

**Mercer County Community College
Social Sciences/Education
Division of Liberal Arts
Trenton, New Jersey 08690**

- COURSE:** **EDU 102**
Introduction To Exceptional Children
Three Credits
- DATE:** Spring 2005
- COURSE MEETING DAY & TIME:** MW 1:30pm – 2:45 pm
LOCATION: AD121
- INSTRUCTOR:** Elizabeth DeGiorgio
- OFFICE:**
Location: Liberal Arts Building/ Room 150
Phone: (609) 586-4800 extension 3862
Email: degiorgie@mccc.edu
FAX: (609) 586-2318
- OFFICE HOURS:** Monday 11:00am - 12:00pm (LA150)
Tuesday 1:00pm - 2:00pm (LA150)
9:30pm- 10:00pm (LA150)
Wednesday 11:00am – 12:00pm (LA150)
Thursday 10:00am – 10:30am (LA150)
*** All other office hours by appointment**
- REQUIRED TEXTS:** Gargiulo, R.M., (2003). Special Education in Contemporary Society: An Introduction to Exceptionality. California: Wadsworth/Thomson Learning.
** Additional readings as assigned by instructor.*

COURSE DESCRIPTION: This course is an introduction to the field of special education and exceptional children from a multidisciplinary perspective. The course content includes information on legislation, multicultural and intervention strategies, categories of eligibility, characteristics of varying disabilities, principles of child development and learning, and emphasizes current research and its applications.

RELATIONSHIP TO SPECIAL EDUCATION PROFESSIONAL PREPARATION PROGRAM: This course is an option for all students seeking to enter a baccalaureate degree program in special education or to find paraprofessional employment that does not require teacher licensure in public or private schools with children in P-12 or birth – adulthood. Students are presented with the solid foundational knowledge, skills, and professional dispositions necessary to select, plan, and implement instructional strategies for children in special education and inclusion settings. A field experience will include 10 hours of service learning participation and a guided, in class observation at an approved high quality educational setting that includes children with special needs.

COURSE OBJECTIVES: In addition to INTASC, the following Council for Exceptional Children (CEC) Standards for Professional Practice Professionals in Relation to Persons with Exceptionalities and Their Families are addressed as course objectives.

Standard 1: Instructional Responsibilities

Students prepared in this program will be able to identify the central concepts, tools of inquiry, and structures of the discipline to be able to develop instructional methods and curricula that are appropriate to their area of professional practice and effective in meeting the individual needs of persons with exceptionalities. Students will participate in the selection and use of appropriate instructional materials, equipment, supplies, and other resources needed in the effective practice of their profession, learn how to create safe and effective learning environments, which contribute to fulfillment of needs, stimulation of learning, and self-concept. Skills will be developed in the use of assessment instruments and procedures that do not discriminate against persons with exceptionalities on the basis of race, color, creed, sex, national origin, age, political practices, family or social background, sexual orientation, or exceptionality. Students will learn how to base grading, promotion, graduation, and/or movement out of the program on the individual goals and objectives for individuals with exceptionalities, provide accurate program data to administrators, colleagues, and parents, based on efficient and objective record keeping practices, for the purpose of decision-making and maintain confidentiality of information except when information is released under specific conditions of written consent and statutory confidentiality requirements.

Standard 2: Management of Behavior

Students prepared in this program will understand that students with disabilities may need accommodations and/or adaptations to the general curriculum. They will learn to apply only those disciplinary methods and behavioral procedures which do not undermine the dignity of the individual or the basic human rights of persons with exceptionalities, such as corporal punishment and clearly specify the goals and objectives for behavior management practices in the persons' with exceptionalities Individualized Education Program.

Standard 3: Parent Relationships

Students prepared in this program will develop effective communication skills to use with parents, avoiding technical terminology, using the primary language of the home, and other modes of communication when appropriate, seek and use parents' knowledge and expertise in planning, conducting, and evaluating special education and related services for persons with exceptionalities, maintain communications between parents and professionals with appropriate respect for privacy and confidentiality. They will learn how to extend opportunities for parent education utilizing accurate information and professional method, and inform parents of the educational rights of their children and of any proposed or actual practices, which violate those rights. Skills and dispositions are developed to recognize and respect cultural diversities, which exist in some families with persons with exceptionalities and to recognize that the relationship of home and community environmental conditions affects the behavior and outlook of the exceptional person.

Standard 4: Advocacy

Students prepared in this program will understand the major principles and parameters of federal disabilities legislation and how to access resources to gain information about state, district, and school policies and procedures regarding special education. Students will learn how to work cooperatively with and encourage other professionals to improve the provision of special education and related services to persons with exceptionalities.

Standard 5: Professional Development

Students in the program learn that Special education professionals systematically advance their knowledge and skills in order to maintain a high level of competence and response to the changing needs of persons with exceptionalities by pursuing a program of continuing education including but not limited to participation in such activities as in-service training, professional conferences/workshops, professional meetings, continuing education courses, and the reading of professional literature. Professionals participate in the objective and systematic evaluation of themselves, colleagues, services, and programs for the purpose of continuous improvement of professional performance.

