

California State University San Marcos
COLLEGE OF EDUCATION
Mission Statement

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, 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.

EDUC 501
Instruction of Students with Special Learning Needs
Middle Level Credential Program
Spring 2002

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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, giftedness, cultural and linguistic diversity, 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, prereferral and referral processes, alternative placements, and program models will also be covered.

REQUIRED MEATERIALS

1. Freiberg, K (Ed.) (2002). *Educating exceptional children 02/03* (14th ed.). Guilford, CT: McGraw-Hill/Dushkin. (Accompanying Web Site: <http://www.dushkin.com/online/index.mhtml>)
2. Turnbull, R., Turnbull, A., Shank, M., Smith, S., and Leal, D. (2002). *Exceptional lives: Special education in today's schools* (3rd ed.). Englewood Cliffs, NJ: Merrill Prentice Hall.
3. Villa, R. and Thousand, J. (1995). *Creating an inclusive school*. Alexandria, VA: ASCD.
4. Custom Reader, Stremel

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 (IDEA, ADA, 504),
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 and prereferral processes: The IEP, IFSP, ITP, and SST
7. Characteristics of children with special learning needs, and
8. The family –centered perspective.

ACTIVITIES AND INSTRUCTIONAL METHODS RELATED TO REALIZING OBJECTIVES

class discussions	lectures	readings	videos	student observations
class dynamics		cooperative group activities	projects	group presentations
demonstrations		professional growth activities	comment cards	online activities

EVALUATION AND ATTAINMENT OF THESE KNOWLEDGE BASES AND SKILLS

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

SCHOLASTIC REQUIREMENTS

Family Centered Perspective Written Report	10 points
Family Centered Perspective Presentation	10 points
Courage for the Discouraged Article	10 points
SST Group Project	10 points
Annotated Bibliography (2 articles from Freiberg)	10 points
Professional Growth Activities (2: Hansen & CLMS/alt.)	10 points
Freiberg Article Reviews (Choose 2: #9, 10, 14, 9, 21, 30)	10 points
Study Guides (4)	20 points
Participation/Attendance/Punctuality/Class Dynamics	<u>10 points</u>
	100 points

GRADING RUBRIC

- 10 Noteworthy responses are made to all elements of assignment. There is evidence of thorough comprehension of literature. There is application of a variety of sources, including personal experiences. There is evidence of excellent synthesis of information/experiences.
- 8 Satisfactory responses are made to most elements of assignment. There is evidence of general comprehension of literature and application of sources. Personal experiences are adequately referenced. There is some evidence of synthesis of information and experiences.
- 6 Incomplete responses are made to some elements of assignment. There is evidence of limited comprehension of literature and application of sources. Personal experiences may or may not be referenced. There is inadequate evidence of synthesis of information and experiences.
- 4 Responses to elements of assignment are cursory. Comprehension of literature appears vague. There is limited application of sources, which may only center on personal experiences. Part of the response may be incorrect.
- 2 Responses to elements of assignment are incomplete and/or incorrect. Comprehension of literature is sketchy or absent. Many parts of the responses may be incorrect. Minimal effort is noted, and assignment may be significantly late.
- 0 No credit for work not done/not attempted

ADMINISTRATIVE REQUIREMENTS

- **Use “person-first language” in all assignments and discussions!**
- Our 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 instructors as soon as possible. Assignments will be accepted early.
- This is a 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 to receive a clear teaching credential from the State of California.
- **Use “person-first language” in all assignments and discussions!**
- 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.
- Two class sessions missed eliminates the possibility of an “A”. Classes may NOT be made up.
- **Use “person-first language” in all assignments and discussions!**
- Complete assignments on time for full credit. Work received more than one week late will receive no credit.
- All work must be original.
- Participate in class discussions and group activities.
- E-mail the instructors if you need to make an appointment.
- **Use “person-first language” in all assignments and discussions!**
- **For online assignments**, type your assignments into a Word document first; then save them. Then copy and paste your work into a Class Mail or Discussion Board message (according to directions given by the instructors). (**IMPORTANT! DO NOT ATTACH ANYTHING INTO THE ONLINE SUPPLEMENT. ATTACHMENTS DO NOT ALWAYS WORK.**)
NOTE: Paragraph formatting will be lost in the online work. Do not be concerned about that. We do ask that you double space between paragraphs, after titles, and before any signatures. Thank you.
- **For face-to-face classes**, word-process all reports (font size 12). Double space. Keep copies of all of your work.

