University of Nevada, Las Vegas
Department of Special Education
Preparing Professionals for Changing Educational Contexts
Syllabus

I. Prefix & Number: ESP 421
II. Title: Characteristics and Inclusive Strategies for Students with ED, LD, and MR
III. Credit: 3 Hours
IV. Semester: Fall, 2004
V. Class Location & Time: CEB 205, Tue. & Thur: 1:00–2:15 p.m.
VI. Instructor: Jane M. Williams, Ph.D.
VII. Office / Phone / Email: CEB 154 / 895-3329 / janew@unlv.nevada.edu
VIII. Office Hours: Mon, & Tues: 11:30-12:30, 2:30-3:30
IX. Prerequisite Courses: None
X. Course Description:

This course introduces common characteristics and educational needs of students with emotional disturbance, learning disabilities, and/or mental retardation. Appropriate educational strategies will be discussed. Prerequisites: ESP 200 or other Introduction to Special Education course.

Council for Exceptional Children Program Standards Addressed in this Course
- Characteristics of Learners (Common Core 2)
- Assessment, Diagnosis, and Evaluation (Common Core 3)
- Instructional Content and Practice (Common Core 4)
- Communication and Collaborative Partnerships (Common Core 7)
- Professionalism and Ethical Practices (Common Core 8)
- Emotional/Behavioral Disorders (BD 1, 2, & 4)
  - Philosophical, Historical, and Legal Foundations in Special Education
  - Characteristics of Learners
  - Instructional Content and Practice
- Learning Disabilities (LD 1, 2, & 4)
  - Philosophical, Historical, and Legal Foundations in Special Education
  - Characteristics of Learners
  - Instructional Content and Practice
- Mental Retardation/Developmental Disabilities (MR 1, 2, 3, & 4)
  - Philosophical, Historical, and Legal Foundations in Special Education
  - Characteristics of Learners
  - Assessment, Diagnosis, and Evaluation
  - Instructional Content and Practice

XI. Course Objectives:

Knowledge
Upon completion of this course, the student will have acquired knowledge related to:
1. Curricula for the development of motor, cognitive, academic, social, language, affective, career, and functional life skills for individuals with exceptional learning needs. (CEC-CC4-K3)
2. Instructional and remedial methods, techniques, and curriculum materials. (CEC-CC4-K4)
3. Techniques for modifying instructional methods and materials. (CEC-CC4-K5)
4. Development of individual student programs working in collaboration with team members. (CEC-CC7-K3)
5. Roles of individuals with exceptionalities, parents, teachers, and other school and community personnel in planning an individualized program. (CEC-CC7-K4)
6. Current educational terminology and definitions of students with emotional/behavioral disorders (E/BD), including the identification criteria and labeling controversies, utilizing professional accepted classification systems, and current incidence and prevalence figures. (CEC-BD1-K1)
7. Major social characteristics of individuals with E/BD. (CEC-BD2-K2)
8. The effects of dysfunctional behavior on learning, and the differences between behavioral and emotional disorders and other disabling conditions. (CEC-BD2-K3)
9. Research-supported instructional strategies and practices for teaching students with E/BD. (CEC-BD4-K3)
10. Current educational definitions of individuals with learning disabilities, including identification criteria, labeling issues, and current incidence and prevalence figures. (CEC-LD1-K6)
11. The psychological characteristics of individuals with learning disabilities, including intelligence, perception, memory, thinking skills, and language development. (CEC-LD2-K3)
12. The relationship between individuals with learning disabilities and other associated conditions, including attention deficit disorder, attention deficit with hyperactivity, and dyslexia. (CEC-LD2-K4)
13. The social/emotional aspects of individuals with learning disabilities, including social imperceptiveness, juvenile delinquency, and learned helplessness. (CEC-LD2-K5)
14. The impact of language development on the academic and social skills of individuals with learning disabilities. (CEC-LD4-K2)
15. The impact of social skills on the lives of individuals who have learning disabilities. (CEC-LD4-K5)
16. Current educational definitions of students/individuals with mental retardation/developmental disabilities, including identification criteria, labeling issues, and current incidence and prevalence figures. (CEC-MR1-K1)
17. Continuum of placement and services available for students with mental retardation/developmental disabilities. (CEC-MR1-K3)
18. Psychological characteristics of students with mental retardation/developmental disabilities, including cognition, perception, memory, and language development. (CEC-MR2-K4)
19. The social-emotional aspects of mental retardation/developmental disabilities, including adaptive behavior, social competence, social isolation, and learned helplessness. (CEC-MR2-K5)
20. Specialized policies regarding referral and placement procedures for students with mental retardation/developmental disabilities. (CEC-MR3-K5)
21. Approaches to create positive learning environments for individuals with special needs. (CEC-MR4-K3)

