**Course Outline**

**Course Title:** Inclusive Peer Mentoring

**Department:** General Elective / Course Developers: Brandi Heise, Dr. Zhanna Preston. This Elective can be taught as necessary.

**Course Number: 5544**

**Grade Levels: 9-12**

**Length of Course:** One Semester

**Prerequisite(s)** (if applicable): N/A

**UC/CSU Reg** (if applicable): N/A

**Brief Course Description:**

The course offers an overview of neurodiversity present in the student population and exposes teaches students on how to support student peers who have unique academic and social-emotional needs. The course provides direct instruction and opportunities to practice skills learned in class while working directly with student peers under the supervision of a credentialed teacher. This course will provide students with an understanding of exceptionality and equip them with strategies to effectively mentor peers with unique needs. Students will gain understanding of equitable supports for students with varied abilities, accommodations and modifications necessary to allow all students access opportunities to be successful at school. The course provides students with exposure to future professions in the field of education and teachers workplace collaboration skills.

**Goals:**

*Students will:*

1. Develop an understanding of exceptional learners
2. Define the strength-based approach in the educational environment
3. Describe the concept of inclusion, the role it plays in education, and society
4. Develop a list of strategies to support students with unique needs and backgrounds
5. List the key areas of Universal Design for Learning
6. Develop and implement a plan of support for a student with unique needs
7. Develop an understanding and embrace the value of key concepts defining professional relationships, such as effective communication, empathetic listening, self –awareness, social awareness, and relationship management.
8. Develop an understanding of confidentiality and privacy of others and adhere their norms
9. Develop increased social connections, status, and sense of belonging for all students
10. Develop increased compassion, support, empathy, and acceptance for all students.
11. Learn foundational concepts related to careers in the areas of education, social work, medical field, psychology, speech pathology, occupational therapy, physical therapy, and childcare. In addition, they will evaluate their own strengths as they apply to this profession.

**Outline of Content for Major Areas of Study:**

*For each unit, you must provide a 5-10 sentence description of the topics to be addressed that demonstrates the critical thinking, depth, and progression of the content covered in the unit AND a 2-4 sentence summary of at least one key assignment for the unit that explains what a student produces, how the student completes the assignment, and what the student learns. There is space for four units per semester on this application, but it not necessary to include that number. If you need to add additional units, please provide the unit description and key assignment summary on an additional document (see Course Description website for a sample list of unit descriptions and key assignment summaries).*

**Semester 1**

**Unit One Description**: Inclusive Education. Students will understand importance of inclusive education, the responsibilities of being an inclusive peer mentor, and how speaking and writing in people first language preserves the dignity of individuals with disabilities. Students will be introduced to people first language. They will gain understanding in how showing respect for individuals with exceptionalities can impact the lives of these students and those around them. Students will be given the expectations as inclusive peer mentor and tips for how they can most positively impact their peer with support and respect. Students will study diversity of human development and the contributions of each individual person’s background and unique strengths and skills. Students will review peer confidentiality, privacy, and establish communication and interaction norms.

**Unit One Key Assignment Summary:** Students will learn the importance of people first language. Students will participate in a group activity demonstrating how people have a multitude of descriptions that make up the whole person. The attributes of the disability the person possesses does not make up the person as a whole. Students will be given an article that does not demonstrate people first language and will be tasked with rewriting the article with all people first language.

**Unit Two Description:** Providing Support and Curriculum Accessibility- Students will understand how to provide proper support to students and how curriculum can be made accessible for all students. Students will be introduced to Universal Design for Learning, different types / levels of prompting and the appropriateness of their use and timing. Students will be introduced to the difference between modifications and accommodations. Students will practice implementing accommodations and creating modifications to grade level curriculum.

**Unit Two Key Assignment Summary**: Teacher will lead students in a lesson on levels of prompting; gestural, modeling, visual, verbal, and physical. Students will practice different levels of prompting in pairs. Students will be given different scenarios and be asked to choose an appropriate level of prompting. Students will be quizzed on levels of prompting and appropriate use of each type of prompting.

