Flex Course Request

Academic Organization and Curriculum Handbook

College: EHE

Course Bulletin Listing: EDU T&L - EDUCATION: TEACHING & LEARNING

Course Prefix: EDU

Course Number: 727

Generic course or decimal subdivision: Yes

Course Decimal: 10

Full Course Title: Elementary Education

Level: Graduate

Credit Hours: 3

Proposed Effective Year: 12

Proposed Effective Term: Spring Quarter

Previous term(s) of offering and enrollment: 

Flexibly Scheduled/Off-Campus/Workshop Course Information

Course Description: This course focuses on sensory systems, social competencies, interventions, teaching methods, and student output in relation to functional performance and sensory impact on learning styles.

Offering Pattern: This year

GEC Course: 

General Course Information Statement: 

Offered in Distance Learning Format?: No

Service Learning?: 

Date Range(s): 3/27-5/29/2012
Complete this section for off-campus courses

Off-campus ZIP code

Explain differences in distribution of contact time with on-campus offerings

Instructor

Peter Paul

Rank

Professor

Explain differences in instructor rank/qualifications with on-campus offerings

Explain differences in teaching arrangements from on-campus offerings

Explain how student services will be provided to off-campus students (registration, office hours, academic advising, etc.)

By appointment via email

General Information

Expected Section Size

0

State the need and purpose of the course. Indicate how the course relates to the primary goals of the academic unit/school/college/university
This course is contracted through the office of Outreach and Engagement in the College of Education for the Columbus City School Teachers.

Describe any changes in library, equipment, or teaching aids needed

Expected Enrollment for Proposed Offering Term

Please complete and attach the form(s) on the following page before completing the package.

Scheduling Supplement Form

Course Contact Information

Faculty Name: Peter Paul
Faculty Email: paul.3@osu.edu
Contact Name: Sarah McNeill
Contact Dept: EDUTL
Contact Email: mcneill.27@osu.edu
Contact Phone: 2-2476

Save    Validate
*Instructor Name, Office, Phone, E-mail, Office Hours
Peter V. Paul  [Instructor of Record]
216 Ramseyer Hall
e-mail only: paul.3@osu.edu
Office Hours: By arrangement via email

Ann A. Pilewskie    [Instructor for Course]
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*Course Number, Title and Description, Credit Hours
T&L 727010
Differentiated Education: Focus on Sensory Systems and Social Competence
Description:
This course presents an approach to differentiated education that focuses on sensory systems and their
impact on teaching and learning as well as the function of social competencies in learning environments.
The course offers an in-depth look at sensory systems and interventions presented in past courses on
Differentiated Education and Brain-Based Learning. Participants should view differentiated education as a
means to improve classroom experiences and learning for all students, including students with disabilities
and other special needs. The course provides information and suggestions for interventions to learning
environments, teaching methods, and student output and responses, in relation to student functional
performance and individual sensory impact on learning styles. Areas of focus include sensory systems,
sensory regulation and modulation, alert states, executive functions, emotional responses, positive
behavioral supports and social skills interventions. The course focuses on students from Pre-K to Grade 5.

*UG Level, Credits, Class time distribution, prerequisites, quarters offered, general
information, exclusions, cross-listing (also on course form, so may not be needed here)
Information is included on course form (Flex Form)

*Course Objectives/Learning Outcomes -- Required for Teacher Licensure and/or
NCATE
This is a professional development course intended for in-service teachers in the Columbus
Public School District. The main focus of the course is on the differentiation of instruction and
learning environments based on individual student learning styles and sensory needs to provide
culturally-responsive and accessible teaching for all students, including students with disabilities
and other special needs. In-service teachers are expected to improve their understanding and
application of various and diverse teaching methods and knowledge, skills, and dispositions with
respect to diversity across curriculum, instruction, and assessment.

Following successful completion of this course, the student will be able to:


- Demonstrate an understanding of research and concepts related to the brain and central nervous system, particularly individual sensory systems
- Demonstrate an understanding of research and concepts related to the impact of sensory differences on individual learners
- Apply environmental interventions to a classroom or other learning environments, that are conducive to differentiated instruction and diverse learners
- Demonstrate specific techniques, teaching methods and interventions that address the needs of a variety of sensory challenges in learners
- Demonstrate an understanding of the importance of student social competencies to access the curriculum and build classroom relationships
- Apply social skills interventions to groups or individual students
- Develop and promote an attitude of the potential for successful learning of ALL students by applying teaching methods that address sensory systems and social competencies for diverse and complex learners

*Required Text(s) and Course Materials*

No text is required for this course.

Paper copies or email attachments (via CARMEN) of required readings/materials will be distributed to students during the specific class sessions. See Topic Outline.

