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EDSP 362-01 Mild/ Moderate Support Systems

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XAVIER UNIVERSITY
College of Social Sciences, Health, and Education
Department of Secondary and Special Education

Mild/Moderate Support Systems

CRN 93067 EDSP 362 – 01 (3 credits)

Fall 2012

Day and Time: Thursday 7-9:30 PM
Dates: August 20-December 14, 2012
Location: Cohen 143
Instructor: Sharon L. Hawkins
Hawkins@xavier.edu
513-545-4155
Special Education Office Phone #: 745-3477

COURSE DESCRIPTION:

Students in this course address service, transitional and resources issues, strategies, techniques used to integrate students with mild/moderate disabilities into diverse educational, social and community settings. Emphasis is on service delivery needs and issues for families; career vocational, health/medical and safety issues, training and intervention/prevention services; working with and guiding paraprofessionals; and support services for at risk students which includes legal aspects and responsibilities. First Aid and CPR training and certification required. **Required field experience in diverse settings - 10 field hours.**
Pre-requisite: EDSP 200; EDSP 360 and EDFD 110.

REQUIRED TEXT:

French, Nancy K. Managing Paraeducators in Your School How to Hire, Train, and Supervise Non-Certified Staff. New York: Corwin P, 2002.
Frieman, Barry B. What Teachers Need to Know about Children At-Risk. New York: McGraw-Hill Humanities/Social Sciences/Languages, 2000.
Flexer, Robert W., Robert M. Baer, Pamela Luft, and Thomas J. Simmons. Transition Planning for Secondary Students with Disabilities. Columbus, Ohio: Prentice Hall, 2008.

***** IMPORTANT NOTE*****

Please be sure that you carefully and thoroughly read all the assigned chapters in your text books. The material in you text book may be covered in the PRAXIS tests you will take to qualify for you teaching license. If you do not fully understand certain material addressed in your textbooks and those details specifically covered during class time, it is your responsibility to ask the instructor to clarify that information or suggest possible resources.

COMMUNICATION

This is very important! Like you, I have a responsibility to this learning situation. Please feel free to contact me at any reasonable time at work or through the Special Education Department. If life circumstances interfere with class performance, requirements or attendance, contact me immediately. Individual needs will be addressed. Communication is necessary and expected.

Any student who feels s/he may need an accommodation based on the impact of a documented disability should contact the instructor personally to discuss the specific needs. Please also contact the Learning Assistance Center at 513-745-3280 on the Fifth Floor of Conaton Learning Commons to coordinate reasonable accommodations.

<p>1. CEC #1: Candidates understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies. Candidates promote and advocate the learning and well being of individuals with ELN across a wide range of settings and a range of different learning experiences.</p> <p>OSTP 6.4: Candidates collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.</p> <p>OSTP 7.1: Candidates understand, uphold and follow professional ethics, policies and legal codes of professional conduct..</p> <p>2. CEC #2: Candidates routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals with ELN are addressed throughout schooling. Moreover, candidates embrace their special role as advocate for individuals with ELN.</p> <p>OSTP 6.3: Candidates collaborate effectively with other teachers, administrators and school and district staff.</p> <p>OSTP 6.4: Candidates collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.</p> <p>3. CEC #3: Candidates use collaboration to facilitate the successful transitions of individuals with ELN across settings and services.</p> <p>OSTP 2.5: Candidates connect content to relevant life experiences and career opportunities.</p> <p>4. CEC #4: Candidates are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with ELN. Candidates are guided by the profession's ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing</p>	<p>Agency Visit & Report Teacher Interview & Report Classroom Observation & Report</p> <p>Agency Visit & Report Teacher Interview & Report</p> <p>In class activities Examination of Transition Related IEP Policies and Procedures Transition Project</p> <p>In class activities Midterm Examination Classroom Observation/ Teacher Interview & Report</p> <p>In class activities Teacher Interview & Classroom Observation</p> <p>Agency Visit & Report Teacher Interview & Report Classroom Observation & Report</p> <p>Final Examination/Transition Plan/Project Teacher Interview & Report Agency Visit & Report</p> <p>Midterm & Final Examination In class activities</p> <p>In class activities Teacher Interview Agency Visit</p>
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<p>attention to legal matters along with serious professional and ethical considerations.</p> <p>OSTP 6.2: Candidates share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.</p> <p>OSTP 6.3: Candidates collaborate effectively with other teachers, administrators and school and district staff.</p> <p>OSTP 7.1 : Candidates understand, uphold and follow professional ethics, policies and legal codes of professional conduct.</p> <p>5. CEC #5: Candidates also develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Candidates systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors.</p> <p>OSTP 1.5: Candidates recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction, and intervention.</p> <p>OSTP 4.3 Candidates communicate clear learning goals and explicitly link learning activities to those defined goals.</p> <p>6.CEC #6: Candidates are aware of how their own and others attitudes, behaviors, and ways of communicating can influence their practice.</p> <p>OSTP 6.1: Candidates communicate clearly and effectively.</p>	<p>In class activities Transition Plan/ Project Final Test</p> <p>Teacher Interview Midterm Examination In class Activities</p> <p>In class activities</p> <p>Final Examination/Transition Plan In class activities Graduate Project</p> <p>In class activities Midterm Examination</p> <p>In class activities</p> <p>In class activities Midterm Examination</p> <p>In class activities Projects</p>
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CEC Code of Ethics for Educators of Persons with Exceptionalities

