

Physical Activities for Students with Special Needs

**3 Graduate Credits
Course Format: Online**

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CSU-Pueblo partners with The Institute for Graduate Studies in extending graduate credit through distance learning continuing education courses. This course will appear on your CSU Pueblo transcript as an ED 501 (Special Topic Course).

Course Description

The Knowledge of the course will allow teachers to get a better understanding of how purposeful physical activity can improve children's academic outcomes. It is critical that children develop all sensory systems to have a positive influence on learning. Students with special needs tend to have delays in sensory-motor development. These delays will directly affect learning. There are many movements and activities that can stimulate these parts of the brain. Will students with special needs excel in sports related activities? Are these activities critical? Is it more important to focus on movement patterns and success? The course will use the book *Physical Activities for Improving Children's Learning and Behavior (Billye Ann Cheatum and Allison A. Hammond)* as a guide and planning tool. The projected outcome of this course is to provide classroom teachers with the knowledge, understanding, and methodologies needed to implement meaningful physical activity into daily lessons.

Learning Objectives

As a result of participation in this course, students will:

1. Understand and identify common behaviors and learning problems.
2. Identify neurological and growth development patterns.
3. Identify strategies to help build students self-esteem.
4. Identify what the tonic labyrinthine reflex is and how to incorporate activities to improve it.
5. Learn activities on how to improve student body awareness and comfort levels.
6. Learn how students react differently to sensory information and how to incorporate various sensory related activities.
7. Learn what the vestibular system is, how to evaluate and create activities to improve hypo/hyper vestibular related problems.
8. Learn how the proprioceptive system affects learning and how to evaluate if basic problems exist.
9. Understand how the tactile system responds to various stimuli and how to address problems.

10. Understand how the visual system affects motor development and implement activities to practice fixation and tracking of the eyes.
11. Learn activities to reduce auditory problems in the classroom.
12. Evaluate current methods used in the classroom and how to improve teaching methods.

STUDENT LEARNING OUTCOMES (SLOs):

This course addresses the following student learning outcomes to the degree shown in the table. Degree Addressed is rated according to the following scale:

1=Basic, 2=Developing, 3=Proficient, 4=Advanced

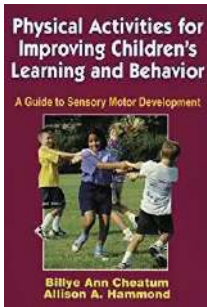
Student Learning Outcome	Degree Addressed
1. Demonstrate growth in content knowledge related to teaching assignment and the application of content knowledge to classroom instruction and assessment.	3
2. Understand scientifically-based practices in teaching and learning, including strategies in literacy education, instructional technology, differentiation of instruction, and apply them to raise student achievement.	2
3. Demonstrate multiple means of assessing and evaluating student learning and use them to change teaching and learning.	2
4. Locate, interpret, synthesize, and apply educational research in best practices in teaching.	2
5. Understand models for professional change, including teacher collaboration, professional learning communities, strategies for mentoring and coaching to facilitate change, and effective professional development.	1
6. Demonstrate understanding of reflective practice that results in improved classroom teaching and learning, including teacher reflection, use of technology in self-assessment, collaboration for change, and self-management of change.	2
7. Demonstrate understanding of system and organizational change in education, including models for school change and current research and trends in school change.	1
8. Demonstrate responsibility for student learning at high levels.	3
9. Demonstrate responsibility for school reform and leadership in school change.	1

Credit Limit and other Registration Requirements

Students must hold a baccalaureate degree and may not schedule more than 18 semester credits for fall and spring semesters or more than 18 semester credits for summer term. It is recommended that you receive board or district approval before registering with Colorado State University-Pueblo.

