



Innovative Course Application 2011-2012

Submission Deadline: Tuesday, November 30, 2010.
NO applications may be accepted after that deadline.

Instructions:

1. Complete this application with care, remembering that if the course earns state approval, this application will be shared with other districts that may want to offer the approved course. **Please Note:** This application is only to be used for newly developed courses or expired courses approved prior to 2007. Courses approved in 2007 and 2008 do not require district application.

Please see <http://www.tea.state.tx.us/curriculum/innovative/index.html> for more details.

2. Obtain the approval of your local board of trustees prior to submitting your application.
3. Submit your application via email as an attachment. Use "[District name] Innovative Course Application" as your subject line, and address the email to curriculum@tea.state.tx.us. Expect an email receipt confirmation within 5 business days.

Name of applying district or organization: Aledo I.S.D.

Complete mailing address: 1008 Bailey Ranch Road, Aledo, Texas 76008

Contact person: Marsha Miholovich

Contact person's title: Deputy Superintendent

Contact person's email address: mmiholovich@aledo.k12.tx.us

Contact person's phone number, area code first: 817 441-8327

County District Number (if applicant is a Texas school district): 184-907

Superintendent (if applicant is a Texas school district): Don R. Daniel

Date of local board of trustees' approval of this innovative course application: November 15, 2010



Name of innovative course(s): Peer Assistance for Students with Disabilities I and Peer Assistance for Student with Disabilities II

(Only if this is an application for multiple levels of the same course may multiple course names be listed here. For example, an applicant may apply for approval of Latin Literature I and Latin Literature II with one submission.)

Subject area (Choose only one):

- | | |
|--|---|
| <input type="checkbox"/> English Language Arts | <input type="checkbox"/> P.E./Equivalent |
| <input type="checkbox"/> Speech | <input type="checkbox"/> Languages Other Than English |
| <input type="checkbox"/> Mathematics | <input type="checkbox"/> Fine Arts |
| <input type="checkbox"/> Science | <input type="checkbox"/> Technology Applications |
| <input type="checkbox"/> Social Studies | <input type="checkbox"/> Career and Technical Education |
| <input type="checkbox"/> Economics/Free Enterprise | <input checked="" type="checkbox"/> Other Electives |
| <input type="checkbox"/> Health | |

Number of credits that may be earned: 1/2 to 2 **Grade level(s) to be served:** 10-12

Brief description of the course (150 words or less):

Peer Assistance for Students with Disabilities is designed to promote an inclusive educational environment for special education students. This course provides peer assistants the opportunity to develop leadership and communication skills. Peer assistants obtain initial training in confidentiality, cueing, prompting, and positive reinforcement upon enrollment in the course and mini sessions throughout the semester. Peer assistants assist the teacher in the general education classroom and special education setting by modeling appropriate learning behaviors, assisting with hands-on learning activities, and developing activities to facilitate inclusion in the classroom. The goal is to create a relationship among age appropriate peers of differing abilities, both socially and academically.

Brief justification of how/why the course qualifies as “innovative” (i.e., essential knowledge and skills not covered in any other state-approved course) (150 words or less):

Peer Assistance for Students with Disabilities I and II provides the peer assistant an opportunity to develop leadership skills, communication skills, and service to others in a monitored classroom environment. The peer assistant is exposed to a variety of medical and cognitive abilities as they work with the classroom teacher and assist with instruction. In addition, the peer assistant is exposed to career fields such as Occupational Therapy, Physical Therapy, Music Therapy, Adaptive Physical Education, Speech, and Assistive Technology. Exposure to these occupations and their teaching experiences provides an avenue for considering their future career paths.

Essential Knowledge and Skills of the course:

These course standards should be presented in the same format as the State Board of Education-approved Texas Essential Knowledge and Skills (TEKS). You may find samples of this format in Chapters 110–130 of 19 Texas Administrative Code (TAC) at <http://www.tea.state.tx.us/rules/tac/index.html>.

Please Note: These standards should NOT be copied from the TEKS. Applications that include standards already found in the TEKS will not be approved.

Peer Assistance for Students with Disabilities I (Semesters 1 and 2)

a) General requirements: Students shall be awarded 1/2 credit for successful completion of the course per semester.

b) Introduction: In this course the...

1) peer assistant will understand the impact of their relationship with self and others as well as the impact of a student's disability and their relationship with age appropriate peers.

2) peer assistant will acquire a basic understanding of students with disabilities including implications to learning, communication, and independence.

3) peer assistant will gain a basic understanding of the importance of confidentiality for students with disabilities per federal law and complies with federal law.

4) peer assistant will gain a fundamental understanding of Howard Gardner's Multiple Intelligences as it pertains to varied learning styles.

c) Knowledge and Skills

(1) Peer Assistant Skills. The peer assistant understands the importance of relationships between themselves and the special education student. The student is expected to:

(A) participate in class as a leader and a peer.

(B) demonstrate flexibility in their ability to adapt to varied settings.

