

Livingston Central High School

2017-2018

Name of Course: PALS (Peer Assisted Learning) Syllabus

Teacher Name: Stephanie Weldon

Room number: 10

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Course Description: The student enrolled in PALS will be a mentor, role model, and friend to a student with disabilities. In this role, the PALS student will be with their assigned mentee a minimum of one class period per day. In addition to being a mentor, role model, and friend, they will assist the mentee in such things as appropriate classroom behavior, organization of assignments and supplies, focusing on what the teacher is saying, assignment completion, and social skills outside of the classroom. The PALS student will complete training for the program.

The PALS class assists students in their consideration of a career in the Human Services Career Pathway. Teachers, Psychologists, Speech Therapists, Occupational Therapists, Social Workers, and many more occupations will increasingly work professionally with individuals identified as having learning disabilities. PALS is a course that enables the student to make a difference in another person's life. In addition to the academic content of the course, there is ample time to apply what you are learning as you become involved in the life of another student.

Topics and Key Concepts: The Basics of Special Education disabilities; What Makes a Good PALS; Behavioral Strategies; Goal Setting Strategies; Working in a group; Creative Communication and Problem Solving; Leadership; Teaching, and Modeling, Contributing Citizenship; Organizational tools for school; Confidentiality; Supported Communication; Academic Supports and Strategies; Accommodations; Collaborative Problem Solving; Strategies for working with individuals with learning disabilities.

Prerequisites: Peer Tutoring application should be completed at the end of each school year for approval for the next year.

Textbooks: None

Materials: pencil, paper, notebook or binder suggested to keep everything in one place

Methods of Instruction: In class discussions, journaling, hands on experiences

Grading Scale:	<p>A 90-100</p> <p>B 80-89</p> <p>C 70-79</p> <p>D 60-69</p> <p>F 0-59</p>								
Term Grade Calculation:	<p>Term Grade:</p> <p>Students will receive two grades per week:</p> <ul style="list-style-type: none"> • Participation (with Peers): 50% • Weekly Assignment: 50% 								
Final Grade Calculation:	<p>Final Grade:</p> <ul style="list-style-type: none"> • Term Grade: 80% • Exam Grade (Final Exam): 20% 								
Participation (with Peers):	<p>20 points for daily participation totaling a possible 100 points for a weekly grade.</p> <table border="1"> <thead> <tr> <th>Points awarded</th><th>Point scale</th></tr> </thead> <tbody> <tr> <td>20</td><td>Works with students as directed the entire class period (start to finish)</td></tr> <tr> <td>10</td><td>Requires reminders (more than 1) of the expectation that he/she should be working with his/her peers with moderate and severe disabilities from start to finish</td></tr> <tr> <td>0</td><td>Refuses to work with their peers with moderate and severe disabilities</td></tr> </tbody> </table>	Points awarded	Point scale	20	Works with students as directed the entire class period (start to finish)	10	Requires reminders (more than 1) of the expectation that he/she should be working with his/her peers with moderate and severe disabilities from start to finish	0	Refuses to work with their peers with moderate and severe disabilities
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Weekly Assignments:	<p>These assignments will be treated as an assessment grade and will be done independently outside of the classroom time. I will however, help and answer any questions (just ask). Assignments are written assignments and are not long in length, but will take effort to complete.</p>								

Attendance Policy: Students are expected to be in class each day. When a student misses class he/she is missing valuable information that is vital to his/her success and the success of the PALSS program. Students will be responsible for any and all

assignments that they have missed during their absence. Students will have one week after they return to class to make up and turn in any assignments they missed while being gone. After that time the assignment will be counted as missing.

Late Assignments Policy: Students are expected to turn in assignments on time. An assignment will be considered late one day after it was due. After the one day grace period 10 points will be deducted from the final grade.

Student Responsibilities and Expectations: PALS students will be assigned to an individual class that is being taken by a student with disabilities. The PALS mentor will sit next to the mentee, assisting them socially, with organizational issues, attention issues, and academic support where needed. The PALS mentor is to encourage the mentee to participate in the classroom discussions, group activities, and be as much a part of the class as he/she can. The PALS mentor will be expected to abide by the classroom procedures and rules of the teacher in charge of each classroom, as well as show respect for that teacher and his/her authority. Remember, a PALS mentor is a role model for the mentee.

Confidentiality: All information concerning individuals in this classroom is confidential information. It is illegal, by law, to share with anyone outside this classroom.

Cheating: The act of obtaining answers or completing assignments in a deceitful manner or completing mentee assignments for them or giving them answers. Cheating will not be tolerated. See handbook for cheating policies.

Please sign to identify that you have read and understand the requirements of this course.

** Turn into Mrs. Weldon by Friday, August 11th, 2017. **

Student Name

Parent Name

Student Signature

Parent Signature