



EDSP 389/589

Healthy Environments and Inclusive Education in a Global Society (3 units)

Spring 2016

Class hours: Wednesday, 4:40 – 7:30 pm **Room:** MRH 135

Instructor: Maya Kalyanpur, PhD **E-mail:** mkalyanpur@sandiego.edu **Phone:** 7655 **Room:** 241 MRH

Student hours: 1:00 – 3:00 M & W and by appt. Individual assistance is always available by appointment. I look forward to seeing you during student hours. Do stop in!

Course Description

With the goal of giving candidates with the knowledge and skills for teaching special populations in general education, this course (a) provides an overview of the foundations, pedagogy practices and service delivery options for individuals with disabilities and their families from birth through adulthood, and (b) addresses personal, family, school, community and environmental factors related to students' academic, physical, emotional and social well-being. Legally mandated categorical disabilities are discussed in terms of individual, family, education, and ancillary service issues. Candidates learn and apply skills for communicating and working constructively with students, their families and community members and how to access site-based and community resources and agencies in order to provide integrated support to meet the individual needs of each student.

This course is about recognizing the fallacy of the norm (Is anybody “normal”?) and getting to know people with disabilities as human beings, as family members, as friends. It is about recognizing and cherishing the infinite variety and difference every student brings to the classroom, in terms of individual characteristics, family values and culture, and past experiences. Through simulations, videos, role plays, observations of classrooms and other educational settings, large and small group discussions, we will learn about the significance of our attitudes, behavior and assumptions towards disability and students with differences. This is also known as disability studies and the social model.

Course Objectives – Aligned with Candidate Unit & Program Outcomes



The SOE Unit: The School of Education Unit Candidate Outcomes (ACE) provide the framework under which course objectives, course requirements and the standards linked Centerpiece Artifacts are organized and evaluated as part of the Unit Assessment System. In their Reflective Professional Portfolio, candidates begin to practice the construction of their own assessment system within the role of being a life-long professional learner. Artifacts are chosen, described and displayed in the portfolio as performance-based evaluated evidence aligned with the National Council for Accreditation of Teacher Education (NCATE): Standard 1 Candidate Knowledge (K), Skills (S), and Dispositions (D) demonstrated throughout course and field experience.

California Teacher Performance Evaluation (TPEs) focused on in course:

- TPE 4: Making Content Accessible
- TPE 6: Developing Appropriate Teaching Practices
- TPE 12 Professional Legal & Ethical Obligations

Program Standards in Common Courses (multiple & single subject credentials)

- PS10: Learning to Create a Supportive, Healthy Environment for Student Learning
- PS14: Teaching Special Populations in the General Education Classroom

Upon completion of this course, candidates will be able to demonstrate competencies in the areas listed here.

Outcome I: Academic Excellence & Critical Inquiry and Reflection

Demonstrate knowledge of how to represent content accurately and competently by effectively applying strategies and techniques in their field of study. Engage in reflective activities, critically analyze their practice and apply higher order thinking skills to a wide array of investigative pursuits.

- Explain the health status of children and youth, its impact on students' academic achievement and how common behaviors of children and adolescents can foster or compromise their health and safety. (TPE 3) (K) (2042/10c)
- Identify common chronic and communicable diseases of children and adolescents, and how to make referrals when these diseases are recognizable at school. (TPE 4) (S) (2042/10c-ii)
- Explain effective strategies for encouraging the healthy nutrition of children. (TPE 2) (K) (2042/10c-iii)
- Describe the physiological and sociological effects of alcohol, narcotics, drugs and tobacco; and ways to identify, refer, and support students and their families who may be at risk of physical, psychological, emotional or social health problems. (TPE 3) (K) (2042/10c-iv)
- Explain the legal, professional and ethical obligations related to Special Education. (TPE 4) (K) (2042/14b)
- Describe the roles and responsibilities of the General Education teacher, Special Education teacher, specialists, parent(s), administrators and others in collaborative Special Education processes including: identification, referral, assessment, IEP planning and meeting, and evaluation, behavior intervention planning, and transition planning. (TPE 5) (K) (2042/14b)
- Identify common characteristics and needs of students who manifest a variety of disabilities identified in the Individuals with Disabilities Education Act. (TPE 5) (K) (2042/14b)
- Describe basic considerations and strategies used to assess learning and language abilities when referring to Special Education and Gifted and Talented Education programs. (TPE 2) (S) (2042/14c)
- Begin to determine basic developmentally appropriate instructional materials and technologies, including assistive technologies, and differentiated teaching strategies to meet the needs of special populations in the General Education classroom. (TPE 3) (S) (2042/1d)
- Demonstrate basic knowledge and skills required for planning and delivering differentiated instruction to special needs students, students on behavior plans, and/or those who are gifted and talented. (TPE 4) (S) (2042/14e)

