



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

Fall 2021

EDSE 540 001: Characteristics of Students with Disabilities who Access the General Curriculum
CRN: 79235, 3 – Credits

Instructor: Dr. Jodi Duke	Meeting Dates: 8/23/2021 – 12/15/2021
Phone: 703-993-6555	Meeting Day(s): Tuesday
E-Mail: jduke4@gmu.edu	Meeting Time(s): 4:30 pm – 7:10 pm
Office Hours: By appointment	Meeting Location: Fairfax; KH 15
Office Location: 205B Finley Building	Other Phone: N/A

❖ **This course will be co-taught with Alexandra Raines (current doctoral candidate):**
araines@gmu.edu

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://education.gmu.edu/special-education/advising/>.

Course Delivery Method

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

Learner Outcomes

Upon completion of this course, teacher candidates/students will be able to:

1. Describe the field of learning disabilities from its origins to policies and practices of today.
2. Compare the history of education for 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] and the 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, and 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.)*. Pearson. (We will use ten of the 12 chapters in this book.)

Archer, A. L., & Hughes, C. A. (2010). *Explicit instruction: Effective and efficient teaching*. New York: Guilford Press. (We will use three of the eight chapters in this book. You will use the book again 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>

Additional Readings

Posted on Blackboard.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, 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. More information about this assignment (including a grading rubric and resources) can be found on Blackboard. The rubric and resources should be thoroughly reviewed prior to beginning the assignment and well in advance of the due date. 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)

Assessment 1: Observational Student Profile (100 points)

The required assignment for this course is the development of an *Observational Student Profile* about a student with a disability who accesses the general curriculum.

You may select a student on your caseload or in your classroom OR choose a student from your field experience placement to complete this assignment.

The Observation Student Profile will include the following sections which should be headings in your APA formatted paper. See Appendix A and Blackboard for specific details.

College Wide Common Assessment (VIA submission required)

None

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. We will work on these requirements together during the first class session.**

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.

5. 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.

Other Assignments

Assessment 2: Microteaching (15 points)

Microteaching will be an opportunity for each candidate to teach a scripted lesson from the Explicit Instruction textbook to the class. The expectation is that the candidate will be prepared and will teach the lesson as if teaching it to a group of K-12 students. The group will provide feedback to the candidate and there may be an opportunity for the candidate to repeat the instruction, using the feedback received. More detailed directions will be provided.

Assessment 3: Attendance & Participation (28 points; 2 points per class x 14 classes)

Candidates are expected to attend all class sessions and participate actively, including completion of weekly class activities, participation in class discussions, and engagement in assignment update discussions throughout the semester. I plan each session with the expectation that all students will be present and will participate.

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.

Points for class participation are POSITIVELY impacted by:	Points for class participation are NEGATIVELY impacted by:
<ol style="list-style-type: none"> 1. Completing and handing in all in- class assignments 2. Completing required readings and assignments prior to the relevant class meeting. 3. Participating in class discussions/activities 4. Thoughtfully contributing to class discussions. 5. Listening to the ideas of other peers and responding in a professional manner. 6. Demonstrating an enthusiasm for learning. 	<ol style="list-style-type: none"> 1. Being late to class 2. Demonstrating a disinterest in the material/discussions (e.g., reflection activities, small group activities, discussions, etc.) 3. Excessive absences or absences for which the candidate does not confer with the instructor in advance. 4. Demonstrating a lack of digital etiquette (e.g., texting, surfing the Internet)

Assessment 4: Classwork Assignments (28 points; 2 points per class x 14 classes)

During class sessions, you will be asked to complete at least one assignment in each class session. The assignments can be turned in at the end of class or within 24 hours of the class session. Directions for each assignment will be given in class.

Assignments may include:

Article review: You will be given specific articles from which to choose based on the session’s topic and will work with a partner to develop a summary. The purpose of this assignment is twofold: first to identify research-based findings that are relevant to students with disabilities and second, to distill the major points of the article to a one-page summary.

Lesson plan revision. In the first half of the course, we will be studying explicit instruction and its interaction with the characteristics of students with disabilities. On several occasions, you will be given sample lesson plans that you will work with a partner to rewrite with explicit instruction components.

