

Submit originals and one copy and electronic copy to **Governance/Faculty Senate Office**
See <http://www.uaf.edu/uafgov/faculty/cd> for a complete description of the rules governing curriculum & course changes.

CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL

SUBMITTED BY:

Department	Special Education	College/School	School of Education
Prepared by	Joanne Healy	Phone	474-1557
Email Contact	jhealy7@alaska.edu	Faculty Contact	Joanne Healy

1. COURSE IDENTIFICATION:

Dept	EDSE	Course #	612	No. of Credits	3
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COURSE TITLE	Curriculum and Strategies I: Low Incidence
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2. ACTION DESIRED:

Change Course	<input checked="" type="checkbox"/>	If Change, indicate below what change.	Drop Course	<input type="checkbox"/>
NUMBER		TITLE		DESCRIPTION
PREQUISITES				FREQUENCY OF OFFERING
CREDITS (including credit distribution)		3+0 +1		COURSE CLASSIFICATION
CROSS-LISTED		Dept.		(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)
STACKED (400/600) Include syllabi.		Dept.		Course #
OTHER (please specify)				

3. COURSE FORMAT

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

COURSE FORMAT: (check all that apply)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6 weeks to full semester
OTHER FORMAT (specify all that apply)						
Mode of delivery (specify lecture, field trips, labs, etc)						

4. COURSE CLASSIFICATIONS: (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)

H = Humanities ☐

S = Social Sciences ☐

Will this course be used to fulfill a requirement for the baccalaureate core?

YES ☐

NO ☐

IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, Format 6 also submitted ☐

W = Writing Intensive, Format 7 submitted ☐

Natural Science, Format 8 submitted ☐

5. COURSE REPEATABILITY:

Is this course repeatable for credit?

YES ☐

NO ☒

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit?

☐ TIMES

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?

☐ CREDITS

6. **CURRENT CATALOG DESCRIPTION AS IT APPEARS IN THE CATALOG: including dept., number, title and credits**

EDSE F612 Curriculum and Strategies I: Low Incidence

3 Credits

Offered Summer; As Demand Warrants

Development, implementation and evaluation of Individual Education Program (IEP) plans for students with intensive needs. Provides in-depth understanding of best practice strategies for supporting students with low incidence disabilities in all Alaska communities. Field experience required. (3+0)

7. **COMPLETE CATALOG DESCRIPTION AS IT WILL APPEAR WITH THESE CHANGES: (Underline new wording strike through old wording and use complete catalog format including dept., number, title, credits and cross-listed and stacked.) PLEASE SUBMIT NEW COURSE SYLLABUS. For stacked courses the syllabus must clearly indicate differences in required work and evaluation for students at different levels.**

EDSE F612 Curriculum and Strategies I: Low Incidence

3 Credits

Offered Summer; As Demand Warrants

Development, implementation, and evaluation of Individual Education Program (IEP) plans for students with intensive needs. Provides in-depth understanding of best practice strategies for supporting students with low incidence disabilities in all Alaskan communities. Field experience required. (3+0+1)

8. **IS THIS COURSE CURRENTLY CROSS-LISTED?**

YES/NO ☐ No

If Yes, DEPT

NUMBER

(Requires written notification of each department and dean involved. Attach a copy of written notification.)

9. **GRADING SYSTEM: Specify only one**

LETTER: ☒ X

PASS/FAIL: ☐

10. **ESTIMATED IMPACT**

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

None

11. **LIBRARY COLLECTIONS**

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No ☐

Yes ☐

X ☒

10/10/08. Library has over 300 books and numerous journals in the special education field. Request was submitted for new book acquisition.

12. **IMPACTS ON PROGRAMS/DEPTS:**

What programs/departments will be affected by this proposed action?

Include information on the Programs/Departments contacted (e.g., email, memo)

None

13. **POSITIVE AND NEGATIVE IMPACTS**

Please specify **positive and negative** impacts on other courses, programs and departments resulting from the proposed action.

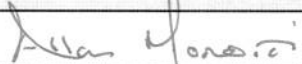
This will have a positive impact on the Special Education program by providing more and varied special education placements for students. Students will be aware of the fieldwork component of the class.

JUSTIFICATION FOR ACTION REQUESTED

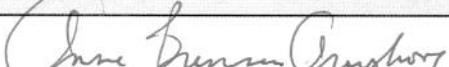
The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

Catalog needs to reflect the amount of fieldwork required for the course.

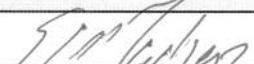
APPROVALS:

 Date 8-24-10

Signature, Chair, Program/Department of:

 Date 9.07.2010

Signature, Chair, College/School Curriculum Council for:

 Date 9/8/10

Signature, Dean, College/School of:

Signature of Provost (if applicable) Date

Signature of Provost (if applicable)

Offerings above the level of approved programs must be approved in advance by the Provost.