Outcome II: Community and Service

Demonstrate the ability to create and support collaborative learning communities in their professional fields of practice. Bridge theory and practice by experiencing various dimensions of the community through active service engagements

- Discuss the relationship of personal, family, school, community and environmental factors, and their relationship to students' academic, physical, emotional and social well-being. (TPE 2) (D) (2042/10a-iii)
- Explain the effects of family involvement on teaching, learning and academic achievement. (TPE 2) (K) (2042/10a-ii)
- Identify site-based and community resources and agencies, including social services, health services, and educational and language services, particularly ones that promote student health and school safety and reduce school violence. (TPE 4) (K) (2042/10e)
- Identify support and resource roles that families may assume within and outside the school related to supportive, healthy and safe school environments. (TPE 2) (K) (2042/10a-v)
- Describe strategies for creating and maintaining effective environments for the social and academic integration of students with special needs who are included in the General Education classroom. (TPE 2) (K) (2042/14f)

Outcome III: Ethics, Values and Diversity

Understand and adhere to the values and ethical codes of the university, of schools they work in, and of their professional organizations. Create inclusive, unified, caring and democratic learning communities that value all individuals regardless of background or ability, and equitably support their learning and development.

- Identify the major laws, concepts, principles and ethical obligations related to providing supportive, healthy, and safe environments for all students. (TPE 4) (K) (2042/10a-i)
- Discuss respectful and productive strategies required for positive communications and effective relations with all students, their families and community members relative to student well-being, considering diversity in family structures, cultures and child rearing practices. (TPE 2) (D) (2042/10a- ii to iv)
- Identify strategies to create positive, inclusive climates of instruction for all special populations in the General Education classroom. (TPE 4) (S, D) (2042/14f)

Required Textbooks

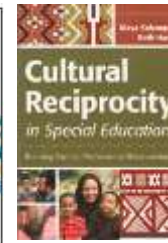
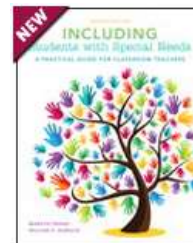
Friend, M., Bursuck, W. (2014). *Including students with special needs: A practical guide for classroom teachers*. 7th Edition. Upper Saddle River, New Jersey: Pearson

California Dept of Education (2009) *Health framework for California public schools* (available on Blackboard)

For specialist credential students (special education) students only:

Kalyanpur, M. & Harry, B., (2012). *Cultural reciprocity in special education: Building reciprocal family-professional relationships*. Baltimore: Brookes.

Please keep this book as you will use it in EDSP 3/573 and EDSP 3/571 as well.



Course Policies

Guidelines for All Written Assignments

- I expect you to hand in assignments on the assigned date and time. If you cannot, please bring valid documentation of the situation that prevented you from completing the assignment on time and remember that I won't be able to get to grading it for a while.
- Read the rubrics carefully before writing your papers and submit well-written papers with quality responses (e.g., well-made arguments, examples to support observations) to the prompts on the rubrics for each assignment, using headings in APA style for each prompt or section. You are welcome to ask me questions for clarification on an assignment prior to submitting it. I will provide feedback, both general and/or specific positive comments and suggestions for improvement, in the margins of all graded papers.
- If you get less than 80% on an assignment, you may revise and resubmit it as a second attempt incorporating the feedback and comments you received. Revisions are due within a week of your receiving your grade on the assignment. When revising a paper:
 - Keep my comments in place, so I can confirm that you have responded to them
 - Highlight the revised sections

However, if you respond to the prompts on the rubrics for each assignment, using headings in APA style for each prompt or section, you should not need to undertake revisions!

