendix

Assessment Rubric(s)

GUIDELINES for the Observation Student Profile (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/V: 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 IV/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?
2. Alignment with new CEC Standards) How does the development of this case study address CEC Standards?

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).

Part VII: 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. Interview questions, SCANNED student work samples for appendices.

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