Standard 6: Professionals in Relation to the Profession and to Other Professionals to the Profession

Students in this program learn that Special education professionals assume responsibility for participating in professional organizations and adherence to the standards and codes of ethics of those organizations. 2. Special education professionals have a responsibility to provide varied and exemplary supervised field experiences for persons in undergraduate and graduate preparation programs. 3. Special education professionals refrain from using professional relationships with students and parents for personal advantage. 4. Special education professionals take an active position in the regulation of the profession through use of appropriate procedures for bringing about changes

Standard 7: Other Professionals

Students in this program learn to: recognize and acknowledge the competencies and expertise of members representing other disciplines as well as those of members in their own disciplines. 2. Strive to develop positive attitudes among other professionals toward persons with exceptionalities, representing them with an objective regard for their possibilities and their limitations as persons in a democratic society. 3. Cooperate with other agencies involved in serving persons with exceptionalities through such activities as the planning and coordination of information exchanges, service delivery, evaluation, and training, so that duplication or loss in quality of services may not occur. 4. Provide consultation and assistance, where appropriate, to both regular and special educators as well as other school personnel serving persons with exceptionalities. 5. Provide consultation and assistance, where appropriate, to professionals in no school settings serving persons with exceptionalities. 6. Maintain effective interpersonal relations with colleagues and other professionals, helping them to develop and maintain positive and accurate perceptions about the special education profession.

LEARNER OUTCOMES/ASSESSMENT:

As a result of this course, students will:

1. develop an understanding of the major principles and parameters of federal disabilities Legislation and how to implement and evaluate plans for children with special needs.
This will be assessed through exams, class discussions, class activities, reflective journals.
2. develop a sound understanding of physical, social, emotional, cognitive development and the general characteristics of the most frequently occurring disabilities that impact on learning and development from birth through adulthood.
This will be assessed through the child observation, lesson presentation, and exams.
3. demonstrate an awareness and appreciation of individual differences, including cultural diversity and value orientation in designing and operationalizing educational programs.
This will be assessed through the field experience, and review of current research.
4. develop an understanding of families, family dynamics, family development, and culturally responsive practices.
This will be assessed through guided readings and case studies.
5. develop the skills and an understanding of the importance of staff family relationships in communicating, collaborating and consulting for the purposes of promoting family participation in the child's learning.
This will be assessed through simulations, role-play, case studies, classroom activities, and observations.
6. develop an understanding of the central concepts, inquiry tools, and structures of content area or academic disciplines and expanded curriculum in special education curriculum planning.
This will be assessed through classroom activities, observations, and discussions, and lesson presentations, exams.
7. develop an understanding of effective and appropriate to developmental levels approaches, strategies, and tools of education in the field of special education, to be able to design and implement procedures that address individual learning styles and remediate students with specific needs and learning problems.
This will be assessed through written responses to hypothetical situations, case studies, reflective journal, and observations.
8. develop an awareness and appreciation of the role of educational and assistive technology in the classroom in accommodating individual needs.
This will be assessed through classroom activities, current research reviews, discussions.

9. develop an understanding of (a) the role and function of the special education professional as consultant, collaborator, and manager, and (b) the role of effective communication skills in working with students, parents, support staff, and administration in providing information about laws/policies that support students with disabilities.

This will be assessed through class discussions and the reflective journal.

10. demonstrate an understanding of the goals, benefits, and uses of assessment.

This will be assessed through group presentations, case studies.

11. Develop an understanding of services, procedures, policies that support transition from **secondary** school settings to post secondary work setting and community participation.

This will be assessed through class discussions, case studies, and quizzes.

12. become familiar with student organizations and involvement in CEC affiliates that will expand on current knowledge of the early childhood field

This will be assessed through a personal mission statement, reflective essays, and group presentations.

INSTRUCTIONAL PROCEDURES:

Course participation includes discussion, activities, role-play, lecture, class presentations, case studies, fieldwork, and individual projects.

COURSE REQUIREMENTS: Guidelines and rubrics will be provided

1. Class Participation/Preparation (5 points per class = 150 points)

Students are expected to read text and supplementary readings as assigned. Students are also expected to attend class prepared to actively participate in class discussions, assignments, and activities. Communication skills are strengthened and a great deal is learned through interactions with peers in class.

2. Lesson plan/Activity presentation (co teaching) (150 points)

Lesson plans/ Activities will address the key features of a positive learning environment and attend to providing instruction for students with special needs within the general education classroom (inclusion).

Student co teachers are required to develop lesson plans with accommodations, modifications, and/or adaptations for students with disabilities and clear and concise learner objectives and outcomes.

A demonstration lesson (15 minutes) will be taught in class with peers as learners. Students will complete self-evaluations and peer evaluations

Additional information and a lesson plan format will be provided in class.

3. Assessment project (400 points) guidelines will be provided

Student observations – 5 (15 minute) focused observations

4. 4 Exams (400 points) – short answer/essay and analysis/application questions.

Material may include text readings, supplemental readings as assigned, class lecture, discussion, and activities. Three (3) exams will be available at the testing center, LA 215. To receive full credit, exams must be taken on the specified due date. The final exam will be in class.

5. Reflective journals (10 points each) in class activity

Students will write their response to issues and questions in the field of early childhood education.

COURSE CONTENT/SCHEDULE:

All lecture dates/topics are tentative. Any modifications to this schedule will be announced in class.