Video teaching review. In our study of explicit instruction, we will focus on effective lesson development and instructional delivery. You will be asked to try any of the items we discuss. Each student will bring a 3-5 minute video of their teaching that provides an example of an Explicit Instruction component. I will group you in small groups to do peer reviews of the video.

Online simulation. All students will participate in an online simulation of instruction and assessment, including students with disabilities. Each student will then provide evidence of completion of the simulation.

*NOTE: All assignments should reflect graduate-level spelling, syntax, and grammar, as well as APA style guidelines. If you experience difficulties with the writing process, you will

be required to document your work with the GMU Writing Center. (<https://writingcenter.gmu.edu/>) during this course to improve your skills.

Assignment Summary

Requirement	Description	Total Points
Assignment 1: Observation Student Profile	Culminating assignment due at end of semester (directions and rubric in class materials)	100
Assignment 2: Microteaching	Teaching an Explicit Instruction lesson to peers in course; providing feedback to others	14
Assignment 3: Attendance & Participation	Attending class sessions and participate actively in class discussions.	(28 points; 2 points per class x 14 classes)
Assessment 4: Classwork Assignments	Jigsaw, case study summaries, lesson evaluations (directions and templates provided in class materials)	(28 points; 2 points per class x 14 classes)
	TOTAL POINTS	170

Course Policies and Expectations

Attendance/Participation

Attendance. Students are expected to (a) attend all class sessions throughout the semester, (b) arrive on time, (c) stay for the duration of the class time, (d) show evidence of having read/studied materials, and (e) complete all in class assignments. Attendance, timeliness, and professionally relevant- active participation are expected. **Please contact me if any questions or problems arise for a session. Also, please contact me as soon as possible if you know you will miss class or you do miss class for some life reason.**

Participation. You are expected to be present, prepared, and exhibit professional dispositions for each class session. Activities resulting in points toward your final grade will be completed during class sessions. Quality of product and completion of the activity within class will impact points earned. Points missed due to absences during class activities can not be made up.

Quality participation includes:

- Arriving on time, including back from break(s),
- Staying in the classroom/activity area for the duration of the class time,
- Participating in all class activities
- Having on hand all materials required for the class session as per course assignments and the syllabus

Late Work

Assignments are due on the date indicated in the syllabus. If I change the due date for reasons related to student need in the course, the change will be discussed in class, posted on the Blackboard site, and confirmed in an email to all students. I will accept late work **ONLY** in cases approved by me after discussion with the student at least one week before the assignment is due **OR** in cases of emergency. If you are not in class on the day an assignment is due, you are still responsible for submitting the assignment on or before the due date and time.

Please consult with me *in advance* if there is a problem. In fairness to students who make the effort to submit papers on time, **10 points per day** will be deducted from your assignment grade for late papers unless I have agreed to an extension.

Other Requirements

Workload: Graduate-level courses require in-depth reading, study, and work on course requirements outside of class time. Students are expected to allot class study and preparation time in addition to time spent on assignments.

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. Please use the following website for APA format guidelines: <http://apastyle.apa.org>.

We will use person-first language in our class discussions, written assignments, and ideally in our professional practice.

Blackboard Site: We will use our course Blackboard website for much of our course work and material. You will be responsible for all material posted on the website. Please check it regularly.

Communication: The most efficient way to contact me is through email. I check email multiple times each weekday. If your email reaches me during this period of time, I will respond within 24 hours.

On weekends, I check my Mason account on Sunday evenings and will respond to all emails received then. Please do not email me an hour before an assignment is due and expect a response. If you would prefer to meet with me either before or after class (or at another time during the day), please do not hesitate to contact me.

I am **REQUIRED** to use your Mason email to correspond to you. If you do not check it frequently, please adjust the settings to forward the messages to your frequently used account.

Grading

Grade	%
A	93-100
A-	90-92
B+	88-89

B	83-87
B-	80-82
C	70-79
F	<70

***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/>). Professional dispositions are an essential function of a special educator’s job, indicating that these dispositions are critical to develop and assess in special education licensure programs. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least three points in each student’s program – a self-evaluation at the start of their program, a self-evaluation at the mid-point of their program, and a university supervisor’s evaluation during internship. In special education graduate licensure programs, the initial self-evaluation is completed in a designated course (EDSE 501), the mid-point self-evaluation is completed in designated courses (EDSE 627, EDSE 661, and EDSE 616), and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785. In addition to these three designated evaluation times, instructors may complete instructor-rated disposition assessments other times throughout the program. When dispositions are assessed, it is important that for areas where a positive disposition is rated as “not proficient,” 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.