Skills
Upon completion of this course, the student will be able to:
1. Access information on various cognitive, communication, physical, cultural, social, and emotional conditions of individuals with exceptional learning needs. (CEC-CC2-S1)
2. Evaluate supports needed for integration into various program placements. (CEC-CC3-S11)
3. Analyze and articulate current issues and trends in special education and the field of E/BD. (CEC-BD1-S1)
4. Articulate the factors that influence the over-representation of culturally/linguistically diverse students in programs for individuals with E/BD. (CEC-BD1-S2)
5. Articulate the factors that influence over-representation of culturally and linguistically diverse individuals in programs for individuals with learning disabilities. (CEC-LD1-S1)
6. Articulate the pros and cons of current issues and trends in special education and the field of learning disability. (CEC-LD1-S2)
7. Articulate the pros and cons of current issues and trends in special education and the field of mental retardation/developmental disabilities. (CEC-MR1-S1)

8. Articulate the factors that influence over-representation of culturally and linguistically diverse individuals in programs for individuals with mental retardation/developmental disabilities. (CEC-MR1-S2)

9. Describe and define general developmental, academic, social, career, and functional characteristics of individuals with mental retardation/developmental disabilities as they relate to levels of support needed. (CEC-MR2-S1)

Dispositions
Upon completion of this course, the student will display the following dispositions.
1. Communicate and consult with individuals, parents, teachers, and other school and community personnel. (CEC-CC7-S2)
2. Demonstrate commitment to developing the highest educational and quality-of-life potential of individuals with exceptional learning needs. (CEC-CC8-S1)
3. Demonstrate proficiency in oral and written communication. (CEC-CC8-S5)

XII. Resources
Required Texts:

Required Readings:
Required readings are indicated in the syllabus. Readings that are marked with an asterisk are available though e-reserves. Articles that are available through the internet must be downloaded by the student.

XIII. Course Assignments and Grades

<table>
<thead>
<tr>
<th>Activities</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Class attendance and participation (18)</td>
<td>180</td>
</tr>
<tr>
<td>2. Observations/Interviews (10)</td>
<td>200</td>
</tr>
<tr>
<td>3. Case Studies (5)</td>
<td>100</td>
</tr>
<tr>
<td>4. Video Summaries (5)</td>
<td>100</td>
</tr>
<tr>
<td>5. Article Reviews (5)</td>
<td>25</td>
</tr>
<tr>
<td>6. Journal/Reflection Notebook (2 submissions)</td>
<td>30</td>
</tr>
<tr>
<td>7. Final Project</td>
<td>150</td>
</tr>
</tbody>
</table>

TOTAL 785*

1. **Class attendance and participation.** Each student is expected to prepare for, attend, and participate actively in each class session. Punctuality is also expected. These professional behaviors are essential to successful achievement in this course as well as in the profession. Since attainment of course objectives is dependent on attendance, very few reasons will be accepted for missing, or being tardy for class.

2. **Observations and Interviews.** Throughout the semester you will be required to make ten 1-hour observations at a practicum site. These observations must include the following activities:
   - Special education classroom activity
   - Interview with your student’s special education teacher
• Regular education classroom activity
• Interview with one of your student's regular education teachers
• Interview (if appropriate) of a related service provider for your student
• *Individualized Education Program (IEP) meeting, if possible

The observations and interviews will be integrated into the Final Project.

