

**Practical Applications: Five to Eight
SPED 63954
FALL 2008
Tuesdays 7:20-10:00 PM
119 White Hall**

Instructor: Sandra Hess Robbins, M.Ed.



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Course Description

The purpose of this course is to help students understand and apply the principles of effective collaborative teaming as related to their professional roles and responsibilities in a variety of educational settings serving young children with disabilities. A range of topics will be addressed throughout the course, including giving and receiving feedback, reflective practices, effective meeting, conflict resolution and communication skills, developing and providing quality professional development, supervising, coaching, mentoring, working with para-professionals, itinerant teaching, service coordination, and consulting with general educators.

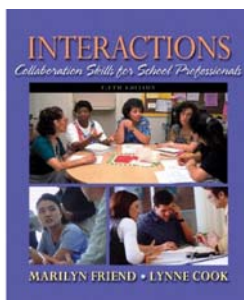
This class will be highly interactive and experiential; therefore, students' attendance and participation is critical. The experiences, knowledge, ideas, and opinions of students are respected and welcomed as an integral part of the course.

General Instructor and Course Information

Instructor: Sandra Hess Robbins, M.Ed.
Office: 300J White Hall
Mailbox: 405 White Hall
Phone: 216-952-9107
Office Hours: By appointment
E-Mail: srobbin4@kent.edu
Class Hours: Tuesday 7:20-10:00 pm
Class Location: 119 White Hall

Required and Recommended Texts

Required Text



Friend, M. & Cook, L. (2007). *Interactions: Collaboration Skills for School Professionals* (5th Edition). Boston, MA: Allyn & Bacon.

Additional required readings are listed on the calendar of events and will be posted online in Google Groups. Students are responsible for completing all required readings prior to each class as they will be used to direct class discussions and activities.

Recommended Texts

Buyse, V. & Wesley, P. (2005). *Consultation in Early Childhood Settings*. Baltimore, MD: Brookes Publishing Co.

Fishbaugh, M.S.E. (2000). *The Collaboration Guide for Early Career Educators*. Baltimore, MD: Brookes Publishing Co.

Snell, M.E. & Janney, R. (2005). *Collaborative Teaming*. Baltimore, MD: Brookes Publishing Co.

Additional recommended readings will be posted online in Google Groups.



Google Group Information

Class information including syllabus, description of assignments, weekly lectures/handouts, course policies, supplemental readings, tips, and related links are posted on the WWW.

To access files posted in Google Groups you will need PowerPoint software (can purchase from KSU bookstore) and Acrobat Reader (can download for free).

Weekly handouts will be posted no later than the weekend before each class session. Students are expected to print off a copy of handouts if they want a written record of the week's content. When handouts are not posted by Sunday, the instructor will bring a copy to class. It is recommended that you print handouts 3 slides per page and in draft format to save paper and ink.

Course Competencies

The readings, class discussions, activities, and assignments of this course are intended to provide you with opportunities to develop these skills, as outlined by the CEC Special Education standards:

SPED 63954 Practical Applications Five to Eight

| Knowledge: | <i>Competency Description:</i> |
|-------------------|---|
| CC1K3 | Relationship of special education to the organization and function of educational agencies. |
| CC6K3 | Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding. |
| CC7K5 | Roles and responsibilities of the paraeducator related to instruction, intervention, and direct service. |
| CC9K2 | Importance of the teacher serving as a model for individuals with exceptional learning needs. |
| CC9K3 | Continuum of lifelong professional development. |
| CC10K1 | Models and strategies of consultation and collaboration. |
| CC10K4 | Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members. |
| EC10K1 | Dynamics of team-building, problem-solving, and conflict resolution. |
| Skills: | |
| CC5S7 | Establish and maintain rapport with individuals with and without exceptional learning needs. |
| 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. |
| CC6S2 | Use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language. |
| 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. |
| EC9S4 | Apply models of team process in early childhood. |
| EC9S6 | Participate in activities of professional organizations relevant to the field of early childhood special education. |
| CC10S8 | Model techniques and coach others in the use of instructional methods and accommodations. |
| CC10S11 | Observe, evaluate and provide feedback to paraeducators. |
| EC10S3 | Apply models of team process in early childhood settings. |
| EC10S4 | Apply various models of consultation in early childhood settings. |