Class Meeting & Date	Topic	Readings to be done in advance of <i>this</i> class	Assignments Due on Blackboard by 4:30 p.m. on <i>this</i> date
1 8/24	- Introductions -Syllabus Review -Blackboard Overview -Field Experience	Raymond Ch. 1	

	-Conceptual Framework of Special Education		
2 8/31	- Determining Disability - Overview of Students with Mild Disabilities -Multidisciplinary Evaluations -IEP Components -Review Observation Assignment Requirements	Raymond Chs. 2 & 3	
3 9/7	- Foundations of Explicit Instruction - Students with Intellectual and Developmental Disabilities - Characteristics of Learners: Cognitive and Perceptual	Archer Ch. 1 Raymond Chs. 4 & 9	<i>VIA Assignment Checkpoint: Case study student identified</i>
4 9/14	- Students with Intellectual and Developmental Disabilities continued	Review Raymond Ch. 4	<i>VIA Assignment Checkpoint: Teacher/parent interview arranged; observation arranged</i>
5 9/21	- Students with Learning Disabilities - Characteristics of learners: Language	Raymond Chs. 5 & 10	
6 9/28	- Students with Learning Disabilities continued	Review Raymond Ch. 5	<i>VIA Assignment Checkpoint: School and student demographic information done</i>
7 10/5	- Students with ADHD - Executive Functioning - Characteristics of learners: Academic	Raymond Chs. 7 & 11	
10/12	Fall Break: No Class Meeting		
8 10/19	- Students with Emotional or Behavioral Disorders - Characteristics of learners: Social-Emotional	Raymond Chs. 6 & 12	<i>VIA Assignment Checkpoint: Observation done</i>
9 10/26	- Students with Autism	Raymond Ch. 8	
10 11/2	- Students with Autism continued	Review Raymond Ch. 8	<i>VIA Assignment Checkpoint: Teacher/parent interview done</i>
11 11/9	- Explicit Instruction	Archer Chs. 2 & 3	

12 11/16	- Microteaching		Microteaching Assignment
13 11/23	- High Leverage Practices	High Leverage Practices (HLPs) in Special Education: https://highleveragepractices.org/ HLPs: Communication: https://highleveragepractices.org/collaboration/ HLPs: Behavior: https://highleveragepractices.org/wpcontent/uploads/2017/06/SEBshort.pdf	
14 11/30	- Wrap Up		Final Observation Project Due: Uploaded to Bb and VIA
12/7	Reading Days: No Class Meeting		
12/14	Exam Days: No Class Meeting		

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 <https://cehd.gmu.edu/aero/assessments/>
- 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 “non-confidential 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](mailto:titleix@gmu.edu) (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

The observation student profile provides you with the opportunity to get an in-depth understanding of a student with exceptionalities who accesses the general curriculum. You will examine his or her educational history and goals, observe in classroom settings, conduct parent or guardian interviews, and synthesize the information gathered, relating it to the content of the course. The purpose of the student profile is to help you understand the complexity of each individual case of a student with exceptional learning needs. This student profile assignment has six major sections. Each section should be labeled with the heading given below. The paper should be formatted using APA style with related documents and samples in the Appendix.

Part I: Demographic and Background Data

- A. Select a student with exceptional learning needs who accesses the general curriculum that you would like to study. Verify with school officials that you have permission to access confidential records for that student and that you may contact the student’s parents or guardians. If you do not have access to a student with exceptional learning needs, his/her records, or to parents, please talk with your instructor.
- B. Create a pseudonym to use throughout your project. (It is of the utmost importance

- that the identity of the student remain confidential. If school officials or parents ask, your student profile will be evaluated by your instructor and will be posted to Tk20, Mason's accreditation database. This database is password protected and is only used as a repository for student artifacts. Information from the database is never available for public view.)
- C. Provide a thorough description of your student, including
 1. demographic information,
 2. disability diagnosis and etiology,
 3. any medical conditions that exist,
 4. psychological and social-emotional characteristics, and
 5. any other information relevant to the student's academic achievement (e.g., has moved repeatedly, has significant family changes). Do not include the student's educational history. That is included in Part II.
 - D. Identify and provide examples of the skills and characteristics of your student that are (a) similar to the his/her peers (typical growth and development) and (b) those skills and characteristics that are dissimilar (atypical).
 - E. Identify the educational implications of the characteristics in C and D.