*IEP meetings will be viewed in class and may be used to meet this requirement.

3. Text Case Studies. Case studies from the text are an integral part of this class. Each student will be expected to complete five of the following six case studies during the semester. The Case Studies are identified in the syllabus and are from the following chapters:

   Chapter 4, Issues in Curriculum and Instruction: Angie
   Chapter 7, Learners with Learning Disabilities: Bobby
   Chapter 9, Learners with Other Disorders and Conditions: Frank
   Chapter 10, Cognitive and Perceptual Characteristics: Charlene
   Chapter 11, Language Characteristics: Clark
   Chapter 12, Academic Learning Characteristics: Jennie

The analysis of the case must be typed and answer the questions at the end of the case study. Responses must be thorough, address points discussed in class, and utilize the readings from the text and supplementary readings. Each case study analysis should be between 1-3 pages.

4. Video Summaries. During the semester, 5 videos will be shown during class. The following week a written summary of the video will be due. The summary must include bibliographic information, a summary of the video, and implications for you as a teacher. The summary must be typed, double-spaced, with correct punctuation, grammar, and sentence construction. The summary should be between 1-3 pages.

5. Journal/Reflection Notebook. Each student must submit a journal/reflection notebook, describing briefly each of the 10 observations at your practicum. A journal entry, of 1-2 pages, must be made for each observation. It is suggested that the reflection tie to the text and other readings, videos, and class activities. Completion of the journal will assist the student complete the final project. The journal will be reviewed by the instructor for completion only. The journal must be submitted for review on October 26, 2004 and December 14, 2004.

6. Article Reviews. In addition to readings in the required text, additional readings are required. For 5 of the articles, each student must complete a written review, indicating the bibliographic information, a brief synopsis of the reading, and implications for you, as a prospective educator. Article Reviews should be typed, and between 1-2 pages. Electronic submissions will not be accepted. It is suggested that the article reviews be submitted throughout the semester; half of the reviews are due by October 19, 2004; the remainder are due no later than November 30, 2004.

7. Final Project. The final project is a Case Study of your observations at your practicum site and the student to whom you are assigned. The Case Study must reflect the following:
   a. Demographic information (first name, date of birth, age, grade)
   b. Category of Disability
c. Summary of confidential file, including formal and informal assessments administered to the student with a summary of results
d. Special education and related services provided to the student
e. Placement of student - e.g., self-contained class, resource room, or CC model
f. Adaptations, accommodations, modifications used in general and special education classroom(s), including instructional and/or assistive technology
g. Summary of the following characteristics of the student:
   i. Perceptual characteristics
   ii. Language characteristics
   iii. Social-emotional characteristics
   iv. Cognitive characteristics
   v. Academic learning characteristics
h. Functional Behavioral Assessment/Behavior Intervention Plan using the Behavioral Intervention Planning Form or Clark County School District’s form

The case study will be presented to the class on December 14, 2004. Presentation via a 5-8 minute power-point presentation (5-10 slides) is optional. The Case Study will typed and submitted on December 14, 2004.

**Grading Scale:** *(Note: Points will be deducted for late assignments.)*

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>730-785</td>
<td>A (93-100%)</td>
</tr>
<tr>
<td>667-729</td>
<td>B (85-92%)</td>
</tr>
<tr>
<td>589-666</td>
<td>C (75-84%)</td>
</tr>
<tr>
<td>510-588</td>
<td>D (65-74%)</td>
</tr>
<tr>
<td>&lt;509</td>
<td>F (&lt; 64%)</td>
</tr>
</tbody>
</table>

Points will be deducted for late work. Work will not be accepted more than two weeks after the due date. Assignments will be evaluated on both content and language usage. Assignments completed outside of class must be typed or word-processed with correct syntax, grammar, spelling, and punctuation. Points will be deducted for errors in any of these areas.