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Practical Applications 5 - 8
Course Policies
Fall 2008

Grading Policy

1. All assignments are due on the date specified in the syllabus. Assigned readings (URLs, chapters, and articles etc.) should be completed prior to each class in order to maximize student understanding and participation. Five points will be subtracted for each day an assignment is late. If an assignment is later than one week (7 calendar days), and prior arrangements have not been made, the assignment will not be accepted. **NOTE:** If you are overwhelmed or feeling behind, please contact me at least 24 hours before the assignment is due to discuss alternative options.
 - **Procedures for submitting electronic assignments and/or e-mail**
 - Electronic submission of assignments is encouraged and can be sent to the instructor's srobbin4@kent.edu address.
 - The instructor will send an e-mail confirmation that the assignment was received within 36 hours. The confirmation will be sent to participants' "regular" @kent e-mail. *It is participants' responsibility to ensure the electronic or hard copy of any assignment reaches its final destination.*
 - **When submitting work electronically, the following procedures must be followed:**
 - The subject of the e-mail must include three pieces of information: (a) participant's full name, (b) date of submission, and (c) assignment name (see syllabus for assignment names)
 - The document itself must be saved as a WORD document (.doc) or a rich text format (.rtf). The document must have page numbers and the participant's full name should be included on a title page or as a header to the document.
2. All participants are expected to meet graduate standards by obtaining a "B" average on all assignments. This graduate standard indicates that the work was well done, complete, met stated criteria, represents a strong professional effort, and was turned in on time. Students seeking an "A" will need to demonstrate *superior* performance through critical thinking, exemplary products, positive and supportive interactions with colleagues, and sustained active participation across course activities.
3. Any assignment that receives **less** than an 80% may be reworked and resubmitted. In order to gain additional points, participants must indicate what they would like to improve upon and how they plan to do so. Participants will have 7 calendar days from the notification of the grade to make revisions to the assignment and resubmit the work to the instructor. Participants are encouraged to work with their peers and share their work in order to receive feedback prior to due dates. A grade of higher than 89% can not be obtained on work that is revised.
4. Grading - Points Total 100 (Note this course is for licensure and students must receive a B or better or they will have to retake the course)

90-100 Points = A
80-89 Points = B
70-79 Points = C

Participation Policy

Each student will be expected to participate fully in all face-to-face (f2f) and on-line course activities. Participation is generally defined as working consistently in a collaborative manner by representing and fulfilling various roles as a team member to ensure the success of the group dynamics. Participation is also defined as being responsive by attending to diverse or individual learning styles of other members and listening actively during group discussions and presentations. Finally, participation is defined as being supportive of all other participants, the course instructor, and guest presenters by encouraging critical thinking and diverse ideas. Students are also expected to participate actively during all sessions. Examples of active participation include actively listening, commenting, asking follow-up questions, working collaboratively, sharing resources/ideas, and providing solutions.

Attendance Policy

Participants are expected to attend all scheduled class sessions (face-to-face and online). One point will be subtracted from overall course grade for each class missed. **NOTE:** If special circumstances interfere with a student's attendance, they must see me as soon as a conflict arises so options can be discussed. In general, students may be excused from one class session if **necessary** for professional, health, or family reasons without penalty. Important topics and information that may not appear in the assigned readings is often disseminated during class sessions. Therefore, students are responsible for all material covered, regardless of whether or not they were in attendance.

Professionalism Policy

A key competency related to the ECIS program is ensuring that each interventionist possesses the abilities to reflect on their practices, articulate a philosophy and rationale for decisions, and to continually self-assess and evaluate the effects of their choices and actions on others as a basis for program planning and modification and continuing professional development. To that end, students **and** faculty are expected to engage in the following behaviors over the course of the semester:

- discontinue the use of cell phones or other electronic devices (e.g., iPods, blackberries, surfing the internet on a laptop) during regularly scheduled course time
- conduct themselves in a mature, professional, and civil manner
- respectful of ideas presented by people of different cultures, races, genders, religions, sexual orientations, and national origins

