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EDSP 376-01 Special Education: Moderate/ Intensive Support Services

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XAVIER UNIVERSITY
College Of Social Sciences, Health and Education
Department Of Secondary and Special Education
SPECIAL EDUCATION:MODERATE/INTENSIVE SUPPORT SERVICES

EDSP 376-01

CRN # 93083

(3 credits)

FALL 2012

Day and Time: Thursdays, 7:00 – 9:30 PM
 Dates: August 23 - December 13, 2012
 Location: Cohen Center 194
 Instructor: Joe Link
 (513) 328-6300
 linkj@xavier.edu

Field requirement: 10 hour total, including CPR/First Aid Certification and 6 hours of school observation

Office Hours: By appointment. I would be happy to meet with you.

COURSE DESCRIPTION:

This course focuses on the relationship of local and state support delivery services for individuals with moderate and intensive physical, mental and medical disabilities K-12; networks, organizations, resources, strategies and techniques used to integrate students requiring moderate/intensive services into diverse educational, social, community settings including assistive technology/devices, residential treatment, rehabilitation, career/vocational, health/medical; use strategies that promote successful transitions for individuals with exceptional learning needs; identify supports needed for integration into various program placement; structure, direct and support the activities of paraeducators, volunteers, and tutors; assist family in planning transitions; and, act ethically in advocating for appropriate service. **LAB field experience is required with documentation -six hours. CPR/FIRST AID CERTIFICATION REQUIRED.**

COURSE KNOWLEDGE/SKILL/DISPOSITIONS**COURSE ASSESSMENT ACTIVITIES:**
COURSE ASSESSEMENT ACTIVITIES:

- | | |
|---|--|
| <p>1. Student will: learn the relationship of special education to the organization and function of educational agencies; learn resources and techniques used to transition individuals with disabilities into and out of school and post-school environments; learn roles of professional groups and referral agencies in identifying, assessing, and providing services to individuals with disabilities; assist the family in planning for transitions. (CC1K3; IC4K4; IC10K3; EC10S1)</p> | <p>Midterm Exam
Resource Notebook/Portfolio
Observations
Final Exam</p> |
| <p>2. Student will: learn issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services; learn the continuum of placement and services available for individuals with disabilities; learn laws and policies related to provision of specialized health care in educational settings. (CC1K6; IC1K4; IC1K5)</p> | <p>Midterm Exam
CPR/First Aid Certification
IEP Team Project
Final Exam</p> |
| <p>3. Student will: learn roles and responsibilities of the paraeducator related to instruction, intervention, and direct service; learn social skills needed for educational and other environments; learn theory of reinforcement techniques in serving individuals with disabilities. (CC7K5; IC5K5; IC1K7)</p> | <p>Midterm Exam
Observations
IEP Team Project
Final Exam</p> |
| <p>4. Student will: identify supports needed for integration into various program placements; access information on exceptionalities; seek information regarding protocols, procedural guidelines, and policies designed to assist individuals with disabilities as they participate in school and community-based activities. (CC5S3; CC9S10; IC9S3)</p> | <p>Observations
Final Exam
Case Study Recommendations
Resource Notebook/Portfolio
Final Exam</p> |
| <p>5. Student will: use strategies that promote successful transitions for individuals with exceptional</p> | <p>Midterm Exam</p> |

learning needs; collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings; implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with disabilities; implement, monitor and evaluate individualized family service plans and individualized education plans.
(CC4S6; CC10S6; IC8S1; EC7S1)

Final Exam/Case Study
Resource Notebook/Portfolio
Case Study Recommendations
Final Exam

6. Student will: act ethically in advocating for appropriate services; relate levels of support to the needs of the individual; use ethical responsibility to advocate for appropriate services for individuals with disabilities; are committed advocates for those they serve.
(CC9S3; IC3S1; IC9S2; PD5)

Observations
IEP Team Meeting
Midterm Exam
Final Exam

7. Student will: observe, evaluate and provide feedback to paraeducators; structure, direct, and support the activities of paraeducators, volunteers and tutors. (CC10S11;CC5S15)

Observations
IEP Team Meeting

CEC CODE OF ETHICS FOR EDUCATORS OF PERSON WITH EXCEPTIONALITIES:

This course will integrate a discussion of the code of ethics adopted by the Council for Exceptional Children:

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.

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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.

TEXTS:

Demchek, M.A. and Greenfield, R.G. (2003). *Transition Portfolios for Students with Disabilities*. Thousand Oaks: Corwin Press, Inc.,.

Kochhar-Bryant, C.A. & Shaw, S. (2008). *Transition and IDEA, 2004*. Boston: Pearson.

Pickett, A.L., et.al. (2007). *Paraeducators in Schools: Strengthening the Educational Team*. Austin, Pro-Ed.

