Course Number: SPED 474
Hours of Credit: 10 Semester Hours
Name of Instructor: Dr. Elizabeth Whitten
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(269) 387-5703 (fax)
Email: whitten@wmich.edu
Home Page Address: http://www.wmich.edu/edstudies

Course Description:
Prerequisite: Completion of all professional education requirements. Consent of Department.

This final field experience is open only for special education undergraduate students who have completed all of their special education professional sequence requirements. It will consist of full-time intern teaching in an appropriate educational setting, serving students with disabilities. Students will participate in all phases of the school program to which they are assigned. All courses except ED 410 and ED 471 must be completed prior to intern teaching in Special Education.

Students participate in all phases of the school program to which they are assigned. As pre-service teachers, interns process information about teaching, learning, and managing their environments. They examine differences among prior beliefs, the paradigms and models discussed in their classes, and the curriculum and instruction in schools where they practice their teaching. This course provides the opportunities for pre-service teachers to use reflective processes as they interact with their students, mentors and supervisors. Several fundamental themes under gird this course, including, (a) preparing educators to be reflective practitioners who think deeply and thoughtfully about creating inclusive learning communities in their classrooms, (b) providing opportunities to explore and apply powerful pedagogical tools of instruction, assessment, and classroom management, and (c) helping to develop educators who can collaborate effectively with special and regular education personnel, parents and their communities. In short, this course is designed to prepare you to be a professional teacher who recognizes that we teach all children.

SPECIAL EDUCATION PROGRAM OUTCOMES

The Special Education Undergraduate Programs will prepare undergraduate students to:
1. Provide quality educational services to students with disabilities in the state, region, and nation.
2. Use interdisciplinary communication skills associated with a teacher consultant role.
3. Plan and implement outcome-oriented educational programs for students with disabilities utilizing a student-centered process.
4. Work effectively with parents.
5. Implement the Clinical Teaching Model in their educational programs serving students with disabilities.
6. Function as a resource for regular educators serving students with disabilities.
7. Serve as a resource for parents/guardians of students with disabilities.
8. Serve as an advocate for individuals with disabilities in our society.
9. Function as a professional in the field of education.
10. Be a critical consumer of current and emerging educational techniques and technologies.
11. Demonstrate knowledge regarding the issues and needs of traditionally underrepresented populations.

**COMPETENCIES**

The competencies for the course are taken from the CEC Common Core of Knowledge of Skills and the CEC Knowledge and Skills for the disability areas of Mental Retardation, Learning Disabilities, and Emotional/Behavioral Disorders.

**I. PHILOSOPHICAL, HISTORICAL, AND LEGAL FOUNDATIONS OF SPECIAL EDUCATION.**

Skills:

- S1 Articulate personal philosophy of special education including its relationship to/with regular education.
- S2 Conduct instructional and other professional activities consistent with the requirements of law, rules, and regulations, and local district policies and procedures.

**II. ASSESSMENT, DIAGNOSIS, AND EVALUATION**

Skills:

- S1 Collaborate with families and other professionals involved in the assessment of individuals with exceptional learning needs.
- S2 Create and maintain records
- S3 Gather background information regarding academic, medical, and family history
S4 Use various types of assessment procedures appropriately.

S5 Interpret information from formal and informal assessment instruments and procedures.

S6 Report assessment results to individuals with exceptional learning needs, parents, administrators, and other professionals using appropriate modification in learning environments.

S7 Use performance data and information from teachers, other professionals, individuals with exceptionalities, and parents to make or suggest appropriate modification in learning environments.

S8 Develop individualized assessment strategies for instruction.

S9 Use assessment information in making instructional decisions and planning individual programs that result in appropriate placement and intervention for all individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds.

S10 Evaluate the results of instruction

S11 Evaluate supports needed for integration into various program placements

Emotional/Behavior Disorders

S1 Prepare accurate formal social assessment reports on students with E/BD based on behavioral-ecological information.

S2 Implement procedures for assessing both appropriate and problematic social behaviors of students with E/BD.

S3 Use exceptionality-specific assessment instruments appropriately for assessing students.

