



Education 221 Curriculum for the Inclusive Classroom

Spring 2008 • 3 Quarter Units

Course Information

Instructor: Steve Johnson sjohnson@scu.edu 408/551-5402 AS 129

Class Hours: Tuesdays 5-8 PM Arts and Sciences 232

Office Hours: Mondays and Tuesdays 3:30-5:00 PM on days that classes meet. Office hours are not held at the beginning of class, as class is being set up, at the break, or after class.

Course Description

Development and effective use of behavioral and instructional objectives derived from relevant frameworks and state standards in the areas of social relationships, interaction, and skills, self management, functional skills, science, social studies, visual and performing arts, health and physical education. Mastery of adaptive instructional practices and the ability to plan and utilize a variety of instructional delivery systems that meet the needs of children and youth with learning and behavior problems will be explored and expected. *Prerequisite: 241 or equivalent.* [3 units]

Candidate Competencies

Students enrolled in the course will be required to meet all of the following Standards of Quality and Effectiveness for Education Specialist Credential Programs established by the California Commission on Teacher Credentialing:

Category I Core Standards for all Specialist and Services Credentials

Standard 10 Professional, Legal and Ethical Practices

Each candidate demonstrates knowledge of the ethical standards, professional practices, and laws and regulations related to the provision of services to individuals with disabilities and their families. Each candidate applies the highest standards to his or her professional conduct.

- Each candidate examines and evaluates his or her own culture and values, including personal biases and differences which may affect the candidate's teaching. Each candidate examines how these factors may affect attitudes towards individuals of different cultural, socio-economic and disability groups.
- Each candidate demonstrates awareness of the importance of the educator as a model for students.
- Each candidate demonstrates commitment to developing the highest educational and quality of life potential of individuals with disabilities.
- Each candidate exhibits intellectual integrity, serves students honestly, protects their privacy, respects their work, and sustains open discussion of ideas.

Standard 11 Educational Policy and Perspectives

Each candidate develops a professional perspective by examining educational policies and existing and emergent practices in relation to fundamental issues, theories, and research in education. The program includes instruction in the philosophy and history of education, relevant legal requirements, and the status of special education services within society. For an internship program: The program provides initial instruction in the essential themes, concepts, and skills related to the duties of a special educator before the candidate assumes intern responsibilities.

- Each candidate explores the works of major general and special educational theorists and reviews current research on learning and effective teaching practices and curricula. In addition, each candidate examines the use of those practices among students of differing gender, cultures, languages, abilities, and life experiences.
- Each candidate demonstrates knowledge and understanding of various legal mandates for equity in special education, including but not limited to, the Individuals with Disabilities Education Act (IDEA - Part B and Part H), the Americans with Disabilities Act (ADA), and the Rehabilitation Act of 1973 ("Section 504").

Standard 12 Educating Diverse Learners with Disabilities

Each candidate demonstrates an understanding and acceptance of differences in culture, ethnicity, gender, age, religion, socio-economic status, lifestyle orientation, language, abilities, disabilities and aspirations of individual learners. The candidate demonstrates understanding of communication development and communication differences, and uses strategies and techniques that are age appropriate to develop communication skills. Each candidate applies principles of equity and analyzes the implementation of those principles in curricular content, instructional practices, collaborative activities, and interactions with families when working with diverse populations of learners with disabilities.

- Each candidate demonstrates understanding and sensitivity toward cultural heritage, family and community values, and individual and group differences, including culture, ethnicity, gender, age, language, religion, socio-economic status, lifestyle and ability of diverse individuals served.

Standard 15 Managing Learning Environments

Each candidate demonstrates knowledge and skills in managing learning environments for diverse learners that are safe and effective and that facilitate positive self-esteem and self advocacy. The candidate demonstrates knowledge of behavior management strategies, varying communication styles that impact learning, and laws and regulations for promoting behavior that is positive and self-regulatory.