COE Attendance Policy

Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend **more than 80% of class time**, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible.

CROSS-CULTURAL, LANGUAGE AND ACADEMIC DEVELOPMENT (CLAD) COMPETENCIES		
PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT	PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION	PART 3: CULTURE AND CULTURAL DIVERSITY
I. Language Structure and Use: Universals and Differences (including the structure of English)	I. Theories and Methods of Bilingual Education	I. The Nature of Culture
A. The sound systems of language (phonology)	A. Foundations	A. Definitions of culture
B. Word formation (morphology)	B. Organizational models: What works for whom?	B. Perceptions of culture
C. Syntax	C. Instructional strategies	C. Intragroup differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	II. Theories and Methods for Instruction In and Through English	D. Physical geography and its effects on culture
E. Language in context	A. Teacher delivery for <u>both</u> English language development <u>and</u> content instruction	E. Cultural congruence
F. Written discourse	B. Approaches with a focus on English language development	II. Manifestations of Culture: Learning About Students
G. Oral discourse	C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	A. What teachers should learn about their students
H. Nonverbal communication	D. Working with paraprofessionals	B. How teachers can learn about their students
II. Theories and Factors in First- and Second-Language Development	III. Language and Content Area Assessment	C. How teachers can use what they learn about their students (culturally- responsive pedagogy)
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	III. Cultural Contact
B. Psychological factors affecting first- and second-language development	B. Methods	A. Concepts of cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	B. Stages of individual cultural contact
D. Pedagogical factors affecting first- and second-language development	D. Limitations of assessment	C. The dynamics of prejudice
E. Political factors affecting first- and second-language development	E. Technical concepts	D. Strategies for conflict resolution

TENTATIVE COURSE SCHEDULE
EDUC 501 (Middle Level) Spring 2002

Class #	Date	Forum	Topics	Class Activities	Readings	Assignments Due
1 S/H	2/4 PM	F	Course Overview; SPED History; Person-First Language; Assign 3 SST Groups & Topics (Emotional; Soc./Behav'l; Academic)	Introductions Kunc Video "Label Me" Person 1 st Pledge	T: Ch. 1-3 V/T: Ch. 1-2	"Getting to Know You" (Posted Online in DB by 2/8)
2 S	2/5	O	Inclusion Rationales; Preferral (SST) Process	Online SST and IEP Sites	T: Ch. 1-3 V/T: Ch. 3	Study Guide #1 (Posted in DB by 2/10)
3 S/H	2/11 AM	F	"Differentiating Curriculum, Instruction, and Assessment for All Learners" (Workshop 3)	Hansen Symposium: Workshop attendance and participation	V/T: Ch. 4-6; F: Article #31	
4 S	2/15 AM	F	Six Principles of IDEA; The Referral Process (IFSP, IEP, ITP); Hansen Reflections	Video: What We Learned "I Spy" of IEP elements	T: Ch. 1 (Review); WebCT IEP Lecture (See SG #4)	Prof Growth Activity #1: Re: Hansen Symposium (C)
5 S	2/15 PM	F	Non-discriminatory Assessment Multiple Intelligences	"Courage for the Discouraged" article given to students (To be returned unmarked to instructors by 2/25) Video: Bad IEP	Review T: Ch. 3; Read T: Ch. 4-16 ("How to Evaluate..." sections only)	Study Guide #2 (DB)
6 H	2/18 AM	F	The 13 Handicapping Conditions-Overview; Observation Skills Guest Lecturer: Jim Chapple	504 Video: Group Observations	Model Obs. Report; T: Ch. 4, 12, 16	Study Guide #3 (DB)
7 H	2/18 PM	F	Specific Learning Disabilities; Giftedness; Assign FCP Groups & Topics	F.A.T. City Video: A Simulation of SLD	T: Ch. 4, 7 Bring small mirror	Post SST Online Using Presentation Tool
8 S	2/19	O	Behavior Management; Positive Behavior Supports; The Hughes Bill	Respond to questions on p. 177 of Turnbull text	T: Ch. 5	"Courage for the Discouraged" responses (DB)