*Extra credit (25 points) will be available for students who serve as a volunteer (minimum 8 hours) for the Council for Learning Disabilities 26th International Conference scheduled for the Alexis Park Hotel, October 7-9, 2004. Volunteers will receive a 50% reduction in conference registration fees, which include pre-conference workshops and the awards luncheon. September 8, 2004 is the deadline for pre-registration. Full conference student rate is $85 (before 9/8/04) or $100 for the full conference; one day registration is $50 (before 9/8/04) or $75. Registration is available at [http://www.cldinternational.org](http://www.cldinternational.org). Contact Susan Warmuth, Doctoral Candidate at UNLV, Registration Chair at smwarmuth@msn.com.*
The Americans with Disabilities Act mandates accessibility in all aspects of the learning environment. If you have a documented disability that may require assistance, you will need to contact Disability Services (DS) for coordination in your academic accommodations. Disability Services is located within the Learning Enhancement Services (LES), in the Reynolds Student Services Complex, room 137. The phone number is 895-0866 or TDD 895-0652.

Academic Integrity and Copyright and Fair Use Statements
UNLV and its College of Education demand a high level of scholarly behavior and academic honesty on the part of students. Violations by students exhibiting honesty while carrying out academic assignments and procedural steps for dealing with academic integrity are delineated in the *Handbook of Regulations Governing Probation and Suspension Within The College of Education*. This publication may be found in the curriculum Materials Library (CML – CEB 101), the Department of Educational Leadership (CEB 320), or the Office of the Dean of the College Education (CEB 301). To help familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page at [http://www.unlv.edu/committees/copyright](http://www.unlv.edu/committees/copyright).

Religious Holidays and Official Extracurricular Activities
It is UNLV’s policy to give students who miss class because of observance of religious holidays the opportunity to make up missed work. Students are responsible for notifying the instructor no later than the last day of late registration, August 31, to be assured of this opportunity for religious holidays and via official written notification no later than one week prior to the missed classes for extracurricular activities.

Beeper and Cellular Telephones
It is policy of the university that beepers and cellular telephones be turned off during class time. If there are extenuating circumstances regarding this policy, please notify the instructor.

Accreditation Purposes
Assignments completed for this course may be used as evidence of candidate learning in national, regional, and state accreditation reports of College of Education programs. Names and other identifying elements of all assignments will be removed before being included in any report. Your participation and cooperation in the review of COE programs is appreciated. If you do not wish to have your coursework used, it is your responsibility to let the professor know. Thank you.
### Class Schedule – *At a Glance*

*ESP 421*

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/31/04</td>
<td>(1) Introduction, Course Overview and Expectations</td>
</tr>
<tr>
<td>9/02/04</td>
<td>(2) Perspectives on Disabilities, Chapter 1, pp. 1-27</td>
</tr>
</tbody>
</table>
| 9/07/04 | (3) Historical Overview, Chapter 2, pp. 34-55  
The Individuals with Disabilities Education Act of 1997 |
| 9/09/04 | (4) Issues in Assessment and Identification,  
Chapter 3, pp. 57-75  
Video: *Making Assessment Accommodations* |
| 9/14/04 | (5) Issues in Curriculum and Instruction, Chapter 4, pp. 77-98  
Video: *Adapting Curriculum & Instruction in Inclusive Classrooms* |
| 9/16/04 | (6) Issues in Curriculum and Instruction, Chapter 4, pp. 77-98  
Class Activity: Case Study: Chapter 4, Angie |
| 9/21/04 | (7) Issues in Placement, Chapter 5, pp. 99-116 |
| 9/23/04 | (8) Paradise – Group Orientation |
| 9/28/04 | (9) Learners with Learning Disabilities, Chapter 7, pp. 153-178  
Video: *Last One Picked ... First One Picked On* |
| 9/30/04 | (10) Practicum |
| 10/5/04 | (11) Learners with Attention Deficit Disorders, Chapter 9,  
pp. 209-236 Video: *ADHD: Inclusive Instruction and Collaborative Practices* |
| 10/7/04 | (12) Practicum - Council for Learning Disabilities Conference |
| 10/12/04 | (13) Class Activity – Case Studies: Bobby (Chapter 7) and Frank (Chapter 9) |
| 10/14/04 | (14) Practicum |
| 10/19/04 | (15) Learners with Emotional or Behavioral Disorders,  
Chapter 8, pp. 179-207  
Video: *When the Chips are Down ... Strategies for Improving Children’s Behavior* |
| 10/21/04 | (16) Practicum |
| 10/26/04 | (17) Functional Behavioral Assessments/Behavior Intervention Plans |
| 10/28/04 | (18) Practicum |
Class Activity – Case Study, Chapter 10 (Charlene)

