



School of Leadership and Education Sciences  
Department of Learning & Teaching  
Special Education Program

**EDSP 389/589**

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

**Spring 2015**

**Class hours:** Wednesday, 4:20 – 7:30 pm

**Room:** Loma Hall 321

**Instructor:** Maya Kalyanpur, PhD

**E-mail:** mkalyanpur@sandiego.edu

**Phone:** 7655

**Room:** 241 MRH

**Student hours:** 1:30 – 3:30 pm M & W and by appt. I look forward to seeing you during student hours. Do stop in! Individual assistance is always available by appointment.

**Course Description**

This course provides candidates an overview of two critical areas relative to teaching school-age populations in contemporary schools: (1) creating supportive, healthy environments for student learning, and (2) teaching special populations in general education. A comparative international perspective of the foundations, pedagogy practices and service delivery options for individuals with disabilities and their families builds an understanding of cultural and personal considerations for service delivery within a classroom. Personal, family, school, community and environmental factors related to students' academic, physical, emotional and social well-being are addressed as well as the effects of student health and safety on learning. 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. Characteristics and service delivery needs of individuals with disabilities from birth through adulthood are also investigated. Legally mandated categorical disabilities are discussed in terms of the individual, family, education, and ancillary service issues. There is a primary focus on how educational, behavioral, social, ecological, transitional, and vocational needs of exceptional students can be addressed in general education settings. Discussion covers a multiplicity of strategies and techniques recommended for integrated service delivery for individuals with special needs in general education and in local communities. Assignments are based on your field experience.

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 2: Monitoring Student Learning During Instruction
- TPE 4: Making Content Accessible
- TPE 6: Develop Appropriate Teaching Practices

- TPE 9: Instructional Planning
  - 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.

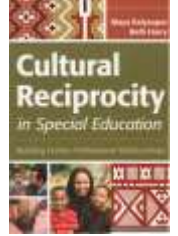
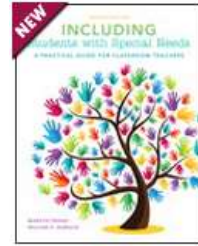
- Identify the major laws, concepts, principles and ethical obligations related to providing supportive, healthy, and safe environments for all students. (TPE 4) (K) (2042/10a-i)

- 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

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



### Course Policies

#### Guidelines for All Written Assignments

In all my years of teaching, I've returned graded assignments within a week and I expect to be able to do so in this course as well. By the same token, then, I expect you to hand in assignments on the assigned date and time. If you cannot, expect to lose points for a late submission (the later, the more points lost) and make sure you have a very, very good reason (such as a serious illness or a death in the family) for being late. Please bring valid documentation of this situation and remember that I won't be able to get to grading it for a while.

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. 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. when referring to all women.

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 on this from [http://www.inclusionproject.org/nip\\_userfiles/file/People%20First%20Chart.pdf](http://www.inclusionproject.org/nip_userfiles/file/People%20First%20Chart.pdf) (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 [see: <http://owl.english.purdue.edu/owl/resource/560/01/>]. I will take points off your grade if you do not use People First language and APA style.

I like to believe you are putting in your best effort for your assignment. Anything less is disrespectful to both of us. 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 have the option of revising and resubmitting it on Blackboard as a second attempt incorporating all the feedback and comments you received and **highlighting the changes**. Revisions are due within a week of your receiving your grade on the assignment. Resubmission in and of itself does not guarantee an increase in grade and you will not receive full points (that is, an A) in this second round.

### 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; 3<sup>rd</sup> 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 the course content materials we will refer to 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). These ESAs are intended to assess important candidate skills and abilities, identify areas of strength and challenge, and contribute to successfully completing the Teaching Event during student teaching. The



Teaching Event assesses your ability to plan, implement and assess an instructional unit within the specific context of your student teaching classroom, and reflect on the outcome. All ESAs must be submitted to a designated DRF folder on Taskstream.

## 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 special populations, identify assessment strategies, suggest strategies for adapting curriculum and modifying instructional interventions, and develop a plan for evaluating the effectiveness of the modifications. The project requires you to investigate and integrate evidence-based research in three areas of focus: 1) a specific special needs category, 2) health education and best practices in a general education classroom setting, and 3) a global/multicultural perspective of attitudes and help-seeking behavior regarding disability among culturally and linguistically diverse/ international populations. The TPE rubric for evaluating candidate demonstrated performance on the *Embedded Signature Assignment* is attached.

