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| Proposal # _____ |
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Instructionally Related Activities Report Form

| SPONSOR | DEPARTMENT |
|---------------|---------------------|
| Tiina Itkonen | School of Education |

| ACTIVITY TITLE | DATE (S) OF ACTIVITY |
|----------------------------|--------------------------------|
| Perspectives on Disability | Sept. 20; October 2; October 9 |

SUPPORTING DOCUMENTATION

Attach:

- 1) Student evaluations or assessments
 - a. We used our own evaluation. These results combine the three sessions with the panelists.
On a scale 1-4 (4 being highest), how would you rate the session? Mean: 4
On a scale 1-4 (4 being highest), would you recommend this activity for others? Mean: 3.5

2) Please list the number of students participating for each segment of the activity. For overnight activities please include the majors and graduation dates of students on a separate sheet.

Students participating this year: 60

3) Images demonstrating student participation (up to 6 images)
No images were gathered; will take pictures next time if funded. For guest speakers would need a permission to photograph them.

4) A summary of expenses
Honoraria as indicated in the proposal, \$200 per speaker.

E-mail to the IRA Coordinator at lisa.ayre-smith@csuci.edu within 30 days after the activity.
It is recommended that sponsors also retain copies of reports for your records.

Thank you for your commitment to engaging our students!!

PLEASE ANSWER THE FOLLOWING QUESTIONS:

(1) PROVIDE A DESCRIPTION OF THE ACTIVITY;

This successful project brings individuals with disabilities and their relatives/teachers to our campus to talk to our undergraduate and teacher credential students about what it was like to go through school with a disability. The speakers are successful adults, having conquered the challenges of their disabilities, and either the non-supportive educational environments or uninvolved parents. This year, speakers included a young man with Down Syndrome who owns his own micro-enterprise business and his own home; a mother who was told that she should place her child in an institution but who fought the right for her child to be included in the community; a early childhood educator with a MA degree from CSUN who was told

in high school that because of her learning disability, she is not college material and should bag groceries; a successful IT professional who uses a wheelchair and is active in para-olympics; a science teacher who includes all students in his advanced placement labs, including a student who is blind; and a math teacher whose classes are inclusive to all students.

(2) HOW DID THE ACTIVITY RELATE TO A COURSE(S) AND/OR LEARNING OBJECTIVES?

The activity relates directly to the outcomes bolded below:

Education Specialist students who successfully complete this course will be able to:

1. **Describe the characteristics, variations and systems for families with disabilities across the life span.**
2. **Illustrate roles, responsibilities, complexities, and reciprocal influences of families and professionals in the special education process.**
3. Explain and apply techniques and skills used in individual and group process facilitation, problem solving, decision-making, collaboration, communication and team-building in order to effectively work in partnership with families and professionals in the special education process.
4. **Describe professional best practices that are sensitive and empowering to diverse students and their families when developing and implementing individualized special education services for learners with special needs.**

Single subject students who successfully complete this course will be able to:

1. Identify the methods and techniques for identifying students with special needs, including gifted and talented students, in middle and secondary schools;
2. **Identify methods and strategies for teaching students with special needs and gifted and talented students in middle and secondary schools;**
3. **Identify opportunities and barriers in including students with disabilities in all aspects of education;**
4. **Demonstrate the use of universal design strategies to meet the needs of students with disabilities;**
5. Participate in the design and implementation individual educational plans that reflect appropriate cultural and linguistic sensitivity;
6. Examine the scheduling, content learning, grading, and other issues specific to students with special needs in secondary school settings.

(3) WHAT DO YOU SEE AS THE STRENGTHS OF THE ACTIVITY?

This project is directly linked to all courses under the CSUCI value of diversity. Diversity of ability is also a California Commission on Teacher Credentialing standard which is enhanced through this project.

The aim of inviting guest speakers, who have disabilities themselves, and their parents and



teachers is to emphasize the value of diversity. Individuals with disabilities are people first. We often talk about people with disabilities in the third person and as objects, versus placing them at the center of their dreams and aspirations. When CSUCI students have had opportunities to hear educational experiences and challenges directly from individuals with disabilities, they have been powerful and insightful, as reported by students both on formal student evaluations and on event evaluation forms. Although this event has occurred for 4 years, CSUCI student feedback and evaluations consistently plead for this event to continue. The credential programs are two semesters long, so no student will ever hear the presentations twice. As one evaluation comment stated about what was most interesting about the presentation: "...To understand that everybody with or without any type of disabilities can be somebody in life. What matters is to have the desire to do something and that we are our only obstacle—nothing else and nobody else."

(4) WHAT WOULD YOU SAY ARE/WERE THE ACTIVITY'S WEAKNESSES?

Because the course is at 7:30 pm at night to which these speakers are invited, it was difficult to attract a broader audience.

(5) HOW WOULD YOU IMPROVE THIS ACTIVITY FOR NEXT TIME?

Advertise more broadly; work with SPED 345 and other instructors to offer make up or extra credit for attending.

(6) WHAT DID YOU LEARN FROM THE PROCESS?

Guest speakers with real life perspectives are incredibly valuable for students' learning. For people with more significant disabilities (e.g., the entrepreneur's Down Syndrome makes it hard to understand him at times), it helps to have a panel and have someone in the panel who can interpret such presenters for the audience. Next time would be helpful to have a mike. We were in the Del Norte auditorium and it is a large space if a presenter has a soft voice.

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