IV. INSTRUCTIONAL CONTENT AND PRACTICE

Skills:

S1 Interpret and use assessment data for instructional planning

S2 Develop and/or select instructional content, materials, resources, and strategies that respond to cultural, linguistic, and gender differences.

S3 Develop comprehensive, longitudinal individualized programs.

S6 Involve the individual and family in setting instructional goals and charting progress.
S7 Conduct and use task analysis.
S8 Select, adapt, and use instructional strategies and materials according to characteristics of the learner.
S9 Sequence, implement, and evaluate individual learning objectives
S10 Integrate affective, social, and career/vocational skills with academic curricula
S11 Use strategies for facilitating maintenance and generalization of skills across learning environments.
S12 Use instructional time properly
S13 Teach individuals with exceptional learning needs to use thinking, problem-solving, and other cognitive strategies to meet their individual needs.
S14 Choose and implement instructional techniques and strategies that promote successful transitions for individuals with exceptional learning needs.
S15 Establish and maintain rapport with learners.
S16 Use verbal and nonverbal communication techniques.
S17 Conduct self-evaluation of instruction.

Emotional/Behavioral Disorders

S1 Identify and use prevention and intervention strategies as early as appropriate for use with students with E/BD.
S2 Delineate and apply the goals and intervention strategies and procedures related to a variety of theoretical approaches (including psychodynamic, behavioral, biophysical, and ecological) to students with E/BD.
S3 Use technology applicable to students with E/BD.
S4 Plan, organize, and implement individualized student programs appropriate to the cognitive and affective needs of students with special consideration to use of reinforcement systems and environmental conditions.
S5 Select, develop, and adopt and evaluate curriculum materials and technology applicable to students with E/BD

S7 Delineate and apply appropriate management procedures when presented with spontaneous management problems applicable to students with E/BD.

S9 Integrate academic instruction, affective education, and behavior management for individual students and groups of students with E/BD.

S10 Evaluate strengths and limitations of the alternative instructional strategies designed for students with E/BD.

S11 Use student-initiated learning experiences and integrate them into ongoing instruction for students with E/BD.

V. PLANNING AND MANAGING THE TEACHING AND LEARNING ENVIRONMENT
Skills:

S1 Create a safe, positive, and supportive learning environment in which diversities are valued.

S2 Use strategies and techniques for facilitating the functional integration of individuals with exceptional learning needs in various settings.

S3 Prepare and organize materials to implement daily lesson plans.

S4 Incorporate evaluation, planning, and management procedures that match learner needs with the instructional environment.

S6 Design, structure, and manage daily routines, effectively including transition time, for students, other staff, and the instructional setting.

Emotional/Behavioral Disorders

S1 Monitor intragroup behavior changes from subject to subject and activity applicable to students with E/BD.

S2 Select a functional classroom design (e.g. functional seating, work area, storage) that is effective for students with E/BD.

VI. MANAGING STUDENT BEHAVIOR AND SOCIAL INTERACTION SKILLS
Skills:
<table>
<thead>
<tr>
<th>S1</th>
<th>Demonstrate a variety of effective behavior management techniques appropriate to the needs of individuals with exceptional learning needs.</th>
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</thead>
<tbody>
<tr>
<td>S2</td>
<td>Implement the least intensive intervention consistent with the needs of the individuals with exceptionalities.</td>
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<td>S3</td>
<td>Modify the learning environment (schedule and physical arrangement) to manage inappropriate behaviors.</td>
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<td>S4</td>
<td>Identify realistic expectations for personal and social behavior in various settings.</td>
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<td>S5</td>
<td>Integrate social skills into the curriculum</td>
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<td>S6</td>
<td>Use effective teaching procedures in social skills instruction</td>
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<td>S7</td>
<td>Demonstrate procedures to increase the individual’s self-awareness, self-control, self-reliance, and self-esteem.</td>
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<tr>
<td>S8</td>
<td>Prepare individuals with exceptional learning needs to exhibit self-enhancing behavior in response to societal attitudes and actions.</td>
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</table>