Session	Date	Topics	Due
MODULE 1 FOUNDATIONS OF SPECIAL EDUCATION			
Week 1		Course Overview Requirements guidelines/forms/handouts Student inventory/writing personal goals CEC Standards/ INTASC standards Legislation in Special education IDEA The Individualized Education plan American Disabilities Act The Least restrictive environment Contemporary issues in Special Education NJDOE Teacher standards	
Week 2		Learning theories: How do children learn? Principles of Child development Multiculture and diversity Effective communication	
Week 3		Exceptionality and the family Early Childhood/Elementary school years Special Education, Inclusion, Collaboration	
MODULE 2 A STUDY OF PERSONS WITH SPECIAL NEEDS			
Week 4		Persons with Mental Retardation Characteristics Strategies for intervention	
Week 5		Individuals with Learning Disabilities Characteristics of learning disabled Assessment Strategies and interventions	
Week 6		Persons with emotional/behavioral disorders Characteristics, interventions, strategies	
Week 7		Persons who are gifted and talented Characteristics, interventions, strategies	

Week 8	Inclusion Service delivery models Differentiated instruction Strategies and interventions
Week 9	People with speech & Language disorders Causation, interventions Early childhood intervention
Week 10	People with Hearing impairments People with Severe and Multiple Disabilities Assistive technology ASL
Week 11	Visual impairments Definitions and characteristics Trends, issues, and controversies
Week 12	Autism Spectrum Disorder Assessment of Autism Classification, interventions
Week 13 dystrophy	Physical and Health disorders Cerebral palsy, spina bifida, spinal cord injury, muscular Epilepsy, diabetes, AIDS
Week 14	Presentations
Week 15	Reviews Presentations

CLASS POLICIES:**Special Accommodations**

In order to receive accommodations students must be registered with the appropriate disability service provider on campus as set forth in the student handbook and must follow the college procedure for self-disclosure. Students will not be afforded any special accommodations for academic work completed prior to the completion of the documentation process with the appropriate disability service office.

The College provides various kinds of student services and academic services, including learning resources, tutorial services, writing assistance, and counseling. To maximize your academic success, please check the college homepage for pertinent information so that you may benefit from the free services and workshops provide

Academic Honesty

Plagiarism is the use of another's words or ideas without acknowledgment. It is the equivalent of theft. Some plagiarism is extreme and willful (i.e., buying term papers). Other forms of plagiarism may arise from carelessness or ignorance (i.e., misusing quotation marks or citations). Plagiarism of any kind is not acceptable nor will it be tolerated.

Attendance Policy

Attendance is mandatory.

Your enrollment in this course constitutes a commitment to attend and participate in this class. It is your responsibility to attend class regularly and to check announcements frequently in order to stay informed. If you miss a class, get the material from a classmate who takes adequate notes, find out if a test is forthcoming, etc., and also get in touch with the instructor as soon as possible. Those students who attend class regularly tend to perform better on tests. Students also need to participate in the discussions and complete assignments

*Excessive absences (more than 3) will result in student withdrawal by instructor. In addition, if you come to class late or leave early, your grade will also be affected. Three late arrivals or early departures or a combination of these will equal one class absence. Attendance will be taken at the beginning of every class. In the event of an unavoidable absence, it is the student's responsibility to keep abreast of all assignments and material covered.

Professionalism

Professional behavior is expected of all students. Students should refrain from talking while peers or the instructor is talking and should participate to the best of their abilities in all class activities. **Cell phones must be turned off during class.** Anyone who does not adhere to this policy will have points deducted from the class participation grade.

Work Quality

It is assumed that all work will be of professional quality. All assignments must be typed and in APA format. Any student's work containing numerous spelling, typographical, or grammatical errors will result in the loss of points. Work that is illegible will be returned ungraded and zero (0) points will be earned.

Late Assignments

Late assignments will not be accepted. Absence from class is not a legitimate excuse for turning in a late assignment.

BIBLIOGRAPHY:

Bailey, D. & Wolery, M. (1992). Teaching infants and preschoolers with disabilities (2nd ed.). Boston: Merrill.

Batshaw, M. L., & Perret, Y. M. (1992). Children with disabilities: A medical primer (3rd ed.). Baltimore: Brookes.

Bredekamp, S., & Copple, C. (Eds.). (1997). Developmentally appropriate practice in early childhood programs (Rev. Ed.). Washington DC: NAEYC.

Division for Early Childhood. (1993). DEC recommended practices: Indicators of quality in programs for infants and young children with special needs and their families. Reston, VA: Council for Exceptional Children.

Friend, M., & Bursuck, W. (1996). Including students with special needs: A practical guide for classroom teachers. Boston: Allyn and Bacon.

Kirk, S. J., Gallagher, J. J., & Anastasiow, N. J. (1993). Educating exceptional children (7th ed.). Boston: Houghton Mifflin.

Lynch, E. W., & Hanson, M. J. (1998). Developing cross-cultural competence: A guide for working with young children and their families (2nd ed.). Baltimore: Brookes.

Porter, S., Haynie, M., Bierle, T., Heintz Caldwell, T., & Palfrey, J. S. (1997). Children and youth assisted by medical technology in educational settings: Guidelines for care (2nd ed.). Baltimore: Brookes.

Smith, C. R. (1998). Learning disabilities: The interaction of learner, task, and setting (4th ed.). Boston: Allyn and Bacon.

Tiegerman-Farber, E., & Radziewicz, C. (1998). Collaborative decision-making: The pathway to inclusion. Upper Saddle River, NJ: Merrill.

Westling, D. L., & Fox, L. (1995). Teaching students with severe disabilities. Englewood Cliffs, NJ: Prentice Hall.

Wolfe, P. S., & Harriott, W. A. (1997). Functional academics. In P. Wehman & J. Kregel (Eds.), Functional curriculum for elementary, middle, and secondary age students with special needs (pp. 69-103). Austin, TX: Pro-Ed.

