

**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
Spring semester, 2003

**MAINSTREAM INSTRUCTION FOR STUDENTS WITH
SPECIAL LEARNING NEEDS**

CRN:21895 Thursdays, 5:00 – 7:45 Academic Hall 406
Instructor: Leslie Mauerman, M.S.ed., RSCC (lmauerma @csusm.edu)
Messages (760) 942-6490 Office Hours by Appointment

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, 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.

This course is practically based, and will require time (approximately 2 hours) observing children in specific educational settings, as well as creating resources for student use.

REQUIRED MATERIALS

- Freiberg, K (2000). *Educating Exceptional Children 01/02 – Thirteenth Edition*. Dushkin/McGraw-Hill: Guilford, CT
- Friend, M. and Bursuck, W. (1999). *Including Students with Special Needs: A Practical Guide for Classroom Teachers (3rd ed.)*. Allyn & Bacon: Boston.
- Hood, T. and Mauerman, L. (2000). *EDUC501: Mainstream Instruction for Students with Special Learning Needs* (Custom Reader - to be purchased during first week of class at CopyServ in San Marcos—N.W. corner of Rancho Santa Fe and San Marcos Blvd.)
- Villa, R. and Thousand, J. (1995). *Creating an Inclusive School*. ASCD: Alexandria, VA
- 20 4x6 lined Index Cards

OPTIONAL: Turnbull Text

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. non-discriminatory 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.

ACTIVITIES AND INSTRUCTIONAL METHODS RELATED TO REALIZING OBJECTIVES

class discussions lectures readings quickwrites site visitations videos student observations
class dynamics projects group presentations demonstrations teacher interviews guest speakers

EVALUATION AND ATTAINMENT OF THESE KNOWLEDGE BASES AND SKILLS

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

SCHOLASTIC REQUIREMENTS

3 Article Reviews (3 pts. apiece)	9 points
Family Centered Perspective <i>Written Report</i>	10 points
Family Centered Perspective <i>Presentation</i>	10 points
Observation Report (in class)	5 points
Courage for the Discouraged Response	6 points
SST Project- <i>Group Presentation</i>	10 points
Annotated Bibliography on SST Topic	10 points
Professional Growth Activity/ Resource Notebook	10 points
Comment Cards (1 pt. apiece)	20 points
Attendance/Participation/Punctuality/Professionalism	<u>10 points</u>
Total	100 points

GRADING RUBRIC

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

A (95%+) = Outstanding/exemplary work on assignments; excellent synthesis of information/experiences

B (85%+) = Satisfactory completion of assignments; adequate synthesis of information and experiences

C (75%+) = Completion of assignments; minimum effort; minimal synthesis of information/experiences

ADMINISTRATIVE REQUIREMENTS

- Our goal is to assist you in being successful in this course. If you have extraordinary circumstances that will impact your assignment 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.
- 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 both unprofessional and unacceptable in this class.
- Two class sessions missed eliminates the possibility of an “A”.
- Four class sessions missed eliminates the possibility of a “B”.
- Type all reports using 12-point font. 1.5 space, please. Keep copies of all work. *Use person-first language in all assignments!*
- Complete assignments *on time for full credit*. Work received more than one week late, unless arrangements are made, will receive no credit.
- *All work must be original.*
- Participate in class discussions and group activities.
- Telephone call the instructor of *any* class time you will miss, or if you need to make an appointment. ☺

TENTATIVE/FLEXIBLE CLASS SCHEDULE

<u>SESSION #</u>		<u>TOPIC</u>	<u>READINGS</u>	<u>CLASS ACTIVITIES / ASSIGNMENTS DUE</u> (* Denotes students complete for class)
1/23	1	Introductions Course Requirements Foundations of SPED Person First Language	Syllabus Review Assignment Packet Details FCP Turnbull Chapter Handout	*GTKY & Self Data Forms *FCP Sign-Ups Family Celebrations
1/30	2	SPED Laws Historical Perspective The IEP Process (IEP, IFSP, ITP; LRE; FAPE, Due Process)	F: Article Number One FB: Ch. 1,2 VT: Ch. 1,2	*F. Article Review # 1 *4 Comment Cards The Bad IEP (Video)
2/6	3	Inclusion and Mainstreaming Professional Partnerships Family Partnerships Collaboration FCP Group Meeting (20minutes)	VT: Ch. 3 FB: Ch. 3 Point Counterpoint (CR) The Animal School (CR)	*2 Comment Cards Sean's Story (Video) Inclusion Debate
2/13	4	Analyzing Classroom Student Needs Observation Skills-in class assignment Grouping for Instruction	FB: Ch. 4	*1 Comment Card Section 504 (Video)

<u>SESSION #</u>		<u>TOPIC</u>	<u>READINGS</u>	<u>CLASS ACTIVITIES / ASSIGNMENTS DUE</u> (* Denotes students complete for class)
2/20	5	Low Incidence Disabilities FCP Group Meetings/Rehearsal (30 min)	FB: Ch. 5	Selected videos *1 Comment Card
2/27	6	Low Incidence Disabilities Presentations	One Article-Your FCP Topic	*FCP Presentations by Families #1-3 *Article Review(#2) by Families #4-6
3/6	7	Low Incidence Disabilities Presentations	1 Article-Your FCP Topic	*FCP Presentations by Families #4-6 *Article Review(#2) by Families #1-3
3/13	8	High Incidence Disabilities (SLD and SLI)	FB: Ch. 6 V/T: Ch 6	F.A.T. City (Video) *2 Comment Cards
3/20	9	AD/HD Revisited; GATE Culturally Diverse Students At Risk	FB: Ch. 7 F: Article Number 10	AD(H)D, others (Video) *Article Review #3 *1 Comment Card SST Topics Assigned
3/27	10	Assessing Student Needs Assistive Technology	FB: Ch. 8, 11	* Notebook Check or PGA * 2 Comment Cards Bob Williams (Video)

SPRING BREAK: 3/31-4/4

<u>SESSION #</u>	<u>TOPIC</u>	<u>READINGS</u>	<u>CLASS ACTIVITIES / ASSIGNMENTS DUE</u>
4/10 11	Instructional Adaptations Student Study Team (SST) Training SST Group Work Session	FB: Ch. 9 VT: Ch. 5 F: Article 18, 19 or 20	* 2 Comment Cards Article Review (Extra Credit if needed)
4/17 12	Strategies for Independent Learning Independent Group SST Research and Prep. Session	FB: Ch. 10, 13	*2 Comment Cards
4/24 13	SST Presentations (Process Evaluations)		* SST Presentations *Annotated Bibliography
5/1 14	Building Social Relationships Responding to Student Behavior Behavior Management Positive Behavioral Supports	FB: Ch. 12 VT: Ch. 4, 7 Courage for the Discouraged	* 3 Comment Cards Article Response
5/8 15	Professional Growth Activity Reflections and Sharing for Encouragement Celebration of Change and Learning		* PGA Presentations/ Museum Night *Course Evaluations Positive Interdependence

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

Please note: Those areas italicized above are included in the pedagogy of EDUC501.