- exercise the highest integrity in taking examinations, in collecting, analyzing, and presenting research data, and in teaching practice
- take primary responsibility to inform themselves about the specific regulations and policies governing their graduate studies at the department (Educational Foundations and Special Services) and College Graduate School levels
- manage time effectively for maximum professional development as well as personal health and well being, balancing competing demands such as being a faculty member, student, graduate assistant, parent, spouse, caregiver, etc.
- respect faculty members' need to allocate their time and other resources in ways that are academically and personally productive
- recognize that the faculty advisor is responsible for monitoring the accuracy, validity, and integrity of the student's work, so that careful, well-conceived products will reflect favorably on the student, the faculty advisor, and the University
- maintain the confidentiality of the families and children, or community personnel who participate in related activities
- ensure professional development through any of the following activities:
 - participate in discipline-based activities, such as seminars and conferences
 - participate in university, departmental, or program governance as a component of professional development
 - uphold the public service mission of the university at an appropriate level

Behaviors were adapted from the University of Wisconsin's Graduate School's Guidelines for Good Practice in Graduate Education.

Copyright and Plagiarism Policy

Across course assignments (e.g., research projects, applied projects, or group projects) you will be asked to review, synthesize, and reference relevant sources. In the beginning, locating the sources is the greatest challenge, but later, the difficulty comes in synthesizing and summarizing the work of others. As you begin or continue developing scholarly skills, please understand that honest learning mistakes are accepted, but deliberate cheating or fraud will not be accepted. Please do not hesitate to contact me if you are not sure about how to appropriately site the work of others or how to incorporate your review of the literature into your products.

The following is a brief description of what plagiarism is, how to avoid it.

Plagiarism includes, but is not limited to, representing the work of others as your own and not providing full and correct credit/citations for the work of others. It is important to note that copying materials from other students, authors, or the WWW, and pasting them into your work without permission or full citations, will result in the assignment not being accepted for credit. The issue of digital plagiarism has raised concerns about ethics, student writing experiences, and academic integrity. A digital plagiarism detection program may be used to check papers submitted in this course. You may be asked to submit your papers in electronic format so that your paper can be checked against web pages and databases of existing papers. Although you

may never have engaged in intentional plagiarism, many students do incorporate sources without citations; this program can alert us to your academic needs.

Please visit the following websites to learn more about plagiarism and how to avoid it.

<http://owl.english.purdue.edu/owl/resource/589/01/>

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

<http://sja.ucdavis.edu/files/plagiarism.pdf>

Resources for students on plagiarism

<http://www.library.kent.edu/page/11299>

Site with information and resources regarding copyright laws and fair use

<http://www.siec.k12.in.us/~west/online/copy.htm>

Please review KSU's policy on cheating and plagiarism

http://imagine.kent.edu/policyreg/print_view.asp?ID=505&Table=Archive

For a copy of KSU's digest of rules see the following

<http://www.kent.edu/CurrentStudents/upload/0311252RulesandRegs.pdf>

The following is a list of things you should do when completing assignments for this course.

1. Share ideas with others.
2. Gain feedback from others (i.e., have them edit drafts of your work).
3. Ask questions.
4. Feel free to incorporate knowledge, sources, information, and products created in other classes as you create, refine, or revise products for this course.
5. Do expect to make mistakes and receive feedback from others and me.
6. Use different strategies when creating products. For example, use a different colored font when directly quoting the work of others and then go back and try to reduce the number of direct quotes, or find a way to elaborate upon the work of others. Also, try to write before, during, and after your review of relevant literature.
7. **Cite all materials created by others used in your products (including PowerPoint slides). Use APA Vol.5 guidelines when citing the work of others.** The following are several helpful online APA citation guidelines sites.

<http://owl.english.purdue.edu/owl/resource/560/01/>

<http://employees.csbsju.edu/proske/nursing/APA.htm>

<http://www.liunet.edu/cwis/cwp/library/workshop/citapa.htm>

<http://citationonline.net/CitationHelp/csg04-manuscripts-apa.htm>

In particular you will often need to cite federal law. How to cite something like IDEA 2004 will depend on if you have a hard copy (book form or article form, usually available from the government printing office) or if you printed the IDEA off the web. No matter which form it is in you should cite it as a government document.

If you have a hard copy from the government printing office your citation would look something like this:

U.S. Department of Education (2004). Individuals with Disabilities Education Improvement

Act. Washington, DC: U.S. Government Printing Office.

If you retrieved the document from a website, you would cite it as above but add the complete URL and date you accessed the document.

