

San Jose State University
College of Education
Dept of Special Education

EDSE 192 Mainstreaming the Exceptional Individual Spring, 2005

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Class Mtg: Thurs 4-7 pm, SH 230

You will find the course syllabus, all PowerPoint presentations and class handouts on my SJSU website [Mary Male's faculty web page](#)

Catalog Course Description

Exploration of laws, service delivery systems, instructional methods and assessment processes to support inclusion of students with disabilities in regular education environments.

Required Texts

Friend, M. and Bursuck, W. (2002). Including students with special needs: A practical guide for classroom teachers. Boston: Allyn & Bacon. ISBN 0321317742 [publisher link](#)

Male, M. (2003) Technology for inclusion: Meeting the special needs of all students. Boston: Allyn & Bacon. ISBN 10: 0205342205 [publisher link](#)

Mission Statement – College of Education

The Department of Special Education prepares professionals to be competent in educating individuals with special needs from birth to adulthood across a variety of environments. We accomplish this goal in collaboration with faculty members from the Department of Teacher Education; together we promote equity and excellence in our curricula for all our students.

Knowledge Base

The knowledge base for this course combines an emphasis on laws, policies, and procedures affecting students with special needs (IDEA '04; California Title 5 regulations) and the research base of effective practices to enhance inclusion and mainstreaming (Villa, Thousand & Thousand, 2004; NEA, 1994; Lewis & Doorlag, 2005) Research-based instructional strategies validated for use in mainstream classes such as cooperative learning, multiple intelligences, metacognitive learning strategies, direct instruction, reciprocal teaching (Armstrong, 1994; Cohen, 1994; Deshler, 1996; Palinscar & Brow, 1984; Putnam, 1998; Vaughn, Bos and Schumm, 2006) along with skills in communication/interpersonal relationships form the foundation of this course. New and promising trends in technology are also addressed (Male, 2003).

Prerequisites: Upper division standing or instructor consent

CTC Standards:

The selection of assignments reflects the California requirements for professional preparation in teaching diverse populations of pupils in the mainstream. Required of each applicant for a clear multiple or single subject teaching credential, an administrative services credential, and the Mild/Moderate or Moderate/Sever Education Specialist Credentials.

Core Standard #12 (2042) – 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 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.

Core Standard #14 – Preparation to Teach Special Populations in the General Education Classroom

Each candidate develops the basic knowledge, skills, and strategies for teaching special populations including students with disabilities, students on behavior plans, and gifted and talented students in the general education classroom. Each candidate demonstrates basic skill in the use of differentiated instructional strategies that, to the degree possible, ensure that all students have access to the core curriculum. Each candidate demonstrates the ability to create a positive, inclusive climate of instruction for all special populations in the general classroom.

1. Each candidate learns about major categories of disabilities.
2. Each candidate learns relevant state and federal laws pertaining to the education of exceptional populations, as well as the general education teacher's role and responsibilities in the Individualized Education Program process, including identification, referral, assessment, IEP planning and meeting, implementation and evaluation.
3. Each candidate achieves a basic level of knowledge and skills in assessing the learning and language abilities of special population students in order to identify students for referral to special education programs and gifted and talented education programs.
4. Each candidate learns to select and use appropriate instructional materials and technologies including assistive technologies and differentiated strategies to meet the needs of special populations in the general education classroom.
5. Each candidate learns the skills to plan and deliver instruction to those identified as students with special needs and/or those who are gifted and talented that will provide these students access to the core curriculum.

6. Each candidate learns skills to when and how to address the issues of social integration for students with special needs who are included in the general education classroom.

Course Competencies (California Title 5 regulations, 80032.2)

Students will be able to:

1. Assess the characteristics and behaviors of exceptional pupils in terms of program and developmental needs.
2. Recognize the differences and similarities of students with disabilities, their non-disabled peers, and students from culturally and linguistically diverse backgrounds.
3. Identify and illustrate the formation and function of a Student Study Team.
4. Define and explain the admission, review and dismissal processes of special education.
5. Evaluate the concept of least restrictive environment and its implications for the instructional process.
6. Explain individual protections of special education legislation as they pertain to parents, teachers, and students.
7. Formulate and illustrate an Individualized Education Program in consultation with appropriate support personnel and parents of individuals with exceptional needs.
8. Identify and apply assessment information toward the modification of the core curriculum and materials for selected students, particularly in the areas of reading, language arts, and math.
9. Analyze non-discriminatory assessment, including sensitivity to cultural and linguistic factors.
10. Identify and teach non-academic areas; e.g. socialization, career, and vocational education.
11. Discuss interpersonal relationships and human relations problems with students and parents.
12. Communicate information in a positive manner to teachers and parents, including those from culturally and linguistically diverse backgrounds.
13. Acquire the knowledge, skills, and strategies necessary to work collaboratively with special education teachers, related service personnel, and parents in meeting the needs of students who are receiving special education services.