- You are aspiring or current teachers and I believe it is very important you know and model proper spelling, grammar, and writing mechanics and style to teach your own students. Therefore, I will take these into account when grading your assignments. So run that spellcheck, get a classmate or friend to look over your paper, or run it by the Writing Center, as I will take these into account when grading your assignments. Please type your assignments in 12-font size. Additionally,
- To be gender-sensitive, please use the salutation of Mr. when referring to men and Ms. (not Miss or Mrs.) when referring to all women. In addition, this course will introduce you to using People First Language, which asserts that people with disabilities are people first and that the disability is only one aspect of who we are. You can download a brief reference sheet (see below; also available on Blackboard) and I will expect you to use this language in your assignments. As you get familiar with using People First language, you will learn to notice when it isn't being used and I hope that you will begin to expect others to use it too. As researchers, you will also need to become familiar with using APA style in your writing, particularly with regard to references, headings and sub-headings I will take points off your grade if you do not use People First language and APA style.
- [see: <http://owl.english.purdue.edu/owl/resource/560/01/>.
- http://www.inclusionproject.org/nip_userfiles/file/People%20First%20Chart.pdf

Requests for Accommodation

Please let me know if you need reasonable accommodations in accordance with the *Americans with Disabilities Act*, such as specific instructional and testing modifications. The University of San Diego Disability Services Office (phone: 619.260.4655; 3rd floor, Serra Hall) expects that you will have identified yourself to them before the beginning of the course and will give you the documentation you need to receive these accommodations. Please understand that I will still expect you to maintain performance standards for the course. Do contact me if – and as soon as you realize -- you need help with this and together we can try to work through it.

Grade of Incomplete

I can allow a grade of incomplete (“I”) when (1) you have completed the substantial requirements of a course but, for a legitimate reason, you still need to complete a small fraction of the work, and (2) your performance so far in the course justifies the expectation that you will complete the work and obtain the passing grade by the deadline. You will need to petition for a grade of incomplete at the end of the course term. I expect you to explain to me, with valid documentation, why you haven’t been able to complete your work and to request an incomplete grade prior to the posting of final grades. Together we will negotiate the criteria for changing a grade of incomplete to a letter grade **before the final class**, as these criteria will need to be outlined on the signed (by you and me) Incomplete Request Form and turned in by the last session of the class. Without a student signed form, I’m afraid I’m required to give you an “F” grade. If you receive a grade of incomplete, please submit all missing work by the end of the 10th week of the next regular semester. Otherwise again, regulations demand that the “I” grade be converted to a permanent “F” which will be calculated into your overall grade point average. Any attempts to complete an incomplete after the 10-week deadline requires the approval of the Associate Dean of the School of Education.

Email and Internet use

I will contact you via your sandiego.edu email account through Blackboard to update you on assignments or to clarify questions. If you use other accounts more regularly, please set it up so that you receive these emails. I hope you will respect your classmates’ space and time and keep your cell phone turned off and resist receiving or sending texts or email on your phone, computer or other electronic devices during class. If you need to have your phone on in the case of an emergency, please use the vibrate mode and inform us ahead of time. Please bring your text and a wireless equipped computer/ laptop or other portable electronic device with which you will be able to access course content materials and conduct research in class.

Academic Integrity

All members of the University community share the responsibility for maintaining an environment of academic integrity since academic dishonesty is a threat to the University. Acts of academic dishonesty include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of resource materials; f) any unauthorized access of an instructor’s files or computer account; or g) any other serious violation of academic integrity as established by the instructor. An act of academic dishonesty may be either a serious violation, or if unintentional, a non-serious violation of course rules, an infraction. If I determine that an infraction or serious violation has occurred, I can impose penalties that may include: a) reduction in grade; b) withdrawal from the course; c) requirement that all or part of the course be retaken; and d) a requirement that additional work be undertaken in connection with the course or exercise. Policies and procedures regarding academic integrity follow the guidelines established in the Student Honor Code Academic Integrity Pledge.

Course Assignments

As part of the candidate performance-based outcomes required by NCATE and CEC, each candidate must produce standards-based projects that clearly demonstrate knowledge, skills and disposition development in the professional field of study. Each Multiple Subject, Single Subject and Special Education credential course contains an Embedded Signature Assignment (ESA), intended to assess the identified professional standard/s or competencies.

1. Embedded Signature Assignment for EDSP 389/589

Case Study Report: Classroom Setting-Based Differentiated Instruction

You will analyze the potential classroom needs of individuals from diverse populations, suggest strategies for adapting curriculum and modifying instructional interventions, and develop a plan for evaluating the effectiveness of the modifications. You will work in small groups and be assigned one case study per group to develop into your research project. The intention is for your group to become the class experts on a particular type of disability and understand the characteristics, appropriate modifications and accommodations, and means of monitoring progress and assessment related to the disability while considering cultural aspects relating to disability and family concerns. You will then present this information, as the experts, to the rest of the class and take questions. You can choose any medium, such as PowerPoint, Prezi, podcast, video, etc, to present this research to the class.