CEC Knowledge and Skill Base for All Beginning Special Education Teachers of Students with Learning Disabilities

Special Education Standard #1:

Foundations

Common Core

Knowledge:	
CC1K1	Models, theories, and philosophies that form the basis for special education practice.
CC1K2	Laws, policies, and ethical principles regarding behavior management planning and implementation.
CC1K3	Relationship of special education to the organization and function of educational agencies.
CC1K4	Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.
CC1K5	Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.
CC1K6	Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services.)
CC1K7	Family systems and the role of families in the educational process.
CC1K8	Historical points of view and contribution of culturally diverse groups.
CC1K9	Impact of the dominant culture on shaping schools and the individuals who study and work in them.
CC1K10	Potential impact of differences in values, languages, and customs that can exist between the home and school.
Skill:	
CC1S1	Articulate personal philosophy of special education.

Learning Disabilities

Knowledge:	
LD1K1	Historical foundations, classical studies, and major contributors in the field of learning disabilities.
LD1K2	Philosophies, theories, models and issues related to individuals with learning disabilities.
LD1K3	Impact of legislation on the education of individuals with learning disabilities.
LD1K4	Laws and policies regarding pre-referral, referral, and placement procedures for individuals who may have learning disabilities.
LD1K5	Current definitions and issues related to the identification of individuals with learning disabilities.
Skills:	None in Addition to Common Core

Special Education Standard #2: Development and Characteristics of

Learners

Common Core

Knowledge:	
CC2K1	Typical and atypical human growth and development.
CC2K2	Educational implications of characteristics of various exceptionalities.
CC2K3	Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family.
CC2K4	Family systems and the role of families in supporting development.

CC2K5	Similarities and differences of individuals with and without exceptional learning needs.
CC2K6	Similarities and differences among individuals with exceptional learning needs.
CC2K7	Effects of various medications on individuals with exceptional learning needs.

Learning Disabilities

Knowledge:	
LD2K1	Etiologies of learning disabilities
LD2K2	Neurobiological and medical factors that may impact the learning of individuals with learning disabilities.
LD2K3	Psychological, social, and emotional characteristics of individuals with learning disabilities.
Skills:	None in addition to Common Core

Special Education Standard #3: Individual Learning Differences

Common Core

Knowledge:	
CC3K1	Effects an exceptional condition(s) can have on an individual's life.
CC3K2	Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development.
CC3K3	Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs. Family and schooling.
CC3K4	Cultural perspectives influencing the relationships among families, schools and communities as related to instruction.
CC3K5	Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.

Learning Disabilities

Knowledge:	
LD3K1	Impact of co-existing conditions and exceptionalities on individuals with learning disabilities.
LD3K2	Effects of phonological awareness on the reading abilities of individuals with learning disabilities.
LD3K3	Impact learning disabilities may have on auditory and information processing skills.
Skills:	None in Addition to Common Core

Special Education Standard #4: **Instructional Strategies**

Common Core

Skill:	
CC4S1	Use strategies to facilitate integration into various settings.
CC4S2	Teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs.
CC4S3	Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.
CC4S4	Use strategies to facilitate maintenance and generalization of skills across learning environments.

CC4S5	Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem.
CC4S6	Use strategies that promote successful transitions for individuals with exceptional learning needs.

Learning Disabilities

Knowledge:	
LD4K1	Strategies to prepare for and take tests.
LD4K2	Methods for ensuring individual academic success in one-to-one, small-group, and large-group settings.
LD4K3	Methods for increasing accuracy and proficiency in math calculations and applications.
LD4K4	Methods for teaching individuals to independently use cognitive processing to solve problems.
LD4K5	Methods for guiding individuals in identifying and organizing critical content.
Skill:	
LD4S1	Use research-supported methods for academic and nonacademic instruction of individuals with learning disabilities.
LD42	Use specialized methods for teaching basic skills.
LD4S3	Modify the pace of instruction and provide organizational cues.
LD4S4	Identify and teach basic structures and relationships within and across curricula.
LD4S5	Use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval.
LD4S6	Use responses and errors to guide instructional decisions and provide feedback to learners.
LD4S7	Identify and teach essential concepts, vocabulary, and content across the general curriculum.
LD4S8	Use reading methods appropriate to the individual with learning disabilities.
LD4S9	Implement systematic instruction in teaching reading comprehension and monitoring strategies.
LD4S10	Teach strategies for organizing and composing written products.
LD4S11	Implement systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language.
LD4S12	Use methods to teach mathematics appropriate to the individual with learning disabilities.
LD4S13	Teach learning strategies and study skills to acquire academic content.

Special Education Standard #5:

Learning Environments and Social Interactions

Common Core

Knowledge:	
CC5K1	Demands of learning environments.
CC5K2	Basic classroom management theories and strategies for individuals with exceptional learning needs.
CC5K3	Effective management of teaching and learning.
CC5K4	Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.
CC5K5	Social skills needed for educational and other environments.
CC5K6	Strategies for crisis prevention and intervention.
CC5K7	Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world.
CC5K8	Ways to create learning environments that allow individuals to retain and appreciate their own and each others' respective language and cultural heritage.
CC5K9	Ways specific cultures are negatively stereotyped.