We declare the following principles to be the Code of Ethics for educators of persons with exceptionalities. Members of the special education profession are responsible for upholding and advancing these principles. Members of The Council for Exceptional Children agree to judge and be judged by them in accordance with the spirit and provisions of this Code.

1. Special education professionals are committed to developing the highest educational and quality of life potential of individuals with exceptionalities.
2. Special education professionals promote and maintain a high level of competence and integrity in practicing their profession.
3. Special education professionals engage in professional activities which benefit individuals with exceptionalities, their families, other colleagues, students, or research subjects.
4. Special education professionals exercise objective professional judgment in the practice of their profession.
5. Special education professionals strive to advance their knowledge and skills regarding the education of individuals with exceptionalities.
6. Special education professionals work within the standards and policies of their profession.
7. Special education professionals seek to uphold and improve where necessary the laws, regulations, and policies governing the delivery of special education and related services and the practice of their profession.
8. Special education professionals do not condone or participate in unethical or illegal acts, nor violate professional standards adopted by the Delegate Assembly of CEC.

The Council for Exceptional Children. (1993). *CEC Policy Manual*, Section Three, part 2

(p. 4). Reston, VA: Author. Originally adopted by the Delegate Assembly of The Council for Exceptional Children in April 1983.

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DATE	CALENDAR TOPICS	CALENDAR READINGS/ASSIGNMENTS
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DATE	CALENDAR TOPICS	CALENDAR READINGS/ASSIGNMENTS
08/23/12	Course Overview and Team Planning <ul style="list-style-type: none"> • Service Providers and Support Services Personnel 	
8/30/12	<ul style="list-style-type: none"> • Children Who Are At-Risk, Alienated Or Minorities 	<ul style="list-style-type: none"> • <i>Children At-Risk</i> Chapters 1,2,4,17,18
09/06/12	<ul style="list-style-type: none"> • Parents & At Risk Children 	<ul style="list-style-type: none"> • <i>Children At-Risk</i> Chapters 5,8,9,19
9/13/12	<ul style="list-style-type: none"> • Children With Disabilities 	<ul style="list-style-type: none"> • <i>Children At-Risk</i> Chapters 6,7,10,11
09/20/12	<ul style="list-style-type: none"> • Children With Behavior Disabilities 	<ul style="list-style-type: none"> • <i>Children At-Risk</i> Chapters 3,14,20
09/27/12	<ul style="list-style-type: none"> • Poverty, Homelessness and Poverty Issues 	<ul style="list-style-type: none"> • <i>Children At-Risk</i> Chapters 12,13,15,16
10/4/12	IEP Perspectives and Transition Planning TEST ONE	<i>Managing Paraeducators in Your School</i> Chapters 1,2,4,8,9,10 In Class Reading Material
10/11/12	Field Observation and Planning	No Class
10/18/12	<ul style="list-style-type: none"> • IEPs and Transition Planning for Post Secondary Options • MIDTERM • Observation and Time Sheets Due 	<ul style="list-style-type: none"> • <i>Managing Paraeducators in Your School</i> Chapters 3,5,6,7 In Class Reading Material
10/25/12	<ul style="list-style-type: none"> • Transition : History, Legislation, Best Practices and Future Issues Interview of Intervention Specialist Due	<ul style="list-style-type: none"> • <i>Transition Planning for Secondary Students with Disabilities</i> Chapters 1 -4
11/01/12	<ul style="list-style-type: none"> • Transition Assessment and Standards Based Curriculum 	<ul style="list-style-type: none"> • <i>Transition Planning for Secondary Students with Disabilities</i> Chapters 5 and 6