You will work in small groups but submit individual reports for this assignment. You will be assigned one case study per group to develop into your research project. Each **graduate student** is additionally responsible for researching 2 peer-reviewed academic resources (books, articles or Internet based websites) that relate to the specific component of your case study. Be sure to include these references in your report. Please remember to use APA style, 6<sup>th</sup> edition, when citing references.

### **SUMMARY 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 and the California State Health framework to identify and research typical characteristics of low and high incidence categories (1A) and other special needs and health issues (1B). You need to consider aspects of this disability category and health issue as it influences student performance in a class or school setting. 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:** 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. Do a scholarly Internet investigation or use the Kalyanpur & Harry textbook to identify and research beliefs and values the family might subscribe to which could relate to or affect the outcome of your case study scenario, and apply the process of cultural reciprocity described in the textbook to the situation. Some sample websites and references are included at the end of this syllabus. This component of the assignment responds to TPE 2: (D) (2042/10a- ii to iv), and (K) (2042/10a-ii).

### **PRE-REFERRAL ASSESSMENTS / RESPONSE TO INTERVENTION**

**Part 3:** Describe the assessments you would give to this student in your classroom prior to receiving special education services. These should include brief descriptions of appropriate assessments or evaluations (e.g., aptitude, achievement, or psychological tests) and/or examples of Tier 1, 2 or 3 interventions that would indicate the student's academic, social/behavioral or physical needs. Make sure that these relate to the characteristics of the disability category you identified in Part 1. This component of the assignment responds to TPE 4: (K) (2042/10e) and TPE 5: (K) (2042/14b).

### **ADAPTATIONS AND MODIFICATIONS**

**Part 4:** Choose **curricular, instructional, behavioral or environmental** adaptations and modifications from the Friend and Bursuck textbook, the health framework, and your research that you believe would help this child in your general education classroom. Apply the concept of Universal Design for Learning (UDL) which 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. Also consider how the student might benefit from the use of assistive technology. Be sure to name the

techniques and strategies and site references where appropriate. Indicate how your adaptations and modifications will ensure more student engagement in grade appropriate core curriculum. Check out the *National Center on Universal Design for Learning* (<http://www.udlcenter.org/>) and the *Center for Applied Special Technology*, ([www.cast.org](http://www.cast.org)). This component of the assignment constitutes the field experience and responds to TPE 2: (K) (2042/10c-iii), TPE 3: (S) (2042/1d, 14e-f), and TPE 4: (S, D) (2042/14f)

### FORMATIVE EVALUATION PLAN

**Part 5:** Develop an ongoing evaluation plan to assist in monitoring the effectiveness of your differentiated instructional modifications and adaptations. Between Parts 3, 4 and 5, you need to provide a minimum of 4 charts, graphs or checklists that show how you will monitor the effectiveness of either the response to intervention plan or the differentiated instruction evaluation plan. This component of the assignment responds to TPE 2: (S) (2042/14c) and TPE 4: (S) (2042/14e).

### Submission of Embedded Signature Assignment

Please upload your ESA to Taskstream. The self-enrollment code is: X3TSD5

File Name Example: Department Code, Course Number-Section Number-Last Name, First Name

- EDSP389-01-Torero, Diego
- EDSP589-01-Torero, Diego

### 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 types of students or adults** in specialized service delivery settings. (Education specialist credential students must include at least one site where classes are organized primarily for adults between 18 to 22 years of age.) There are 2 documents associated with this assignment.

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

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

FOR REASONS OF CONFIDENTIALITY, PLEASE REMEMBER NOT TO USE STUDENTS' 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 the verification log for each observation 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).

**Graduate Students:** Accompanying each of the 5 Site Visit Reflective Reports, please provide two resources or service delivery available for individuals with a specific special need, their educators, or parents appropriate/relevant to the setting or service you have just observed and reported on. The resource can be from an Internet searched location or an article found via the Copley Library Database Search Engine. This assignment responds to TPE 2: (K) (2042/10a-v) and TPE 4: (K) (2042/10e).

