

EDUC 501: INSTRUCTION FOR STUDENTS WITH
SPECIAL LEARNING NEEDS
SUMMER 2003

Mondays, Wednesdays and Thursdays, 6:00-8:30, University Hall 442 Class meetings held May 28, 2003 to July 10, 2003, no meetings July 3, 4, 7

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity and social justice, as exemplified through reflective teaching, life-long learning, innovative research and ongoing service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism and shared governance.

Instructor: Leslie Mauerman, M.S.Ed., RSCC
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COURSE DESCRIPTION

This course is designed to explore major issues in the education of children with special learning needs. These learners may encounter special challenges in traditional public school classrooms. This group of children may include those with learning disabilities, sensory impairments, physical impairments, developmental delays, mental retardation, emotional challenges, communication disorders, AD(H)D, at risk youth, culturally diverse or other learning needs.

This course will provide information on the current legislation, policies, terminology, and trends in special education. Characteristics of special learning needs will be discussed, and suggestions for effective intervention strategies for the classroom teacher will be provided. The critical issues of inclusion, assessment, diagnosis, alternative placements, and program models will also be covered.

Students will attend the Third Annual Summer Leadership Institute at CSUSM from July 19-July 21, 2001. The Institute is held at CSUSM.

REQUIRED MATERIALS

- § Freiberg, K(2000). *Educating Exceptional Children 03/04 B Twelfth Edition*. Dushkin/McGraw-Hill: Guilford, CT
- § Hood, T., Mauerman, L. (2003). *EDUC 501: Mainstream Instruction for Students with Special Learning Needs* - Custom Reader, Compiled Readings (To be purchased on the first day of class at CopyServe in San Marcos)
- § Friend, M. and Bursuck, W. (1999) *Including Students With Special Needs-A Practical Guide for Classroom Teachers-Second Edition* Allyn & Bacon, Boston, MA
- § Villa, R. and Thousand, J. (1995). *Creating an Inclusive School*. ASCD: Alexandria, VA
- § Thirty 4x6 *Index Cards* and One 3" *Three Ring Binder* with 22 sturdy divider pages

Optional Text: Turnbull, A., Turnbull, H.R., Shank, M. and Leal, D. (1999). *Exceptional Lives: Special Education in Today's Schools Second Edition*. Prentice-Hall, Inc.: Englewood Cliffs, NJ

COURSE OBJECTIVES

The goals include the acquisition of a knowledge base and skills in practical application regarding:

1. Laws, policies, guidelines and issues in serving children with special learning abilities,
2. Nondiscriminatory assessment and diagnosis of children with special learning abilities,
3. Inclusion and inclusive schools,
4. Curriculum issues, trends, and classroom adaptations for enhancing success for all children,
5. Instructional needs and teaching strategies for classroom teachers,
6. Special education referral processes: The IEP, IFSP, ITP, 504 Plan and SST
7. Characteristics of children with special learning needs, and
8. The Family Centered perspective Group project

ACTIVITIES AND INSTRUCTIONAL METHODS RELATED TO REALIZING OBJECTIVES

class discussions	lectures	readings	conference participation	videos
student observations	class dynamics	projects	group presentations	demonstrations
guest speakers	quickwrites			

EVALUATION AND ATTAINMENT OF THESE KNOWLEDGE BASES AND SKILLS

written and oral reports	comment cards	group presentations	class dynamics/interactive activities
quickwrites	annotated bibliography	reflections	participation/attendance/punctuality

SCHOLASTIC REQUIREMENTS

Family Centered Perspective <i>Written Report</i>	10 points
Family Centered Perspective <i>Presentation</i>	10 points
Observation Report (in class)	5 points
SST Project <i>Presentation</i>	10 points
Annotated Bibliography (3)	9 points
13 Conditions Matrix Group Project	6 points
Professional Growth Activity: Resource Notebook	10 points
Comment Cards	20 points
Article Reviews (3)	6 points
Courage for the Discouraged Response	4 points
Participation/Attendance/Punctuality	<u>10 points</u>
	100 points

GRADING RUBRIC

Plus (+) or minus (-) may be added to grades according to standard grading measures and/or instructor's discretion.