11/08/12	<ul style="list-style-type: none"> • Instructional Planning and Methods for Transition Teaching • Interagency Collaboration 	<ul style="list-style-type: none"> • <i>Transition Planning for Secondary Students with Disabilities</i> Chapters 7, 8 and 9
11/15/12	<ul style="list-style-type: none"> • Preparing Students for Employment • Preparation of Students for Post –Secondary Options TEST TWO	<i>Transition Planning for Secondary Students with Disabilities</i> Chapters 10 and 11
11/22/12	Thanksgiving	No Class
11/29/12	<ul style="list-style-type: none"> • Preparing Students for Community Living and Participation 	<ul style="list-style-type: none"> • <i>Transition Planning for Secondary Students with Disabilities</i> Chapters 12 and 13 •

DATE	CALENDAR TOPICS	CALENDAR READINGS/ASSIGNMENTS
12/06/12	<ul style="list-style-type: none"> • Transition Program Evaluation and Follow-up • Graduate Project Due 	<ul style="list-style-type: none"> • <i>Transition Planning for Secondary Students with Disabilities</i> Chapters 14 and 15
12/13/12	Final Exam Transition Plan Due	

COURSE ASSIGNMENTS:

I. **Journal/Time Sheet of Field Observation:** You will observe a total of 10 hours of observation: (1) a classroom setting-**secondary class (grades 9-12)**;and (2) an agency setting-which provide services for individuals with disabilities. You will be responsible for scheduling both of these sites for visitation. The observations/visit must include a completed time sheet including hours observed and official signatures from the agency and school personnel on the time sheet. The following are guidelines to be used to complete the observation reports for both sites.

A. School observation report guidelines:

1. Write a one page summary of your findings on how the transition portion of the IEP is integrated into the curriculum and lesson plan format.
2. Describe any observation of support services implemented from an IEP or services provided for an at-risk student which was implemented from an intervention plan.
3. Observe and describe how paraprofessionals are used in instructional settings involving IEPs and services for at-risk students at the school setting.

A. Support Services Agency Report Guidelines: You will gather materials from an agency and its web site (if applicable). Your report must address the following:

1. What are the organizational strategies used by this agency?
2. What services does this agency provide for identified students and at-risk students/clients?
3. What are the procedures the agency uses to determine services?
4. How does the agency provide document provided service?
5. How does the agency communicate with all other service participants?
6. How can the LEA better prepare students (e.g. lesson, activities, goal setting) to enter this post-secondary agency more competently?

*Obtain this information from the agency through an interview and type a 1-2 page summary of your findings.

Please make a copy of your summary for everyone in class for notebooks.

I. **Interview Report:** Interview an intervention specialist in the field of education who serves in the inclusion setting. The focus is to be upon support services for individuals with disabilities. During the interview, obtain the following information and type this in a 2 page report:

- A. How does the intervention specialist collaborate with the other support personnel?
- B. How does the intervention specialist plan the implementation of support services for individuals with disabilities with those involved in servicing the student's needs?
- C. How were these support services determined?
- D. How are the related service personnel supervised and evaluated?
- E. How are transitional plans developed and used as a tool for post secondary options?
- F. How are services including transitional plans documented?