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.

Signature, Chair, UAF Faculty Senate Curriculum Review Committee Date

Signature, Chair, UAF Faculty Senate Curriculum Review Committee

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)

Signature, Chair, Program/Department of: Date

Signature, Chair, Program/Department of:

Signature, Chair, College/School Curriculum Council for: Date

Signature, Chair, College/School Curriculum Council for:

Signature, Dean, College/School of: Date

Signature, Dean, College/School of:

UAF School of Education:
“Preparing professional educators who are culturally responsive, effective practitioners”
EDSE 612 Curriculum & Strategies I: Low Incidence
Summer 2010

Credits: 3.0

06/01/2010 - 07/02/2010

Location: Old UPark and Audio Conferences, Blackboard

E-mail: jhealy7@alaska.edu

Prerequisites: none

Instructor: Joanne Healy, M.S.

Office: Gruening Building 714A

Phone: (907) 474-1557

Office Hours: By appointment

Required Readings

Texts:

- Bateman, B. & Herr, C. M. (2006). *Writing measurable IEP goals and objectives*. Verona, WI: Attainment.
- Dorris, M. (1990). *Broken cord*. New York: Harper Collins.
- Fadiman, A. (1997). *The spirit catches you and you fall down: A Hmong child, her American doctors and the collision of two cultures*. New York: The Noonday Press.
- Grandin, T. (2006). *Thinking in pictures: And other reports from my life with autism*. New York: Vintage Books.
- Haddon, M. (2003). *The curious incident of the dog in the night-time*. New York: Random House.
- Smith, T.E., Polloway, E.A., Patton, J.R., & Dowdy, C.A. (2008). *Teaching students with special needs in inclusive settings* (5th edition). Boston, MA: Allyn & Bacon.

Additional website and supplemental text/journal recommended readings will be assigned by the instructor dependent on weekly discussions.

WEBSITES RELATED TO SPECIAL EDUCATION

State of Alaska

- [Where to Turn: Governor's Council on Disabilities and Special Education](#)
- [Alaska State Department of Education](#)
- [Alaska Special Education Website](#)
- [Special Education Handbook](#)

Websites Related to Special Education

- [Council for Exceptional Children](#)
- [National Clearinghouse for Professions in Special Education](#)
- [National Information Center for Children and Youth with Disabilities](#)
- [Alaska Department of Education and Early Development, special education](#)
- [U.S. Department of Education, Office of Special Education and Rehabilitative Services](#)
- [Governor's Council on Disabilities and Special Education](#)
- [Autism Society of America, Golden Heart Chapter](#)
- [Alaska Statewide Special Education Conference](#)
- [National Down Syndrome Society](#)
- [Iris Center](#)
- [IDEA Partnership](#)
- [National Center on Response to Intervention](#)
- [U.S. Depart. of Ed.: Building the Legacy: IDEA 2004](#)
- [ASHA Podcasts](#)
- [Center for Disease Control \(CDC\)](#)
- [Stone Soup of Alaska](#)
- [Classroom Design](#)

Websites Related to Alaska Native Studies

- [Alaska Federation of Natives](#)
- [Alaska Inter-Tribal Council](#)
- [Alaska Native Heritage Center](#)
- [Alaska Native Knowledge Network](#)
- [Justice Center Website](#)

List of Professional Organizations

- [Council for Exceptional Children \(CEC\)](#)
- [American Psychological Association \(APA\)](#)
- [Learning Disabilities Association of America \(LDAA\)](#)
- [American Association on Intellectual and Developmental Disabilities \(AAIDD\)](#)
- [The Association for the Severely Handicapped \(TASH\)](#)
- [International Reading Association \(IRA\)](#)
- [Disability Law Center - Alaska](#)
- [Special Education Service Agency \(SESA\)](#)
- [National Down Syndrome Society](#)
- [American Speech-Language-Hearing Association \(ASHA\)](#)

Course Materials: A computer with Internet access is required. A UAF email address and access to Blackboard is also required.

I. COURSE DESCRIPTION

Candidate must be proficient in assisting students individually and in small group classroom settings. Development, implementation, and evaluation of Individual Education Program (IEP) plans for students with intensive needs (e.g., autism, mental retardation, traumatic brain injury, orthopedic disabilities, health impairments, sensory impairments, multiple disabilities). Provides in-depth understanding of best practice strategies for supporting students with low incidence disabilities in all Alaskan communities. A 15-hour field experience is required.

