



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

Fall 2024

EDSE 540 DL1: Characteristics of Students with Disabilities who Access the General Curriculum
CRN: 73557; 3 – Credits

Instructor: Dr. Erica Jones	Meeting Dates: 8/26/24 – 12/18/24
Phone: (571) 265-0398	Meeting Day(s): Wednesday 8/28, 9/11, 9/25, 10/9, 10/23, 11/6, 12/4
E-Mail: EJONES51@GMU.EDU	Meeting Time(s): 5 pm – 6:30 pm
Office Hours: BY APPOINTMENT	Meeting Location: N/A; Online

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 their LMS (Learning Management System).

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 your LMS

This course will be delivered online (76% or more) using a synchronous format via Mason's Learning Management system (LMS). You will log in to the course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on 8/21.

- To access your course in Blackboard Learn: <https://mymasonportal.gmu.edu/>

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 updated browsers.
 - [Blackboard Learn](https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support) supported browsers: https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support
 - [Canvas](https://guides.instructure.com/a/720329) supported browsers: <https://guides.instructure.com/a/720329>
- Consistent and reliable access to GMU email and the course LMS, as these are the official methods of communication for this course.

- Speakers and a microphone or a microphone-enabled headset for use with synchronous web conferencing tools.
- Note that 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.

Expectations

- Course Week:
Because asynchronous courses do not have a “fixed” meeting day, our week will start on 8/26 and finish on 12/18.
- Log-in Frequency:
Students must actively check the course LMS site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least once per week.
- 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 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. Those unable to come to a Mason campus can 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.
- 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 sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

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, 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.

Archer, A.L., & Hughes, C.A. (2010). *Explicit instruction: Effective and efficient teaching*. New York: Guilford Press.

Recommended Texts

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

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., LMS, 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/SLL (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/SLL.

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

Assignments and/or Examinations

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. See Appendix A for specific details. College Wide Common Assessment (VIA submission required)

Assessment 2: Microteaching (50 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 in

Assessment 3: Classwork and Participation (50 points) 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.

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. This assignment's purpose is twofold: first to identify research-based findings relevant to students with disabilities and second, to distill the article's major points into 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 review a 3–5-minute video of explicit teaching
- 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.

**Performance-based Assessment
(VIA submission required)**

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. See Appendix A for specific details. College Wide Common Assessment (VIA submission required)

**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 teach. 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 a full-time contracted school system employee and complete the field experience at your worksite with administrator and instructor approval, 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 about your assigned placement from the Clinical Practice Coordinator in the College’s Office of Teacher Preparation. Check your GMU email regularly for essential information regarding your field experience. Follow all

instructions for the necessary Human Resource (HR) paperwork required to access the assigned field experience placement. Note that you may NOT arrange your own 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 essential 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 may give you access to field experience documentation forms to document the hours and activities completed in 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. If you complete your field experience at a placement arranged by GMU, 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 on important features of your field experience placement.

5. If you believe you need ADA accommodations during your field placement and/or internship experience, please contact Mason's Disability Services office (DS). Specific accommodations for fieldwork and internships may be different than academic accommodations; however, like academic accommodations, they are not retroactive. Connecting with DS is a student-initiated interactive process. DS will collaborate with the department and the placement site to provide reasonable accommodations that are individualized and based on documentation, functional limitations, and a collaborative assessment of needs. For more information, please refer to the Disability Services website: <https://ds.gmu.edu/field-placement/>."

Assignment Summary

Observation Student Profile	100 points
Microteaching	50 points
Assignment and Participation	50 points
Total Points:	200 points

Student Evaluations of Teaching:

The student evaluation of teaching, or SET, is an online course survey. You are strongly encouraged to complete this form for each course as this feedback helps instructors and administrators improve your class experiences. Towards the end of the course, you will receive

email and LMS notifications when the evaluations open. Your anonymous and confidential feedback is only shared with instructors after final grades have been submitted. More information about the SET can be found on The Institute of Effectiveness and Planning website at <https://oiep.gmu.edu/set/>

Course Policies and Expectations

Attendance/Participation

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 with the session. Contact me as soon as possible if you do miss class for some reason.