For Further Information


*Grading Plan/Grading Rubric*

**Grading Scale**

S/U graded courses: 83% (B) for graduate level

This course uses a Satisfactory/Unsatisfactory Grading Option.

The instructor will assign an S or U grade based on attendance, participation, and completion of all class assignments.

Attendance 10%
Participation (leading class discussions of distributed readings) 30%
Class assignments 60%
All in-class assignments are due on the specific day of the session, unless otherwise noted, and will be evaluated by the instructor during that session.

Outside class assignments will be due the following class session, unless otherwise noted. Assignments will be evaluated and returned to the student the following week.

*Topical Outline - Schedule of Topics, Readings, Assignments*

**Session 1**
Introduction to the Course, Pre-test, Short video from movie “Senseless”, begin Powerpoint lecture and discussion on **Taylor – Trott Central Nervous System Pyramid (1991)**

**Objectives**
Given classroom dialogues and activities, individuals will:
- Gain an understanding of the content of the course
- Describe the different levels of the Taylor - Trott Pyramid and how their different components affect learning
- Demonstrate an understanding of how sensory systems, sensory motor development, perceptual motor development and cognition, affect academic learning for every student.

**Class Assignment:**
Complete adult sensory preferences checklist and prepare questions for discussion.

**Session 2**
Whole group discussion on sensory preferences checklists (assignment); **Presentation and discussion on inner-senses: tactile, vestibular and proprioceptive senses**; simulations and suggested interventions; discussion on neuro-typical development and sensory dysfunctions as characteristics of certain disabilities

**Objectives for Session 2**
Given prepared materials, PowerPoint presentation, simulations, and class discussion, students will be able to:
- Describe how specific weaknesses or differences in the inner-sensory systems affect behavior, communication and social interactions in the classroom or school setting.
- Create environmental supports and interventions that assist individual students’ classroom needs for learning

**Class Assignment:**
Given a variety of resources (see list), develop a simple classroom based intervention that supports individual differences of the inner-senses. This can be scheduled motor or movement activities, seating options, out-put options for curriculum, or student self-management activities, for example.

Choose one student in your classroom for whom you will develop an individual plan of action or targeted interventions by the end of the course. Write narrative describing student behaviors, learning style, social interactions, talents and preferences.

**Session 3**
Class will share classroom based interventions of the inner-senses (assignment).
Complete presentation and discussion on inner-senses: tactile, vestibular and proprioceptive senses; simulations and suggested interventions.
Begin **presentation on the outer - senses: olfactory, visual, auditory, gustatory**; simulations and activities to demonstrate differences in senses; present optical illusions to demonstrate visual perceptual differences;
Objectives for Session 3

Students will be able to:

- Describe how specific weaknesses or differences in the outer-sensory systems affect behavior, communication and social interactions in the classroom or school setting.
- Create environmental supports and interventions that assist individual students’ classroom needs for learning. These might include visual supports, schedules, movement, choice of work output, class routines and rituals, environmental changes, etc.

Class Assignment:

Develop a classroom based intervention(s) to address individual student differences of the outer - senses, based on suggested interventions and resources. One or more outer senses can be addressed.

Implement classroom intervention for inner senses from week two assignment. Write short reflection on outcomes.

Choose one behavior to increase and one behavior to decrease in the student chosen for intervention from your class. Describe behavior.

Session 4

Class will share classroom based interventions of the outer senses.
Discuss outcomes from inner senses interventions. Complete presentation on sensory systems.
Presentation on Functional Behavior Assessment: defining and measuring behaviors; addressing biological and sensory factors.

Objectives for Session 4

Through discussion and questions students will be able to:

- Evaluate for effectiveness sensory - based interventions applied in classrooms;
- Describe components of a functional behavior assessment;
- Define and measure behaviors objectively

In - class activity: in small groups, given a case study, define behaviors of concern, develop observation schedule and measurement tools for chosen targeted behaviors.

Class Assignment:

Implement classroom intervention for outer senses from week three assignment. Write short reflection on outcomes.

In behavioral terms, objectively define chosen student’s targeted behaviors to increase and decrease. Develop observation schedule and measurement tool for targeted behaviors.

Session 5

Class discussion of classroom interventions for outer senses (from assignment).
Continue class presentation on Functional Behavior Assessment: analyzing data and developing interventions; determining function of behavior(s), how to increase and decrease targeted behaviors addressing sensory issues and task demands; using positive behavioral supports; gathering people and material resources.

Objectives for Session 5

Through discussion, questions, and applied skills, students will be able to:

- Evaluate for effectiveness sensory – based interventions applied in classrooms;
- With assistance, observe and measure targeted behaviors using self-created measurement tool;
• Gather resources and materials for interventions;
• Using given data and prior information, analyze possible functions of targeted behaviors.