Alignment With School of Education Mission

The School of Education prepares educators to work in urban and rural Alaska and to work with K-12 students from many backgrounds, with a particular focus on Alaska Native languages and cultures. We are particularly committed to enhancing the educational opportunities for Alaska's rural and Native populations. Through the UAF rural campuses, we are responsive to local and regional needs within the state.

Through our programs and professional development courses, we promote the following goals:

- Increase the number of qualified educators for Alaska's schools
- Enhance the professional skills of Alaska's K-12 educators
- Develop and support ongoing systemic educational collaborations with Alaska schools and communities
- Conduct collaborative research on cross-cultural and multicultural education

This course supports the UAF School of Education's mission by providing students with the understandings and skills necessary to successfully address the diverse individual and cultural needs of Alaska's students, schools, and communities. Emphasis is placed upon understanding students with exceptional needs.

Technology Focus

This course will help you understand local, state, and national resources for regulations pertinent to the Individuals with Disabilities Education Act. Using technology as a means of accessing resources to collaborate and support parents and educators and to share during individual presentations. You will utilize the assistive technology we have available in the computer lab during your fieldwork and report back its effect.

II. COURSE GOALS & STUDENT LEARNING OUTCOMES

Topic: Individuals With Disabilities Education Act (IDEA) and Ramifications for Education Practice

Goal #1: Students will gain knowledge about the history and development of special education and federal mandates that provide special education for individuals with disabilities.

Student Learning Outcomes:

- a. Students will be able to identify services that are guaranteed to students with low incidence disabilities and their families under state and federal laws and will know how to access state and federal regulations pertinent to the Individuals with Disabilities Education Act.
- b. Students will be able to understand that an Individual Education Plan is a legal document detailing the educational program and required support services for a student with disabilities.

Topic: Classroom and Instructional Modifications/Differentiation to Meet the Individual Needs of Children

Goal #2: Students will gain knowledge of differentiated instruction and understand that the framework for differentiating the curriculum entails asking: What will we teach? How will we teach? How will we measure progress? What modifications will be made to meet the needs of individual children?

Student Learning Outcomes:

- a. Students will understand that instruction must be differentiated to accommodate differences in student intelligence, perception, and cognitive style.
- b. Students will understand that an individual student's development may differ from typical development patterns and thus will require collaboration with specialists to plan and implement appropriate learning experiences.
- c. Students will understand that all children need a stimulating, inclusive, and safe learning environment.

III. INSTRUCTIONAL METHODS

This course will be taught using a variety of teaching methods including interactive lectures, audio conferences, Blackboard, internet research, reading assignments, student presentations, field work, classroom observation and participation.

IV. COURSE POLICIES

Attendance and Class Participation

Students are expected to participate on time via audio conferences for all classes, participate in discussions, readings, and write reflections on the information presented. In case of an absence or tardiness, the student is responsible for getting information **and** completing an independent research assignment to be presented at the next class meeting to compensate for missed instruction. Regular timely attendance and classroom participation will be considered in determination of the final grade. Late assignments will only be accepted for a legitimate and excused absence.

Readings

Assigned readings for each class are listed in the class outline. It is expected the material has been read prior to the start of class.

Assignments Due the day indicated on the syllabus.

Field Experience

At least 15 hours of fieldwork (NO exceptions) are to be completed in a special education setting during the semester. The instructor will make assignments to individual classrooms. An attendance log and reflective journal will be required.

Plagiarism

Academic integrity is a basic principle that requires all students to take credit only for the ideas and efforts that

are their own. Plagiarism is defined as appropriating passages or ideas from another person's work and using them as one's own. Lifting passages of text from the Web is also plagiarism. Plagiarism is taken very seriously and may result in a student's dismissal from the teacher education program. Assignments will be typed and submitted in standard written English, observing rules of grammar, spelling, punctuation and syntax. Research citations will be written APA style in all work, as this is the designated style and format for the field of educational research. Internet citations must include the title of the website, universal resource locator, date of posting, date of access and other information included on APA format.

Professional and Ethical Behavior

UAF School of Education students are expected to adhere to the Alaska Code of Ethics for the Education Profession. The standards, adopted by the Professional Teaching Practices Commission, govern all members of the teaching profession. A violation of the code of ethics and professional teaching standards are grounds for revocation or suspension of one's teaching license.

Student Code of Conduct and Expect Classroom Etiquette

All guidelines and provisions of the UAF Student Code of Conduct will apply; see page 83 of the 2008-2009 UAF catalog or go to <http://www.uaf.edu/catalog/current/academics/regs3.html> for further details.