**Please keep the name of the teacher and school anonymous in the written report. *The cover sheet you hand in to the instructor should contain the name of the instructor and the school.*

*The **collection of data** is the important focus of this report.

Please prepare copies for everyone in class for notebooks.

III. At Risk Project: You will be assigned a topic to research about at-risk children. The assignment consists of an activity, lesson plan or debatable question you will pose to the class.

IV.Exams/Tests Examination/test format will consist of in class projects, acronym (work place based), fill in the blank, multiple choice, essay questions and IEP writing (Transition Plan).

V. Transition Plan: Each student will develop a transition plan using the information provided during class time. Details and guidelines will be given during class time.

REQUIREMENTS

I. Field Experience

Each student must complete a 10 hour field experience that includes the school observation, support service agency visit, and teacher interview.

Required Procedures:

- a) Contact the school and agency you wish to visit and schedule a meeting time.
- b) Review the **Guidelines for Field Experience Planning and Instructional Activities** located in the **Field Experience Handbook**. Follow these guidelines to complete the field requirements.
- c) During class you will be required to present the information gathered to your colleagues for the teacher interview. After your presentation(s), a class discussion will focus on your findings. You will lead the discussion. Your performance will be evaluated using the rubric for presentations form.
- d) During the field experience you will interview with the cooperating teacher /agency representative and the field supervisor.
Refer to the Evaluation Rubric for the course in the syllabus.
- e) **You will record your time spent during the field experience and obtain the required signatures on the Xavier University Time Sheet.**

II. Assignments and tests

All work must comply with the Academic Honesty Policy stated in the Xavier University Catalog. Please refer to the Academic Honesty Policy for further clarification. (http://www.xavier.edu/library/help/academic_honesty.cfm). Assignments and test are due on posted calendar dates or dates. Assignments are “**on time**” if they are turned in during class time or posted on line during the course class time. Unless previously arranged, no late assignments or tests will be accepted. Course assignments and requirements may be changed to meet the needs of the students and/or the instructor. Assignments submitted later than the due date will begin the grading process at a B level. If all assignments are not complete by the end of the semester, a grade of incomplete will be given. The student has one month after the semester to complete the assignment before the semester grade is changed to an F.

III. Class participation and Attendance expectations

It is expected that all students will read all assigned materials and professionally contribute/participate in class discussions. **The instructor will not lecture from the assigned readings.** The purpose of these readings is to assist the students in their process of becoming an intervention specialist to discuss professionally the issues and areas of curriculum development and instructional planning/implementation involved with general and special education. Distracting behaviors such as, texting, talking and unrelated computer use during class are not acceptable and will reduce your participation grade.

Class attendance is required and an essential part of the course for professional development. Excessive tardiness to class (three or more) will affect the grade average by two points per tardy. Absence from class will lower the course grade. Upon missing class three times, the course will need to be dropped. Failing to attend, to be tardy to leave early/and/or not participate in class discussions will affect your grade.

Attendance and Participation Rubric

	Unprofessional Quality 0 Points	Needs Improvement 1 Point	Acceptable Quality 1.5 Points	Professional Quality 2.5 points	Your Score
Attendance 2.5 points	Absent 2 or more times &/or 3 tardies (10 min.). (0 points) Absent more than two times may result in withdrawal from class.	One absences and/or two tardies (10 minutes) (1 point)	One absence and/or one tardy (10 minutes) (1.5 points)	No absences. (2.5 points)	
Participation 2.5 points	Obvious lack of participation in group activities and other behaviors such as sleeping and/or inattentive in class; (0 points)	Frequently disengaged in group discussions, rarely asks questions or volunteers information (1 point)	Mostly attentive with some hesitation, occasionally asks questions or volunteers information (1.5 points)	Is attentive and participatory in group discussions, frequently asks questions or volunteers information (2.5 points)	