9	2/22 H	O	SST Presentations Online; Annotated Bibliographies	By 2/25: Post comments re: all SSTs (DB); Read one AB of each classmate	Post SST Presentations (Presentation Tool); Post Annotations (DB)
10	2/25 H	F PM	SST Debriefing; FCP Discussion; AD/HD, SLI	FCP Assignment Models and Group Assignments; SLI and AD/HD Videos	T: Ch. 6, 14 Return "Courage" article to instructor (C)
11	2/27 S	O	Self-Determination	Online links	F: Article #33 Complete and forward one Article Review Form to Suzanne via email before today's class
12	3/1 S	F AM	Strategies for Success: Curriculum, Instruction, and the Environment Prof. Partnerships	F: #9, #10, #14, #19, #21, #30 Choose 2 only.	Complete and forward two Article Review Forms to Suzanne via email before today's class
13	3/1 S	F PM	FCP Research Class		Study Guide #4 (DB)
14	3/4 S/H	F PM	The Family Centered Perspective	FCP Presentations Course Evaluations	Written FCP Report FCP Presentation (C)
15	3/8 S	O	Professional Growth	CLMS Conference: a SPED workshop or Alternative PGA	PGA #2 (DB)

Instructor Key:

S (Suzanne Stremel)

H (Toni Hood)

Text Key:

F (Freiberg)

T (Turnbull et al.)

V/T (Villa & Thousand)

Forum Key:

F (face-to-face class)

O (online class)

Assignment Due in:

DB (Discussion Board)

CM (Class Mail)

C (In F2F Class)

COURSE ASSIGNMENTS

Note: The “Getting to Know You” assignment, the 4 Study Guides, details of the SST assignment, and Freiberg Article Review assignments are not included here; they may be found online in our course supplement. We will discuss them in our first class.

Class #1: An Icebreaker

The Stars of EDUC501

The star below has five points. Beginning with the top point and going clockwise, answer the following questions:

1. Who are you? (name, roles, ...)
2. What keeps you busy? (jobs, school, family...)
3. What are some special needs you have already heard about? (mental retardation, ADHD, learning disabilities...)
4. What is one quality that you have that makes/will make you an effective teacher? (patience, organization, lifelong learner...)
5. What is something unique about you that you'd be willing to share? (have triplets, is a member of a royal family, never had a traffic ticket...)



*Share your star with a classmate.
Be prepared to describe your classmate's star to the rest of the class.*

STUDENT STUDY TEAM GROUP PRESENTATION ASSIGNMENT

The Student Study Team process is a responsibility of the classroom teacher. It serves as a method for addressing children's special learning needs PRIOR to referral for special education services. Some disabilities are more obvious than others are. Children's eligibility for special services is often determined by agencies other than schools. Children with disabilities in this category are rarely addressed in an SST meeting. Other disabilities become apparent when the child enters school. High incidence disabilities such as learning disabilities (language, mathematics, written expression), speech learning and behavior disorders often develop in response to academic demands. Children who are suspected of having learning disabilities, speech and language disorders, or behavior disorders often respond positively when their classroom teachers have participated in a Student Study Team on their behalf.

OBJECTIVES

- **To demonstrate the SST model**
- **To demonstrate the roles of the SST members**
- **To review special education program options for meeting the student's needs**
- **To examine the use of prereferral strategies to resolve problems prior to formal referrals for special education services**
- **To explain the referral procedure involved in identifying students for special services**

SST ASSIGNMENT TASKS AND RESPONSIBILITIES

Please refer to assignment in WebCT for details of tasks and responsibilities.

ANNOTATED BIBLIOGRAPHY

1. You will read and report on 2 articles related to the disability that your Student Study Team will present.
2. You will use the following format for your annotations, which will be posted on the Discussion Board online:
 - You will use APA format to reference each article, and you will type this at the beginning of your annotation. Here is an example:

Helmer, J., & Hood, A. (2000). *Restructuring a framework for inclusive education practices: Ensuring success for every teacher and student*. The New Hampshire Journal of Education, 3, 1-6.