Academic Support Services

Writing support services are available on the UAF Campus in the Writing Center, located in 801 Gruening, (907) 474-5314. For students using distance delivery you can send your papers to the Writing Center using their Toll Free FAX 1-800-478-5246. They will FAX information back, and also email you regarding any questions. You need to use this resource at least once during the semester to meet writing expectations and to see what is available for students who may have a disability. Academic Support Services including library hours, computer lab hours/services, and writing center hours/services can be located at the following web site: <http://www.uaf.edu/sssp/>

Disabilities Services

The Office of Disability Services (ODS) implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. Disability Services, a part of UAF's Center for Health and Counseling provides academic accommodations to enrolled students who are identified as being eligible for services. The UAF faculty makes every effort to work in conjunction with ODS to provide the necessary accommodations for all identified students enrolled in our courses. To access services, the student must provide current disability documentation that supports the requested services. If you believe you are eligible, please contact Disability Services on the UAF campus at 474-7043, fydso@uaf.edu, or visit <http://www.uaf.edu/chc/disability.html> on the web or contact a student and enrollment services staff person at your nearest local campus. Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990 mandates disability support services.

V. ASSIGNMENTS

1. Reflective Papers on *The Curious Incident of the Dog in the Night-Time* by Mark Haddon (10 points); *Thinking in Pictures: And Other Reports from My Life with Autism* by Temple Grandin (10 points); *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors and the Collision of Two Cultures* by Ann Fadiman (10 points); and Reflective Paper on *Broken Cord* by Michael Dorris (10 points)

Write a brief paper (approximately 2-3 pages in length) in which you reflect on the major themes in this book Note: This is a reflective paper. Please do not summarize the book. Please do describe your thoughts and feelings.

2. Individual Education Program (IEP) for Adam Dorris (A Student with Fetal Alcohol Spectrum Disorder)

You will develop an Individual Education Program (IEP) plan for Adam Dorris (A Student with Fetal Alcohol Spectrum Disorder). The IEP plan must include (a) Present Level of Educational Performance (PLEP) statement; (b) Annual Goals (for Reading, Writing, Math and Skills for a Healthy Life); (c) Alaska Content Standards (that

are aligned to the Annual Goals); and (d) Educational Objectives (that allow us to measure Adam's progress toward mastering each Annual Goal).

Read: Dorris, M. (1990). *Broken cord*. New York: Harper Collins.

Develop a Present Level of Educational Performance (PLEP) statement for Adam. The PLEP *is the starting point from which the school year's progress is to be measured* in the areas of reading, writing, math, and often, social skills (or, in the case of some students with more severe disabilities, independent living skills). You must *briefly* describe Adam's (a) age; (b) disability; (c) interests and strengths; (d) present skills in the area of reading (i.e., what Adam *can already do* in the area of reading, and, if appropriate, what he cannot yet do); (e) present skills in the area of writing (what Adam *can already do* in the area of writing, and, if appropriate, what he cannot yet do); (f) present skills in the area of math (what Adam *can already do* in the area of math, and, if appropriate, what he cannot yet do); (g) life skills Adam already possesses (and, if appropriate, life skills he has yet to develop); and (h) any health and/or medical concerns (e.g., identify any medications Adam takes).

Develop **ONE** Annual Goal for **EACH** of the following areas: (a) reading; (b) writing; (c) math; and (d) life skills. **ALL ANNUAL GOALS MUST BE OBSERVABLE AND MEASURABLE**. Refer to the matrix on page 65 of the Bateman & Herr (2005) text, *Writing Measurable IEP Goals and Objectives*.

Align each Annual Goal to an appropriate Alaska Content Standard. You will find the appropriate standards to align to Adam's Annual Goal for Reading in the English/Language Arts section of the Alaska Content Standards; you will find appropriate standards to align to Adam's Annual Goal for Writing in the English/Language Arts section of the Alaska Content Standards; you will find appropriate standards to align to Adam's Annual Goal for Math in the Mathematics section of the Alaska Content Standards; you will find appropriate standards to align to Adam's Annual Goal for Life Skills in the Skills for a Healthy Life section of the Alaska Content Standards.

Develop **ONE SET** (3) of Educational Objectives for **EACH** Annual Goal.

Notes

- a. The Bateman & Herr (2006) text, *Writing Measurable IEP Goals and Objectives*, is an excellent resource for information about writing Present Level of Educational Performance (PLEP) statements, Annual Goals and Educational Objectives. **USE THE MATRIX ON PAGE 65 OF THE BATEMAN & HERR TEXT TO HELP YOU LOCATE AND WRITE THE PLEP, ANNUAL GOAL, AND EDUCATIONAL OBJECTIVES APPROPRIATE FOR ADAM.**
- b. Please refer to page 72 of the Bateman and Herr (2006) textbook for an example of a PLEP, Annual Goal and Educational Objectives that refer to the Dolch Sight Word List. The Dolch Sight Word List is an excellent resource to use when you are writing the Present Level of Educational Performance (PLEP), Annual Goal, and Educational Objectives in READING.
- c. Many individuals with **fetal alcohol spectrum disorder** (FASD) experience **multiple disabilities**, including **intellectual disabilities**, **health impairments** and **behavior problems**. Many of the websites in this syllabus are excellent resources for information about these and other disabilities.
- d. The *Alaska Content Standards* can be located on the web at: [www.eed.state.ak.us/ ContentStandards/](http://www.eed.state.ak.us/ContentStandards/)
- e. A template of the Individualized Education Program (IEP) plan format can be found on the state website.