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.

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. 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

Grading

Grade	Percent
A	93 - 100
A-	90 - 92
B+	88 - 89
B	83 - 87
B-	80 - 82
C	70 - 79
F	<70

***Note:** George Mason University Academic Standards will be strictly enforced through an institutional sanctioning matrix that all colleges and departments will need to adhere to if they find there are students who are engaged in academic dishonesty. See [Academic](#)

Standards (<http://academicstandards.gmu.edu/>) and [GMU Catalog - Academic Standards \(https://catalog.gmu.edu/policies/academic-standards/\)](https://catalog.gmu.edu/policies/academic-standards/). Students are responsible for reading and understanding the Standards. The Office of Academic Integrity “works to promote authentic scholarship, support the institution’s goal of maintaining high standards of academic excellence, and encourages continued ethical behavior of faculty and students to cultivate an educational community which values integrity and produces graduates who carry this commitment forward into professional practice.” Work submitted must be your own new, original work for this course or with proper citations.

Professional Dispositions

Throughout study in the College of Education and Human Development, students are expected to demonstrate behaviors that reflect the positive dispositions of a professional. See [Student Guide \(https://cehd.gmu.edu/current-students/cehd-student-guide\)](https://cehd.gmu.edu/current-students/cehd-student-guide). 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.

Use of Generative AI

Generative AI tools should follow the principles of Mason’s Academic Standards. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative AI tools.

Class Schedule

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

Meeting Date	Topic	Required Readings	Assignments Due
8/28	<ul style="list-style-type: none"> • Introductions • Syllabus Review • Blackboard Overview • Field Experience • Conceptual Framework of Special Education • Determining Disability 	Raymond Ch 1-3	

	<ul style="list-style-type: none"> • Overview of Students with Mild Disabilities • Multidisciplinary Evaluations • IEP Components Review • Observation Assignment Requirements 		
9/11	<ul style="list-style-type: none"> • Foundations of Explicit Instruction • Students with Intellectual and Developmental Disabilities • Characteristics of Learners: Cognitive and Perceptual 	Raymond Ch 4 & 9	VIA Assignment Checkpoint: Case study student identified; Teacher/parent interview arranged; observation arranged
9/25	<ul style="list-style-type: none"> • Students with Learning Disabilities • Characteristics of learners: Language 	Raymond Ch 5	VIA Assignment Checkpoint: School and student demographic information done
10/9	<ul style="list-style-type: none"> • Students with ADHD • Executive Functioning • Characteristics of learners: Academic 	Raymond Ch 7 & 11	VIA Assignment Checkpoint: Teacher/parent interview done
10/23	<ul style="list-style-type: none"> • Students with Emotional or Behavioral Disorders • Characteristics of learners: Social-Emotional 	Raymond Ch 6 & 12	Microteaching Assignment DUE
11/6	<ul style="list-style-type: none"> • Students with Autism <p>Emily Calhoun as guest lecturer</p>	Raymond Ch 8	
12/4	<ul style="list-style-type: none"> • High Leverage Practices 	High Leverage Practices (HLPs) in Special Education: https://highleveragepractices.org/ HLPs: Communication: https://highleveragepractices.org/collaboration/ HLPs: Behavior:	Final Observation Project Due: Uploaded to Bb and VIA

		https://highleveragepractices.org/wpcontent/uploads/	
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CEHD Commitments

The College of Education and Human Development is committed to fostering collaboration and community, promoting justice and equity, and advancing research-informed practice. Students are expected to adhere to, and contribute to, these commitments, the CEHD Mission, and Core Values of George Mason University. More information can be found here: [Culture \(https://cehd.gmu.edu/about/culture/\)](https://cehd.gmu.edu/about/culture/)

GMU Policies and Resources for Students

Policies

- Students must adhere to Mason’s Academic Standards. See [Academic Standards \(https://catalog.gmu.edu/policies/academic-standards/\)](https://catalog.gmu.edu/policies/academic-standards/).
- 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 viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>.
- Questions or concerns regarding use of your LMS should be directed to:
 - [Blackboard Learn: https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/](https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/)

- [Canvas](https://its.gmu.edu/service/canvas/): <https://its.gmu.edu/service/canvas/>
- For information about [student support resources](#) on campus, see: <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>
 - [TimelyCare](https://caps.gmu.edu/timelycare-services/): <https://caps.gmu.edu/timelycare-services/>
 - [Writing Center](https://writingcenter.gmu.edu/): <https://writingcenter.gmu.edu/>

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

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 the [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 or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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/).