Graduate students are each responsible for researching peer-reviewed, academic resource (books, articles or Internet based websites) that would assist you in developing each section of your case study. Be sure to include these references in your presentation and describe how they informed your group's presentation. Please remember to use APA style, 6th edition, when citing references.

PART 1: PERSONAL CHARACTERISTICS OF CHILD

Part 1: Read the case study to get an initial understanding of the student's areas of strength and potential risk. Then use the relevant chapter in the Friend & Bursuck textbook to identify and research typical characteristics related to the disability category. You need to consider aspects of this disability category or health issue as it influences student performance in a class or school setting.

Graduate students are expected to expand their knowledge base of this special needs area by researching pertinent professional journal articles and reputable sites on the Internet for additional information regarding characteristics, needs and service delivery practices. You should have one resource per graduate student in your group. This component of the assignment responds to TPE 3: (K) (2042/10c), TPE 4: (S) (2042/10c-ii), and TPE 5: (K) (2042/14b).

PART 2: FAMILY AND COMMUNITY CHARACTERISTICS

Part 2: Add an international/multicultural perspective to your project. Select a country outside the United States or Canada from which your student's family might have emigrated. Identify and research beliefs and values the family might subscribe to which could relate to or affect the outcome of your case study scenario. (Some sample websites and references are also included at the end of this syllabus.)

Specialist (special education) credential students will use the Kalyanpur & Harry textbook to apply the process of cultural reciprocity to the situation. This component of the assignment responds to TPE 2: (D) (2042/10a- ii to iv), and (K) (2042/10a-ii).

PART 3: ADAPTATIONS AND MODIFICATIONS

Part 3: Choose a lesson from the *California Health Framework* appropriate to your case study student's grade level and apply the concept of Universal Design for Learning (UDL) to identify the curricular, instructional, behavioral or environmental adaptations and modifications that you believe would help this child in your general education classroom. Also consider how the student might benefit from the use of assistive technology. (UDL respects the notion of multiple intelligences and the fact that everyone learns in their own unique manner, and thereby supports the need to modify or accommodate these individual differences in each learner so they will progress successfully in the learning environment.) Indicate how your adaptations and modifications will ensure more student engagement in grade appropriate core curriculum.

Graduate students will research pertinent professional journal articles and reputable sites on the Internet for additional information. You should have one resource per graduate student in your group. Check out the *National Center on Universal Design for Learning* (<http://www.udlcenter.org/>) and the *Center for Applied Special Technology*, (www.cast.org). This component of the assignment responds to TPE 2: (K) (2042/10c-iii), TPE 3: (S) (2042/1d, 14e-f), and TPE 4: (S, D) (2042/14f)

PART 4: RESPONSE TO INTERVENTION & FORMATIVE EVALUATION PLAN

Part 3: Identify examples of Tier 1, 2 or 3 interventions you would give to the student in your classroom prior to receiving special education services, providing at least one chart, graph or checklist that shows how you will monitor the effectiveness of the Response to Intervention plan. Applying UDL, develop a formative evaluation plan for the lesson selected in Part 3 to assist in monitoring the effectiveness of your differentiated instruction. This component of the assignment responds to TPE 4: (K) (2042/10e) and TPE 5: (K) (2042/14b).

2. Field Experience Requirement (Mandatory Site Visits)

To give you a more hands-on opportunity to learn about students with special needs, you are expected to complete 5 different observations at sites or settings within a school or organization serving individuals with special needs. Observe **5 different service delivery settings** within the continuum of services for students or adults with a variety of disabilities. Some examples of this include:

- Inclusion classroom where at least 10% of the students have an IEP
- Resource room
- Special day class
- Special school
- Transition program for young adults between 18 to 22 years of age, such as TRACE. [Required for education specialist credential students. Contact details are provided in the *Site Visit Reflective Report*.]

It is highly encouraged that you undertake and complete these observations in the first half of the semester to make their application to the case studies optimally meaningful.

There are 2 documents associated with this assignment.

A. *Specific Site Visit Reflective Report*. Complete and submit this document for each observation.

B. *Site Visit Verification Log*. Remember to take this with you and get it signed at each observation. Submit a completed and signed copy on Blackboard with your last observation.

FOR REASONS OF CONFIDENTIALITY, PLEASE REMEMBER NOT TO USE STUDENTS' REAL NAMES. ALSO, YOU MUST HAVE YOUR CERTIFICATE OF CLEARANCE BEFORE YOU CAN START YOUR FIELD EXPERIENCE.