11/4/04 (20)  Practicum

11/9/04 (21)  Language Characteristics, Chapter 11, pp. 281-312
Class Activity: Chapter 11, Clark

11/11/04 (22)  Veteran’s Day Recess

11/16/04 (23)  Social-Emotional Characteristics, Chapter 13, pp. 345-380

11/18/04 (24)  Practicum

Class Activity: Case Study, Jennie

11/25/04 (26)  Thanksgiving Day Recess

11/30/04 (27)  Learners with Mental Retardation, Chapter 6, pp. 119-152

12/1/04 (28)  Practicum

12/7/04 (29)  Study Week - Independent Study and Practicum Make-up

12/9/04 (30)  Study Week - Independent Study and Practicum Make-up

12/14/04 (31)  Case Study Presentation – 1:00 – 3:00 p.m.

**XIV. Class Schedule – Readings**

**9/02/04 & 9/07/04 (2 & 3)**
Readings – Articles:


Readings - Other
Nevada Department of Education
Special Education Rights of Parents and Children (23 pages)
Individualized Educational Program (IEP)
   Guidelines – 23 pages
   Form – 10 pages
Available: [http://www.nde.state.nv.us/iepta.html](http://www.nde.state.nv.us/iepta.html)
*IEP Accommodation Form for the Nevada Proficiency Examination Program – 2004-2005 School Year
*IEP Accommodation Program – Proficiency Testing Record for Limited English Proficient Students – 2004-2005 School Year
9/9/04 (4)
Readings – Articles


9/14/04 (5)
Readings – Articles:
*Electronic materials can be important for students with disabilities. Teaching Exceptional Children, 34(2), 87.


Website: Technology: http:www/ldonline.org/Ld_indepth/technology/technology.html

9/16/04 (6)
Readings – Articles:


**9/28/04 (9)**

Readings – Articles:


*Specific learning disabilities. The Individuals with Disabilities Education Act of 1997. 34 C.F.R. Sections 300.540-300.543.*


**10/05/04 (11)**

Readings – Articles:


10/19/04 (15)
Readings – Articles:


10/26/04 (17)
Readings – Text:

(Read textbook - Fad, Patton, and Polloway - and review Behavioral Intervention Planning Form)

Readings – Articles:


11/30/04 (27)


### Assignments Due

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/28/04</td>
<td><strong>Case Study:</strong> Angie</td>
</tr>
<tr>
<td>10/19/04</td>
<td><strong>Case Studies:</strong> Bobby and Frank</td>
</tr>
<tr>
<td></td>
<td><strong>3 Article Reviews</strong></td>
</tr>
<tr>
<td>11/9/04</td>
<td><strong>Case Study:</strong> Chapter 10, Charlene</td>
</tr>
<tr>
<td>11/16/04</td>
<td><strong>Case Study:</strong> Chapter 11, Clark</td>
</tr>
<tr>
<td>11/30/04</td>
<td><strong>2 Article Reviews</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Case Study:</strong> Chapter 12, Jennie</td>
</tr>
<tr>
<td>12/14/04</td>
<td><strong>Final Project: Case Study and Journal/Reflection Notebook</strong></td>
</tr>
</tbody>
</table>
# Rubric for Oral Presentation of Research Project – ESP 421