- Each candidate demonstrates the ability to design and implement a learning environment that promotes positive student behavior and encourages active participation by learners in a variety of learning activities and settings.
- Each candidate demonstrates the ability to establish learning environments that accommodate the diverse physical, emotional, cultural and linguistic needs of students.
- Each candidate applies knowledge related to managing learning environments to ensure the safe and effective use of space, time, instructional techniques, materials, equipment, and technology.
- Each candidate demonstrates the ability to design, structure, and manage daily classroom routines, including transition time.
- Each candidate demonstrates the ability to identify students' individual communication styles and abilities and to modify the learning environment to meet their communication needs.
- Each candidate demonstrates ability to motivate student interest in a variety of ways, including selection of meaningful curricula, successful participation in activities and the effective use of reinforcement and feedback.
- Each candidate is knowledgeable about the components of positive behavior management plans and the techniques of positive behavior intervention.
- Each candidate demonstrates an understanding of the purpose and process of behavior management approaches such as reinforcement theory, functional analysis assessments, positive behavioral support, and social and interpersonal techniques to manage behavior.
- Each candidate demonstrates knowledge of the legal limitations and responsibilities of educators in dealing with acting out and/or violent behaviors as well as other inappropriate behavioral excesses of students.
- Each candidate demonstrates ability to effectively manage and respond to student conduct in individual, small group and/or large group activities as appropriate to the credential, and demonstrates the ability to identify and defuse situations that may lead to conflict or violence.
- Each candidate demonstrates knowledge of techniques that promote self advocacy for individuals with disabilities and that encourage personal and social responsibility and independence.

Category II Core Standards for Specialist Teaching Credentials

Standard 19 Knowledge and Skills of Assessment in General Education

Each candidate demonstrates knowledge and skills necessary to assess general education students in a comprehensive manner. Each candidate understands and uses multiple sources of information regarding students' prior knowledge of curriculum, linguistic abilities, cultural characteristics, and learning styles. Each candidate uses this information to evaluate students' needs and achievements, and for the purpose of making ongoing program improvements.

- Each candidate demonstrates knowledge of basic test and measurement principles and uses that knowledge to analyze and interpret the results of individual assessments.
- Each candidate demonstrates an understanding of and the ability to use a variety of standardized and non-standardized general education assessment techniques appropriate for initial determination of students' learning needs.
- Each candidate demonstrates an understanding of and the ability to apply standardized achievement procedures used in general education.
- Each candidate demonstrates the ability to develop strategies and ongoing evaluation procedures to determine effectiveness of instruction.
- Each candidate demonstrates knowledge and understanding of developmental levels and the development of instructional and classroom management strategies appropriate to the students.

Standard 20 Curricular and Instructional Skills in General Education

Each candidate demonstrates the ability to develop, implement, and evaluate a variety of pedagogical approaches to teaching basic academic skills and content areas, including unit and lesson plans that provide equitable access to subjects that are commonly taught in the public school curriculum. The candidate uses instructional strategies that are appropriate for individuals with diverse needs, interests and learning styles in a variety of educational environments.

- Each candidate demonstrates knowledge of curricula for the development of language, motor, cognitive, academic, affective, and functional life skills.
- Each candidate uses a variety of appropriate pedagogical approaches in the teaching of basic academic skills in a general education setting.
- Each candidate demonstrates the ability to provide access to the curriculum commonly taught in public schools by adapting and relating curriculum to students' backgrounds, interests, and abilities.
- Each candidate facilitates the development of students' cognitive skills while considering students' diverse cultural, linguistic, ethnic and socio-economic backgrounds.

- Each candidate uses ongoing assessment information to select and modify instructional strategies, activities and materials that appeal to and challenge the diverse abilities and interests of students.

Standards for Level I Education Specialist Credential: Mild/Moderate Disabilities

Standard 24 Positive Behavior Support

Each candidate demonstrates competence in establishing and maintaining an educational environment that is free from coercion and punishment and where interventions are positive, proactive, and respectful of students. Each candidate demonstrates the ability to design and implement positive behavioral support plans and interventions based on functional analysis assessments.

- Each candidate demonstrates the ability to utilize a variety of proactive strategies to prevent the occurrence and/or escalation of problem behavior in the least restrictive environment.
- Each candidate works with the IEP team using a variety of functional analysis assessment strategies to determine where target behavior is likely to occur or not occur and the function/communicative intent of the behaviors for individual students.
- Each candidate identifies and describes the types of antecedent and consequent events that contribute to acting out, physically aggressive and withdrawal behaviors of individual students.
- Each candidate demonstrates the ability to design the components of behavioral plans that include lifestyle enhancements, environmental and antecedent modifications, instructional and curricular modifications, teaching replacement behavior, teaching communication skills, social interactions, self-management, self-advocacy skills, reinforcement strategies, coping skills and where necessary, emergency intervention strategies.
- Each candidate teaches appropriate self regulatory strategies for students to cope with difficult or unpredictable situations.
- Each candidate works with the IEP team to design, implement, evaluate, and modify behavior plans that are individualized, proactive, comprehensive, and based on thorough functional analyses.
- Each candidate demonstrates understanding of the difference between emergency interventions, on-going positive behavioral support, and age-appropriate least intrusive strategies.

