Course:

- Introduction to Special Education

Student Demographics:

- 48 undergraduate students
- Mostly regular education majors with a good mix of early childhood, primary, and secondary
- Approximately 4 special education majors

Goals:

- Students will dispel common myths about children with autism
- Student will have the tools to be able to give a general definition, and state the prevalence and characteristics of autism
- Students will consider the impact of autism on families
- Students will share ideas regarding educational implications for children with autism
- Students will be introduced to current research and early intervention for children with autism

Materials Needed:

- Computer with internet access for autism power point and video, overhead projector and audio output
- Turning points software, hardware, and remotes
- Handouts: informational reading packet; discussion questions on pink, blue, and yellow paper; reflective journaling prompts
- Chalk or dry-erase markers for the graphic organizer
- Students might like to have/use their textbooks

Procedures:

- Introduction and agenda (5 min)
- Quiz – dispelling the myths of autism (10 min)

- o Using the turning points technology, students will engage in a quiz on the common myths surrounding autism
- o Questions will be presented on the overhead projection, and students will respond with the "clickers" by pressing the correct answer on the remote. The student's answers *should be* ☺ recorded and shown on the overhead in a graph format, maintaining student confidentiality. There are not enough clickers to go around, so they will be passed down the rows after each question so each student has a turn to see their responses overhead.
- o All students will record their answers on a scrap piece of paper and keep track of the number of items they get correct

- Power point presentation – introduction to autism (10 min)
  - o The power point presentation will cover brief explanations of the definition, prevalence, and characteristics of autism

- Video – Autism Every Day (15 min)
  - o http://www.autismspeaks.org/sponsoredevents/autism_every_day.php
  - o A brief explanation following the video will include the controversial nature of the video, and the importance of considering the impact autism has on children and families.

- Small group work – flexible grouping, tiered activity (15 min)
  - o Students can use their books for this activity, as well as any additional handout provided by the instructor (informational reading packet).
  - o Based on the number of questions each student answered correctly during the quiz, students will pick up a pink (0-2 questions correct), blue (3-5 questions correct), or yellow (6-8 questions correct) sheet of paper containing questions at different taxonomic levels regarding children with autism. The pink sheet will cover "what" or "knowledge" (characteristics of autism), blue will cover "how" or "application" (educational considerations), and yellow will cover "why" or "evaluation" (discussion of inclusion)
  - o Students can work in small groups, pairs, or individually to respond to the questions provided.

- Large group discussion – presentation of findings (5 min)

- At least one member from each of the three color groups (pink, blue, and yellow) will share some of their findings with the class
- The instructor will construct an abbreviated graphic organizer on the board as another means of representing the data
- Power point presentation – early intervention and current research (10 min)
  - The power point presentation will cover early intervention for students with autism and briefly discuss current research directions
- Wrap up – individual reflective journaling (5 min)
  - Students will be asked to reflect on the content of the lesson, share what they learned, discuss their personal reactions to the video and class activities, and/or evaluate their grasp of the lesson goals
  - Reflective journaling prompts will be provided. Students will not be expected to answer all of the questions, only to generally reflect on their understanding and reaction to the lesson.
- Instructor evaluation
  - Students will be asked to complete a presentation evaluation for the instructor. The evaluation contains a few brief questions regarding the students' opinions of the appropriateness, clarity, and effectiveness of the lesson.

Support for major decisions regarding instructional strategies:
- Collect pre-assessment data to drive planning and instruction (i.e. quiz, student demographics):
  Iceman Sands, D. & Bulmahn Barker, H. (2004). Organized chaos: Modeling differentiated instruction for preservice teachers. *Teaching and Learning, 19*(1), 26-49.
- Set clear learning goals:
  Orkwis, R. (2003). *Universally designed instruction*. ERIC/OSEP Digest. Arlington, VA: ERIC Clearinghouse on Disabilities and Gifted Education. Retrieved from http://permanent.access.gpo.gov/websites/eric.ed.gov/ERIC_Digests/ed475386.htm on April 4, 2007.
- Use multiple means of representation (i.e. quiz, video, power point, handouts):

Use multiple means of engagement (i.e. quiz, small and large group, individual):

Use multiple means of expression (i.e. quiz, discussion, reflective journaling):

CAST: Differentiated instruction and implications for UDL implementation. Retrieved

from http://www.cast.org/publications/ncac/ncac_diffinstructudl.html on April 4,

2007.

Pisha, B. & Coyne, P. (2001). Smart from the start: The promise of universal design for

learning. *Remedial and Special Education, 22*(4), 197-203.

- Develop and use a tiered activity:

Kingore, B. (2005). Tiered instruction: beginning the process. Retrieved from

http://www.bertiekingore.com/tieredinstruct.htm on April 4, 2007.

- Integrate flexible grouping:

Valentino, C. (2000). *Flexible grouping*. Houghton Mifflin. Retrieved from

http://www.eduplace.com/science/profdev/articles/valentino.html on April 4,

2007.

- Utilize small group discussions:

Davis, B.G. (1993). *Tools for teaching*. San Francisco: Jossey Bass.

- Make use of instructor evaluations to assess effectiveness and improve future lessons:

Angelo, T.A. & Cross, K.P. (1993). *Classroom assessment techniques: A handbook for

college teachers.* San Francisco: Jossey Bass.

Iceman Sands, D. & Bulmahn Barker, H. (2004). Organized chaos: Modeling

differentiated instruction for preservice teachers. *Teaching and Learning, 19*(1),

26-49.