EVALUATION

First Aid/CPR (Adult and Infant).....	.5 points***
Observation and Agency Visit.....	10 points
At -Risk Project.....	5 points
Interview of Intervention Specialist.....	10 points
Resource Notebook/Portfolio.....	5 points
Chapter Quizzes/Tests (20 points ea./3 tests).....	60 points
Attendance and Participation	5 points
TOTAL.....	100 points

*****Failure to submit CPR and First Aid by the due date will cause the point value to double and student will lose 10 points on the final grade.**

UNDERGRADUATE GRADING SCALE

100 – 93 = A	80 – 78 = C+
92 – 90 = A-	77 – 75 = C
89 – 87 = B+	74 – 72 = C-
86 –84 = B	71 – 69 = D
83 – 81 = B-	68 – 0 = F

RUBRIC FOR PRESENTATION

Name _____ Date _____

	2 Points	1 Point	0 Point
Demonstrated Knowledge of Material Presented	Exceptional demonstration of knowledge agency/LEA's function/purpose	Information relates to function of agency/LEA but is somewhat unstructured	Agency's/LEA's function is explained in an unclear manner
Professionally Prepared Materials	Exceptional preparation/presentation of materials and understanding of learner's needs at secondary and post-secondary levels. Supplied copies to class	Some apparent preparation/presentation of materials and understanding of learner's needs at secondary and post-secondary levels	Materials lack evidence of proper presentation/ preparation No copies given in class
Related Materials to Curriculum and Instructional Application	Exceptional demonstration of generalizing information into instructional application.	Identifies information and attempts to relate it to curriculum application.	Student demonstrated lack of ability to relate information to curriculum application and instruction
Demonstrated Implications of Best Practices	Exceptional demonstration of how to integrate information presented in class and in readings into instructional planning/practices/lessons.	Some general understanding demonstrated of how to integrate information presented in class and in readings into instructional planning/practices/lessons.	Student demonstrates lack of ability to identify how to integrate information presented in class and in readings into instructional planning/practices/lessons
Demonstrated Ability for Professional Oral And Written Language	Exceptional confidence with material presented through poise, clear articulation, eye contact and enthusiasm. Nearly error free. Reflects thorough proofreading for grammar and spelling.	Clearly articulated ideas but apparently lacks confidence with material occasional grammatical proofread.	Little eye contact, fast speaking rate, little expression, mumbling, seemed uninterested in material. Frequent error in spelling, grammar, and punctuation.

Project/Assignment _____

Assignments submitted later than due will begin the grading process at a B level.

RUBRIC FOR PROJECT

Name _____ Date _____

	2 Points	1 Point	0 Point
Demonstrated Knowledge of Material Presented	Exceptional demonstration of knowledge function/purpose of subject matter	Information relates to subject matter but is somewhat unstructured	Subject matter is explained in an unclear manner
Professionally Prepared Materials	Exceptional preparation/presentation of materials and understanding of learner's needs at secondary and post-secondary levels. Supplied copies to class	Some apparent preparation/presentation of materials and understanding of learner's needs at secondary and post-secondary levels	Materials lack evidence of preparation/presentation No copies given in class
Related Materials to Curriculum and Instructional Application	Exceptional demonstration of generalizing information into instructional application.	Identifies information and attempts to relate it to curriculum application.	Student demonstrated lack of ability to relate information to curriculum application and instruction
Demonstrated Implications of Best Practices	Exceptional demonstration of how to integrate information presented in class and in readings into instructional planning/practices/lessons.	Some general understanding demonstrated of how to integrate information presented in class and in readings into instructional planning/practices/lessons.	Student demonstrates lack of ability to identify how to integrate information presented in class and in readings into instructional planning/practices/lessons
Demonstrated Ability for Professional Oral And Written Language	Exceptional confidence with material presented through poise, clear articulation, eye contact and enthusiasm. Nearly error free. Reflects thorough proofreading for grammar and spelling.	Clearly articulated ideas but apparently lacks confidence with material occasional grammatical proofread.	Little eye contact, fast speaking rate, little expression, seemed uninterested in material. Frequent error in spelling, grammar, and punctuation.

Project/Assignment _____

Assignments submitted later than due will begin the grading process at a B level.