3. Lesson Plan based on Alaska Native Traditions Adapted to Meet the Needs of Adam Dorris (An Individual with Fetal Alcohol Spectrum Disorder) (20 points)

You will develop an *integrated lesson plan* based on an Alaska Native tradition. The lesson plan must address **English/Language Arts** (that is, the lesson must involve Reading and/or Writing) and **Social Studies** (that is,

the lesson must address Alaska Native traditions), and at least one of the following content areas: **Science, Mathematics** and/or **the Arts**. You will then adapt this lesson to meet the needs of and **Adam Dorris** (a student with **fetal alcohol spectrum disorder**).

Develop a lesson plan based on the traditions of one of the following eleven Alaska Native cultural groups:

1. Aleut (i.e., Unangan)
2. Alutiiq
3. Athabascan
4. Cup'ik
5. Eyak
6. Haida
7. Inupiaq
8. St. Lawrence Island Yupik
9. Tlingit
10. Tsimshian
11. Yup'ik

Adapt this lesson plan so that Adam Dorris (a student with fetal alcohol spectrum disorder) is fully included in all aspects of each learning activity.

Notes

1. You may develop a lesson plan that lasts for a single 45-minute period, several periods, an entire day or an entire week. Many lesson plans based on Alaska Native traditions are posted to the Alaska Native Knowledge Network website: www.ankn.uaf.edu/index.html. I urge you to go to this website and check out these lesson plans.
2. Individuals with **fetal alcohol spectrum disorder** (FASD) commonly experience **multiple disabilities**, including **intellectual disabilities**, **health impairments**, and **behavior problems**. The Smith, Polloway, Patton & Dowdy (2008) text, *Teaching Students with Special Needs in Inclusive Settings* (5th edition), is an excellent resource for information about these and other disabilities, as are many of the websites delineated in this syllabus.
3. Please refer to the *Instructional Accommodations* table page 510-511 in the Smith et al. book to help you develop your adaptations.
4. An example of an Integrated Lesson based on Alaska Native Traditions (with Adaptations for Students with Disabilities) can be found in this course syllabus. Please refer to this example *before* you begin adapting the lesson plan that *you* developed.

BASIC COMPONENTS OF A LESSON PLAN & EXAMPLE OF A LESSON PLAN WITH ADAPTATIONS FOR STUDENTS WITH LOW INCIDENCE DISABILITIES

Lesson Plan: Tlingit Totem Poles

Grade : 5

OBJECTIVES OF LEARNING EXPERIENCE in terms of outcomes for students. What will students learn? What are your goals for the students' learning?

Students will learn about Tlingit totem poles.

Alaska Content Standards this lesson addresses

English/Language Arts Standard C.5

C.5. When working on a collaborative project:

- take responsibility for individual contributions to the project;
- share ideas and workloads;
- incorporate individual talents and perspectives;
- work effectively with others as an active participant and as a responsive audience; and
- evaluate the processes and work of self and others.

History: Standard B.1

B.1. Comprehend the forces of change and continuity that shape human history through the following persistent organizing themes:

- human communities and their relationships with climate, subsistence base, resources, geography and technology;
- origin and impact of ideologies, religions and institutions upon human societies.

The Arts: Standard A.5

A.5. Collaborate with others to create and perform works of art.

ASSESSMENT by teacher to determine if objectives have been realized. How will you know if students met your purpose? What will you look for in the students' behavior?

Observation: The teacher will circulate around the room and observe the children as they work in small groups to create their totem poles.

Interview: The teacher will ask each child questions to determine his or her understanding of the content of this lesson.

Artifact Analysis: The teacher will develop a rubric. The teacher will use this rubric to evaluate each group's totem pole.

MATERIALS to be used in the lesson

- Picture books about Tlingit totem poles and children's books about the animals commonly depicted in Tlingit art (for example, Raven, Eagle, Beaver, Frog, Orca, Wolf, Shark, etc.)
- Measurement instruments (e.g., rulers, measuring tape, yard sticks, etc.)
- Poster paper, drawing paper, construction paper
- Pencils, magic markers, oil pastels
- Scissors

- Tempura paint
- An assortment of cardboard boxes and other containers (in a variety of sizes and shapes)
- Wallpaper glue (or other adhesive appropriate for *paper mache* activities)
- Newspaper strips
- Masking tape

TEACHING/LEARNING ACTIVITIES. How will learning be guided, supported, facilitated?