ASSIGNMENTS AND PROJECTS

All work must comply with the Academic Honesty Policy stated in the Xavier University Catalog. Please refer to it. Assignments and projects are due on posted calendar dates or dates adjusted during class times. All work must be typed. Course assignments and requirements may be changed to meet the needs of the students and/or instructor.

LEARNING ASSISTANCE CENTER

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.

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RELATIONSHIP BETWEEN THE COURSE AND PRAXIS II:

Please be sure that you carefully and thoroughly read through all the assigned chapters in your textbooks. The material in your textbooks may be assessed in Praxis II. If you do not fully understand certain information or content address in this course, it is your responsibility to ask the instructor to clarify the 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 home 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

GRADING AND ASSESSMENT

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

EVALUATION:

Paraeducator Observation Reflection	5 points
Support Services Provider Observation Reflection.....	5 points
IEP Meeting Observation Reflection.....	5 points
Observation Time Sheet.....	5 points
Take Home Midterm Exam	15 points
IEP Team Project.....	10 points
Resource/Transition Notebook.....	15 points
CPR & First Aid Training.....	10 points
Final Exam.....	15 points
Case Study Recommendations.....	5 points
Participation Self-Assessment.....	10 points
TOTAL	100 points

COURSE ASSIGNMENTS:**1. Paraeducator Observation Reflection: (5 points)**

After observing and interviewing a paraeducator, reflect in a 2 page typed, double spaced essay upon how you (as an intervention specialist) would best apply this person's assets to benefit the students you observed. Consider the needs of the students and transition services available as you write the observations. Reflections should include some reference to:

- Job description of the paraeducator
- The age of students the paraeducator work with
- How the paraeducator documents student progress (if at all)
- Nature of the input the paraeducator has into IEP planning,
- How the paraeducator help prepare students for transition,
- The amount of training the paraeducator provides them.
- Why the paraeducator chose this profession,
- The paraeducator's most challenging and rewarding experiences,
- How students relate to the paraeducator.

Rubric for Paraeducator Project**Criteria****Points**

Demonstration of Knowledge of Content.....	2 points
Demonstrated Professional Written Language.....	2 points
Followed Directions; Timelines Completed.....	1 point

2.Support Service Provider Observation Reflection: (5 points)

After observing and interviewing a occupational therapist or speech and language pathologist, reflect in a 2 page typed, double spaced essay upon how you (as intervention specialist) would use these services to benefit the students you would observe. Consider the needs of the students, transition services and the schedule constraints of the staff. Reflections should include some reference to:

- Job description of the support service provider,
- The age of students served by the support services provider,
- How they document student progress,
- Nature of input the support service provider has in IEP planning ,
- How they help prepare students for transition,
- The amount of time per week they spend in this building,
- Why the support service provider chose this profession,
- The support service provider’s most challenging and rewarding experiences,
- How students relate to the support service provider.

Rubric for Support Services Provider Reflection

Criteria

Points

Demonstration of Knowledge of Content.....	2 points
Demonstrated Professional Written Language.....	2 points
Followed Directions; Timelines Completed.....	1 point

3.IEP Meeting Observation Reflection: (5 points)

Attend an IEP meeting in the schools where a transition is being discussed. Be sure that you have secured parent and administrative permission to attend. After observing the meeting, reflect in a 2 page typed, double spaced essay on what you learned from the interactions of the participants at the meeting. You should make some reference to the following:

- Who was in attendance?
- Describe the transition discussed.
- Was the child present and what did they contribute to the process?
- Was a paraeducator present and what did they contribute to the process?
- Was a support services provider present and what did they contribute to the process?
- What issues were resolved in the meeting, and what issues do you suspect are unresolved?
- What surprised you during the meeting?

Rubric for Actual IEP Meeting Reflection

<u>Criteria</u>	<u>Points</u>
Demonstration of Knowledge of Content.....	2 points
Demonstrated Professional Written Language.....	2 points
Followed Directions; Timelines Completed.....	1 point
TOTAL.....	5 Points

4.Observation Time Sheet: (5 points)

Students will give the instructor a complete Xavier University Field Experience Log form available at www.xavier.edu/education/forms. The Time Sheet should document all the observations (including those of the paraeducator, the IEP meeting and the support services provider) you have made for this class. Your observations in schools should total 6 hours. **Students must staple a copy of the results of the fingerprinting check to the Time Sheet. This should be the fingerprinting check that is on file with School of Education at Xavier University that has been completed in the last calendar year.** If you need assistance finding a school team to observe, contact Clinical Faculty, Jackie Smith, at smithj9@xavier.edu.