CC5K10	Strategies used by diverse populations to cope with a legacy of former and continuing racism
Skills:	
CC5S1	Create a safe, equitable, positive, and supportive learning environment in which diversities are valued.
CC5S2	Identify realistic expectations for personal and social behavior in various settings.
CC5S3	Identify supports needed for integration into various program placements.
CC5S4	Design learning environments that encourage active participation in individual and group activities.
CC5S5	Modify the learning environment to manage behaviors.
CC5S6	Use performance data and information from all stakeholders to make or suggest modifications in learning environments.
CC5S7	Establish and maintain rapport with individuals with and without exceptional learning needs.
CC5S8	Teach self-advocacy.
CC5S9	Create an environment that encourages self-advocacy and increased independence.
CC5S10	Use effective and varied behavior management strategies.
CC5S11	Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs.
CC5S12	Design and manage daily routines.
CC5S13	Organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences.
CC5S14	Mediate controversial intercultural issues among students within the learning environment in ways that enhance any culture, group, or person.
CC5S15	Structure, direct, and support the activities of paraeducators, volunteers, and tutors.
CC5S16	Use universal precautions.

Learning Disabilities

Knowledge:	None in addition to Common Core
Skills:	
LD5S1	Teach individuals with learning disabilities to give and receive meaningful feedback from peers and adults.

Special Education Standard #6:

Language

Common Core

Knowledge:	
CC6K1	Effects of cultural and linguistic differences on growth and development.
CC6K2	Characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages.
CC6K3	Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding.
CC6K4	Augmentative and assistive communication strategies.
Skills:	
CC6S1	Use strategies to support and enhance communication skills of individuals with exceptional learning needs.
CC6S2	Use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language.

Learning Disabilities

Knowledge:	
LD6K1	Typical language development and how that may differ for individuals with learning disabilities.
LD6K2	Impact of language development and listening comprehension on academic and non-academic learning of individuals with learning disabilities.
LD6K3	
LD6K4	Enhance vocabulary development.
LD6K5	Teach strategies for spelling accuracy and generalization.
LD6K6	Teach methods and strategies for producing legible documents.
LD6K7	Teach individuals with learning disabilities to monitor for errors in oral and written communications.

Special Education Standard #7: Instructional Planning

Common Core

Knowledge:	
CC7K1	Theories and research that form the basis of curriculum development and instructional practice.
CC7K2	Scope and sequences of general and special curricula.
CC7K3	National, state or provincial, and local curricula standards.
CC7K4	Technology for planning and managing the teaching and learning environment.
CC7K5	Roles and responsibilities of the paraeducator related to instruction, intervention, and direct service.
Skills:	
CC7S1	Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs.
CC7S2	Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members.
CC7S3	Involve the individual and family in setting instructional goals and monitoring progress.
CC7S4	Use functional assessments to develop intervention plans.
CC7S5	Use task analysis.
CC7S6	Sequence, implement, and evaluate individualized learning objectives.
CC7S7	Integrate affective, social, and life skills with academic curricula.
CC7S8	Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences.
CC7S9	Incorporate and implement instructional and assistive technology into the educational program.
CC7S10	Prepare lesson plans.
CC7S11	Prepare and organize materials to implement daily lesson plans.
CC7S12	Use instructional time effectively.
CC7S13	Make responsive adjustments to instruction based on continual observations.
CC7S14	Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions.

Learning Disabilities

Knowledge:	
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LD7K1	Relationships among reading instruction methods and learning disabilities.
LD7K2	Sources of specialized curricula, materials, and resources for individuals with learning disabilities.
LD7K3	Interventions and services for children who may be at risk for learning disabilities.
Skills:	None in Addition to Common Core

Special Education Standard #8:

Assessment

Common Core

Knowledge:	
CC8K1	Basic terminology used in assessment.
CC8K2	Legal provisions and ethical principles regarding assessment of individuals.
CC8K3	Screening, pre-referral, referral, and classification procedures.
CC8K4	Use and limitations of assessment instruments.
CC8K5	National, state or provincial, and local accommodations and modifications.
Skills:	
CC8S1	Gather relevant background information.
CC8S2	Administer nonbiased formal and informal assessments.
CC8S3	Use technology to conduct assessments.
CC8S4	Develop or modify individualized assessment strategies.
CC8S5	Interpret information from formal and informal assessments.
CC8S6	Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds.
CC8S7	Report assessment results to all stakeholders using effective communication skills.
CC8S8	Evaluate instruction and monitor progress of individuals with exceptional learning needs.
CC8S9	Develop or modify individualized assessment strategies.
CC8S10	Create and maintain records.

Learning Disabilities

Knowledge:	
LD8K1	Terminology and procedures used in the assessment of individuals with learning disabilities.
LD8K2	Factors that could lead to misidentification of individuals as having learning disabilities.
LD8K3	Procedures to identify young children who may be at risk for learning disabilities.
Skills:	
LD8S1	Choose and administer assessment instruments appropriate to the individual with learning disabilities.

Special Education Standard #9:

Professional and Ethical Practice

Common Core

Knowledge:	
CC9K1	Personal cultural biases and differences that affect one's teaching.
CC9K2	Importance of the teacher serving as a model for individuals with exceptional learning needs.
CC9K3	Continuum of lifelong professional development.
CC9K4	Methods to remain current regarding research-validated practice.

Skills:	
CC9S1	Practice within the CEC Code of Ethics and other standards of the profession.
CC9S2	Uphold high standards of competence and integrity and exercise sound judgment in the practice of the professional.
CC9S3	Act ethically in advocating for appropriate services.
CC9S4	Conduct professional activities in compliance with applicable laws and policies.
CC9S5	Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.
CC9S6	Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals.
CC9S7	Practice within one's skill limit and obtain assistance as needed.
CC9S8	Use verbal, nonverbal, and written language effectively.
CC9S9	Conduct self-evaluation of instruction.
CC9S10	Access information on exceptionalities.
CC9S11	Reflect on one's practice to improve instruction and guide professional growth.
CC9S12	Engage in professional activities that benefit individuals with exceptional learning needs, their families, and one's colleagues.