<table>
<thead>
<tr>
<th>Proficiency Levels</th>
<th>Accuracy</th>
<th>Thoroughness</th>
<th>Organization</th>
<th>Enthusiasm Creativity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target</strong></td>
<td><em>Case study researched, presented without errors</em></td>
<td><em>Includes all components of the case study</em></td>
<td><em>Maintains lively instructional pace without unnecessary pauses</em></td>
<td><em>Uses voice to express enthusiasm</em></td>
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<tr>
<td></td>
<td></td>
<td><em>Provides detailed information to ensure understanding of student</em></td>
<td><em>Transitions between topic areas quickly with confidence</em></td>
<td><em>Uses facial expressions to express enthusiasm</em></td>
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<td></td>
<td></td>
<td>12-15 points</td>
<td>8-10 points</td>
<td><em>Uses creative power point presentation to enhance student learning</em></td>
</tr>
<tr>
<td><strong>Acceptable</strong></td>
<td><em>Case study researched, presented with 1 to 3 minor errors</em></td>
<td><em>Includes most components of the case study</em></td>
<td><em>Maintains adequate instructional pace with a few pauses</em></td>
<td><em>Uses voice to express enthusiasm</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>10-12 points</td>
<td>6-8 points</td>
<td><em>Uses facial expressions to express enthusiasm</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>12-15 points</td>
<td>6-8 points</td>
<td><em>Uses power point presentation to enhance student learning</em></td>
</tr>
<tr>
<td><strong>Unacceptable</strong></td>
<td><em>Displays major misunderstanding of the case study</em></td>
<td><em>Omits half or more of the components of the case study</em></td>
<td><em>Demonstrates confusion in presentation with slow pace</em></td>
<td><em>Uses monotone voice</em></td>
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<tr>
<td></td>
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<td>&lt; 10 points</td>
<td>&lt; 6 points</td>
<td><em>Uses facial expressions that indicate boredom</em></td>
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<td></td>
<td></td>
<td>&lt; 10 points</td>
<td>&lt; 6 points</td>
<td><em>Lack of or poor use of power point for presentation</em></td>
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<tr>
<td></td>
<td>Content</td>
<td>Analysis</td>
<td>Organization</td>
<td>Format</td>
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<td>--------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td><strong>Target</strong></td>
<td>*Case study researched, presented without errors</td>
<td>*Based on all requirements of case study</td>
<td>*Includes all components of case study</td>
<td>*Consistent use of APA format</td>
</tr>
<tr>
<td></td>
<td>*Pertinent information as listed in syllabus #5 (a-h) is included</td>
<td>*Demonstrates strong understanding on student</td>
<td>*Provides detailed information in logical order to ensure understanding of student</td>
<td>*10-15 pages in length</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*Consistently well-organized</td>
<td>*Correct spelling &amp; grammar</td>
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<tr>
<td></td>
<td>30-35 points</td>
<td>30-35 points</td>
<td>30-35 points</td>
<td></td>
</tr>
<tr>
<td><strong>Acceptable</strong></td>
<td>*Student researched, presented with 1 to 3 minor errors</td>
<td>*Based on some requirements of case study</td>
<td>*Includes most components of case study</td>
<td>*APA format with minimal errors</td>
</tr>
<tr>
<td></td>
<td>*Pertinent information as listed in syllabus #5 (a-h) is included</td>
<td>*Demonstrates adequate understanding of information presented on student</td>
<td>*Provides information in logical order</td>
<td>*8-10 pages in length</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*Some-what organized</td>
<td>*Minimal spelling and/or grammatical errors</td>
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<td></td>
<td>23-30 points</td>
<td>23-30 points</td>
<td>23-30 points</td>
<td></td>
</tr>
<tr>
<td><strong>Unacceptable</strong></td>
<td>*Displays major misunderstanding of case study components</td>
<td>*Provides minimal or no requirements of case study</td>
<td>*Omits half or more of the components of case study</td>
<td>*APA format with significant errors</td>
</tr>
<tr>
<td></td>
<td>*Not all pertinent information as listed in syllabus #5 (a-h) included</td>
<td>*Provides insufficient detail to ensure understanding of student</td>
<td>*Disorganized</td>
<td>*Fewer than 8 pages in length</td>
</tr>
<tr>
<td></td>
<td>&lt; 23 points</td>
<td>&lt; 23 points</td>
<td>&lt; 10 points</td>
<td>*Significant spelling and/or grammatical errors</td>
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</table>