Program Standard 19: Teaching English Learners

In the professional teacher induction program each participating teacher builds on the knowledge, skills and abilities acquired during the professional teacher preparation program for the delivery of comprehensive, specialized instruction for English learners. Each participating teacher knows school organizational structures and resources designed to meet the needs of English learners, and demonstrates the ability to implement the adopted instructional program for English Language Development. Each participating teacher demonstrates the ability to implement the adopted

instructional program for the development of academic language, comprehension, and knowledge in the core academic curriculum that promotes students' access and achievement in relation to state-adopted academic content standards and performance levels for students. Each participating teacher is familiar with local and state-adopted assessments for English language proficiency, and how these instruments are used to measure student accomplishment and to place students. Each participating teacher uses knowledge of students' backgrounds, experiences, and family structures in planning instruction and supporting individual student learning.

Required Textbooks

Bellini, Scott [2006]. *Building social relationships, A systematic approach to teaching social interaction skills to children and adolescents with autism spectrum disorders and other social difficulties*. Shawnee Mission, KS: Autism Asperger Publishing Company.

California Department of Education [2001]. *History-social science framework for California public schools, 2001 updates edition with content standards*. Sacramento, CA: California Department of Education. [available online]

California Department of Education [1998]. *Science content standards for California public schools*. Sacramento, CA: California Department of Education. [available online]

Portions of the relevant frameworks and standards in Visual and Performing Arts, Health and Physical Education from the California Department of Education. [available online]

Cohen, Libby and Spenciner, Loraine, J. [2005]. *Teaching students with mild and moderate disabilities, Research based practices*. Upper Saddle River, New Jersey: Merrill Prentice Hall.

Hosp, Michelle K, Hosp, John L., and Howell, Kenneth W. [2007]. *The ABC's of CBM, A practical guide to curriculum-based measurement*. New York, NY: The Guilford Press.

Useful Tools

Pen, hi-lighter, colored pencils*, eraser*, sharpener*, graph paper* [about 4-5 squares to the inch is good], ruler*, index cards, rubber bands, and the means to contain it all will be required.

Sequence of Instruction

S1 Tuesday, April 1, 2008, 5:00 PM

Curriculum for Mild-Moderate Disabilities

Cohen and Spenciner, Chapters 5, 6 and 7

S2 Tuesday, April 8, 2008, 5:00 PM

Social Studies

Cohen and Spenciner, pp. 469-481, Chapter 15

History-Social Sciences Framework

Hosp, Hosp, and Howell, Chapters 1 and 2

S3 Tuesday, April 15, 2008, 5:00 PM

Social and Functional Education

Cohen and Spenciner, Chapters 10 and 16

Hosp, Hosp, and Howell, Chapters 6, 8 and 9

Lab 1: Writing

S4 Tuesday, April 22, 2008, 5:00 PM

Assessing Social Functioning

Bellini, Chapters 1-5

Lab 2: Social Assessment

S5 Tuesday, April 29, 2008, 5:00 PM

Acquisition of Social Skills

Bellini, Chapters 6-8

Lab 3: New Social Skill

S6 Tuesday, May 6, 2008, 5:00 PM

Performance of Social Skills

Bellini, Chapter 9

Cohen and Spenciner, Chapter 8

Lab 4: Social Performance

S7 Tuesday, May 13, 2008, 5:00 PM

Intervention Strategies

Bellini, Chapters 10-12

Lab 5: Social Strategy

S8 Tuesday, May 20, 2008, 5:00 PM

Self Management

Cohen and Spenciner, pp. 450-469

Science Content Standards

Lab 6: Self Management

_____ Tuesday, May 27, 2008

Memorial Day Holiday – NO CLASS

S9. Tuesday, June 3, 2008, 5:00 PM

Science

S10. Tuesday, June 10, 2008, 5:00 PM

Science

Final Exam

Major Project [unit plan] due

Course Assignments and Requirements

1. Attendance at all classes from start to finish. University rules allow a student to miss up to 80% of a class and still receive credit, but this is at your own risk. Under no circumstances may a student miss more than 2 classes in the same month and still expect to pass. Please note: arriving for a class late, leaving the class early, leaving the class other than at a break time, or coming back from a break late will be considered missing a class.
2. Completion of all readings, including everything handed out., including knowledge of all technical vocabulary necessary for the field.
3. Completion of all in class labs. If you miss a lab because of absence, it may not be made up.
3. Active participation in all class activities, including detailed note taking and study of all notes and concepts; detailed study of everything in the textbook.
4. Completion of the Final Examination. The examination will consist of a 60 minute short answer, case study, and intervention questions given during the last hour of the last class. .
5. Completion of a Major Project [unit plan] following the procedures that will be discussed in detail in class. The unit plan will require that you create a unit of instruction in social studies, science or functional education appropriate for a special education classroom with English language learners.