1. Students will read children's books about Tlingit totem poles and the animals commonly depicted in Tlingit art (for example, Raven, Eagle, Beaver, Frog, Orca, Wolf, Shark, etc.).
2. Teacher will discuss books with students.
3. Tlingit Elder will visit class and discuss Tlingit totem poles.
4. Teacher and students will visit Alaska State Museum and view totem poles and other Tlingit cultural artifacts.
5. Students will work in cooperative learning groups of 3-4 and use pencil, paper, markers, oil pastels, and tempura paint to design two-dimensional totem poles.

Students will work in cooperative learning groups of 3-4 to construct *paper mache* totem poles.

4. Assistive Technology Report (20 Points)

You will utilize at least 4 different assistive technologies (AT) available in the University Park computer lab or on site AT when working with students in either the AESY or ESY program at Joy School. Describe the activity you engage in with the student, the effectiveness of the device, how to improve the experience and the outcomes you observed.

5. Field Experience Journal (75 Points)

You are required to complete a 15-hour (NO exceptions) field experience in the extended school year program. The field experience will be completed during our 5-week class. You will keep a journal while engaged in this experience and turn it in weekly to the instructor via an email. Start a word document and record your observations; put the most recent observation at the top; and attach it to an email subject Fieldwork Observations.

When you first contact your cooperating teacher, discuss how you can be involved while in the classroom. You are not expected to plan lessons and learning activities, but may assist the teachers and aides in the room as deemed appropriate and safe by the cooperating teacher. Record date and notes from this contact in your journal. Use the attached time sheet to record the dates/times you are in your classroom. Ask the cooperating teacher to initial after every visit.

While you are observing in class, give the students and activities your full attention. Do not write in your journal while there. Do your journal entries after you have left the classroom. Jot down what you did, learning characteristics and needs of the students you interacted with, activities taking place, thoughts about the purposes of these activities, professionals working with the students, unexpected events, etc. Include questions and thoughts about what took place and how it relates to content covered in class. Turn in your journal every Friday before class. Avoid focusing on only one student or learning need. Be sensitive to confidentiality. Do not include real names of professionals or students (use initials).

Prepare a thank-you note to your cooperating teacher, put it in an addressed and stamped envelope and turn it in to the instructor via e-mail copy together with your log on the due date.

Consult the checklist below for journal content.

Evaluation:**40 points** 4 Novel Reflective Papers (10 points each)**20 points** Individualized Education Program (IEP) for “Adam Dorris”**20 points** Lesson Plan based on Alaska Native Traditions with Adaptations for Adam Dorris**75 points** Field Experience Journal**20 points** Assistive Technology Report.**175 Total Points****Evaluation is based on a percentage of the total class points listed using the following grading system.**

GRADING SYSTEM: The grading system is on a 10-point scale.

A 90 - 100%

B 80 - 89%

C 70 - 79%

D 60 – 69%

F 59%

VI. COURSE CALENDAR

Class	Topic	Assignment	What's Due Activity
Week 1	Course overview, syllabus, introductions, Q&A Overview of Autism Discuss Lesson Plan Individualized Education Program (IEP) for Adam Dorris	Read Smith et al. Chap. 9 Read: <i>The curious incident of the dog in the night-time.</i> Read: <i>Writing measurable IEP goals and objectives.</i>	Reflective Paper on <i>The curious incident of the dog in the night-time</i>
Week 2	Fetal Alcohol Syndrome Intellectual Disabilities Communication Disorders Stuttering Hearing Impairment	Read: Broken Cord Read: Smith et al. Chap. 7, 11	Reflective Paper on Broken Cord
Week 3	Students with Low-Incidence Disabilities: Sensory Impairments, Traumatic Brain Injury, and Other Severe Disabilities	Fadiman, Read <i>The spirit catches you and you fall down: A Hmong child, her American doctors and the collision of two cultures.</i> Read: Smith et al. Chap. 10	Reflective Paper on <i>The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors and the Collision of Two Cultures</i>
Week 4	Students with Autism Lesson Plans IEPs	Read: <i>Thinking in pictures: And other reports from my life with autism.</i> New York, NY: Vintage Books.	Reflective Paper on <i>Thinking in Pictures: And Other Reports from My Life with Autism</i> Lesson Plan & Individualized Education Program (IEP) for Adam Dorris
Week 5	Assistive Technology Creating Independence and Communication Systems/Schedules		Fieldwork Journal Assistive Tech. Report

Blackboard Discussion

Week 1

Questions about Cody (An Individual with Autism)

Read: Smith, Polloway, Patton, & Dowdy (2008), *Teaching Students with Special Needs in Inclusive Settings*, Chapter 9, “Teaching Students with Autism Spectrum Disorders” (pages 276-303).

