

## **204 Introduction to Special Education**

### **Description of Individual Project Options**

**\*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 will be accepted one week late** (points will automatically be deducted for all late papers. 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 my office or campus mail room, or postmarked the day they are due to be accepted.

• **All assignments must also be submitted to Turnitin.com (Must attach a receipt of submission with your paper).**

**\*Due Dates:**

Project #1: September 28, 2009

Project #2: November 30, 2009

**\*Requirement:** You must submit each project to Turnitin.com, as well as a hard copy on day it is due.

**CHOOSE TWO OF THE FOLLOWING PROJECT 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 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.]
- 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 and bias).

**Note:** if the newspaper or magazine article is very short – combine several to make one entry.

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]
  - 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. 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. **Be sure to state your opinion** in this section and provide **your rationale**.

**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. **This Option has Four Sections:**

1. **Tour** a special education setting.
2. **Observe** for approx. 20 min. students/clients in the setting. You need to clarify this when you make the appointment.
3. **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.
4. **Write an In-depth reflection/critique** of these experiences.

C. **Write-up:**

1. **Tour of Facilities and Observation:**
  - a. **Background Information:**
    - Identify the setting (include name of program, complete address/telephone, name of director/principal). May 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]
  - c. **20-Minute Observation** of students and /or clients in the program.
    - Write up a detailed narrative of what you observed. Include setting, people, activity/interactions. **Be descriptive** – [again, paint a picture using words].

**Note:** Some settings may not allow you to observe. If that is the case and you still want to tour the facility, you will need to find another program to complete the observation requirement.

2. **An In-Depth 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?
3. **The Reflection/Critique:**
  - 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.
4. **Include brochures, program information, pictures, etc.**  
[This cannot replace your write-up]

**NOTE:** The person interviewed may or may not be connected with the tour and observation – this is determined by you. It may be for logistical reasons or because of a specific interest.

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.
- You would like to take pictures.
- You would have 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.

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]
3. Do not choose multicultural education or bilingual issues.
4. Research the topic:
  - Research & present all sides of the issue/topic (**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.[Use standard bibliographical form in referencing]

**Format for Write-up:**

[Divide the paper with section titles]

**a. After the Title Page, label the following sections:**

- i. Introduction
- ii. Put title of paper here. It will also be on your Title Page.
- iii. Conclusion
- iv. References**

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.
5. **Reference Section:**
  - A list of references cited in the body of the report needs to be listed at the end using the standard format for listing references, as well as any resources you used to gather your data. Use the APA format.

**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. **Pick-up a Student Application Packet for the Community Service Learning Program out of the Office of Special Programs**
  - a. Director: Karen Rose
  - b. Location: Room 225
  - c. Telephone: 714-992-7067
  
2. **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
  
3. **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
  
4. **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 supervisor
  - d. **Keep a Daily Journal:**
    - Identify children/adults you will be working with
    - Provide your descriptive “assessment” of each 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.
  - e. **In-Depth Reflection & Summary** of your service learning experience.
  - f. Must Show Documentation via – pictures, etc.
  - g. Turn in as a Portfolio:
    - i. Cover sheet
    - ii. Verification submitted to instructor at the beginning of the service learning.
    - iii. Daily journal entries to correspond with timesheets
    - 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.