- You will write one paragraph that summarizes each article read. Please word process, double space, use 12-point font (Times New Roman is preferred).
- You will write your reaction to each article read. This should be one or two paragraphs that summarize how you felt after reading it. (e.g., Did it give you new, interesting, fascinating, conflicting information? Were your ideas changed, enhanced, etc., based on this reading?)

COURAGE FOR THE DISCOURAGED”
Larry K. Brendtro and Steven Van Bockern

This article specifically addresses the challenges of working with children with behavioral disorders. It proposes an integration of “the practice wisdom of great European pioneers in work with troubled youth” (p.4) with a child-rearing Native American system that “create(s) courageous, respectful children without the use of harsh punishments” (*ibid*). The empowerment values (belonging, mastery, independence and generosity) are the goals of education embodied in a “Circle of Courage”, as conceptualized in a medicine wheel by a Lakota Sioux artist, George Bluebird.

Directions:

- 1. You will be given a copy of the article in class. You will return the article to the instructors. Please do NOT write or highlight on the copy of the article.**
- 2. Read the article.**
- 3. Reflect on your own education, and on schools today.**
- 4. Respond to the following 3 questions:**
 - What was your actual personal K-12 experience with nonreclaiming schools? (Refer to pp. 6-7 of the article.)**
 - How was your self-esteem affected by your sense of significance, competence, power and virtue while you were a public school student? (Refer to p. 5.)**
 - In what ways can we “mend the broken circles” in our schools today? (Refer to pp. 7-13.)**
- 4. Post your responses on the Discussion Board.**

Reference

Brendtro, L.K. & Van Bockern, S. (1994). *Courage for the discouraged: A psychoeducational approach to troubled and troubling children.* Focus on Exceptional Children, 1-15.

Please return your copy of the article to your instructor by Feb. 25th.

A FAMILY-CENTERED PERSPECTIVE ON A SPECIFIC DISABILITY CATEGORY

Context for the Project: The Family Snapshot

You belong to a family that includes a child with a specific disability. You may structure your family in whatever way you agree to with your partners. One "head-of-household" earns \$30,000 per year and has a basic health insurance policy through his/her company; the insurance DOES NOT cover major medical expenses. With the birth (or determination of the disability), there have been many things to learn and many new emotions and feelings to deal with. Planning for how all family members can enjoy a quality life has taken on a new importance. You realize a major task is to find the educational and community resources and supports necessary for the child and the family to thrive while making the special accommodations your child with disabilities needs. You understand this task will continue until all of the children are adults and on their own. You realize that unique plans will need to be made to meet his/her current needs and lead to as productive, self-reliant, self-determined, independent and "normal" a life as possible in the child's adult years. Your participation on the Family Team will require you to contribute your ideas to your classmate group.

TEAM PRESENTATION: "A ROLE PLAYING OF YOUR CHILD'S LIFE(UNTIL HE OR SHE EXITS HIGH SCHOOL)"

Your FCP team (a.k.a. "family") will present a 15-20 minute role-play that depicts the important experiences that your family encounters from the time of onset or identification of disability through the public school years. Remember to stay family-focused – it's not just about school. You will "shift gears" 3 or 4 times during your presentation, and the "actors" should feel free to have more than one role. Props may enhance your presentation.

"Families" in the past have depicted such occasions as these. Feel free to be creative!:

- getting the news from the doctor or psychologist that something was "wrong"
- visits to hospitals or doctors
- meetings at school (IEP or SST)
- "kitchen table" talk at home reflecting on what has occurred
- birthday parties
- graduations
- car rides to and from meetings/visits
- talk show radio or TV programs highlighting your child's disability

TEAM WRITTEN ASSIGNMENT: "HOW DO WE MEET OUR CHILD'S NEEDS?"