**Unit Three Description**: Facilitating Social Inclusion- Students will understand the importance of social interactions with the peers they support. Students will be trained in how to facilitate friendships and social interactions between themselves and the peer they support, as well as between the peer they support and others. Students will gain understanding in when to step in and when to step back when facilitating relationships. Students will gain understanding in how to facilitate group interaction in the classroom with the peer they support.

**Unit Three Key Assignment Summary**: Following a lesson on how to facilitate relationships and group interactions as a class, students will break into group. Each group will be given a scenario of students with specific needs and a classroom situation. The group will determine the best way to facilitate social interactions and group participation for that particular student. Groups will share with the class so everyone can benefit from each scenario. Students will document, in journal form, social inclusion practices with the peer they support and report on the success or areas of need for their facilitation of social interactions.

**Semester 2**

**Unit One Description: Communication Training**- Students will gain understanding in all facets of communication with their peer. Students will understand that communication is made up of receptive and expressive language. Students will gain understanding in the possible difficulty of students with suppressed expressive language. Students will discover ways to communicate with their peer when receptive language is significantly impacted. Students will discover different ways to communicate with their peer and help their peer to communicate in the classroom/school setting.

**Unit One Key Assignment Summary:** Students will practice expressing needs without speaking or writing. They will strategize as a group how to help students express their needs when their abilities differ. Students will work as a group to alter instruction to meet differing receptive communication abilities. Students will create a one-page report identifying receptive and expressive language and alternative practices available when one or both types of language are impaired.

**Unit Two Description: Overview of Exceptionality** - Students will gain knowledge on specific unique needs, diverse backgrounds, and disabilities. Students will research supports available to each specific disability and how these supports can be made available to students. They will gain experience conducting research related to these disabilities and presentation skills.

**Unit Two Key Assignment Summary**: Students will choose or be assigned a specific disability. They will research background, impacts, resources, supports, accommodations, and long-term prognosis of their specific disability. Students will create a presentation (5-7min) of their choice (poster, slide show, movie, lecture, etc.) and will present to the class.

**Unit Three Description: Classroom Application**- Students will document their experiences and activities done with their peer throughout the school year. This will be a culmination of their time together. Students will keep records of activities their peer has participated in, including work samples, photos and videos (with permission), interviews with teachers/students.

**Unit Three Key Assignment Summary**: Students will create a culminating project of their choice. Examples include: A study of own strengths, weaknesses, learning goals to work toward a profession that involves the support of people with exceptional needs and/or unique backgrounds. PowerPoint presentation, slide show, poster, scrap book, movie, story book...

**Assessment Methods:**

*Please list the types of assessments that will be used to evaluate student learning (see Course Description website for a sample list of assessments).*

* *Quizzes*
* *Group projects*
* *Independent projects*
* *Reflective journal assignments*
* *Self-evaluations*
* *Teacher observation and evaluation of the Student’s Inclusive Mentoring Strategies*
* *On line collaborative assignments/projects*

**Required Textbook(s): No Textbook**

*For each required textbook, please identify the title, ISBN #, format (print or digital), author(s), publisher, year of publication, and any additional information that may applicable (see Course Description website for a sample list of required textbook documentations).*

**Supplemental Materials:**

*Please list additional materials (texts, workbooks, videos, etc.) that will be used for the course.*

* *Inclusive Peer Mentoring Handouts provided by course developer*
* *Videos*

**Instructional Methodologies:**

*Please list the types of instructional methodologies that will be used to deliver instruction/support student learning (see Course Description website for a sample list of instructional methodologies).*

* Lecture (Synchronous/live or pre-recorded)
* Group discussions (live or discussion board)
* Presentations
* Practical application of learning and implementation of inclusive peer support strategies in the live or virtual classroom