Text/Reading/Resources

Required Text: *Physical Activities for Improving Children's Learning and Behavior*
Authors: Billye Ann Cheatum & Allison A. Hammond



**Students taking this course will be responsible for purchasing the above texts. The texts can be purchased from a variety of vendors, but a recommended site for purchase is www.amazon.com.*

Format of the Course

This course has a **total of #11 individual lessons** and one culmination project. You are required to complete all of the pieces in order to receive the credit for the course. It is recommended that the coursework be completed in the sequence listed, however, the advantage of distance learning for professional educators is that you are aware of the type of learner you are, and you can dictate the completion based on your own professional goals. Instructional notes, expectations, and grading rubrics for each Lesson/Project will all be included in your introductory email. Some assignments require you to submit electronic files. Files can be saved as PDFs or Word Documents (preferred), and emailed to the instructor. Coursework can also be shared with the instructor via the Google Drive format. Contact the instructor if you would like help in this option. Highlights of the coursework/expectations are below:

[illegible]

	<p>situations?</p> <ul style="list-style-type: none"> ● Incorporate 3 activities given on pages 73-83. What activities did use and how did your students react in these situations? 	<p>10 points</p> <p>10 points</p>
Lesson 5	<p>Chapter 5: Pages 85-123</p> <ul style="list-style-type: none"> ● Read Chapter 5 ● What are the differences of body image, body concept and body schema? Do you feel any of your students have ever had problems with any of these? ● Incorporate 3 of the activities given in the text into your lesson plans? How did your students react? ● Refer to the chart 5.3 on page 102 in relation to laterality, lateral preference, and directionality. Have you seen any discrepancies in the students that you teach? If so, which ones stand out? ● Crossing the midline is often a problem in students with special needs. Elaborate on the findings in the “Don’t Forget” section on page 113. <p>Watch these 10 activities on Crossing the Midline. https://childhood101.com/brain-breaks-10-crossing-the-midline-activities-for-kids/</p> <p>Create a crossing the midline activity that you could do in your class. Video tape yourself doing the activity.</p>	<p>15 hours</p> <p>10 points</p> <p>10 points</p> <p>10 points</p> <p>10 points</p>
Lesson 6	<p>Chapter 7: Pages 143-184</p> <ul style="list-style-type: none"> ● Read Chapter 7 ● What is the vestibular system and what is it responsible for? ● Complete the Manns test and One-Leg Test found on page 155 on 3 different students. Were there differences on each side of the body? ● Choose 3 of the activities described in the chapter and 	<p>10 hours</p> <p>15 points</p>

	incorporate them into your lesson plans? Reflect on how each activity went with your students.	10 points
Lesson 7	<p>Chapter 8: Pages 185-221</p> <ul style="list-style-type: none"> • Read Chapter 8 • What is proprioception and how does it affect learning? Refer to page 204, what are some symptoms that you have experienced with your students in class? What types of corrections have you given? • Create a total body workout using pages 212-222 as a guide. This workout should be able to be done in a classroom or gym setting. 	<p>15 hours</p> <p>10 points</p> <p>10 points</p>
Lesson 8	<p>Chapter 9: Pages 223-261</p> <ul style="list-style-type: none"> • Read Chapter 9 • What are the 7 types of skin tactile receptors? What are some signs/symptoms you have seen with children who are insensitive to touch. Use page 239 as a reference. • Create a parent questionnaire similar to the one on page 236. You would send this home in the beginning of the term with the "Getting to Know You" form. • Incorporate 2 of the blindfolded activities into a lesson plan. How did the students react? Do you feel activities to improve tactile sensations will help with learning? 	<p>10 hours</p> <p>10 points</p> <p>10 points</p>
Lesson 9	<p>Chapter 10: Pages 263-308</p> <ul style="list-style-type: none"> • Read Chapter 10 • Using the diagrams on page 283, which eye preference are you? How can this help students and learning? • Incorporate 3 activities from Chapter 10 into your lesson plans? How did students perform during the activities? What type of follow up activities could you include? 	<p>10 hours</p> <p>5 points</p> <p>10 points</p>
Lesson 10	<p>Chapter 11: Pages 309-330</p> <ul style="list-style-type: none"> • Read Chapter 11 • Besides hearing loss, many special needs students have a 	5 hours

	<p>sensitivity to sound. Have you experienced any students that have had this need? How did you handle the situation?</p> <ul style="list-style-type: none"> Ask students to select their favorite music genre or songs. Create a class playlist or rotate who gets to select music for various class activities. Do you feel music is a motivating factor in academics? 	<p>5 points</p> <p>5 points</p>
Final Action Plan Project	<p>Design Action Plan</p> <ul style="list-style-type: none"> Create 5 new activities that you feel will improve learning and behavior for students with special needs. Video tape a portion of the activity. You may use family members if needed. 	<p>5 hours</p> <p>20 points</p>
Coursework Completion Log	<p>Complete: Coursework Completion Log</p>	<p>1115 hours</p> <p>250 points</p>

Evaluation Form	<p>This document will need to be completed and sent to CSU-Pueblo when you finish your course.</p> <p>IGS Evaluation Form</p>	
	<p>Total Points: 250</p> <p>Total Hours: 115</p>	

Grading

Rubrics for the individual lessons can be found on each lesson overview document.