U.S. Department of Education (2004). Individuals with Disabilities Education Improvement

Act. Retrieved January 24, 2006 via GPO Access: [http://frwebgate.access.gpo.gov/cgi-](http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=108_cong_public_laws&docid=f:publ446.108)

[bin/getdoc.cgi?dbname=108_cong_public_laws&docid=f:publ446.108](http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=108_cong_public_laws&docid=f:publ446.108)

The copyright and plagiarism policy implies one basic concept, that is, all academic work (e.g., papers, projects, exams, presentations) represents the student's own original ideas and efforts. Ideas taken from other sources or developed by other individuals must be given due credit and proper citation. For the purposes of this course, students are expected to develop their work independently. Papers and projects prepared in collaboration with other student(s) (unless required by the assigned project) or from materials previously submitted (either for some other academic purpose or for this course in previous semesters), or copied from published works are considered to be in violation of the KSU policy on academic integrity.

Registration Policy

It is the student's responsibility to ensure proper enrollment in classes. You are advised to review your official class schedule during the first week of the semester to ensure proper enrollment. Should you determine an error in your class schedule, you need to correct it with the advising office. If registration errors are **not** corrected and you continue to attend this class although you are not officially enrolled, you will **not** receive a grade at the conclusion of the semester. Further, in order to avoid the \$100.00 late registration fee or a re-registration fee due to nonpayment, all fees must be paid in accordance with KSU policies. See the following websites for additional information.

<http://www.kent.edu/bursar/Tuition-FeeSchedules/index.cfm>

<http://www.registrars.kent.edu/home/info/AboutReg.htm>

Students with Disabilities Policy

University policy 3342-3-18 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through Student Accessibility Services (contact 330-672-3391 or visit www.kent.edu/sas for more information on registration procedures).



Calendar of Events

| Date | Topic | Readings | Assignments |
|--|---|--|---|
| August 26 Week 1 Face to face | Introductions Syllabus Introduction to Collaboration Intro to Wikis | | Review Syllabus Access Google Group and Wiki Introduce yourself |
| September 2 Week 2 Face to face | Giving and receiving feedback Developing reflective practices Intro to Blogging | Interactions Chapters 9 & 10 Reflective Practices | Practice Blog |
| September 9 Week 3 Online | Effective meeting, conflict resolution, and communication skills | Interactions Chapter 8 Snell, M. & Janney, R. (2005). Chapter 3 | |
| September 16 Week 4 Face to face | Effective meeting, conflict resolution, and communication skills | Interactions Chapters 2 & 11 Snell, M. & Janney, R. (2005). Chapter 7 | Panel Discussion |
| September 23 Week 5 Online | Review, Summarize, & Reflect | | Wiki Development (Weeks 2, 3, 4) Blog #1 |
| September 30 Week 6 Rosh Hashanah | Developing and providing quality professional development | Interactions Chapter 7 Garmston, R. (2005) Chapter 1 & 2 | Google Group Discussion #1 |

| | | | |
|--|---|--|---|
| Online | | Ohio Standards for Professional Development | |
| October 7 Week 7 Face to face | Supervising, coaching, mentoring | Bellm, Whitebook, & Hnatiuk (1997). Skills for effective mentoring Hanft, B.E., Rush, D.D., Sheldon, M.L. (2004) | Choice Project 1 |
| October 14 Week 8 Face to face | Working with para-professionals Guest Speaker | Interactions Chapter 6 Fishbaugh, M. (2000) Chapter 4 | Professional Development Plan Topic |
| October 21 Week 9 Online | Review, Summarize, & Reflect | | Wiki Development (Weeks 6, 7, 8) Blog #2 |
| October 28 Week 10 DEC conference Online | Co-teaching | Interactions Chapter 5 Fishbaugh, M. (2000) Chapter 3 | Google Groups Discussion #2 |
| November 4 Week 11 Face to face | Itinerant teaching Guest Speaker | Interactions Chapter 12 Buysse, V. & Wesley, P. (2005) Chapter 2 Buysse, V. & Wesley, P. (2005) Chapter 12 | Professional Development Plan |
| November 11 Week 12 Veteran's Day Online | Review, Summarize, & Reflect | | Wiki Development (Weeks 10, 11) Blog #3 |
| November 18 | Service coordination | Bruder, M.B. (2005) | Google Group |