Learning Disabilities

Knowledge:	
LD9K1	Ethical responsibility to advocate for appropriate services for individuals with learning disabilities.
LD9K2	Professional organizations and sources of information relevant to the field of learning disabilities.
Skills:	
LD9S1	Participate in activities of professional organizations relevant to the field of learning disabilities.
LD9S2	Use research findings and theories to guide practice.

Special Education Standard #10: Collaboration

Common Core

Knowledge:	
CC10K1	Models and strategies of consultation and collaboration.
CC10K2	Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program.
CC10K3	Concerns of families of individuals with exceptional learning needs and strategies to help address these concerns.
CC10K4	Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members.
Skills:	
CC10S1	Maintain confidential communication about individuals with exceptional learning needs.
CC10S2	Collaborate with families and others in assessment of individuals with exceptional learning needs.
CC10S3	Foster respectful and beneficial relationships between families and professionals.
CC10S4	Assist individuals with exceptional learning needs and their families in becoming active participants in the educational team.

CC10S5	Plan and conduct collaborative conferences with individuals with exceptional learning needs and their families.
CC10S6	Collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings.
CC10S7	Use group problem solving skills to develop, implement and evaluate collaborative activities.
CC10S8	Model techniques and coach others in the use of instructional methods and accommodations.
CC10S9	Communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs.
CC10S10	Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds.
CC10S11	Observe, evaluate and provide feedback to paraeducators.

Learning Disabilities

Knowledge:	
LD10K1	Co-planning and co-teaching methods to strengthen content acquisition of individuals with learning disabilities.
LD10K2	Services, networks, and organizations that provide support across the life span for individuals with learning disabilities.
Skills:	None in addition to Common Core

-
- 1/ “Individual with exceptional learning needs” is used throughout to include individuals with disabilities and individuals with exceptional gifts and talents.
- 2/ “Exceptional Condition” is used throughout to include both single and co-existing conditions. These may be two or more disabling conditions or exceptional gifts or talents co-existing with one or more disabling conditions.
- 3/ “Special Curricula” is used throughout to denote curricular areas not routinely emphasized or addressed in general curricula; e.g., social, communication, motor, independence, self-advocacy.

COURSE REQUIREMENTS RUBRIC

STUDENT _____ ***EDU*** _____

***1. Class Participation/Preparation (5 points per class = 150 points)
Assignments***

DATES of Absences:

2. Lesson plan/Activity presentation (co teaching) (150 points)

3. Service learning project (15 hours) (400 points) guidelines will be provided.

Student observations – 5 (15 minute) focused observations

4. 4 Exams (400 points) – short answer/essay and analysis/application questions.

EXAM 1

EXAM 2

EXAM 3

EXAM 4

5. Reflective journals (10 points each) in class activity

Total points possible:

Total points earned:

Final grade= Total points earned/total points possible

EDU102

STUDENT OBSERVATION REPORT (400 points)

APA format (title page, pagination, one inch margins TBLR, 12 font, times new roman, courier, double spaced)

INTRODUCTION

School profile, where did this take place? Who was involved?

LOG: Day, time, signatures.

Student profile _____

Describe your target student

Observation 1 (date/time/setting/behaviors/analysis) _____

READING 1

Observation 2 (date/time/setting/behaviors/analysis) _____

WRITING

Observation 3 (date/time/setting/behaviors/analysis) _____

MATH

Observation 4 (date/time/setting/behaviors/analysis) _____

RECESS

Observation 5 (date/time/setting/behaviors/analysis) _____

FREE CHOICE

Summary and recommendations of all 5 observations, narrative form _____

Reflection _____ *(Knowledge, skills, dispositions)*

Sketches _____

Scrib notes _____

Student Work Samples _____

Total Points earned:

Spring 2005

Dear Educator,

_____ is a student in EDU102 Introduction to Exceptional Children, this semester at Mercer County Community College. The requirements for this course include a field experience that involves a classroom observation and student observation.

The goals for this semester are to enhance student learning by joining theory with experience and action. Students are planning on gaining experience in the general education classroom and in settings and with children who have special needs.

These experiences will help our students see the relevance of the academic subject to the real world and help them develop the understandings, skills, and dispositions they need to be effective professionals in the field of education.

It is our hope that you will provide our students with the opportunity they need, to better prepare for their careers/continuing education by allowing them to visit a designated classroom in your school/organization during the course of this semester.

Thank you for your cooperation and collaboration.

Sincerely,

Elizabeth DeGiorgio
(609)586-4800 X3862
Assistant Professor
Mercer County Community College
Trenton, New Jersey 08690

EDU 102/ SETTING**Number of students****Classroom space****Room arrangement****Seating arrangement****Accessibility of materials****Walls****Bulletin boards****Schedule****Organization****Resources****Technology****Sketch**

EDU 102- Field Experience Proposal/Service Learning

1. What is your proposed field experience?

2. With whom?

Name of site _____

Address _____

Grade _____

Participating teacher _____

3. Why this choice?

4. How do you expect this field experience to enhance your personal and professional development as a future leader? (Include the domain of skills, knowledge and dispositions).