This is a pivotal assignment. In the past, students have noted that this assignment was the most meaningful and helpful in the course because it helped them to make connections between what we talk about in class with actual, real-life situations in the classroom. This assignment also constitutes the field experience component of the course. Completing all the observations and submitting satisfactory reflective reports for each observation and a signed visit verification log for all observations will ensure you a passing grade in this course. This assignment responds to TPE 4: (K) (2042/14b), TPE 4: (S, D) (2042/14f), TPE 4: (K) (2042/10a-i).

3. Attendance, Participation and Professionalism

You should attend every class. I understand that extenuating circumstances arise that can make this difficult, but **please let me know before class if you cannot attend**, and do **contact a peer to get class notes, handouts, etc. and check out Blackboard for the missed class**. If circumstances make you miss more than 2 classes during the semester, please contact/ come and see me as soon as possible, so we can discuss the situation. You will earn 5 points for every class you attend in its entirety.

You are expected to behave in a professional manner during your school visits. This includes dressing appropriately and being respectful of school policies. You are a guest of the school; please behave accordingly.

I hope you will participate actively in this course. I believe this is the best way to engage you in learning the material and it makes the lectures more fun. Having a safe class climate where everyone feels comfortable about sharing is important to me, and may be important to you as future teachers. I hope we can achieve this by showing collegiality, flexibility, respect for class participants by listening to and learning from others and other points of view, and readiness to succeed in cooperative groups. In particular, I would appreciate it if we were all careful in our choice of words to avoid being critical, combative, or offensive.

4. Exam

There is a final exam for the course, which will focus primarily on special education laws, regulations and policies. You will have one week and are allowed two attempts to take it. While it is an open-book exam, you are encouraged to study for it ahead of taking it, as it is timed. You will need a minimum of 85% to be considered to have passed the exam satisfactorily. This assignment responds to (IPE 4) (K) (2042/10a-i).

Assessment Plan/Grading Criteria

Grade distribution			Grade			
Assignment (graduate)	Points	%age	Grade	Percentage equivalence	Grade	Percentage equivalence
1. Case Study Presentations and Research (4 parts @ 25 points each)	100	20	A	96-100	C+	78-82.9
2. Field Experience (5 visits @ 20 points each)	100	20	A-	93-95.9	C	75-77.9
3. Attendance, participation and professionalism	100	20	B+	88-92.9	C-	73-74.9
4. Final Exam	100	20	B	85-87.9	F	Below 73
Total	400	100	B-	83-84.9		

Grade distribution		
Assignment (undergraduate)	Points	%age
1. Case Study Presentations (4 parts @ 20 points each)	100	20
2. Field Experience (5 visits @ 20 points each)	100	20
3. Attendance, participation and professionalism	100	20
4. Final Exam	100	20
Total	400	100

Note: A grade of B- or above must be achieved for coursework to count towards a credential or professional development degree.

Course Outline*

*Syllabus is subject to change. You will be notified of revisions or changes during class or via e-mail.

Date	Topic(s)	Assignments
		<i>Readings and assignments are due the week they have been assigned.</i>
1/27	<i>Course Overview:</i> Syllabus overview; Assignment and site visits clarification <i>Social model of disability:</i> Attitudes; Labeling and ableism; Disability and media	Let's use name tags! Read: California Dept of Education (2009) <i>Health framework for California public schools Chapter 1</i> (available on Blackboard)
2/3	<i>History and the Context for Special Education:</i> The framework for inclusion	Read: Friend & Bursuck (2014), CH 1 <i>Foundations for educating students</i>
2/10	<i>Legal Mandates in Special Education</i> Legislation (ADA, Section 504, IDEA, ESSA)	Read Friend, CH 2 <i>Special Education procedures & services.</i>
2/17	<i>Special Education Procedures and Services:</i> Least restrictive environment	Read: California Dept of Education <i>Health framework Chapter 2</i>
2/24	<i>Collaboration with Professionals and Families:</i> Parents' Legal Rights; Team Approaches	Read Friend, CH 3 <i>Building partnerships through collaboration</i> Observation 1 due
3/2	Discuss case studies; Introduction to multi-tiered support systems (RTI & PBS); Introduction to UDL	Observation 2 Due
3/9	<i>No class. You can also use this time to complete the remaining observations.</i>	Read (1) Friend, CH 6 <i>Students with low-incidence disabilities</i> (2) Friend, CH 7 <i>Students with high-incidence disabilities</i> and (3) Friend, CH 8 <i>Students with special needs other than disabilities</i>