In class activity: in same small groups from last week, given part 2 of the same case study, discuss and determine possible functions of targeted behavior; determine appropriate interventions and resources.

Class Assignment:
Begin taking measurements on targeted student behaviors, using tool created last session. Measurements should be taken over a two week period.

Research web-sites and current literature on Sensory Integration Theories, Sensory Dysfunction, related disabilities or another approved topic, and write a short review, 4-5 pages.

Session 6
Class discussion on web-site and literature reviews.
Presentation on Executive Functions: attention, inhibit, shift, emotional control and suggested interventions; what happens to the brain during an emotional escalation or “rage”.

In class activities: in small groups, use class resources to develop a list of general classroom routines and schedules and develop a short plan to teach flexibility;
Small group activity: Students will pick character descriptions and emotion – evoking situations from a hat, and role play students and teacher interactions to the rest of class. Class observers will determine causes of emotional overreaction, evaluate how the situation was handled, and make suggestions on more positive teacher interventions. Groups will rotate their role-plays.

Objectives for Session 6
Through class presentations, discussions and activities, students will be able to:
• Describe executive functions, including inhibit, shift, and emotional control.
• Apply suggested interventions to classrooms or individuals
• Describe emotional control and emotional overreaction;
• Develop a “tool-box” of activities to support the development of emotional control in their students.

Class Assignment:
Choose a curriculum standard for your grade level in health, social studies, literature, reading, writing or another applicable core academic subject, and write a lesson plan embedding an activity to teach emotional control. Teach lesson and evaluate for effectiveness.

Continue taking measurements on targeted student behaviors, using tool created two sessions ago. Write short summary of findings. Develop short list of appropriate interventions according to the determined function of behavior.

Session 7
Class discussion on outcomes of emotional – control lessons.
Continue Presentation on Executive Functions: initiation, working memory, planning, organization of materials and monitoring tasks, and suggested interventions; discussion of disorders and disabilities that have EF impairments as a characteristic.

Objectives for Session 7
Through class presentations, discussions and activities, students will be able to:
- Describe terms of executive functions including: initiation, working memory, planning, organization of materials and monitoring tasks
- Apply suggested interventions to classrooms or individual students;
- Demonstrate knowledge of disabilities that exhibit executive function impairment(s)

**In class activity:** in small groups, using each teacher's targeted student, develop a list of tools or activities in the area of memory, organization, planning or monitoring tasks, that might support the targeted student's needs according to his/her description.

Instructor will meet with each student during the small group activity to review behavioral data and discuss appropriate positive behavior interventions to apply in the classroom.

**Class Assignment:**
Develop positive behavior intervention plan for targeted student, using information from FBA. Include interventions that address sensory issues, learning styles, in-put and out-put methods, positive reinforcement, schedules, and evaluation criteria. The plan can (and should) be developed and implemented with other school staff, parents, and/or related services staff. This assignment may be developed over two weeks in lieu of the 10th class session. Other information on the PBIP will be discussed during class.

**Session 8**
Review small group list of EF tools and activities created during session 7.
Questions regarding student intervention plans will be addressed.
Presentation on social skills and social competencies and their impact on learning and learning environments. Possible Speech Language Pathologist as guest presenter along with regular instructor.
Presentation will cover language developmental milestones, pragmatic language, age appropriate social interactions, social reciprocity, nuances in language and non-verbal communication. Specific disabilities characterized with social and or communication impairments will also be discussed.
Interventions including Carol Gray’s Social Stories™, social scripts, role play and self-monitoring tools will be presented.

**Objectives for Session 8**
Through class presentations, guest speaker, discussions and activities, students will be able to:
- Describe the importance of social skills and social competencies and how they impact learning;
- Generalize social competencies to educational and post-secondary outcomes;
- Write and apply Social Stories™, and/or social scripts;
- Develop social/emotional self-monitoring tools for students, using course applications or other listed resources.

**In class activity:** in small groups choose a targeted student for whom you will write a Social Story™ for a specific social behavior and write the story collectively. Stories will be shared in class.

**Class Assignment:**
Write a Social Story™ or role-play for your targeted student. Describe how it relates to the PBIP.

Begin implementing PBIP. Plans will be turned in next session.

Assess the first week of intervention plan implementation and write a short reflection on outcomes. Write a short (2-3 pages) narrative on how the individual student plan can be generalized to other students or developed for use with a whole class.
Session 9
Students will volunteer to read their Social Story™ or role-play. Class discussion on implementation of behavior plans.

Presentation of “Circle of Friends”. The “Circle of Friends” process will be described and students in class will participate in the process by creating their own “circles”. Follow-up discussion regarding the implications of names on the circles will be had, especially in regard to students with disabilities or other marginalized students. Video of actual process with elementary students will be shown. Discussion of the impact of Circle of Friends on whole classes, how to facilitate “circles” and plan follow-up activities.

