Fullerton College/CDES Department
204 Introduction to Special Education

Description of Individual Project Options
Two Projects = 50 points each

*Attention: All assignments must be completed during the current semester to receive credit. Credit will not be given for a visitation at your own work site. All Assignments must be typewritten.

NOTE:

• Assignments MUST BE proof-read, typed and turned in on time. [Highly recommend that you take your first draft to the Skills Center]

• No Late Assignments will be accepted this semester. A project is considered late at the end of the day it is due).

• Instructor needs a Hard Copy of All Assignments. (Options: Assignments need to be turned in during class (recommended), delivered to the campus mail room - (staff will time stamp paper) or postmarked the day they are due to be accepted.

• All assignments MUST BE submitted to Turnitin.com. (Attach a receipt of submission with your paper).
  • Check your % score. If it if more than 25% revise BEFORE submitting. It takes approximately 24 hours to get % information. [Be sure to submit project as ONE document to turnitin.com]

*Due Dates:

Project #1: March 5, 2013

Project #2: April 30, 2013

*REMEMBER: Submit a Hard Copy to Instructor on DUE DATE PLUS submit project to turnitin.com.

CHOOSE TWO OF THE SIX OPTIONS.
Option #1: Interview with a Physically Challenged or Differently-Abled Person

A. **It is your responsibility** to approach a physically challenged or differently-abled person for an interview.

B. **Research the area** of the special needs being investigated before you formulate your questions and conduct the interview.

C. Utilizing information from your textbook, **develop a list of questions and conduct an interview that will encompass the following areas:**

1. personal history
2. etiology (cause) of the disability
3. educational experience
4. familial attitudes
5. societal attitude
6. stumbling blocks
7. personal challenges
8. future goals

[You need to be able to go into depth regarding each of the above areas, if your subject can not communicate to you the needed information you may need to interview the parent or guardian. Simply identify you did that at the beginning of the interview. Address each of the above 8 categories separately].

D. **Write-up**: should include the following Sections:

1. **Title Page** – with option identified
2. **Introduce the person** you are interviewing (who they are, how you met them, etc.);
3. **Document the interview itself** (include questions and answers addressing #1-8 identified in C). Be sure to get as complete a response as possible. This may require asking additional questions (one sentence responses are not enough). *This is the heart of the project and needs to be thorough.*
4. **Develop an Information Handout/Flyer**: Research the area of special needs of the person interviewed and write a separate information sheet (handout/flyer) that you could give staff or families at a school. Include information regarding the disability, possible strategies or modifications, expectations, referrals, etc. Cite your references (if applicable). [Develop your own handout. Do not use one that has already been written]. *Make it interesting & visually appealing where staff and families would read it.*

   **Note**: This is a generic information flyer, not information on the specific person you are interviewing.

5. **Write a closing section** describing your growth and experience after completing this project. This needs to be thought out – not simply: “I liked or did not like this project!”
Option #2: Media’s Portrayal of the Differently-Abled:

**Purpose of this Assignment:** To become aware of how the media is addressing issues of special education DURING THIS SEMESTER! – There will be more than enough information to complete this project if you are patient. I would suggest that if this option interests you that you use it as Project #2. Take the semester to be on the lookout for material.

**Sources:** newspaper articles, or articles in popular magazines (not special educational professional journals), television (series, special magazine features), movies, etc. --You are looking at the general media. *Information that is easily accessible to the general public* (this addresses the stereotypes, prejudices, bias, etc.).

**Note:** if the newspaper or magazine article is very short – combine several to make one entry. The articles should be at least 1-2 pages in length.

1. **Minimum of 10 sources (Entries)** to receive credit for the assignment. Any combination of sources and/or topics will be accepted.
   **Note:** Do Not include multicultural or bilingual issues.