### 3. Expert Group Presentations

You will work in the same groups assigned for the case study report to become experts in the same area of disability or health issue as the case study. You will have an hour of class time to compile the individual work each of you will have done into a group mini-presentation. Thus, through a series of mini-presentations, your group will provide information on the assigned chapter for the week, relating this to a specific aspect of your case study report. Develop a PowerPoint presentation or handouts that include the main points, relevant video clips and further resources as well as a minimum of five questions to check for understanding. Questions should cover a variety of higher order thinking skills from recall to evaluative. You are encouraged to be creative and interactive in your presentations.

#### 4. Attendance, Participation and Professionalism

You should attend every class, come to class on time and expect to stay for the duration of 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 get up to 4 points for each class attended with an additional 5 points if you attend all 10 face-to-face class sessions for a total of 45 points.

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. I welcome your comments, thoughts, and questions on in-class and homework assignments. If the class is too quiet, I may call on students to share their thoughts, not to pick on them but to make the lecture a little more lively and interesting. 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, and 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.

The discussion forum and homework assignments will count towards your participation.

#### 5. Final Exam

Exams are designed to assess your mastery of core concepts covered in lectures, discussions, presentations, and the assigned readings. You will take a final exam at the end of the course as well as short quizzes along the course of the semester. Details on the final exam will be provided later in class. Illnesses, death in the family or other traumatic events unfortunately are part of life. A make-up exam will be given if you contact me within 24 hours and provide valid documentation.

#### Assessment Plan/Grading Criteria

Grade distribution			<b>Note.</b> A grade of B- or above must be achieved for coursework to count towards a credential or professional development degree.			
Assignment	Points	%age				
1. Individual Case Study Reports (5 parts @ 20 points each)	100	20				
2. Field Experience (1 <sup>st</sup> visit @ 15 points; 2 <sup>nd</sup> – 5 <sup>th</sup> visits @ 20 points each; 5 points for verification log signed, completed and uploaded with final observation)	100	20				
3. Expert Group Presentations (	100	20	<b>Grade</b>			
4. Attendance, Participation and Professionalism (40 +5 pts for perfect attendance = 45 pts; 3 homework assignments @ 5 pts = 15 pts; discussion forum & 2 outside class assignments @ 10 pts = 30 pts; in class participation=10 pts)	100	20	Grade	Percentage equivalence	Grade	Percentage equivalence
5. Final Exam and Quizzes	100	20	A	96-100	C+	78-82.9
Total	500	100	A-	93-95.9	C	75-77.9
			B+	88-92.9	C-	73-74.9
			B	85-87.9	F	Below 73
			B-	83-84.9		

I will be assessing your competencies in levels of knowledge, understanding and skills as a developing professional educator on a TPE rubric. It is okay to be at the emerging level of present performance at this stage in your program of study. You have plenty of room and time to grow to become a master professional! Your electronic portfolio is graded on the quality, depth, completeness and originality of each assignment.

#### Course Outline\*

*\*Syllabus is subject to change. You will be notified of revisions or changes during class and/or via e-mail. Readings and assignments are due the week of entry, unless otherwise specified*