(C) extend support to individuals and groups of individuals in a social environment.

(2) Management and Relationships. The peer assistant identifies and utilizes techniques for managing learning and behavioral outcomes. The student is expected to:

(A) provide positive reinforcement and supportive language.

(B) implement redirecting and refocusing techniques.

(C) recognize repetitive and self stimulating behaviors.

(D) recognize behavioral antecedents in specific situations or with individual students.

(E) apply cueing and prompting techniques.

(3) Confidentiality. The peer assistant will understand students' rights of confidentiality per Federal Law (Public Law 94-142, Individuals with Disabilities Education Act (IDEA), and Individuals with Disabilities Education Improvement Act (IDEIA). The student is expected to:

(A) define confidentiality and the relationship to federal law.

(B) maintain confidentiality as it applies to special education students in varied settings and scenarios.

(4) Theories. The peer student relates Howard Gardner's Multiple Intelligences theory. The student is expected to:

(A) identify and describe Howard Gardner's Multiple Intelligences.

(B) identify their own learning style utilizing survey of Howard Garner's Model.

Peer Assistance for Students with Disabilities II (Semester 1 and 2)

a) General requirements: Students shall be awarded 1/2 credit for successful completion of the course per semester.

b) Introduction: In this course the...

1) peer assistant will understand the impact of their relationship with self and others and the impact of a student's disability and their relationship in the community and society.

2) peer assistant will understand the meaning of an Individual Educational Plan (IEP) including long and short term goals of students with disabilities.

3) peer assistant will acquire a basic knowledge of all special services programs provided in the district and become an integral part of instruction, communication, and relationship building in the inclusion classroom.

4) peer assistant understands the students' rights of confidentiality protected by federal law and complies with federal law.

5) peer assistant will understand their own personal learning style, the learning style of students, and utilize the techniques and learning in the classroom.

c) Knowledge and Skills

(1) Peer Assistant Skills. The peer assistant understands the importance of relationships between themselves and the special education student. The student is expected to:

(A) participate in class as a leader and a peer.

(B) demonstrate flexibility in their ability to adapt to varied settings.

(C) extend support to individuals and groups of individuals in a social environment.

(D) assist the student in developing communication skills that transfer to their work related job and the community.

(2) Management and Relationships. The peer assistant identifies and utilizes techniques for managing learning and behavioral outcomes. The student is expected to:

(A) provide positive reinforcement and supportive language.

(B) implement redirecting and refocusing techniques.

(C) recognize repetitive and self stimulating behaviors.

(D) recognize behavior antecedents in specific situations or with individual students.

(E) apply cueing and prompting techniques.

(3) Management and Confidentiality. The peer assistant understands the purpose of an Individualized Education Plan (IEP) including long and short term goals, special education options, and students' rights of confidentiality. The student is expected to:

(A) explain the relationship of Individuals with Disabilities Act (IDEA) and an Individualized Education Plan (IEP).

(B) describe components of an Individualized Education Plan (IEP).

(C) identify varied special education programs designed to meet the needs of students with disabilities.

(D) define Least Restrictive Environment.

(E) define Progress Based Monitoring.

(F) identify methods of utilizing Progress Based Monitoring to monitor students with disabilities in accomplishing their short and long term goals.

(G) maintain confidentiality as it applies to special education students in varied settings and scenarios.

(4) Theories. The peer assistant understands and applies Howard Gardner's learning styles. The student is expected to:

(A) articulate and apply his/her own learning style to their assignments.

(B) identify learning styles of students with disabilities within the classroom setting.

(C) utilize student's learning styles in developing lessons to teach to students with disabilities.

Description of the specific student needs this course is designed to meet:

Listed below are the descriptors for both the peer assistant and the student.

Peer Assistant

- * Empathy and support of the students
- * Recognition of the unique needs of students with disabilities
- * Development of leadership skills
- * Exploration of career opportunities in education, counseling and health care

Student with Disabilities

- * Development of socialization skills with age appropriate peers
- * Life skills for acceptance by society
- * Improved academic performance

Major resources and instructional materials to be used in the course:

Educational Journals/Periodicals, federal law, Howard Gardner's Multiple Intelligences Theory and an online learning style survey

<http://www.businessballs.com/howardgardnermultipleintelligences.htm>

Required activities and sample optional activities to be used:

- * Orientation
- * Journaling
- * Social Activity Log
- * Study of Howard Gardner's Multiple Intelligence Theory including a learning style survey
- * Develop and teach a lesson
- * Assist classroom teacher with hands-on learning and modeling appropriate behaviors

Methods for evaluating student outcomes:

- * Weekly journal of the week's activity - possible 10 points each week of the six weeks
- * Develop and teach an activity for an individual student or groups of students - possible 20 points for each six weeks
- * Social Activity Log to document contacts and interactions with students outside of the classroom setting - possible 20 points for each six weeks

Total possible points per six weeks: 100

Required qualifications of teachers:

Special Education Certification

Additional information (optional):