5.Take Home Midterm Exam

Students will receive two questions that center around issues with paraeducators. Students should write a 2-page type, double spaced response to each midterm exam, for a total of 4 pages. Students should make explicit references to the *Paraeducators in Schools* text and properly cite any information they use.

TAKE HOME MIDTERM EXAM RUBRIC

15 points	13-14 points	12 points	11 points or less
Essays have a clearly stated thesis, logical argumentation, smooth transition between paragraphs, proper citations, and is free of grammatical errors.	Essays have four of the five following components: a clearly stated thesis, logical argumentation, smooth transition between paragraphs, proper citations, and is free of grammatical errors.	Essays have three of the five following components: a clearly stated thesis, logical argumentation, smooth transition between paragraphs, proper citations, and is free of grammatical errors.	Essays lack the following components necessary for undergraduate level writing: a clearly stated thesis, logical argumentation, smooth transition between paragraphs, proper citations, and is free of grammatical errors.

6.Resource Notebook/Transition Portfolio: (15 points)

Choose one of the following projects to complete during the semester. Option A is strongly preferred, but if you have already done a similar project for another class, then Option B may be appropriate.

A) Throughout the semester, organize brochures, fliers and other resources from community agencies and programs into a notebook. Any materials from community-based, educational-based, business-based agencies, services, or organizations which can aid families in transitions (at all age levels) can be included into a notebook format. The student may find many of these resources at the annual Autism Expo. The resource notebook should have clearly delineated sections.

B) Students with moderate or intense disabilities need teams that can communicate well with one another, especially during the many times of transition in the student's life. Use the text, *Transition Portfolios for Students with Disabilities* to guide you in creating a portfolio for an anonymous student. The information collected in a portfolio can facilitate better communications across professional and over the passage of time.

RESOURCE NOTEBOOK/TRANSITION PORTFOLIO RUBRIC

	5 points	3 points	1 point	0 points	Your Score
Demonstration of Content Knowledge	Exceptional demonstration and clear use of information with focus.	Information relates to clear use of information but is somewhat unstructured.	Limited demonstration and clear use of information which is somewhat unstructured.	Information is unclear and appears randomly chosen.	
Organization of Content	Materials organized well and easily located. Accurate Table of Contents.	Materials organized, but Table of Contents not accurate.	Materials organized but not easily located.	Materials not organized nor easily located.	
Presentation of Materials utilizing "Best Practices"	Wide variety of materials provided in a format which can be understood by	Wide variety of materials provided most of which are written for professionals.	Some variety of materials provided most of which are written for professionals.	Limited variety of materials all of which are written for professionals.	

	both professionals and/or non-professionals.				
TOTAL					

7.Red Cross CPR AND First Aid Certification: (10 points)

You will turn in copies of your RED CROSS CPR and FIRST AID cards (2 classes, 2 cards) showing that you have completed Adult CPR and/or Child/Infant CPR and First Aid training. **You must attend classes for direct instruction.** On-line courses will NOT be accepted. (Note: Ages 8 and above require adult classes; below age 8 require infant/child classes – select based on your projected or current employment.)

Classes that meet on evenings or weekends this fall are few and far between at the American Red Cross and may be equally hard to find through other sources. Be sure to check the Red Cross offering (www.cincinnatiaredcross.org) out early in the semester so you are sure to meet this requirement.

8.IEP Team Project (10 points)

We will conduct a simulated IEP meeting during class. As a team, you will participate in finishing an IEP from the information provided by the instructor. You will be assigned roles, such as Parent, Intervention Specialist, Regular Education Teacher, Paraeducator, Speech and Language Pathologist, etc. After the in-class simulation, students should write a 3 page typed, double-spaced reflection on the experience. Questions that students might consider in writing the reflection include:

- What were the explicit and implicit objectives of each fictional team member?
- What challenges became present in the simulation that you did not anticipate?
- What contributions did pareducators and support personnel make to the process?
- What conflicts does the team seem to have in their vision of transition?

IEP TEAM PROJECT RUBRIC

	3 points	2 point	1 points	Your Score
Participation during in-class assignment	Frequently volunteers. Positive, well informed comments and questions.	Occasionally volunteers. Questions and comments are sometimes well-informed	Limited involvement in assignment. Questions and comments unrelated to assignment.	
Demonstrated Ability for Professional Oral & Written Language	Exceptional confidence with material presented through poise, clear articulation, eye contact, & enthusiasm. Written language nearly error free. Reflects thorough proofreading for grammar & spelling.	Clear articulation of ideas but apparently lacks confidence with material. Written materials have occasional grammatical errors.	Little eye contact, fast speaking rate, little expression, mumbling, seemed uninterested in material. Written language has frequent errors in spelling, grammar, and punctuation.	
Cooperation & Leadership during in-class assignment	Solves problems collaboratively. Respects others contributions.	Solves problems collaboratively. Respects others contributions but is somewhat withdrawn.	Does not participate in group cooperatively. Withdraws or dominates.	
TOTAL				

9. Final Exam (15 points)

Students will receive an advance copy of this final exam so that they can prepare for the in-class version. The final exam will be taken on the last day of class without any notes or books. The exam typically consists of 15 short essay (2 – 4 sentences) questions.

