

Location: SCL

Semester / Year: Fall 2016

Course Start Date: Wednesday, August 23, 2017

Course End Date: Wednesday, November 29, 2017

Professor Name: Amy Freier

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Course Description:

Methods of teaching special needs or exceptional students including emphasis on behavior, and learning; A concentrated focus on physically challenged pupils taking physical education. There is an emphasis on instruction, planning, and activities for all types of diverse learners.

Standards: This course is standards-driven. That is, the text, activities, lectures, assignments, and assessments are all designed to meet certain standards established by the state of North Dakota ESPB and INTASC. These standards include:

ESPB:

1. **08025.3 Diverse Learners** The program requires study of how individuals differ in their approaches to learning and creates appropriate instruction adapted to these differences. The teacher candidate demonstrates the ability to plan and implement learning experiences that are sensitive to diverse learners, and that will enable learners to develop qualities of respect and responsibility. The program requires that the candidate study state and federal laws dealing with the education of students with special needs.
2. **08025.6 Planning and Instruction** The program requires study of how to plan and implement a variety of developmentally appropriate instructional strategies to develop physically educated individuals, based on state and national standards, pedagogical knowledge and application.

INTASC:

1. **Standard 1:** Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2. **Standard 2:** Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. **Standard 3:** Learning Environments: The teacher works with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self motivation.

4. **Standard 7:** Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Course Objectives:

Through discussions, assignments, practical exercises, observation and hands-on experience the student will:

1. Demonstrate knowledge of selected psychological learning theories,
2. Demonstrate an understanding of the stages of learning,
3. Create lesson plan for students with disabilities that reflect an adaptation,
4. Adapt games, skills, and conditioning for disabled individuals.

Institutional Mission Statement:

Trinity Bible College and Graduate School is committed to training and educating people with theological reflection and missional passion, in order that people and communities everywhere will hear the good news of Jesus and see His love demonstrated.

Spiritual Formation Statement:

Psalms 139 is clear that God has created each one of us, unique and at times that uniqueness is displayed in an exceptionality. It is the teacher's job to help a student with an exceptionality live outside of the label, as a PE teacher it is the teacher's job to help bring about adaptations that help exceptional students learn in an environment that is best for them, allowing them to embrace their exceptionality.

Required Textbooks:

Block, Martin E. *A Teacher's Guide to Adapted Physical Education: Including Students with Disabilities in Sports and Recreation, Fourth Edition*. 4th ed. Baltimore: Paul H. Brooks, 2016. Print.

Course Outline:

Wed., Aug 23: Syllabus and Chapter 1
Mon., Aug. 28: Chapter 2
Wed., Aug. 30: Chapter 2 and 3
Mon., Sept. 4: No School: Labor Day
Wed., Sept. 6: Chapter 3 and 4
Mon., Sept., 11: Chapter 4
Wed., Sept. 13: Chapter 5
Mon., Sept. 18: Chapter 5 and 6
Wed., Sept. 20: Chapter 6
Mon., Sept. 25: Chapter 7
Wed., Sept. 27: Chapter 7 and Review
Mon., Oct. 2: Midterm
Wed., Oct. 4: Chapter 8
Mon., Oct. 9: Chapter 8 and 9
Wed., Oct. 11: Chapter 9
Mon., Oct. 16: Chapter 10
Wed., Oct. 18: Work Day, Exceptionalities due
Mon., Oct. 23: Power Point Presentations
Wed., Oct. 25: Chapter 11 and 12

Mon., Oct. 30: Chapter 13 and 14
Wed., Nov. 1: Chapter 15 and 16
Mon., Nov. 6: Chapter 17 and 18
Wed., Nov. 8: Chapter 19
Mon., Nov. 13: Lesson Plans Due and Make up
Wed., Nov. 15: Chapter 20
Mon., Nov. 20: Chapter 21
Wed., Nov. 22: No School: Thanksgiving
Mon., Nov. 27: Review
Wed., Nov. 29: Test
Mon., Dec. 4: Final Project due and Teach lesson during Final

Methodology:

Indirect and direct instruction using lecture, cooperative learning, hands-on activities, and field trips.

Course Requirements:

A. Classroom Behavior Expectation

Proper classroom behavior and respect for the instructor during lectures and for those who are speaking in class is expected. The following will not be tolerated: excessive talking, sleeping, passing notes, or any other disruptive behavior. This is an important college level course and your attention and participation is crucial for optimal learning.

Students are expected to read the assigned material **before** they come to class, as well as be an **active participant** in class discussions and activities. Questions are always welcomed and will increase your learning experience!

B. Attendance

Regular, punctual class attendance is essential for the satisfactory completion of a course. Students are expected to attend all sessions, complete all assigned work, and take all examinations. Regular attendance will help students master the content of the course under the instructor's leadership and from group interaction.

Students who miss a class for any reason, including those who participate in college-sponsored activities, are accountable for all required assignments and examinations. Students should also realize that promptness and punctuality are vitally important to the learning process. Tardiness will not be tolerated, and three instances of tardiness will result in one absence. Also, lateness in excess of 10 minutes will result in an absence, as will leaving the classroom early without the prior approval of the instructor. Total absences exceeding 25% (8 absences) of the class time may result in failure of this course.

C. COURSE ASSIGNMENTS

1. Short Answer Essay / Reflections/In class activities:

Assigned randomly during class (21@ 10 points each)

During random class times, you will be given a short answer essay question to reflect on and demonstrate your understanding of class content. Best way to prepare: Pay attention, ask questions, and make sure class content "clicks." ***Note: These assignments are hard make up...so attendance is crucial!***

2. Fieldtrip Reflection(s): (Standard 1,2,3,7 and 08025.3)

Due the class period following the fieldtrip(s). (50 points each)

The class will take a trip to the Anne Carlson Center in Jamestown, ND or the SD School for the Blind in Aberdeen, SD. Following this experience, write a one-to-two page paper reflecting on the experience. What were some items that you were unfamiliar with before the trip? Did you notice anything that disturbed you? Did you find anything eye-opening about the experience? What was your impression of the teaching and administrative staff? How has your view toward those with exceptionalities changed?