1/28	<i>Social model of disability:</i> Attitudes; Labeling and ableism; Disability and media <i>Course Overview:</i> Syllabus overview; Assignment and site visits clarification Let's use name tags!
	<b>Reading assignments:</b> Start reading for next week: (1) Kalyanpur & Harry (2012): CH 1 <i>Cultural underpinnings of special education</i> , (2) Kalyanpur, CH 2 <i>Cultural reciprocity</i> <b>Homework assignment:</b> Prompt on <i>ableism</i> posted on Blackboard is due by 8 pm Friday
2/4	<i>Cultural reciprocity:</i> Personal identity webs <i>History and the Context for Special Education:</i> The framework for inclusion
	<b>Reading assignment:</b> Start reading: Friend & Bursuck (2014), CH 1 <i>Foundations for educating students</i>
2/11	<i>Legal Mandates in Special Education:</i> Legislation (ADA, Section 504, IDEA, NCLB)
	<b>Reading assignment:</b> Read (1) Kalyanpur, CH 3 <i>Legal and epistemological underpinnings</i>
2/18	<i>Outside class assignment: Literature critique</i> Read the assigned article, Nasatir, D., & Horn, E. (2003) on Blackboard, and respond to the prompts in the rubric. More detailed instructions are provided on Blackboard. Assignment is due midnight Wed.
2/25	<i>Special Education Procedures and Services:</i> Least restrictive environment Discuss case studies
	<b>Reading assignments:</b> (1) Friend, CH 2 <i>Special Education procedures &amp; services</i> . (2) Start reading California Dept of Education (2009) <i>Health framework for California public schools</i> (available on Blackboard) <b>Homework assignments:</b> Observation 1 Due Prompt on <i>Legislation &amp; Procedures</i> posted on Blackboard due 8 pm Friday
3/4	<i>Collaboration with Professionals and Families:</i> Parents' Legal Rights; Team Approaches Introduction to RTI and UDL Group assignments
	<b>Reading assignments:</b> (1) Kalyanpur, CH 5 <i>Professionals' perspectives on parenting styles</i> (2) Kalyanpur, CH 6 <i>Goal setting for students</i> and (3) Friend, CH 3 <i>Building partnerships through collaboration</i> <b>Homework assignment:</b> prompt on <i>Collaboration with Parents</i> posted on Blackboard due by 8 pm Friday
3/11	<i>Online discussion forum on cultural reciprocity in international contexts:</i> Read the assigned article, Kalyanpur (in press) on Blackboard, and respond to the prompts on the discussion forum. <i>Work in groups to develop next week's presentations</i>
	<b>Reading assignments:</b> (1) Friend, CH 6 <i>Students with low-incidence disabilities</i> and (2) Friend, CH 7 <i>Students with high-incidence disabilities</i> <b>Homework assignment:</b> Observation 2 Due
3/18	<i>Characteristics of Students with Special Needs</i> Expert presentations on characteristics of categories of (a) low-incidence and (b) high-incidence disabilities
3/25	<i>Assessing Student Needs:</i> Pre-referral and RTI assessments; evaluation for placement Promoting Healthy Eating and Physical Activity Safety and Violence Prevention Expert presentations on other special needs and health issues
	<b>Reading assignments:</b> Read (1) Friend, CH 4 <i>Assessing student needs</i> , (2) Friend, CH 8 <i>Students with special needs other than disabilities</i> and (3) finish reading California Dept of Education <i>Health framework</i> <b>Homework assignment:</b> Case study Part 1A due (High- and low-incidence categories)
4/1	<i>Spring Break</i>
4/8	<i>Differentiating instruction:</i> The INCLUDE model; Differentiating instruction Expert presentations on multicultural/ international perspectives in special education



	<b>Homework assignments:</b> Observation 3 due Case Study Part 1B due (health issues; other special needs)
4/15	<i>Adapting instruction:</i> Applications of UDL; Positive behavior supports Expert presentations on pre-referral assessments / RTI <b>Reading assignments:</b> (1) Friend CH 5 <i>Planning instruction</i> , (2) Friend, CH 9 <i>Differentiating instruction</i> and (3) Friend, CH 12, <i>Responding to student behavior</i> <b>Homework assignment:</b> Case study Part 2 due (multicultural/international perspectives)
4/22	<i>Outside class assignment:</i> Interview a person with a disability or a family member of a person with a disability. More details about this assignment will be provided in class <b>Homework assignment:</b> Case study Part 3 due (pre-referral assessments)
4/29	<i>Evaluating student learning and independent learning</i> Expert presentations on adaptations and modifications <b>Reading assignment:</b> (1) Friend, CH 10 <i>Strategies for independent learning</i> and (2) Friend CH 11 <i>Evaluating student learning</i> <b>Homework assignments:</b> Case study Part 4 due (adaptations) Observation 4 due
5/6	Expert presentations on formative assessments; Final exam review <b>Homework assignment:</b> Observation 5 due
5/13-5/20	<i>Final Exam:</i> The exam will be available on Blackboard during exam week. Instructions on taking the exam will be posted on Blackboard and announced in class. <b>Homework assignment:</b> Case study Part 5 due 5/13

## Bibliography

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### **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>

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California School Boards Association (2011) *Safe Schools: Strategies for Governing Boards to Ensure Student Success*. Sacramento: Author. Available at:  
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### **Instructional Resources Advanced Topic Resources:**

The Center for Research on Learning, University of Kansas. <http://www.kucrl.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](http://www.cast.org))

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

### **Global Perspectives:**

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- 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>
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