Given the chapters related to your child's assigned disability in the Turnbull text, the Villa and Thousand text, your online course supplement (which has MANY resources for you!), and supplementary materials that have been abstracted in the lectures related to

this class, as well as additional research your team conducts, *develop a written plan for meeting your child's needs.*

The written plan must include the following components:

- A "family written" profile of the child with a disability in the "voice" of concerned parents and/or family members.
- Describe his/her personality and strengths.
- Provide a complete description of his/her disability with attention to the development of his/her multiple intelligences.
- Describe the potential implication of his/her disability on her physical, cognitive, social and emotional development.
- Describe the impact of his/her disability on the family.

(Equivalent to a 3-5-page paper)

II. A profile of the services and support needs for the child and the family:

- What are key features of nondiscriminatory evaluation for the child's IEP eligibility? (Refer to Turnbull et al.)
- What special education and/or related professionals are needed for support?
- What helps this child learn best?
- How are social relationships with peers best fostered?
- What are some central inclusion issues and hot "Inclusion Tips?"
- What are key issues for the professionals who support your child?
- Of the program options presented in Turnbull et al., what are your dreams for educational services for the preschool, elementary, and secondary years?
- What are your nightmares or fears for your child with regard to schooling?
- What are your dreams for post-secondary adult life employment, education, and independent living?

(Equivalent to a 6 to 8-page paper)

- A list of primary references you and your team used to complete the assignment.

(Recommended number: at least two references beyond the two texts for the course!)

IV. Create a summary of the disability entitled "Tips for Teachers." This should be the equivalent of a *two-page handout* for educators who will use this as a reference when working with a child with this specific disability. The summary can take the form of an outline, a concept map, or any other effective graphic organizer.

Professional Growth Activity #1

Hansen Symposium February 2002
"The Inclusive Classroom: Differentiating Curriculum, Instruction, and Assessment for All Learners"

Following Workshop #3 of the Hansen Symposium, and following the reading of Article #31 in *Educating Exceptional Children*, candidates will write reflective responses to the following prompts:

- 1. In what way would *compacting the curriculum* facilitate learning for some students with special learning needs?**

(Refer to Freiberg, p. 202 as a guide for your response.)

- 2. Give one example of how you would design alternative learning experiences in math and science for students who:**

- are gifted**
- have learning disabilities in the area of reading**
- are mildly retarded**

(Refer to Freiberg, pp. 203-203 as a guide for your response.) Be sure to comment on the following: content, learning processes, products, learning environment, and assessment.)

- 3. In what ways could you, your colleagues, and your administrators facilitate differentiation for students with special learning needs?**

(Refer to Freiberg, p. 203 as a guide for this response.)

Professional Growth Activity #2

Option A

California League of Middle Schools Conference 2002: A Special Education Workshop

Following attendance and participation in a CLMS Conference workshop focusing on a topic related to special education, write a reflection that responds to the following prompts. Please attach a copy of any handouts from the workshop to your paper.

1. In what way did the workshop provide you with new information, or reinforce previously learned information, about educating middle level students with special learning needs?
2. How will your teaching practices reflect your new/reinforced learnings?

(@ 2 pages double-spaced in font size 12)

Option B

Middle Level Emphasis: A Professional Growth Activity

Following a professional growth activity in some area related to educating children with special learning needs, write a reflection that responds to the following prompts.

1. In what way did the activity provide you with new information, or reinforce previously learned information, about educating students with special learning needs?
2. How will your teaching practices reflect your new/reinforced learnings?

You must carry out this activity during this course (Previous conference attendance, for example, is not applicable). There are several possibilities listed below. If you choose another, please discuss it with the instructor(s) beforehand. There is a great deal of flexibility in this activity.

Potential Professional Growth Activities:

Important! Use PSEUDONYMS only! Do NOT identify teacher, parent, student or school by real names!

- Observation of a general education inclusive classroom.
- Observation of or participation in an SST or IEP Meeting.
- Interview with a teacher or parent of a child with special needs. (Submit 7-10 interview questions and responses along with your reflection paper).
- Visitation to a special school, program, institution or organization serving children and families of children with special learning needs.
- Report on a novel (fiction or non-fiction) dealing with topics discussed and presented in our class.
- Personal account of a direct experience related to the content of our class.
- Other (See instructor to discuss your proposal.)