Review the scenario about Cody that you read at the beginning of this chapter.

Use what you have learned from this chapter to answer the following questions:

1. Is there a preferred placement for children with autism?
2. What kinds of supports should be available for Cody to facilitate her success in the general education classroom?
3. Is a child ever ready for inclusion or does the school have to make the placement decision and provide the necessary supports to make it work?

Week 2:

Questions about Jason (An Individual with Mental Retardation)

Read: Smith, Polloway, Patton, & Dowdy (2008), *Teaching Students with Special Needs in Inclusive Settings*, Chapter 7, “Teaching Students with Intellectual Disabilities” (pages 210-237).

Review the scenario about Jason that you read at the beginning of this chapter.

Use what you have learned from this chapter to answer the following questions:

1. How can Jason’s curriculum include peers who are not disabled and use the functional curriculum designed by special educators?
2. How can the curriculum balance short-term objectives and preparation for competitive employment and independent living?
3. What strategies can enhance a positive influence from peers?
4. What available community resources will aid his transition to independent living?

Questions about Parker (A Person Who Stutters)

Read: Smith, Polloway, Patton, & Dowdy (2008), *Teaching Students with Special Needs in Inclusive Settings*, Chapter 11, “Teaching Students with Communication Disorders” (pages 350-383).

Review the scenario about Parker that you read at the beginning of this chapter.

Use what you have learned from this chapter to answer the following questions:

1. What should Mr. Parker tell the students in his classroom about stuttering?

2. What could Mr. Parker and Mrs. Woods do to help David better interact with his peers in settings other than the classroom?
3. Should Mr. Parker expect David to give oral reports in front of the class? Why or why not?
4. Why would asking David to “slow down” or “relax” not help him to speak more fluently?

Week 3:

Questions about Manuel (An Individual with a Hearing Impairment)

Read: Smith, Polloway, Patton, & Dowdy (2008), *Teaching Students with Special Needs in Inclusive Settings*, Chapter 10, “Teaching Students with Low Incidence Disabilities: Sensory Impairments, Traumatic Brain Injury, and other Severe Disabilities” (pages 304-349).

Review the scenario about Manuel that you read at the beginning of this chapter.

Use what you have learned from this chapter to answer the following questions:

1. What kind of special skills does Manuel’s third grade classroom teacher need in order to meet Manuel’s educational and social needs?
2. What can Manuel’s teacher do to help him improve his social skills?
3. What skills are critical for Manuel to have in order to be successful in higher grades that focus on content topics?

Week 4-6: Group Discussions:

We will review these adaptations and then consider the students you are observing at Joy school and determine what additional, if any, adaptations they would need to complete your lesson plan.

ADAPTATIONS. How will students with disabilities be fully included in all activities related to this lesson?

Student: **Shaniqua** is an eleven-year-old student with **mental retardation** (her I.Q. is 49). Shaniqua has **Down syndrome**.

Present Level of Educational Performance: Shaniqua knows the letters of the alphabet; she can recognize her name in print and write her name; she is, otherwise, a non-reader. She enjoys art activities, but has poor eye-hand coordination and struggles with tasks that require advanced fine motor skills; she has difficulty gripping pencils, crayons, markers, paintbrushes and scissors. Shaniqua is a very social young person who enjoys the company of others.

Adaptations: The teacher or educational assistant will read the children’s books aloud to Shaniqua and ask her questions about each story to check for comprehension. The teacher will provide her with a pencil, markers, paintbrush and scissors that have been adapted so that they are easier to grip. The teacher will conduct a **task analysis** that breaks down all activities in the art component of the lesson into a sequence of discrete, individual skills. The teacher or educational assistant will demonstrate these skills to Shaniqua before asking her to complete each discrete task involved in the *paper mache* activity. The educational assistant will provide “one-to-one” assistance to her on an “as needed” basis when she works with her cooperative learning group to design and construct the *paper mache* totem pole.

Student: Jose is an eleven-year-old student with a **hearing impairment**; he wears hearing aids in both ears; he also reads lips.

Present Level of Educational Performance: Jose reads (i.e., comprehends and decodes) at the second grade level. Jose has good interpersonal skills and works well with others.

Adaptations: Jose will be seated in the front of the classroom near the teacher and Elder so he can clearly see their faces (and read their lips) when they are speaking. He will stand near the teacher on the tour of the museum (so he can read the teacher's lips). Jose will participate in all other activities without adaptations.