Part II: Educational History, Goals, Objectives, and Accommodations

- A. Describe your student's educational history, including
 1. schools attended,
 2. reason for initial referral,
 3. pre-referral interventions (if available),
 4. results of multidisciplinary evaluation,
 5. special education classification,
 6. description and location of educational service provision, and
 7. related services provided.
- B. From the student's IEP, summarize or state the educational goals and objectives and identify the classroom accommodations.
- C. Describe the impact of your student's academic and social abilities, attitudes, interests, and values on instruction and career development. Does your student's disability have an impact on auditory and information processing skills? If so, describe.
- D. Evaluate how the levels of support correspond to the needs of the individual.

Part III: School and Classroom Information

- A. Give a description of your student's school, including
 1. Demographics of students,
 2. Staffing
 3. Continuum of services for students with exceptional learning needs.
- B. Describe your student's educational placement. What special education and general education services are provided? In what locations or ways are the services provided?
- C. Evaluate how this placement is the Least Restrictive Environment to address the student's specific skills and characteristics, as described in Part I.
- D. Describe the classroom(s) in which the student participates, including
 1. Number of students

2. Content area
3. Curriculum standards used

Part IV: Student Observation

Observe at least two class periods of instruction for your student.

- A. Summarize your observations, including
 1. Content area,
 2. Teachers and service providers involved,
 3. Length of observation,
 4. Placement of student in classroom,
 5. Interactions of student with teacher(s) and other students,
 6. Learning activities, and
 7. Level of engagement of student with activities.
- B. Describe how what you observed corresponded to your student's IEP goals, objectives, and accommodations.
- C. Describe the effects your student's exceptional condition(s) appears to have on his or her life in school.
- D. Identify any biases that you may have that may affect how you perceive the classrooms during observations.

Part V: Related Personnel or Family Member Interview

Interview at least one of your student's parents, guardians, family members, or professionals (i.e., teacher, counselor, service provider) who is knowledgeable of the student's goals and needs.

- A. Begin your interview with questions about the family, focusing on developing a collaborative relationship. Ask questions that gather information about the family system and the role of family in the student's development and education, respecting differences across families.
 - B. Ask the parents about their child's educational goals, objectives, and accommodations. What was the process used in developing these? Did they feel they had a role in their development? Do they feel these goals, objectives, and accommodations are appropriate and will provide benefit for their child?
 - C. Effective special educators communicate effectively with families of students with exceptional learning needs from diverse backgrounds. Please be sure that you consider the following as you speak with the parents:
 - a. Ways in which you can foster a respectful and beneficial relationship with the family within the bounds of ethical practice.
 - b. Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family.
 - c. The potential impact of differences in values, languages, and customs between your student's home and school lives.
 - d. Ways in which you can demonstrate your respect for variations in beliefs, traditions, and values across and within cultures. Also consider the effect of these variations on the relationships among individuals with exceptional learning needs, their family, and school personnel.
- Include a statement about how you addressed these items with specific examples.

Part VI: Summary, Synthesis and Recommendations

A. Summary

Write a brief, one paragraph summary (referring to relevant pages in your case study as necessary) of your student including all pertinent information obtained throughout the observations, interviews and background information review. Provide enough detail that a stranger could walk into the classroom and identify your student from your summary alone.

B. Synthesis

Compare your student’s characteristics with those described in the textbook or other course readings for a student with that specific exceptional learning need. How are they similar and different? Are the described implications similar or different? How do your student’s characteristics compare to typical development? Provide specific examples.

C. Recommendations

Given the information you have compiled about your student and your learning from the course,

1. Do you think your student is receiving the services and supports he or she needs? Provide a rationale for your response.
2. If you could provide recommendations to the IEP team about effective instruction to match the characteristics of your student, what would they be? Provide a rationale for your response.

D. Final reflection

1. How did your personal cultural biases and differences affect your interactions with this student and his or her family during this student profile process?
2. How did this assignment help you better understand the needs and complexities of a student with exceptional learning needs?