2. **Create a Notebook.**[Organization and presentation count]
   • 3-ring binder – No plastic sleeves for the summary & critiques
   a. Include a [Title Page] and [Table of Contents].
   b. Include a copy of the newspaper and/or magazine articles (identify date). Neatly cut them out of the paper or magazine (include source & date).
   c. Type a Summary and Critique of each source to place behind each entry.
      1. Identify the program, channel, date of telecast, as well as, a summary and critique. **Reminder:** You must view all entries this semester.
      2. **Summary:** Brief summary of content of article.
      3. **Critique:** This is the main focus of the written portion of this option. Be sure to state your opinion in this section and provide your rationale.

      [A critique is critically evaluating the content of the article: was it readable, did it provide enough information, was it opinion based or factual (evidence/research) based, what was missing, how did it help you understand the topic, etc.]
Option #3: **Opportunity to Explore a Special Education Setting and Interview a Person Working in the Field of Special Education**

**Part A:** Visitation/Observation at Special Education Program (including tour and observation); AND.

**Part B:** Interview a Professional in the Field of Special Education

**Instructions:**

A. **You are responsible** for making contact with the setting and person to be interviewed before your visit. *When you are making the appointment, check with the setting to see if you can take pictures.*

**You need to plan ahead.** If you want to do this option – **call now** to make an appointment. Some programs only have once a month tours.

*Note:* Be sure to clarify you need a 20 min. observation separate from the tour.

B. **Write-up! This Option has Four Sections:**

1. **Tour** a special education setting.
   a. **Background Information:**
      • Identify the setting (Include name of program, complete address/telephone, name of director/principal). Include brochures, etc.
   b. **Tour of facility:**
      • Describe the setting: Include facilities, staffing, children/students/clients served, funding, your reactions as you tour, etc. [paint a picture using words]

2. **Observe** for approx. 20 min. students/clients in the setting. You need to clarify this when you make the appointment.
   
   **Provide descriptive detail** regarding the student/clients and their teachers/staff interactions. Be detailed enough so that the reader can see & understand what you were observing. Be specific in describing the students/clients actions.

   **[NOTE:** Some settings may not allow you to observe. If that is the case, you will need to find another facility.]

3. **An In-Depth Interview** a professional in the field of special education.
   • If you are interviewing someone who is at the site your visiting, be sure to keep each component separate (tour—observation-- interview). Again, this will need to be clarified when you are making the appointment. You may need to return to conduct the interview.

   a. **Identify who** you are interviewing (name, position, etc.)
   b. **Describe why you chose** to interview this person.
   c. **Develop a list of questions** to ask the person who you are interviewing. Put some effort into developing critical thinking questions as well as the standard “why did you get into this field.” What do you want to know?
4. Write an In-Depth Reflection/Critique of these experiences.
   a. State your impressions of the program and person interviewed.
   b. Identify and discuss new information/perspective that you gained from this assignment.
   c. Be thorough! – go into depth. Show critical thinking on your part.

5. Include brochures, program information, pictures, etc.
   [This cannot replace your write-up]

Be sure you have communicated when you call for the appointment that you need to arrange:

- a tour of the facility;
- an opportunity to do a 20-minute observation;
- an interview with a professional in the field but that it cannot be simultaneous with the tour and/or observation - [They can occur on the same day]. If applicable.
- that you would like to take pictures.
- that you would like to have any brochures, information, etc. to include in the Project.
Option #4: Research Paper: Exploring All Sides of a Special Education Issue: Pros & Cons

- **Determining the topic will take some research.** Find something you are interested in as well as a topic that has various points of view or a controversial debate.

The following will help in organizing your paper:

1. **Identify a contemporary issue** in special education
2. **Use the library to research current articles/studies, etc.**
   [The field changes very rapidly]. Our campus research librarians are a great resource.
3. **Do not** choose multicultural education or bilingual issues.
4. **Research** the topic:
   - Research & present all sides of the issue (pros and cons)
5. **The paper needs to be:**
   - typed;
   - not less than 5 pages (5-10 pages is average length); and,
   - have a **minimum** of 3 references **not** counting the text; although you may cite the text.
   - Check the library for the handout on format for citing research.