3/16	<i>Characteristics of Students with Special Needs</i> Characteristics of categories of disability & related health issues	Presentations on Case Study: Part 1 (Characteristics) Observation 3 due
3/23	<i>Spring break: No class</i>	
4/6	<i>Multicultural/ international perspectives in special education</i>	Presentations on Case Study: Part 2 (Family & Community) Observation 4 due
4/13	<i>No class</i>	Read (1) Friend CH 5 <i>Planning instruction</i> , (2) Friend, CH 9 <i>Differentiating instruction</i> (3) Friend, CH 10 <i>Strategies for independent learning</i> and (4) Friend, CH 12 <i>Responding to student behavior</i> Observation 5 due
4/20	<i>Adapting instruction</i> Differentiating instruction	Read: California Dept of Education <i>Health framework Chapter 3</i> Presentations on Case Study: Part 3 (Modifications)
4/27	Independent or small group work	Read (1) Friend, CH 4 <i>Assessing student needs</i> and (2) Friend CH 11 <i>Evaluating student learning</i>
5/4	<i>Assessing Student Needs</i> RTI and student progress monitoring	Presentation on Case Study: Part 4 (Assessment)
5/11	<i>Study Day: No class</i>	
5/18	Final Exam due	

Bibliography

Choate, J. S. (2003). *Successful inclusive teaching: Proven ways to detect and correct special needs, 4th ed.* Boston: Allyn and Bacon.

Center for Mental Health in Schools at UCLA. (2007). *Violence prevention and safe schools.* Los Angeles, CA: Author

Dell, A.G., Newton, D., Petroff, J.G. (2011) *Assistive Technology in the Classroom: Enhancing the School Experiences of Students with Disabilities (2nd Edition)*. Pearson.

Hallahan, D. P., & Kauffman, J. M. (2011). *Exceptional learners: Introduction to special education, 12th Ed.* Boston: Allyn and Bacon.

Harry, B. & Klingner, J.K. (2014) *Why are so many minority students in special education? Understanding race and disability in schools.* Teachers College Press.

Huffman, D. M., Fontaine, K. L., & Price, B. K. (2004). *Health problems in the classroom (PreK-6): An A-Z reference guide for educators.* Thousand Oaks, CA: Corwin Press.

Mastropieri, M. A., & Scruggs, T. E. (2009). *The inclusive classroom: Strategies for effective instruction, 4th ed.* Columbus, Ohio: Merrill.

Phelps, L. (2005). Health-related issues among ethnic minority and low-income children: Psychoeducational outcomes and prevention models. In C. Frisby & C. Reynolds (Eds.). *Comprehensive Handbook of Multicultural School Psychology.* (pp. 928-944). Hoboken, NJ: Wiley & Sons.

Rose, D., Meyer, A., Strangman, N. & Rappolt, G. (2002). *Teaching every student in the digital age: Universal Design for Learning.* Association for Supervision and Curriculum Development.

Snow, K. (2001). *Disability is natural: Revolutionary common sense for raising successful children with disabilities.* BraveHeart Press.

Turnbull, A., & Turnbull, R, Wehmeyer, M. L. & Shogren, K (2013). *Exceptional lives: Special education in today's schools, 7th ed.* Columbus, OH: Merrill/Prentice Hall.

Turnbull, A., Turnbull, H.R., Erwin, E.J., Soodak, L.C. & Shogren, K. A. (2015). *Families, professionals, and exceptionality: Positive outcomes through partnerships and trust 7th ed.* Pearson.

California Department of Education Resources

California Dept of Education website, <http://www.education.ca.gov/>

Common Core Resources for Special Education: <http://www.cde.ca.gov/sp/se/cc/>

Determining Specific Learning Disability Eligibility Using Response to Instruction and Intervention (RtI2):
<http://www.cde.ca.gov/sp/se/sr/documents/sldeligibiltyrti2.pdf>

California Department of Education (2009). *Health framework for California public schools, kindergarten through grade twelve.* Sacramento, CA: California Department of Education. Available at:
<http://www.cde.ca.gov/ci/cr/cf/documents/healthfw.pdf>

California School Boards Association (2011) *Safe Schools: Strategies for Governing Boards to Ensure Student Success.* Sacramento: Author. Available at:
http://www.saferoutespartnership.org/sites/default/files/pdf/Lib_of_Res/SCHBD_1A_CSBA_SafeSchools.pdf