Letter grades will be assigned as follows:

A: 220-250 points	B: 190-220 points	F: less than 200 points	I: Incomplete work
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Please see rubrics and notes on lesson summaries for grading criteria. The Institute for Graduate Studies will process and evaluate your work within 7-10 business days of us receiving it in our office. Grades may be posted sooner than 7 days depending on the time in the term and the volume of work being submitted to the instructor. After the grades have been entered into the system by the instructor, **you can check your grades through your PAWS account. You may also request an official transcript to be sent from your PAWS account.** If taking more than one course, it is recommended to wait until all grade reports are received from CSU-PUEBLO before requesting transcripts. CSU-PUEBLO transcript information can be found at <https://www.csupueblo.edu/registrar/transcripts.html> If you have a specific deadline, please communicate your necessary completion date to The Institute for Graduate Studies and we will try to accommodate requests.

If an Incomplete is given the student will have 4 weeks to turn in the course assignments to the instructor before they will be given an F. The student must inform the instructor that they will be turning in assignments late to fix their Incomplete within one week of the course ending.

Submitting Coursework

Students may submit coursework via email attachments or through the US postal service.

When mailing via the post office: Kerry Janquart 3642 May Lane, DePere, WI 54115.

When mailing via email, please include:

Email: kjanquart.attendigs@gmail.com.

Please also include Physical Activities for Students with Special Needs in the subject line.

Formatting Requirements

Proper formatting is essential:

Complete the assignments in Google docs and email/share them with the instructor. Use a 12pt font and double space.

Coursework Deadlines

Coursework is due at the end of the course.

Academic Honesty

Academic Dishonesty Academic dishonesty is any form of cheating which results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. In cases of academic dishonesty, the instructor will inform the chair of the department prior to implementation of punitive action. Academic dishonesty is grounds for disciplinary action by both the instructor and the Dean of Student Services and Enrollment Management. Any student judged to have engaged in academic dishonesty may receive a failing grade for the work in question, a failing grade for the course, or any other lesser penalty which the instructor finds appropriate. To dispute an accusation of academic dishonesty, the student should first consult with the instructor. If the dispute remains unresolved, the student may then state his or her case to the department chair (or the dean if the department chair is the instructor of the course).

Accommodations

Colorado State University-Pueblo abides by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education "solely by reason of a handicap." If you have a documented disability that may impact your work in this class and for which you may require accommodations, please see the Disability Resource & Support Center as soon as possible to arrange accommodations. In order to receive accommodations, you must be registered with and provide documentation of your disability to the Disability Resource & Support Center, which is located in the Library and Academic Resources Center, Suite 169.

Mandatory Reporting

Colorado State University-Pueblo is committed to maintaining respectful, safe, and nonthreatening educational, working, and living environments. As part of this commitment, and in order to comply with federal law, the University has adopted a Policy on Discrimination, Protected Class Harassment, Sexual Misconduct, Intimate Partner Violence, Stalking, & Retaliation. You can find information regarding this policy, how to report violations of this policy, and resources available to you, on the Office of Institutional Equity's website (www.csupueblo.edu/institutional-equity). Please familiarize yourself with the reporting requirements of this policy. Because faculty and staff at CSU-Pueblo are "Responsible Employees," we have to report to the Director of the Office of Institutional Equity if you tell us that you were subjected to, or engaged in, any of the following acts: discrimination, protected class harassment, sexual misconduct, intimate partner violence, stalking, and retaliation.

Annotated Bibliography

Physical Activities for Improving Children's Learning and Behavior Copyright 2000

Course Communication

If you have any questions please email me at kjanquart.igsattendings@gmail.com or (920) 309-2574 is my cell number. I normally respond to emails within 1-2 business days.

This IGS copyrighted course syllabus is dated June 1, 2020.