5. What do you expect to contribute and accomplish during your field experience?

6. How will you know if this is accomplished?

7. Propose how you might report your field experience.

OBSERVATION

When learning disability, autism, emotional disturbance, or fluency (communication disorders) is suspected, a classroom observation is required before determining eligibility. An observation can be useful when considering eligibility in other categories. Information on the impact of the disability can be gathered during observations in a regular classroom setting. It is best to observe before formal testing to avoid tainting the observation. The school may conduct an observation without parental consent. However, before Classroom observations may include:

- A. Time on task count;
- B. One or more comparisons with peers; and
- C. Anecdotal notes.

Observations conducted in other locations may include:

- A. Description of interactions between the target student and peers;
- B. Description of the child's ability to independently select an activity and remain with that activity for a period of time, or
- C. Description of the child's activity and behaviors and deviation from the usual activity and behaviors of the child's peer group.

Observation Guidelines

REASONS FOR OBSERVING

- • To make an initial assessment of the child.
- • To validate information collected from other assessment strategies.
- • To extend assessment activities to additional situations and environments.
- • To help identify functional relationships between the environmental stimuli and child behavior.
- • To gather qualitative information.
- • To gather data on how skills are used in natural environment—generalization.
- • To determine a child's areas of strengths and needs.
- • To make individual plans based on observed needs.
- • To conduct an ongoing check on the child's progress.
- • To learn more about child development in particular areas (motor, communication, social, cognition).
- • To have specific examples when reporting to parents.
- • To assess difficult-to-test behaviors and skills.
- • To explore "hunches".
- • To determine level of interest in and response to the environment.
- • To determine ability to solve problems and apply formerly learned solution to new problems.
- • To gather information on child's interaction patterns with peers, teachers, parents, etc.

Compiled by Tweety Felner, Department of Special Education, University of Illinois

PLANNING OBSERVATIONS

1. Identify your purpose for observing the child. What do you want to find out? What do you want to accomplish?
2. Specify objectives. How will observation help you understand the child better?

3. Identify the behaviors that you will be observing. What antecedents, behaviors, consequences do you expect to observe?
 4. Which aspect of the behaviors will provide the most meaningful information?
 5. When and where will you observe the child? What are the advantages and limitations of that setting?
 6. Select the recording system that you can use most effectively. Which method of collecting information will be the most efficient?
- Observe the child and record. Include incidents or unscheduled happenings that are helpful in understanding the child.

Adapted from ITAP: Observation Techniques in the Assessment of Young Children

CONDUCTING AN OBSERVATION

1. Record only information that comes through the senses. Do not record assumptions.
2. Observe facial characteristics, posture, and voice tone by which child conveys words and feelings.
3. Observe as inconspicuously as possible.
4. Observe or "sample" behavior at various times for a comprehensive understanding of the child.
5. Describe the setting, the behavior of the child, and the behavior of others who interact with the child.
(Phinney, 1982)
6. Keep short accurate notes while observing.
7. Describe what the child does rather than what the child does not do. Avoid statements like "the child was not overly active."
8. Write the observation report as soon after observing as possible.
9. Separate impressions, comments, and interpretations from recorded observations by parenthesis or a separate column. (Phinney, 1982)
10. Make interpretations using the child's point of view rather than the observer's.
11. Apply sound child development knowledge when interpreting what was observed.

Adapted from Detwiler, D. (1991) Observation of Children, Apples Magazine.

Methods for Observing and Recording

Method Disadvantages	Purpose	Advantage	
<p>Anecdotal Record: A narrative of descriptive on observer's memo paragraphs; recorded after taken out of context; behavior occurs. to code or analyze of</p>	To detail specific behavior for a child's record; for case conferences; to plan for individual student.	Open-ended; rich in details; no special observer training.	Depends behavior difficult research.
<p>Running Record: A narrative written in Time-consuming; difficult to sequence over a specified than one child at a time; time; recorded while time-consuming to code and behavior is occurring.</p>	To discover cause and effect of behavior; for case conferences; to plan for the individual.	Open-ended; comprehensive; no special observer training.	for more analyze.
<p>Specimen Record: A detailed narrative written in sequence over a specified time; recorded to observe more than while behavior is time, occurring.</p>	To discover cause and effects Time-consuming to record; time of behavior; useful consuming to code or analyze information for designing behavior plans; used for child development research.	Open-ended; comprehensive and complete; rich in details.	difficult child at a
<p>Time Sampling: limited to observable Tallies or symbols behaviors that occur frequently; showing the presence or description of behavior; takes absence of specified out of context. behavior during short time periods; recorded while behavior is occurring.</p>	To identify the frequency of a behavior or behaviors. For behavior modification baseline data and data to determine behavioral change after implementation of behavior program.	Objective and controlled; not time consuming; efficient for observing more than one child at a time; provides quantitative data for research.	Closed; no behavior

<p>Event Sampling: takes event out of context. A brief narrative of limited to specified conditions preceding and following specified behavior; recorded while behavior is occurring.</p>	<p>For behavior modification input; may be used to develop behavior plans.</p>	<p>Objective; helpful for in-depth diagnosis of infrequent behavior.</p>	<p>Closed; Text;</p>
<p>Rating Scale: subjective; limited to A scale of traits or behaviors with check marks; recorded after observing behaviors or a period of time.</p>	<p>To judge degree to which child behaves or possesses certain traits; if norm referenced may be used to diagnose behavior; for eligibility determination.</p>	<p>Not time-consuming; easy to design; efficient for observing more than one child at a time for many traits, useful for several observers watching same child. Some norm referenced measures have extensive research.</p>	<p>Closed; specified</p>
<p>Checklist: A list of behaviors with limited to specified check marks; recorded after observing behaviors over a period of time.</p>	<p>To determine presence or absence of specified behaviors; to plan for individuals; to give observer an overview of child's development or progress.</p>	<p>Efficient for observing more than one child at a time for many behaviors; useful for an individual over a period of time; a good survey or inventory tool; useful for several observers at once; no special training needed.</p>	<p>Closed; quality of</p>