**Emotional/Behavioral Disorders**

<table>
<thead>
<tr>
<th>S1</th>
<th>Use a variety of nonaversive techniques (including voice modulation, facial expressions, planned ignoring, proximity control, and tension release) for the purpose of controlling targeted behavior and maintaining attention of students with E/BD.</th>
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<tbody>
<tr>
<td>S2</td>
<td>Develop and implement a systematic behavior management plan for students with E/BD using a variety of behavior principles (including observation, recording, charting establishment of timelines, intervention technique hierarchies, and schedules of reinforcement).</td>
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<td>S3</td>
<td>Select target behaviors to be changed and identify the critical variables affecting the target behavior (such as subsequent events and antecedent events)</td>
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<td>S4</td>
<td>Designate certain pupil behaviors as either appropriate or inappropriate for a specific age group bases on observation and social validation.</td>
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<td>S5</td>
<td>Define and use skills in problem solving and conflict resolution.</td>
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**VII. COMMUNICATION AND COLLABORATIVE PARTNERSHIPS**

Knowledge:
K5 Ethical practices for confidential communication to others about individuals with exceptional learning needs.

Skills:
S1 Use collaborative strategies in working with individuals with exceptional learning needs, parents, and school and community personnel in various learning environments.
S2 Communicate and consult with individuals, parents, teachers, and other school and community personnel.
S3 Foster respectful and beneficial relationships between families and professionals.
S4 Encourage and assist families to become active participants in the educational team.
S6 Collaborate with regular classroom teachers and other school and community personnel in integrating individuals with exceptional learning needs into various learning environments.
S7 Communicate with regular teachers, administrators, and other school personnel about characteristics and needs of individuals with specific exceptional learning needs.

Emotional/Behavioral Disorders
S1 Use specific behavioral management and counseling techniques in managing students with E/BD and in providing training for parents.

VIII. PROFESSIONAL AND ETHICAL PRACTICES
Skills:
S1 Demonstrate commitment to developing the highest educational and quality of life potential of individuals with exceptional leaning needs.
S2 Demonstrate positive regard for the culture, religion, gender, and sexual orientation of individual students.
S3 Promote and maintain a high level of competence and integrity in the practice of the profession.
S4 Exercise objective professional judgment in the practice of the profession.
S5 Demonstrate proficiency in oral and written communication.
S6 Engage in professional activities that may benefit individuals with exceptional leaning needs, their families, and/or colleagues.

S7 Comply with local, state, provincial, and federal monitoring and evaluation requirements.

S8 Use copyrighted educational materials in an ethical manner.

S9 Practice within the CEC Code of Ethics and other standards and policies of the profession.

MODES OF INSTRUCTION
6. Small Group
6. Projects
6. In-service training
6. Peer collaboration
6. Demonstration
6. Self-reflection

COURSE REQUIREMENTS to successfully complete intern teaching.

Assignments/Projects

<table>
<thead>
<tr>
<th>Assignment</th>
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<tbody>
<tr>
<td>Weekly e-mails to Dr. Whitten</td>
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<tr>
<td>Weekly Reflection Chart of Competencies</td>
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<tr>
<td>Self-Reflections &amp; Peer Reflections 1 &amp; 2</td>
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<tr>
<td>Teaching Tool Project</td>
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<tr>
<td>German School Observation</td>
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<tr>
<td>Co-Teaching Project: Rubric, Self-reflection, &amp; Peer-reflection</td>
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<tr>
<td>Video Tape with three lessons</td>
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<td>Mid-Semester Self-Reflection Evaluation</td>
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<td>Mid-Semester Mentor Evaluation</td>
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<tr>
<td>Final Self-Reflection Evaluation</td>
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<tr>
<td>Final Mentor Evaluation</td>
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<tr>
<td>Three Supervisor Observation Reports</td>
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<td>WMU Coordinator’s Report</td>
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COURSE GRADE CRITERIA

All assignments must be completed to pass SPED 474.
NEED FOR ACCOMMODATIONS

Any student with a documented disability (e.g., physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the professor and the appropriate Disability Services office at the beginning of the semester. The two disability service offices on campus are: Disabled Student Resources and Services 269.387.2116 or Office of Services for Students with Learning Disabilities 269.387.4411

DIVERSITY STATEMENT

The Department of Educational Studies, Special Education Program maintains a strong and sustained commitment to the diverse and unique nature of all learners and to maintain high expectations for each student.