3. Exams: Midterm & Final

TBA (100 points each; 200 points total)

Be sure to read all assigned material, handouts, and class notes. Midterm and final exams will cover information synthesized from the textbook chapters assigned, lectures, and handouts.

4. Presentation Project (Standard 1,2,7)

Due Oct. 23: (100 points)

Create a PowerPoint Presentation on the IEP process for Physical Educators. Your presentation needs to help new physical educators understand IEP's. See additional material for questions to be answered within your presentation. You will present this to the class and should be between 10 and 15 minutes.

5. Adaption of Lesson Plan: (Standard 1,2, 3, 7, 08025.3, and 08025.6)

Due Nov. 13: (100 pts each)

Write a lesson plan to work with two different exceptional students one of those students must have a physical exceptionality. This exceptionality will be used for your final project. Two different lesson plans will be handed in. Approval of exceptionality will be given by the professor by Oct. 18.

6. Final Project (Standard 3,7 and 08025.3)

Due Dec. 4:n (300 points) You will create or design two modified pieces of equipment that a student with a physical exceptionality could use within your classroom. Your exceptionality must be approved by Oct. 18. Then you will teach using both pieces of modified equipment.

Grading Procedure:

Short Answer Essay/Reflections/In Class (20 @ 10 points each)	200 points
PowerPoint Project	200 points
Fieldtrip Reflection(s)	100 points
Exams: Midterm & Final (100 points each)	200 points
Adaptive Lesson Plan	200 points
Final Project: Adaptive Equipment and Teaching	300 points
Total Possible	1200 points

A. Assignment Expectations

- i. A course will be created in Moodle that can be accessed through *InsideTrinity*. In that course students will be able to find notes, handouts, and more. The instructor will endeavor to keep this information as up-to-date as possible.

B. Late Assignment Policy

It is the professor's expectation that all assignments are turned in on time. In order to reward those students who prioritize their schedules to make sure that happens, the following policy will be followed

- i. Quizzes/Exams: Students who will miss these due to approved extra-curricular activities should meet with the instructor **before** the scheduled test date to set up an alternate test time. *The instructor reserves the right to significantly alter the content and/or format of any test or quiz taken late.*
- ii. Class Activity Assignments: All activities and assignments given in class must be turned in on time in order to receive credit. These types of assignments will not be accepted late.
- iii. Written Assignments: All written assignments (essays, research projects, reflection papers, etc.) are to be submitted with a demonstrated professional level of writing, which should include good grammar, well-constructed thoughts, and proper formatting.
- iv. Any assignment that has not been received by the professor a week after the due date may receive a zero.
- v. The above policy will be followed explicitly (Teaching Rule #1: Mean what you say, say what you mean, but don't be mean.). However, the instructor reserves the right to make adjustments in the event of highly unusual circumstances.

C. Student Presentation Expectations

When students are instructing and/or presenting to the class, professionalism and appropriate teacher dispositions are expected in the following three areas:

- i. Appearance: The student is expected to dress professionally, not only for his or her own confidence, but to give his or her presentation more credibility.
- ii. Conduct: The student's manner of conduct will be professional. **You** are the teacher during this time and, therefore, you must 'take charge' and command respect from your 'students.'
- iii. Materials: The student's handouts and materials used for demonstrations shall be professional and understandable. Correct spelling and punctuation is a part of that professionalism.
- iv. Absent: It is vital to not only be in attendance on the day of your presentation, but also while your classmates are presenting. Being absent for your presentation date will result in a zero, being absent for a classmates presentation will result in a loss of points.
- v. ***Failure to adhere to these standards will likely result in loss of points.***

Selected Bibliography:

Algozzine, Robert, and James E. Ysseldyke. *Teaching Students with Gifts and Talents: A Practical Guide for Every Teacher*. Thousand Oaks, CA: Corwin, 2006. Print.

Bryant, Diane Pedrotty., Deborah Deutsch. Smith, and Brian R. Bryant. *Teaching Students with Special Needs in Inclusive Classrooms*. Los Angeles: Sage, 2017. Print.

Additional Material / Addendums

Questions to ask for the IEP Powerpoint:

What are the basic requirements regarding physical education for children with disabilities as discussed in IDEA?

According to IDEA, what is an IEP? What is the purpose of having IEP goals and objectives for physical education?

Do all students with disabilities need specific IEP goals and objectives for physical education? If not, what children with disabilities require IEP goals and objectives for physical education?

Who should be involved in writing IEP goals and objectives for physical education? What is the role of the regular physical educator in writing these goals and objectives?

Describe the process for developing an IEP in physical education from child find to actually writing the IEP?

What is the role of the regular physical educator in this process?

What should be included in an IEP for physical education (include a detailed example of how to write an IEP goal and objective for physical education)?

Who must be present at an IEP meeting? Does the regular physical educator have to attend?

What is the relationship between assessment and the IEP in physical education? What types of assessment are appropriate in physical education?

What is the relationship between placement and the IEP in physical education? What are the arrays of possible placements for physical education?

Who evaluates the IEP in physical education? Who (if anyone) is held accountable for the student's progress (or lack thereof) on IEP objectives? What happens if the student does not make progress? What happens at the end of the year? What information should I bring to the end-of-year IEP in physical education meeting?

*This syllabus is provided to students and participants for their general guidance only.
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