Course Requirements

Each student's grade is based on a point system. Students may select a combination of in-class assignments, journal reflections, written assignments, and a service learning project. Rubrics for each assignment are provided on the course website; students earn points for their grade depending on their performance measured by the rubric. No late work will be accepted.

In-Class Activities

In five classes, there will be an individual or small group activity which will be turned in for credit. No schedule of these activities will be provided, and you must be present in class to earn course credit for them.

Journal Reflections

Each class will include a journal prompt, which must be submitted by email prior to the Wednesday preceding the next class to mmale@baymoon.com.

Written Assignments

Respond to the following topics in a typed 3- 5 page paper, free of grammatical and spelling errors using American Psychological Association format (5th edition), turned in on time, which includes references to class presentations, readings in your texts or supplementary materials you receive in class, and activities done in class. These can be submitted in hard copy or by email to mmale@baymoon.com.

1. Philosophy/Ethics/Values/Experience – Due March 10, 2005

After reflecting on your own experiences with people with disabilities when you were in elementary school, when you were in middle school, or junior high, and when you were in high school, summarize the quantity and types of experience you had. Does someone in your family have a disability? If so, what was that person's experience in school with regard to inclusion? How does your experience with disabilities influence your understanding of them and your expectation for working with students with disabilities in your classroom? How is the topic of individuals with disabilities related to larger issues of diversity in schools and society (Standards 14 a, d, e; Specialist Standard 10)?

2. Inclusion of persons with disabilities in a mainstream classroom. Due April 14, 2005

Select a real-life or hypothetical student. Use the INCLUDE strategy to describe a) how to socially integrate this student into your classroom; b) how to adapt materials and instruction to enhance the student's success. Who might be potential resources for assistance in implementing this plan? Include a summary of two articles you have read from professional journals in your subject area/grade level that relate to your case study/inclusion plan. (Standards 14 a, d, e, f; Specialist Standard 11)

3. Technology and personal with disabilities – Due April 28, 2005

Using Chapter 3 in Technology for Inclusion as a guide, create or adapt a unit of instruction that includes "universal design for learning" features. For example, if you were going to teach a unit on prejudice using *To Kill a Mockingbird*, outline how you would use technology to provide multiple means of representation, multiple means of engagement, and multiple means of expression (see the chart on p. 27). Describe at least 5 ways in which you use technology to increase access to skills and knowledge in your classroom for all students. (Standard 14d).

Service Learning Project: Enhancing Inclusive Classrooms– Due May 12, 2005

Completed service learning project, oral presentation, and written reflection paper. Standard 14 d, e, f)

Alternative A:

If you are currently teaching in a school, design a project that you and your students could do to enhance their understanding and appreciation of students

with special needs. If there is a special day class in your school, for example, work with the special education teacher to create a peer buddy system, shared read-alouds, joint field trips, music or art experiences, or another idea you devise. The project should require at least 15 hours (preparation, contact time with students and reflections).

Alternative B:

If you are not currently teacher, work with a partner in this class to join and assist with his/her project.

Alternative C:

Do at least 15 hours of volunteer work with a non-profit community agency which services students with disabilities or a school.

The contents of the paper and the presentation are the same for all three alternatives.

For ALL Alternatives

Outline and Timeline (Due March 3, 2005)

1. Goals of your service learning project
 - a) How your project will increase your knowledge and skills related to mainstreaming.
 - b) How your project will benefit the community, your school site, or the students who will be served
2. Timeline for your project
 - a) Location of your service learning activities
3. Name and title of the person who will be supervising your project
 - a) Dates/times you have schedules to complete your project (should be completed by May 5)

Written Reflection paper (Due May 12, 2005)

1. You should prepare a paper which includes:
2. The goals/objectives of your project and a description of the participants;
3. Photographs or a brief video vignette of activities
4. A summary of the activities and your perceptions of the outcomes, in terms of benefits and challenges for you, your students, and the students with special needs;
5. A reflection on your own growth in designing and implementing such a project.