Taken from: **Beatty, J. (1986).** *Observing Development of the young Child.* Columbus OH. **Charles Merrill.**

PRACTICE OBJECTIVE STATEMENTS (Gully, et al., 1987)

Directions:

Following are three statements which make interpretations or conclusions about children. Imagine you were present and had received sensory data (saw, heard, touched, tasted, or smelled things) that formed the basis for each of the statements. Rewrite the sentences to include only the objective facts, the sensory data which could support the conclusions made in each statement.

Example

Interpretive Statement: James is very sad today.

Objective Statement: James is sitting alone, saying nothing, with his head down and tears on his cheeks.

1) Interpretive Statement: Joan was glad to see her mother.

Objective Statement: Joan ran to her mother, arms spread, and with a wide smile on her face.

2) Interpretive Statement: Susan is tired this morning.

Objective Statement: Susan lay on the rug with her head cradled in her arms and her eyes closed.

3) Interpretive Statement: She did not respond to the teacher's urging to get up. Peter does not want to go outside.

Objective Statement: Peter stayed in the housekeeping area of the room when the others filed out.

He played with toy there and made no attempt to put

on his coat.

Adapted from Dehvilier, D. (1991) Observation of Children, Angles Magazine.

Taken from: Phinney, J.S. (1982) Observing Children: Ideas for Teachers. Young Children 37 (5)

Record that is precise and complete

Observation	Comments
<p>Jeremy is sitting in the sandbox, letting sand run through his fingers. He's singing. He puts all the sand toys around him into a milk crate very slowly. He picks up the crate, moves over two feet, and puts it down next to Stephanie. He says, "Want to Play?" but gets no response. He sits down, takes out a pail, fills it with sand, dumps it, and puts it back in the crate. He picks up another crate and puts it on top of his crate of toys. He looks up at Matt who is walking across the yard. Jeremy walks over to him, says, "Come on, " and leads him by the hand over to his crate of toys. He lifts up the top crate and they both look inside. They replace the top crate and walk together over to the climbing frame. Matt leaves and goes back to the sandbox. Matt starts to lift the lid off the crate of toys. Jeremy runs over, yelling, "No!". Matt leaves and Jeremy goes back to the climbing <u>frame</u>.</p>	<p>Enjoys sand</p> <p>sociable, accepts rejection</p> <p>able to amuse himself</p> <p>leadership</p> <p>may be overly possessive</p>

Record that is vague and makes interpretations

Jeremy is playing in the sandbox. He wants to play with someone, so he moves over next to Stephanie and asks her to play. Since she won't play with him, he goes to get another boy to play with. The two boys look at the toys in the sandbox. They go together over to the climbing frame, but the second boy prefers to play in the sandbox. When he starts playing in the sand, Jeremy yells at him to stop playing with his toys.

OBSERVATION FORM

Observer: _____

Date: _____

Child: _____
_____**Purpose**

To observe the child in his/her natural (presumably most comfortable) environment and to give information to the assessment team. For most disability determinations, at least one observation is required. Observations can be conducted without written parent consent; however, it is recommended that the parent be informed prior to an observation occurring. (This form may be used by a specialist does direct observations or by the classroom teacher to summarize behaviors noted over a time period.)

Directions

Write a few sentences addressing as many of the following areas that naturally occur during the visit.

Other

Describe the Environment:

Time of day: _____

Setting: _____

Type of Activity:

Others present (describe-do not name): _____

Attention Span

How does the child attend to tasks and activities? Can the child "entertain herself/himself?" What tasks can s/he attend to for the longest/ shortest time? Does the child need a lot of redirection? Do the child's movements seem fast, uncontrolled, and without purpose?

Play

How does the child interact with toys/ objects/ books? Is it appropriate / inappropriate? Is there a variety of toy / objects with which he/ she interacts?

Social Interaction

How does the child interact with adults and children? How does he/ she demonstrate that a relationship exists (i.e., eye contact, requesting objects/ attention, etc.)?

Expressive Language

How does the child make her/ his wants/ needs known (gestures, points, uses words)? How many words is the child using in a sentence? Does the child initiate conversation?

Receptive Language

Can the child follow directions? If so, how many steps? Does the child appear to understand what is being said?

Gross Motor

Does the child appear to be clumsy and/or fall frequently? Does the child appear to be stilt, soft, or floppy? How does the child "move around" in the environment?

Fine Motor

How does the child grasp/ handle objects? What types of activities does the child do with her/ his hands (i.e., reach, hold, pick up, turn pages, feed self, etc.) ?

Behavior

Does the child demonstrate aggressiveness, tantrums, shyness, behavior that is not appropriate to the setting or circumstances? Does the child appear to be happy? Is the child cooperative?

Do you have concerns about hearing? If yes, what behaviors or information leads you to these concerns?

Does the child hold object close or sit to close to visual media?

Additional Notes

<http://www.whitebuffalos.net/JCESD/handbook/>