**FORMAT FOR WRITE-UP:**

1. **Title Page:**
   - Your name, project option, title of research paper, course, semester
2. **Introductory Section:**
   - State your objective for the paper in the opening paragraph. This is where you state what you are going to explore and **how** you are going to accomplish your objectives. **This is mandatory.**
3. **Main Section of Paper:**
   - Carry out your objectives (Exploring the Pros and Cons of the issue).
4. **Concluding Section:**
   - This consists of **your** personal reactions to the issue, not just a brief summary. This should be an **in-depth discussion** showing how the research for (#3) gave you support for developing your own opinion on the issue.
5. **Reference Section:**
   - A list of references cited in the body of the report needs to be listed at the end, as well as any resources you used to gather your data. Pick up the handout on format for citing research at the campus library.
Option #5: Service Learning Project in Working with Individuals with Special Needs

**THIS NEEDS TO BE SET UP AT THE BEGINNING OF THE SEMESTER!**

1. Contact of Program/Agency/School that serves individuals with Special Needs
   a. This can be paid or unpaid service.
   b. Identify your role
      i. specific responsibilities
      ii. specific activities
      iii. hours of service
   c. Complete an Enrollment form
   d. Fill out the Timesheet

2. Turn in to your instructor at the beginning of your service learning the following documentation (TYPED):
   a. Your Name
   b. Agency/School/Program
   c. Supervisor’s Name and contact information
   d. Description of your duties

3. Service Learning Requirements for this Project:
   a. Minimum of 20 hours of service (20 hours or more will show on your transcripts when processed through the Office of Special Programs).
   b. Verification submitted to instructor at beginning of your service learning
   c. Keep your Timesheet – signed by your supervisor
   d. Keep a Daily Journal:
      • Identify children/adults you will be working with
      • Provide your descriptive “assessment” of each child/adult after the first day
      • Describe what you are doing each day and how the students are reacting.
      • Show individual’s student’s growth & challenges in your daily journals.
      • Show your growth and understanding in your daily journals.
      • Must be typed for the Portfolio.
   e. In-Depth Reflection & Summary of your service learning experience.
   f. Must Show Documentation via – pictures, etc.
   g. Turn in as a Portfolio (3-ring folder)
      i. Cover sheet
      ii. Verification submitted to instructor at the beginning of the service learning.
      iii. Daily journal entries to correspond with timesheets (must be typed).
      iv. Your in-depth reflection & summary of your service learning experience
      v. Enrollment Form
      vi. Timesheets signed by supervisor for each time served.
      vii. All documentation, such as pictures, brochures, student work.

**NOTE:** If you want to receive Service Learning Credit on your Transcripts, you need to clear your service learning site with the Office of Special Programs (OSP) BEFORE you begin and submit Documentation at end of your Service Learning experience to OSP.

Office of Special Programs: Director: Karen Rose; Room 225; Telephone: 714-992-7067.
Option #6: Fullerton College’s One Book One College Selection for 2011-2012:

**Book:** *The Curious Incident of the Dog in the Night-Time* by Mark Haddon.

**Directions:**

1. **Read the novel** & record (highlight book) how he sees & reacts to the world as you go. This will help you in #2 below.

2. **Heart of the Paper:**
   a. Identify & Discuss IN DETAIL, how Christopher Boone sees and reacts to the world around him. (Feel the story, through Christopher’s experience).
      • Be sure to name and discuss the autistic-like characteristics that Christopher exhibits.
      • Connect your understanding of Christopher’s world with Chapter 9 of the Text: Learners with Autism Spectrum Disorders:
         • definition of autistic spectrum disorders
         • psychological & behavioral characteristics
         • educational considerations
   b. **Discuss what you see** as Christopher’s future?

3. **Provide a detailed discussion of what you learned** from this experience?

4. **Type your detailed report.** Show critical thinking.