Oral Presentation:

You should also prepare a short (10-minute) presentation (due May 19, 2005) on

your project, which focuses on what you did, how students benefited, and what you learned. You will present your project to a small group of students from the class.

Grading

5 in-class activities	5 points each
3 written assignments	15 points each
Service learning project	40 points (10 points for the outline/timeline; 15 points for the paper, and 15 points for the presentation)
15 journal entries	<u>2 points each</u>
Total Points possible	140 points

A – 125-140

B – 115-124

C – 105-114

D – 95 – 104

F – below 95 points

Bibliography

- Armstrong, T. (1994). *Multiple intelligences in the classroom*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Cohen, E. (1994). *Designing groupwork: Strategies for the heterogeneous classroom*. New York: Teachers College Press.
- Deshler, D., & Schumaker, J. (2005). *Teaching adolescents with learning disabilities* (2nd Ed.). Denver: Love Publishing Co.
- Levine, M. (2003). *A mind at a time*. New York: Simon & Schuster.
- Lewis, R. & Doorlag, D. (2005). *Teaching special students in the mainstream* (5th Ed.). Englewood Cliffs, NJ: Prentice Hall.
- National Education Association. (1994). *Toward inclusive classrooms*. West Haven, CT: NEA.
- Palinscar, A. (1984). Reciprocal teaching: Field evaluations in remedial and content-area reading. Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C.
- Putnam, J. (Ed.) (1998). *Cooperative learning and strategies for inclusion*. Baltimore: Brookes Publishing Co.

Vaughn, S., Bos, C., Schumm, J., (1997). *Teaching mainstreamed, diverse, and at-risk students in the general education classroom*. Boston: Allyn & Bacon.
Villa, R., Thousand, J., Thousand, S. (2006). *Creating inclusive schools*. Alexandria, VA: Association for Supervision and Curriculum Development.

University Policies

Academic Integrity

Students are expected to be familiar with the University's Academic Integrity Policy. Please review this at http://sa.sjsu.edu/student_conduct.

“Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical development.”

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. “If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Integrity policy F06-1 requires approval of instructors.”

Accommodations

If you need course adaptations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment as soon as possible or see me during office hours. Presidential Directive 97-03 requires that students with disabilities register with the DRC (Disability Resource Center) to establish a record of their disability.” www.drc.sjsu.edu

Special accommodations for exams require ample notice to the testing office and must be submitted to the instructor well in advance of the exam date.

Grievances

If you have questions regarding grading policies or any other aspect of the course, please make an appointment with me. For information about grievance policies/procedures, you can consult the university catalog, the special education department secretary for appointments with the department chairperson, or the University ombudsman.

Calendar

Date	Topic	Standard(s)	Reading Asst	Written Asst Due
January 27	Course overview and introduction to mainstreaming	14 a, b	Friend, 1; Male, 1, 11	
February 3	Characteristics of students with disabilities	14a	Friend, 3	
February 10	Assessing student needs-student success teams	14a,c	Friend, 2 (pp 30-58)	
February 17	Addressing student needs	14c	Friend, 5, 6, 7; Male, 12	
February 24	Special education laws, policies and procedures: IEP process	14b		
March 3	Planning and modifying instruction	14d,e	Friend, 4, 9; Male, 2, 3, 5	Service learning outline
March 10	Parent involvement		Friend, 3 (pp 73-98)	#1
March 17	Professional partnerships		Friend, 3 (pp 99-103)	
March 24	Strategies for independent learning	14e,f	Friend 10	
March 31	SPRING BREAK			
April 7	Building social relationships	14f	Friend, 13; Male, 4	
April 14	Technology	14d	Friend, Technology Notes; Male, 9, 10	#2
April 21	Behavior management	14d	Friend, 12	
April 28	Cooperative Learning			#3
May 5	Coop. Learning contd			
May 12	Evaluating Student Learning	14e	Friend, 11; Male, 13, 14	Service learning papers due
May 19	Service Learning Presentations			