| | | | |
|--|---|---|---------------------------------|
| Week 13 Online | with other professionals and agencies | Pianta, R.C. & Sayre, M.K. (2003) | Discussion # 3 |
| November 25 Week 14 Happy Thanksgiving! Face to face | Consulting with general educators to facilitate inclusion | Interactions Chapter 4 Buysse, V. & Wesley, P. (2005). Chapter 1 Jorgensen, C. (2006) | Choice Project 2 |
| December 2 Week 15 Online | Review & Summarize | | Wiki Development (Weeks 13, 14) |
| December 9 Finals Week Happy Holidays! Online | Reflect | | Wiki Final Blog #4 |



Assignment Descriptions

Wiki

<http://practicalapplications58.pbwiki.com/>

Points: 20

Due: Sunday, September 28 (4 points)

Sunday, October 26 (4 points)

Sunday, November 16 (4 points)

Tuesday, December 9 (6 points)

Students are expected to work together throughout the duration of the semester to develop a collaborative class Wiki. Students will have class time to complete the project and progress will be assessed four times throughout the semester. The project will serve as a means for promoting collaboration, communication, and team work among class participants as well as a way for the

instructor to assess student learning and participation. Students may be asked to utilize technology such as SKYPE or E-mail to communicate with one another. The class Wiki will be an overview/summary of the material covered in the course and will be accessible to all students long after the course has ended.

Blogging

<http://www.blogger.com/home>

Points: 10

Due: Sunday, September 28 (2 points)

Sunday, October 26 (2 points)

Sunday, November 16 (2 points)

Tuesday, December 9 (4 points)

Students will be expected to engage in ongoing reflection throughout the course of the semester. Reflections on the course content, readings, group discussions, projects, etc. will be posted in electronic format using Blogger. Students will be provided with prompts each time a reflection is due but will be generally expected to reflect on their learning and participation in the course.

Google Discussions

<http://groups.google.com/group/practical-applications-5-8?lnk=iggc>

Points: 15

Due: Monday, September 29 through Saturday, October 4 (5 points)

Monday, October 27 through Saturday, November 1 (5 points)

Monday, November 17 through Saturday, November 22 (5 points)

Collaborative reflection and discussion is an integral part of the course and a number of class sessions will be conducted in an online format. Therefore, students are expected to engage in group discussions using Google Groups three times throughout the semester. Directions and prompts for the group discussions will be posted in the shared space but students are generally expected to engage in a back and forth discussion with their classmates regarding the weekly content.

Panel Discussion

Points: 10

Due: September 16

Students will be required to actively participate in a panel discussion in class on September 18. Students will choose a topic in class during week 3 and will be expected to prepare and **informally** (i.e. no power point) present their topic to the class during week 4. Presentations should last no more than 15 minutes and creativity is encouraged. Topics will be related to interpersonal communication and problem solving. Students should additionally be prepared to present two (2) questions to each of their classmates related to their classmates' topics. Grading

will be based on (a) student understanding of the topic (b) student presentation of the topic (c) student participation in other presentations (e.g. active listening, asking questions)

Professional Development Plan

Points: 15

Due: Tuesday, November 11

You will develop a plan to present a 2-hour in-service focusing on a professional area of choice.

The following topics should be addressed in your plan:

- Purpose of In-Service
 - Topic
 - Target audience
 - Goals of training
- Organization
 - Learning environment
 - Time considerations
 - Materials needed
 - Cost
 - Presentation formats
- Presentation Outline and/or Agenda
 - Ways to involve participants
 - Order of topic discussion
 - Resources for participants
- Evaluation Methods are Discussed
 - Assessing audience understanding of topic
- Rationale
 - Why you chose this topic, presentation design, and audience
- References/Resources

Topic area/target audience is to be submitted on October 14

The required components of this assignment include:

- Professional Development Plan
- **Written Reflection**

Choice Projects

Points: 15 each

Due: Tuesday, October 7

Tuesday, November 25

Select two activities to complete from the list below

Option 1:
COLLABORATION and TEAMING CRITIQUE FROM OBSERVATION:

Choose an assessment, programming, transition, or departmental team meeting to observe in your practicum or work setting, or at an area agency or school. Choose a team whose meeting agenda focuses on child development and/or related educational issues. The team you choose may include yourself, as long as you are able to be observant of the collaborative styles that take place during the meeting.