Session 9 Objectives
Through class presentations, discussions and activities, students will be able to:

- Describe the “Circle of Friends” process;
- Define three principals of inclusive education;
- Incorporate strategies for community building in diverse classroom environments.

Supplemental handouts relevant to individual sessions will be posted on Carmen or delivered to students in class.

Note: Evaluation of the course will take place at the end of Session 9, prior to the end of the class session. Course meets for 9 sessions. Each session meets 12 minutes longer than a typical 3 credit hour course session. The extra time plus the in-depth assignments are equivalent to a 10th class session.

Policies for Missed Exams/Quizzes - Make-up options, acceptable reasons, notification of absence, etc.
NA

Policies for Student Conduct and Participation
Students are expected to attend class and to participate. No more than 2 class absences will be accepted. If a student missed more than 2 classes, extra work will be required (paper, etc.). Unplanned circumstances will be considered on an individual basis (e.g., death in the immediate family, illnesses).

Academic Misconduct -- The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s Code of Student Conduct is never considered an “excuse” for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).
**ODS Statement** -- Any student who feels s/he may need an accommodation based on the impact of a disability should contact one of the instructors privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations; [http://www.ods.ohio-state.edu/](http://www.ods.ohio-state.edu/). You will be expected to follow Americans with Disabilities Act Guidelines for access to technology.

**Grievances and Solving Problems** -- According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, "You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor." Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union." "Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant’s department."

**Statement on Diversity** -- The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

**U/G Courses** -- If a U/G course, state differences in expectations for undergraduate and graduate students. If there are no differences, state so in the evaluation section.

**NA. This is a G level course.**

**Off-Campus Field Experiences** -- Describe the nature of and provisions made for off-campus field experiences in terms of: (1) collaboration between OSU and school (or other) partners and (2) what will be the evidence that field experience objectives have been attained.

**NA**

**Technology** -- Required for Teacher Licensure and/or NCATE -- Describe the role of technology in the proposed course. For educator licensure courses, promote the possible use of products from the course in students’ electronic portfolios.

Teachers must demonstrate a sound understanding of technology operations and concepts. Some examples of technology use in this course include:

- Software usage including Microsoft Word and Power Point Programs
- Access to online database and library catalogues
- Use of internet resources to garner information

Technology competences developed in this course will vary depending on individual teacher’s level of comfort with the software, online resources, and internet.
Flex Course Request Form

College: ___EHE___  Course Bulletin Listing: EDU T&L___ (e.g. EDUTL – Education Teaching and Learning)

Course Number: _727___  Generic course or decimal subdivision: Y  Course Decimal: ___10___

Level: Undergraduate ___ Graduate ___x___  Grade Option: Letter ___ S/U ___X___  Credit Hours: ___3___

Proposed Effective Year: 2012  Proposed Effective Term: Spring ___  Previous Terms of Offering: 

Differentiated Education with a “different focus” (Language Arts) was offered Wi 2011.

Flexibly Scheduled / Off-Campus / Workshop Course Information

Course Description: 

25 word limit
Course focuses on sensory systems and social competencies, interventions, teaching methods, and student output in relation to functional performance and sensory impact on learning styles.

Course offered less than term length: N  Distribution of Class Time: ___2.5 hrs/9 weeks___ (e.g. 3 hrs/10 weeks). Note: 3 credit class meets for 2 hrs 18 minutes per session. This class will meet for 2 hrs 30 minutes per session.

Offering Pattern: Distance Learning Format: No (means 100% online)  Section Size: ___20___  Date Range: ___3/27 to 5/29/2012___

Off-Campus Offering: Yes  Off-Campus ZIP code: ___TBA/Columbus, OH___  Off-Campus
Location: ___TBA/Columbus Public Schools___

Hours Out-of Class Preparation: ___26___ Total Class Meeting Hours: ___22.5___  Length of each Class: ___2.5 hours___

Advertised Course Title: __ Differentiated Education: Focus on Sensory Systems and Social Competence

Faculty Name: ___Peter V. Paul___________________________  Faculty Rank: Professor

Faculty Phone: ______ e-mail only__________  Faculty E-mail: ______paul.3@osu.edu__________

Secondary Instructor: ___Ann Pilewskie______________________  Desired Access: e-mail

SI Phone: ___614-781-1774_________________________  SI E-mail: aplewskie@columbus.rr.com

Academic Advising Opportunity: ______By appt. via e-mail to Dr. Peter V. Paul___ (by appointment, after class, etc.)

Approved by the Graduate Studies Committee Chair: ___Signature___ Date: ___1-17-2012___
Approved by the School Director: ___Signature___ Date: ___1-17-2012___