Instructional Resources Advanced Topic Resources:

The Center for Research on Learning. University of Kansas. <http://www.kucl.org/>

The IRIS Center for Training Enhancement. Vanderbilt University. <http://iris.peabody.vanderbilt.edu/index.html>

National Center on Universal Design for Learning (<http://www.udlcenter.org/>)

Center for Applied Special Technology (www.cast.org)

Positive discipline. <http://www.positivediscipline.com/>

Global Perspectives:

Kalyanpur, M. (in press). Cultural reciprocity in home-school collaboration within international contexts. In E. C. Lopez, S. G. Nahari, & S. L. Proctor (Eds.) *The Handbook of Multicultural School Psychology.* New York: Routledge.

European Agency for Development in Special Needs Education. <http://www.european-agency.org/country-information>

Bines H. & Lei, P. (2006). *Education's Missing Millions: Including Disabled Children in Education Through EFA FTI Processes and National Sector Plans.* World Vision: Milton Keynes, UK. Available at:
<http://9bb63f6dda0f744fa444-9471a7fca5768cc513a2e3c4a260910b.r43.cf3.rackcdn.com/files/4613/8029/8799/Educations-Missing-Millions-Main-Report.pdf>

Teach Global: Open University. <http://www.teachandlearn.net/teachglobal/>

Enabling Education Network (EENet). <http://www.eenet.org.uk/>

International Journal of Special Education. <http://www.internationaljournalofspecialeducation.com/>

International Journal of Rehabilitation Research. <http://journals.lww.com/intjrehabilres/pages/default.aspx>

Mazurek, K. & Winzer, M. (Eds.) *International practices in special education: Debates and challenges*. Washington DC: Gallaudet University Press.

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Newsletter for Inclusion (Zeitschrift für Inklusion) <http://www.inklusion-online.net/index.php/inklusion-online/article/view/136/136>

Vislie, L. (2003). From integration to inclusion: Focusing global trends and changes in the western European societies. *European Journal of Special Education*, 18 (1), 17-35.

SCORING RUBRIC FOR CASE STUDY REPORT

Name: _____

Submit sections in narrative format where relevant. Be sure to respond to each of the prompts in sequence. Remember to use People First language and APA style

Parts of the Assignment	Points
<p>Part 1 Description of the student (4 points each):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Characteristics described are typical of disability category. Behaviors are described in observable terms. <input type="checkbox"/> Potential strengths and areas of risks or needs are identified. (These can be broadly described or in particular reference to the case study.) <input type="checkbox"/> Relevant health issues related to disability category are clearly identified and described. <input type="checkbox"/> Possibilities for service delivery and placement identified are a logical outcome of the strengths and needs described above. <input type="checkbox"/> For each component, relevant page numbers from F&B textbook and <i>Health framework for California</i> are cited. Minimum 1 (3 for graduate students) additional relevant journal or internet sources are used appropriately and cited in correct APA style. 	/20
<p>Part 2: Application of process of cultural reciprocity (5 points each)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cultural group and the values to which the case study family subscribe are clearly identified <input type="checkbox"/> Your personal values underlying the professional recommendation you plan to make to the family are clearly established <input type="checkbox"/> A solution or compromise that might emerge from a discussion of these different points of view is described <input type="checkbox"/> For each component, relevant page numbers from K&H textbook are cited. Minimum 2 (4 for graduate students) additional relevant journal or internet sources are used appropriately and cited in correct APA style 	/20
<p>Part 3: Pre-referral assessment/ RTI (10 points each)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Appropriate assessment or evaluation (aptitude, achievement and psychological) identified, showing clear relationship with disability category or characteristics. Brief rationale for your choice provided. <input type="checkbox"/> Examples of Tier 1, 2 and 3 interventions (RTI) identified, showing clear relationship with disability category or characteristics. Brief rationale for your choice provided. <p>Consider how you would chart or graph this student's progress for any one of these assessment or interventions and develop a visual organizer for the data. Include this in Part 5.</p>	/20
<p>Part 4: Adaptations and modifications (5 points each):</p> <p>Describe modifications appropriate to the disability category and health issues relevant to the case study, referring to specific UDL indicators and possible assistive technology for each area:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Curricular modifications <input type="checkbox"/> Instructional modifications <input type="checkbox"/> Behavioral modifications <input type="checkbox"/> Environmental modifications <p>For each component, cite the relevant page number from F&B textbook. Use appropriately and cite in correct APA style a minimum of 2 (4 for graduate students) additional relevant journal or internet sources.</p> <p>Consider how you would assess your student's learning through a visual presentation. Include this chart, graph or checklist in Part 5.</p>	/20
<p>Part 5: Formative evaluation (5 points each)</p> <ul style="list-style-type: none"> <input type="checkbox"/> A minimum of four charts, graphs or checklists in total for the areas of modifications (curricular, instructional, behavioral and environmental) to assess the students on an on-going basis. Two must relate to (a) an RTI intervention and (b) a UDL-related modification. 	/20
<i>Total</i>	/100