As you observe the team meeting, take notice of the behaviors and interactions within the meeting and make judgments about team effectiveness. Specifically, evaluate it with respect to the characteristics of an effective collaborative team, looking at team purpose, process, communication, dynamics, decision making, etc.

Make sure to relate all items referenced in your paper to information you have read and presented in class on the topic. Make sure to include appropriate citations to support your ideas using APA 5th edition guidelines.

Your **3-5 page written assignment** (*general guideline – may extend beyond 5 pages*) should contain the following:

- Description of the teaming situation that you observed
- Critique of the team meeting
- **Written Reflection** about your experience.

Option 2:
RELATED PROFESSIONAL OR PARAPROFESSIONAL INTERVIEW:

Choose a related services provider (e.g. speech and language pathologist, occupational therapist, respiratory therapist, physical therapist, adaptive physical education teacher, school psychologist) or a paraprofessional (e.g. classroom assistant, individual aide) who works or has worked with young children with disabilities. Develop a set of questions to ask the individual during an interview.

The interview should explore the following areas:

- Job Title and Description
- Opportunities for Collaboration with others – be specific about teaming participation and opportunities to engage in Consultation, Co-Teaching, and/or Coaching; fully explain using definitions and characteristics of these approaches as described in class
- Describe Staff Development Needs identified by the individual

Make sure to relate all references in your paper to information you have read and presented in class on the topic. Make sure to include appropriate citations to support your ideas using APA 5th edition guidelines.

Your **3-5 page written assignment** (*general guideline – may extend beyond 5 pages*) should contain the following:

- List of the Interview questions
- Narrative summary of the information gained from the interview
- **Written Reflection** of your experience and the information obtained

Option 3:

REVIEW OF AN INTERAGENCY AGREEMENT OR TRANSITION PLAN

Review an interagency agreement or transition plan from early intervention to preschool services or from preschool to kindergarten. Provide a written document no less than 3 pages including the following information:

- Involvement of all agencies/individuals who created the interagency agreement/transition plan
- What is the role of all individuals involved in the interagency agreement
- What are the provisions of the interagency agreement/transition plan
- Interview at least two individuals or members from the different agencies involved with the plan/agreement include the following information, but do not limit the interview to these elements
 - Identify what the individual think are strengths of the interagency agreement/transition plan
 - Identify what the individuals think are the weakness of the interagency agreement/transition plan
 - Identify the individuals involvement and experience with the interagency agreement/transition plan
 - Identify the individuals involvement in the development of the interagency agreement/transition plan
- Include a personal reflection about the interagency agreement/transition plan

Make sure to relate all items referenced in your paper to information you have read and presented in class on the topic. Make sure to include appropriate citations to support your ideas using APA 5th edition guidelines.

Your **3-5 page written assignment** (*general guideline – may extend beyond 5 pages*) should contain the following:

- Written document including all information
- List of interview questions and summary of interview
- **Written Reflection** of your experience and the information obtained

Option 4:

DEVELOP OR REVISE A TRANSITION PLAN

Develop or revise a transition plan that support children moving from birth to three services or from preschool to Kindergarten. Provide a written document that encompasses the critical elements that are outlined below.

- Minimum critical elements represented in transition plans
 - Procedures outlined for gathering and sharing information

- Outlined responsibilities and role of all team members (service providers, family members, participating agencies)
- Responsibility for assessment (if applicable to the transition process)
- Determining eligibility for services (if applicable)
- Convening the multidisciplinary conference
- Writing the IFSP or IEP and completing other important documentation
- Selection of most appropriate program option
- Supporting the family through the transition
- Focusing on the strengths and interests of the family and child
- Timing of transition events
- Transfer of records
- Orientation and training of staff as appropriate (to carry out transition plan)
- Post-placement communication
- Evaluating the transition
- Focus on Family Strengths
- Tailor practices to individual needs
- Form collaborative relationships
- Ensures children receive the services they need
- Long term implications

You will turn in the following items:

- Clear description of the intended purpose and use of the transition plan
- Written document including all of the above information
- Resource list of where you obtain information to support the elements within the document (APA 5th Edition citation procedures are required)
- **Written Reflection**

Option 5: **INCLUSION INTERVIEW**

Interview a professional involved in an inclusive setting in an early intervention center-based program, a preschool setting, or a kindergarten-third grade setting. Develop a set of questions to ask the individual during an interview.