Student: Maria is a ten-year-old student with a **visual impairment**. Maria is **legally blind**.

Present Level of Educational Performance: Maria comprehends text (in Braille) at the third grade level. Maria has good interpersonal skills and works well with others.

Adaptations: The teacher will use a Braille Embosser (the Braille equivalent of an ink printer) to "translate" the books about Tlingit totem poles the animals commonly depicted in Tlingit art from text into Braille. Maria will read the same books as her classmates, but in Braille instead of text. She will go to the museum with the rest of the class. Maria will be allowed to touch Tlingit masks and totem poles at the museum (so she can feel, rather than see, the forms). **[NOTE:** Many museums have special programs for the blind. Before the field trip, the teacher will obtain the curator's permission for Maria to touch/feel Tlingit artifacts]. Maria will use clay to design a three dimensional totem pole (rather than draw or paint a two dimensional totem pole on paper). She will use *paper mache* to construct a three-dimensional totem pole with the other children in her cooperative learning group.

Student: Mark is a ten-year-old student with **Asperger syndrome**.

Present Level of Educational Performance: Mark is extremely interested in (or perhaps, even *obsessed* with) science fiction-oriented animated films. He will enthusiastically (and often obsessively) discuss topics related to science fiction and Japanese animation with adults and peers; it is extremely difficult to get him to discuss other topics. Mark typically becomes highly agitated in cooperative and group activities. He reads (i.e., decodes and comprehends) at the fifth grade level. Mark enjoys most art activities; his artwork usually depicts characters from science fiction-oriented animated films and is almost exclusively in the style of Japanese animation.

Adaptations: Mark will participate in all class discussions related to this lesson; the teacher will redirect him when he goes "off-topic" and begins to discuss topics related to science fiction and Japanese animation rather than issues related to Tlingit art and culture. He will not participate in the small group cooperative art-based activities; instead he will work independently to design and construct a totem pole. He will be allowed to incorporate stylistic elements from Japanese animation into his totem pole. Mark will participate in all other activities without adaptations.

Student: Joshua is an eleven-year-old student with **autism**.

Present Level of Educational Performance: Joshua recognizes the letters of the alphabet and understands sound-symbol relationships; he can decode second grade-level text. He has difficulty inferring meaning from text; his reading comprehension is that of an emerging reader. Joshua is often non-responsive with teachers and peers; he can verbalize his thoughts and will usually answer direct questions, but he rarely initiates or participates in conversation. He is willing to participate in group activities for brief periods of time; most of the time, however, he quickly becomes bored with group activities and leaves the group to use the computer or wander around the room.

Joshua also tends to become bored during independent work (except when he is using the computer) and will leave his desk to wander around the room unless an adult redirects him. He enjoys using Lego blocks to construct three-dimensional forms. Joshua also enjoys using the computer and will spend hours actively

engaged in computer-based activities. He becomes extremely upset when his hands get dirty; he, therefore, refuses to participate in *paper mache* and painting activities (or any other activity that he believes might get his hands dirty).

Adaptations: The teacher or teaching assistant will read the children's books aloud to Joshua and ask him questions about these stories to check for comprehension. He will also work with the remedial reading specialist on a number of remedial reading activities using computer-based technologies and these same books. Joshua will be present for all class discussions related to Tlingit totem poles. The teacher, Elder or educational assistant might ask Joshua a direct question during the class discussions, but they will allow him to "pass" if he does not wish to speak.

Joshua will not participate in the small group cooperative art-based activity and will not use *paper mache*, oil pastels or paint to create the totem pole; instead, he will use creative arts-based software to develop a two-dimensional totemic design; he will also create a three-dimensional totem pole using Lego blocks. An educational assistant will "shadow" Joshua at the museum to make sure he doesn't wander off.

Student: **Michael** is a ten-year-old student with **traumatic brain injury (TBI)**.

Present Level of Educational Performance: Michael has short term memory deficits. He decodes text at the second grade level and comprehends text at the first grade level. **[Note:** Michael was injured when he was seven years old; before his brain injury, he decoded and comprehended text on grade level; he has made very little progress in the area of reading since his injury]. He has poor eye-hand coordination and struggles with tasks that require advanced fine motor skills; he has difficulty gripping pencils, crayons, markers, paintbrushes and scissors. Michael has good interpersonal skills and works well with others.

Adaptations: The teacher or educational assistant will read the books about Tlingit totem poles and the animals commonly depicted in Tlingit art to Michael and ask him questions about each story to check for comprehension. He will also work with the remedial reading specialist on a number of remedial reading activities (e.g., decoding and comprehension) using these same books. The teacher will provide him with a pencil, markers, paintbrush and scissors that have been adapted so they are easier to grip. Michael will participate in all other activities without adaptations.