Appendix (required)

Include student work samples relevant to your case study specifics, parent interview questions and answers. Other relevant materials may be included but are optional.

Observation Student Profile Rubric

	Requirements	Points
Part I: Demographic and Background Data	<ul style="list-style-type: none"> • Candidate discusses the demographic and background information related to the target student inclusive of all of the below: <ul style="list-style-type: none"> ○ etiology and diagnosis, ○ any medical conditions that exist, psychological and social-emotional characteristics, and ○ the effect these conditions can have on the student’s life. • Candidate discusses skills and typical and atypical human growth characteristics of the learner. • Candidate uses nonbiased language that is sensitive to the culture, language, religion, gender, disability, socioeconomic status, and sexual orientation of the learner to describe his/her background information. 	<ul style="list-style-type: none"> • ____/20

	<ul style="list-style-type: none"> • Candidate describes the educational implications of the characteristics of the learner’s exceptionality and the impact of the learner’s exceptional learning needs on the learner, their family, and society. 	
Part II: Educational History, Educational Goals, Objectives, and Accommodations	<ul style="list-style-type: none"> • Candidate provides a summary of the learner’s educational goals, objectives and classroom accommodations and the impact of the learner’s social abilities, attitudes, interests, and values on instruction and career development (if applicable). • Candidate discusses the educational history related to the target student inclusive of: <ul style="list-style-type: none"> ○ the educational implications of the characteristics of the learner’s exceptionality and ○ the effect a learner’s exceptionality can have on his or her life. • Candidate writes a description of the student’s educational history that includes how primary language, culture, and familial backgrounds may interact with the student’s exceptional condition to impact academic and life options. • Candidate describes the impact the learner’s disability has on auditory and/or information processing skills and relates levels of support to the needs of the individual. 	<ul style="list-style-type: none"> • ____/15
Part III: School and Classroom Information	<ul style="list-style-type: none"> • Candidate describes the school and classroom setting in the greater context of <ul style="list-style-type: none"> ○ organizations in collaboration with special education and ○ the continuum of placement and services available for individuals with mild to moderate exceptional learning needs. • Candidate evaluates the environmental context in terms of how well the teacher has integrated the principles of normalization and concept of least restrictive environment. • Candidate clearly describes how the environment’s adaptations impact the quality of learning opportunities for learners with mild to moderate exceptionalities and determines whether or not optimal learning opportunities are being provided. 	<ul style="list-style-type: none"> • ____/15
Part IV: Student Observation	<ul style="list-style-type: none"> • Candidate describes the relationship between their observations and the learner’s goals, objectives, and accommodations and describes the effects the learner’s exceptional condition(s) appears to have on his or her life. • Candidate summarizes their classroom observation experiences inclusive of an analysis of how their personal cultural biases and differences might affect their observation or teaching. 	<ul style="list-style-type: none"> • ____/15
Part V: Parent Interview	<ul style="list-style-type: none"> • Candidate collaborates with and interviews family who has knowledge of the learner in a culturally responsive way that demonstrates their understanding of legal matters and ethical considerations. • The candidate shows evidence of collecting data on the family system and the role of family in the student’s development and education. • Candidate shows evidence of collecting data on the perceived impact of differences in values, languages, and customs between the learner’s home and school lives and 	<ul style="list-style-type: none"> • ____/10

	the effect of these variations on the relationships among individuals with exceptional learning needs, their family, and school personnel. Family input and concerns are documented.	
Part VI: Summary, Synthesis and Reflection & Additional Recommendations	<ul style="list-style-type: none"> • Candidate provides recommendations, educational accommodations, and/or modifications for the learner with mild to moderate exceptional learning needs. • The candidate demonstrates, through their recommendations, their ability to serve as an advocate for appropriate services for individuals with exceptional learning needs and a high level of commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs. • Candidate summarizes all pertinent information inclusive of observations, interviews and background information and offers a comprehensive synthesis of <ul style="list-style-type: none"> ○ their learner’s characteristics as compared with typical and atypical learners, ○ the social and educational implications of these characteristics and ○ the effect the exceptionality has on the learner’s life. 	• ____/15
Writing Mechanics and Format	•	• ____/10
	• TOTAL	• ____/100