10. Case Study Recommendations (5 points)

In conjunction with the final exam questions, students will receive a case study that centers around Collaborate * Innovate * Educate

transition issues in a school. Students will write a 2 page typed, double spaced essay that makes recommendation to the IEP team about how they can best address the needs of the student in the case study.

CASE STUDY RECOMMENDATIONS RUBRIC

	5 points	4 points	3 point	0 - 2 points	Your Score
	Exceptionally clear use of case study information.	Information clearly relates to case study but somewhat unstructured.	Limited demonstration and clear use of information.	Information is unclear and appears randomly chosen.	
TOTAL					

11.Participation Self-Assessment (10 points)

At the end of the course, each student will turn in a typed paragraph of 6-8 sentences evaluating his or her participation in the class. Participation can be defined as contributions made verbally in class, as well as preparation before class.

TENTATIVE CALENDAR – This calendar may change to allow the class to better connect with community agencies and professionals.

Date	Topics	Who Reports?	Assignment (due that date)
August 23	<ul style="list-style-type: none"> • Introductions • Syllabus • Class Requirements • Scope of Support Services 	All	
August 30	<ul style="list-style-type: none"> • History of Transition in Special Education • Special Education Law as it relates to Transition • Summary of Performance Form 	All	Read <i>Transition and IDEA 2004</i> Chapter 1 – 3

September 6	<ul style="list-style-type: none"> Working with Paraeducators: Opportunities and Challenges 	All	Read <i>Paraeducators in Schools</i> , Chapters 1 and 2
September 13	<ul style="list-style-type: none"> Working with Support Service Personnel 	All	Read <i>Paraeducators in Schools</i> , Chapters 3
September 20	<ul style="list-style-type: none"> Future Planning Person Centered Planning Use of Portfolios in Planning 	All	Read <i>Transition Portfolios</i> , Chapter 1, 2, 3, 4
September 27	NO CLASS – Attend the Autism Expo instead	All	
Saturday, September 29	Attend Autism Expo, held at Live Oaks in Milford from 10:00 AM – 4:00 PM		See (http://www.familieswithasd.org/autism_expo)
October 4	<ul style="list-style-type: none"> Involving Families in Transition Planning Collaborating with Speech and Language Pathologists 	All	Read <i>Transition Portfolios</i> , Chapter 5, 6, 7 Read <i>Paraeducators in Schools</i> , Chapter 5 Meet with instructor briefly to propose placements for the three observations.
Sunday, October 7 by 11:59 PM			Take Home Midterm Exam due by email
October 11	NO CLASS – FALL BREAK		
October 18	<ul style="list-style-type: none"> Paraeducators: Training and Orientation Early Childhood Transitions, Guest Speakers: <i>Sandy Crowell and Lisa Miller, Hamilton County ESC</i> 	All	Resource Notebooks or Transition Portfolios due

October 25	<ul style="list-style-type: none"> • IEP Team Projects related to ECIS 	ECIS	Prepare for IEP Team Project
November 1	<ul style="list-style-type: none"> • IEP Team Projects related to MI 	MI	IEP Team Project Reflection due
November 8	<ul style="list-style-type: none"> • Early Childhood Transitions (continued) • Transition to Community Employment • Postsecondary Education for students with disabilities • Collaborating with Occupational Therapists 	All	Read <i>Transition Portfolios</i> , Chapter 9 Read <i>Transition and IDEA 2004</i> , Chapters 4-6
November 15	<ul style="list-style-type: none"> • Transition to Community Living • Recreation, Leisure and Healthy Living for Students in Transition 	All	Paraeducator Observation Reflection due
November 22	NO CLASS - Thanksgiving		
November 29	<ul style="list-style-type: none"> • Community Agencies Resources in the Arts and Disability • Educational and Medical Collaborations in Early Childhood • Collaborating with Physical Therapists 	All	Read <i>Transition Portfolios</i> , Chapter 8, 9, 10 Read <i>Transition and IDEA, 2004</i> , Chapters 7-9
December 6	<ul style="list-style-type: none"> • Course Wrap Up 	All	Complete CPR/First Aid Certification Support Services Provider Reflection due
December 13	<ul style="list-style-type: none"> • In Class Final Exam 	All	Prepare for In Class Final Exam Case Study Recommendations due Observation Time Sheet Due IEP Observation Reflection due