The interview should explore the following areas:

- Job Title and Description
- Information about inclusive setting, development of the inclusive programming, individuals involved
- Ways in which collaboration takes place in regard to the implementation, development, monitoring of the inclusive environment

Make sure to relate all items referenced in your paper to information you have read and presented in class on the topic. Make sure to include appropriate citations to support your ideas using APA 5th edition guidelines.

Your **3-5 page written assignment** (*general guideline – may extend beyond 5 pages*) should contain the following:

- List of the interview questions
- Narrative summary of the information gained from the interview
- **Written Reflection** of your experience and the information obtained

Option 6:
INCLUSION SETTING OBSERVATION

Choose an inclusive setting in an early intervention center-based program, preschool classroom, or kindergarten through third grade setting to observe.

As you observe the inclusive setting, take notice of the how the individuals in the classroom support the inclusive environment, how effective is the implementation of this setting, how collaboration takes places, models of collaboration that you observe, how the individuals in the classroom overcome barriers encountered, how the inclusive setting benefits all of the children present, how are the needs of all students meet in this environment.

Make sure to relate all items referenced in your paper to information you have read and presented in class on the topic. Make sure to include appropriate citations to support your ideas using APA 5th edition guidelines.

Your **3-5 page written assignment** (*general guideline – may extend beyond 5 pages*) should contain the following:

- Description of the inclusive setting
- Critique of the inclusive setting
- **Written Reflection** about your experience

Option 7:
ITINERANT TEACHER TOOL KIT

Choose an inclusive setting in an early intervention center-based program, preschool classroom, or kindergarten through third grade setting to observe. After your observation, develop a “tool kit” suitable for use by an itinerant teacher in that environment including the following documents:

- A handout or game that can be given to the classroom teacher as a gift
 - Remember to consider the needs of the classroom teacher as you develop your activity. Prepare a written document to accompany your activity explaining why you chose this item and why the teacher may want to use it (i.e. what are the benefits for the teacher?)
- Two brief informal strategies for embedding while you are engaged with children in the classroom
 - Embedding strategies can be developed to promote social skills, behavior, or another area of concern. Your written document should include a reflection on how these strategies might be challenging to implement in the observed classroom

and why. What coaching or collaborative skills might you need to use in order to be successful?

- A record keeping form that would be used during each visit as an itinerant teacher
 - Itinerant teachers need to keep track of field trips, vacation schedules, meal and nap schedules, contact numbers, child goals, etc. Consider what kinds of things you might need to record, or what notes you might need to make for yourself in advance (e.g. goals or lessons for the child) when visiting this classroom.

You will turn in the following items:

- Description of the setting
- Teacher activity
- Two embedding strategies
- Record keeping form
- **Written reflection** of each component

Make sure to relate all references in your paper to information you have read and presented in class on the topic. Make sure to include appropriate citations to support your ideas using APA 5th edition guidelines.

WRITTEN REFLECTION GUIDELINES

While completing the reflective portion of a written assignment, keep in mind these guiding questions:

- ✓ Does my reflection show evidence of **metacognitive thinking** (thinking about my own thinking)? Have I re-thought my perspective, posed further questions?
- ✓ Does my reflection show evidence of **interpretation/evaluation/analysis** of situations that I have observed or topic(s) that I have reflected upon?
- ✓ Have I **supported** my thoughts or observations with information from class readings, discussions, lecture, activities, etc?
- ✓ Have I discussed **personal reactions** to my observations or the topic(s) that I have reflected upon? Does my reflection show **depth of thought/emotion/insight**?
- ✓ Have I discussed the “**personal meaningfulness**” of my reflections?
- ✓ Have I discussed a topic or thought from **more than one perspective**?
- ✓ Have I supported my reflective statements with **anecdotal accounts** of situations or observations that relate to the topic(s) that I have reflected upon?

Total Points

| | |
|--------------------------------------|------------|
| Wiki | 20 |
| Blogging | 10 |
| Google Discussions | 15 |
| Panel Discussion | 10 |
| Professional Development Plan | 15 |
| Choice Project (1) | 15 |
| Choice Project (2) | 15 |
| ----- | |
| Total | 100 |