Unit Guidelines

1. The project is based on, and meets, the agreed on appropriate California History-Social Science Content Standards, which are course and grade level specific, as well as the Standards for Historical and Social Sciences Analysis Skills [Chronological and Spatial Thinking, Historical Research, Evidence and Point of View, Historical Interpretation] which are grouped for grades K-5, 6-8 and 9-12, for the grade level course designated.
2. The unit contains adequate, authentic, multiple and varied assessments to determine whether all of the standards have been met.
3. The unit contains the correct number of lessons and adequate activities for instruction in a 2 week unit of daily 45 minute instruction [10 days].

4. The unit and lesson plans must be sufficiently detailed that another teacher, unfamiliar with the subject area or activities, could teach the lesson.
5. The activities in the unit are engaging, interesting, relevant and hands on providing instruction utilizing all modalities [visual, auditory, kinesthetic and tactile – olfactory, gustatory and others would also be helpful] and all modes of learning [thinking, feeling, watching and doing].
6. Appropriate accommodations and modifications for students with learning disabilities, attention deficits, emotional behavioral disorders and other mild-moderate disabilities are built into the unit plan and into each lesson plan, and are reflected in both assessments and instructional activities.
7. The entire unit is the student's own original work and has not been taken from the work of other teachers, commercial publishers or the internet, though the student would have consulted these sources for ideas. The activities and assessments may be based on existing strategies and tactics for instruction, but must be developed, adapted and written by the student for each specific lesson plan. The unit will demonstrate that the student can not only find but create quality curricula.
8. Text, literary, source and other materials are chosen from a variety of places and identified in each lesson as well as the unit plan. These materials will reflect multiple perspectives and be appropriate for diverse California classrooms, including the language and cultural diversity typical of this area.
9. The activities and assessments will be of high quality and meet the California History-Social Science Goals of Knowledge and Cultural Understanding [Historical, Ethical, Cultural, Geographic, Economic, and Sociopolitical Literacy], Goal of Democratic Understanding and Civic Values [National Identity, Constitutional Heritage and Civic Values, Rights, and Responsibilities], and Skills Attainment and Social Participation [Basic Study Skills, Critical Thinking Skills and Participation Skills].
10. The unit addresses an entire course theme from the framework as agreed with the instructor in one of the usual social studies courses: Primary [Learning and Working Kindergarten, Time and Space Grade 1, People Who Make a Difference Grade 2, Continuity and Change Grade 3] or Elementary and Secondary World History, Culture and Geography [Ancient Civilizations [-500] Grade 6, Medieval and Early Modern Times [500-1789] Grade 7, The Modern World [1789-] Grade 10], United States History and Geography [California Grade 4, Making a New Nation [to 1850] Grade 5, Growth and Conflict [1776-1914] Grade 8, Continuity and Change [1900-] Grade 11, Principles of American Democracy Grade 12 or The American Economy Grade 12], or Social Sciences Electives Grade 9 or where placed.

Course Outcomes

1. The student will recognize instructional commonalities among exceptional students.
2. The student will utilize current principles, procedures, techniques and instruments in assessing and teaching students with learning and behavior problems.
3. The student will develop and effectively use individual behavioral and instructional objectives, and appropriate instructional processes and strategies.

4. The student will utilize ethical principles in communication to others about individual pupils.
5. The student will demonstrate mastery of the content and skills of Applied Behavior Analysis, and the application of these principles to the classroom.
6. The student will demonstrate expert skills in positive behavioral management and non-aversive behavioral interventions.
7. The student will demonstrate mastery of standards, frameworks and instructional practices in history-social science, science, visual and performing arts, and health and physical education.
8. The students will demonstrate mastery of the principles of case management and instruction in career education.
9. The student will demonstrate mastery of instructional practices in the functional, social and emotional areas of education: independent living, functional skills, problem solving, social perception, social skills, emotional management and anger management.
10. The student will demonstrate the ability to plan and utilize a variety of instructional delivery systems in special education.

Course Grading

The course grade is based 40% on the unit, 30% on the in class labs [which each count equally], 20% on the Final Examination, and 10% on quality class participation, with deductions for poor participation or absences.

Disability Accommodations

To request academic accommodations for a disability, students must contact Disability Resources located in the Drahmman Center in Benson, Room 214 (Tel.: 554-4111, TTY 554-5445). Please also contact the instructor directly after contacting Disability Resources.