EDSP 389/589 Case Study Evaluation
Rubric for Grading (Based on Teacher Credential TPE Assessment Portfolio)

	Incomplete 1	Beginning 2	Developing 3	Apprentice 4	Score
Research	Candidate demonstrates limited ability to identify and use evidence-based resources or use relevant academic language appropriately	Candidate demonstrates ability to use research to support report writing but fails to cite rigorous or professionally-based sources or to show clear link to case needs	Candidate shows an emerging understanding of how to apply research resources to classroom practice, using a breadth of resources including pedagogical practices, diversity and global perspectives.	Candidate demonstrates a superior grasp of research techniques and transference of research to practice, and the relationship between instructional options and learning needs.	
Differentiated Instruction & Modifications	Candidate demonstrates limited ability to reflect on the relationship between the course TPEs or grade level content standards mandates and meeting the needs of individuals with special needs in general education settings.	Candidate demonstrates ability to relate the TPE &/or content standards to meeting the needs of individuals with special needs in general education settings but fails to ground their reflection in disciplinary knowledge.	Candidate provides adequate evidence of the ability to apply the TPE in course assignments or in actual classroom situations. Reflections are grounded in partially examined knowledge, and provide surface-level discussion of the link between the evidence and the intent of the TPE in helping all students learn.	Candidate demonstrates well-documented evidence of reasoned and flexible use of the TPE in working with students. Reflections are grounded in clearly communicated disciplinary knowledge, and provide in-depth identification of the link between the evidence and the intent of the TPE in helping all students learn. The link between TPE teacher practice and student learning of state mandated content standards is clearly developed.	
Formative Assessment Strategies	Candidate demonstrates limited ability to clearly delineate formative assessment techniques that fit into a general education instructional classroom or show a clear link to pedagogical decision making.	Candidate identifies assessment strategies and graphic reporting techniques that are at a superficial level of cognitive development (knowledge & understanding) and lack depth of content standard expectations	Candidate develops clear formative assessment strategies and reporting techniques that are grounded in research practices and cultural diversity of students. Candidate indicates how assessment techniques inform changes in instructional practices.	Candidate identifies a variety of formative assessment strategies and reporting that analyze learning and teaching from multiple cognitive and instructional perspectives.	
Pre-referral Evaluation / Response to Intervention	The identified assessment techniques or graphic analysis shows little link to informing instructional practices and analysis of student outcomes.	Evaluation techniques or graphic analysis are appropriate from a teaching planning perspective but lacks depth of clarity to provide information to inform learning outcomes.	Evaluations and graphics are appropriate measurements of academic standards and individual student needs.	Candidate selects a variety of assessment techniques that inform evaluation of response to intervention. Assessments address different pedagogy approaches and ways of looking at student performance.	
Health/ Disability issue	Special health or disability issue is not identified or clearly related to student in case report.	Health or disability issue needs are oversimplified or discussion relates to factors other than direct learning potential outcomes.	Health or disability issue is well documented and citations and terminology indicate an emerging level of understanding by candidate in relationship to instructional practices.	Citations and recommendations for directly addressing health or disability issues in instructional practice show an in-depth investigation and understanding of relationship to learning.	
Global/ Multicultural Perspective	Candidate shows limited awareness of international and/or cultural variance on decision-making for students with special needs and the impact on the cultural structure of the family.	Candidate includes specific indications of cultural and national differences that play a role in education but the issues are largely superficial, include misconceptions about global differences or lack specific implications for classroom decision-making.	Differentiated instructional recommendations, parent support or recommended community resources include specific examples of global similarities and differences in service delivery.	Recommendations, references and resources show a clear depth of understanding of the ways culture, comparative global or national differences and family backgrounds impact upon decision making and relevance of differentiated instruction that meets the needs of students with special needs and their family.	