A (93%+) = Outstanding/exemplary work on assignments; excellent synthesis of information/experiences

B (83%+) = Satisfactory completion of assignments; adequate synthesis of information and experiences

C (73%+) = Completion of assignments; minimum effort; minimal synthesis of information/experiences

ADMINISTRATIVE REQUIREMENTS

- My goal is to assist you in being successful in this course. If you have extraordinary circumstances that will impact your assignments and class attendance, please contact the instructor as soon as possible. Assignments will be accepted early.
- This is a California State required clear credential course, and you must maintain a B average (3.0 GPA) and cannot receive below a C+ in any course in your teacher education courses in order to receive a clear teaching credential from the State of California.
- A good student is one who adheres to standards of dependability and promptness. Attend all classes. Be on time. Tardiness/leaving early are counted against you. Attitude counts- antagonistic or discourteous behavior is considered both unacceptable and unprofessional at any time in this class.
- In addition to the University Attendance Policy set forth above, any unexcused absence from a class session eliminates the possibility of an A. (One day = 2 class sessions.) Classes **cannot** be made up.
- Any unexcused absence from two class sessions eliminates the possibility of a B. (One day = 2 class sessions.)
- Type all reports. Please double space, using 12 point Times New Roman or Ariel script. Keep copies of all of your work. **Use persons-first language in all assignments!**
- Complete assignments on time for full credit. Work received more than one week late will receive no credit. All work must be original; submission of work which is not original, without proper citation, will receive no credit and may result in expulsion from the California State University system.
- Participate fully in class discussions and group activities.
- E-mail or call the instructor prior to any class session you will miss, or if you need to, make an appointment.

Tentative COURSE SCHEDULE
EDUC 501 6:00 - 8:30 CRN 30155

(Note: Please bring the Custom Reader (CR) text to every class. Pages may be assigned in class during each session.)

<u>DATE</u>	<u>CLASS SESSION #</u>	<u>TOPICS</u>	<u>READINGS</u>	<u>ASSIGNMENTS / CLASS ACTIVITIES</u>
5/28 W	1	Introductions, Course Overview Texts, Course Assignments	syllabus assignment packet	<i>GTKY Dynamic</i> <i>(FCP Group Assignments)</i> <i>Purchase Texts, Custom Reader</i>
5/29 TH	2	Orientation to Disabilities Special Ed Laws & Procedures	F/B: Ch. 1,2,3	<i><u>The Bad IEP</u></i> <i>FCP Group Assignments</i>
6/2 M	3	What is Mainstreaming? Inclusion? Parent and professional Relationships	V/T: Ch. 1,2, 3, 4	<i>Paraprofessional Dynamic</i> <i><u>Sean's Story</u> Quickwrite</i>
6/4 W	4	Analyzing Student Needs Inclusion Debate	F/B: Ch. 4	<i>8 Comment Cards</i>
6/5 TH	5	FCP Work Session	Turnbull: FCP Chapter (provided) D:Article # ____	<i>FCP Group Meeting</i> <i>Article Review #1</i>
6/9 M	6	Low Incidence Disabilities	F/B: Ch. 5,12	<i>2 Comment Cards</i> <i><u>Regular Lives</u></i> <i>Quickwrite Reflection</i>
6/11 W	7	Family-Centered Perspectives Presentations, Gathering handouts; 20 minute presentations	Outside Grp Meeting	<i>FCP Presentations due</i> <i>OH, AUT, TBI, CP</i>
6/12 TH	8	** Family-Centered Perspectives Presentations- If necessary; if not, then jump ahead one session		<i>FCP Presentations Due</i> <i>FCP Papers due</i>

6/16 M	9	Specific Learning Disabilities High Incidence Disabling Conditions Analyzing and Adapting Instructional Environments	F/B Ch. 6, 9,11	3 <i>Comment Cards</i> <u>In-Class Observation- 504 Video</u>
6/18 W	10	Students At-Risk: GATE, Cultural Diversity, ELL Intervention and Retention	F/B: Ch. 7,8	2 <i>Comment Cards</i>
6/19 TH	11	Student Study Team Training SST Topic Assignments (SLD Rdg, SLD Math, AD/HD, SLI, Technology	D: Article # ___	<i>Article Review #2</i> <i>Resource Notebook Check</i> <u><i>Bob Williams/Liberator</i></u>
6/23 M	12	SST Group Meetings; Article Research ; Multiple Intelligences: How Are You Smart?	V/T: Ch. 5, 6 V/T: Ch 7, Dushkin, Internet, etc.	3 <i>Comment Cards</i> MI "Test"
6/25 W	13	SST Process Presentations SLD/Rdg, SLD/Math, AD/HD, At-Risk	Outside Group Meetings	<i>SST Group Binder with</i> <i>Annotated Bibliographies</i>
6/26 TH	14	Behavior Management Curriculum Adaptations	F/B Ch. 10, 12 D: Article# ___	2 <i>Comment Cards</i> <i>Article Review #3</i>
6/30	15	13 Handicapping Conditions Class project		
7/2 W	16	The 13 Handicapping Conditions	All Texts	<i>In-class project</i>
7/3, 7/7		NO Class- Happy Fourth of July	Strongly recommend reading, prepping ahead	
7/9 W	17	Strategic Instruction Celebration! Course Evals	Courage for Discouraged	<i>Courage for the Discouraged Response</i> <u><i>"Positive Interdependence"</i></u> <i>Resource Notebooks Due</i>
7/10	18	Calendared Class to be used as needed		

Classes will generally meet from 6:00- 8:30. There will be a 10 minute break in each class session.