STUDENT ACADEMIC CONDUCT

Western Michigan University’s academic honesty and conduct in research policies have been created and defined by members of its academic community, recommended by its faculty senate, and adopted by its board of trustees. The Department of Educational Studies will adhere to all Student Academic Conduct polices and procedures as printed in the catalog. The processes necessary to support these policies are managed and facilitated by the Office of Student Judicial Affairs. All questions related to academic honesty will be referred to this office (387-2160).

APA STYLE

The Department of Educational Studies, Special Education Program has officially endorsed the style of the American Psychological Association (APA) for the completion of all written assignments unless otherwise stated. APA writing procedures are found in:


Internship Projects / Assignments

1. During the first three weeks of your classroom teaching, you should videotape yourself teaching and managing a classroom for 30 minutes. Please use a new, completely blank videotape and record each of the 3 required videos on this tape. Review the video recording yourself and record in your journal your impressions about your teaching style and classroom management. Note three things you would like to improve about your teaching and classroom management. Also, note three things you think you are doing well and would like to continue. Next ask a peer to review your video and complete the peer review sheet (supervisor’s observation sheet provided in seminar and posted on website). When you have
completed your assignment share your reflection and peer review with you mentor and supervisor and ask for his/her comments. Retain all of this information in a notebook for seminar marked Classroom Observation #1.

2. All interns are expected to maintain “REFLECTIVE JOURNALS”. A reflective journal is one in which you record and cogitate critically on significant events of your day in relation to your teaching, students, classroom / school environment, mentor, supervisor relationships. Generally, in journal entries, one records concrete experiences in purely descriptive words (who, what, when, how many, where, etc.). However, in reflective journal entries, one would record concrete experience along with affective experiences (emotions / feelings—I recall, I felt, It seemed, I wish, I remember) felt at the time. In reflective journals, you would examine the events / experiences in light of your teaching beliefs and philosophy, in light of what you have learned about the issues in various courses you have taken at WMU. We are going to tie our reflections into the knowledge and skills competencies required in this course. See attached charts. Every week you should spend some time completing your reflections. We are going to tie our reflections into the knowledge and skills competencies required in this course. See reflective journal charts. Be prepared to share your reflective journal chart with Dr. Whitten during her visit.

3. During the eighth week of your intern teaching, videotape yourself again in action for 30 minutes teaching and managing the classroom. Review the video recording yourself and record in your journal your impressions about your teaching style and classroom management. Again, note three more things you would like to improve about your teaching and classroom management and note three things you think you are doing well and would like to continue. Next ask a peer to review your video and complete the peer review sheet (supervisor’s observation sheet provided in seminar and posted on website). When you have completed your assignments share your reflection with your mentor and ask for his/her comments. Retain all of this information in a notebook for seminar marked Classroom Observation #2.

4. During the thirteenth week of your intern teaching videotape yourself engaged in a co-teaching lesson. Follow the attached rubric for assignment completion, review the video recording yourself and record in your journal your impressions about the success of your co-teaching style and classroom management. Again, note three more things you would like to improve about your co-teaching and classroom management and note three things you think you are doing well and would like to continue. Again ask a peer to review the video and complete a peer review sheet. Refer to the co-teaching article you read at the beginning of the semester to complete this activity. Retain the rubric, videotape, and peer review in your notebook under Co-Teaching Assignment.
5. Presentation of curricula, program, problem solving model, etc. that is unique to your school. You will have 10 minutes to make a presentation of a specific program at your school. You should prepare a handout with references for your colleagues. This presentation will take place while Dr. Whitten is visiting. This will be a required seminar.

6. With the assistance of your host nation teacher or mentor teacher, plan a visit to a German school that has students with disabilities sometime during the first eight weeks of your internship. Write a one-page paper describing your observations and reflections on your visit. This assignment should be identified as German School Observation and added to your intern teaching notebook.

7. Complete pre/post assignment.