Student and Faculty Names and Pronouns

Name and pronoun use: If you wish, please share your name and gender pronouns with me and indicate how best to address you in class and via email. I use [faculty insert your specific pronouns here] for myself and you may address me as “[YOUR NAME]”, “Dr./Prof. [NAME]” or “Mr./Ms./Mx. [NAME]” in email and verbally. I encourage students to use tools Mason provides to change your name and pronouns on Mason records, if you so choose: <https://registrar.gmu.edu/updating-chosen-name-pronouns/>

Diversity and Inclusion Statement

The College of Education and Human Development, an intentionally inclusive community, promotes and maintains an equitable and just work and learning environment. We welcome and value individuals and their differences including race, economic/class status, gender expression and identity, sex, sexual orientation, ethnicity, national origin, first language, religion, age, and ability status, among other characteristics.

- We value our diverse student body and desire to increase the diversity of our faculty and staff.
- We commit to supporting students, faculty and staff who have been the victims of bias and discrimination.
- We promote continuous learning and improvement to create an environment that values diverse points of view and life experiences.

- We believe that faculty, staff, and students play a role in creating an environment that engages diverse points of view.
- We believe that by fostering their willingness to hear and learn from a variety of sources and viewpoints, our students will gain competence in communication, critical thinking and global understanding, and become aware of their biases and how they affect their interactions with others and the world.

Land Acknowledgement Statement

Land acknowledgment engages all present in an ongoing indigenous protocol to enact meaningful, reciprocal relationships with ancestors and contemporary tribal nations. As a state university, we have a responsibility to include and support indigenous communities and sovereign tribes in our work.

At the place George Mason University occupies, we give greetings and thanksgivings to these Potomac River life sources, to the Doeg ancestors, who Virginia annihilated in violent campaigns while ripping their lands apart with the brutal system of African American enslavement, to the recognized Virginia tribes who have lovingly stewarded these lands for millennia, including the Rappahannock, Pamunkey, Upper Mattaponi, Chickahominy, Eastern Chickahominy, Nansemond, Monacan, Mattaponi, Patawomeck, and Nottaway, past, present, and future, and to the Piscataway tribes, who have lived on both sides of the river from time immemorial.

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 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 student profile helps you understand the complexity of each case of a student with exceptional learning needs. This 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, their 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 student's identity remains confidential. If school officials or parents ask, your

student profile will be evaluated by your instructor and will be posted to 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
 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:
 - Similar to their peers (typical growth and development) and
 - 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
 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.

- 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
 7. Level of engagement of student with activities.
- Describe how what you observed corresponded to your student's IEP goals, objectives, and accommodations
- Describe the effects your student's exceptional condition(s) appears to have on his or her life in school.
- 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.
 - 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.
 - 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?
 - 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:
 - Ways in which you can foster a respectful and beneficial relationship with the family within the bounds of ethical practice.
 - Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family.
 - The potential impact of differences in values, languages, and customs between your student's home and school lives.

- 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

- 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.
- 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.
- Recommendations Given the information you have compiled about your student and your learning from the course
 - Do you think your student is receiving the services and support they need? Provide a rationale for your response.
 - 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.
 - Final reflection: How did your personal cultural biases and differences affect your interactions with this student and his or her family during this student profile process? How did this assignment help you better understand the needs and complexities of a student with exceptional learning needs?

Part I	20 points
Part II	15 points
Part III	15 points
Part IV	15 points
Part V	10 points
Part VI	25 points
TOTAL POINTS:	100