

COURSE REQUIREMENTS
EOCS 5550/7550 - Spring 2006
STUDENTS WITH SPECIAL NEEDS IN OCCUPATIONAL STUDIES

- Instructor:** Dr. John Scott Phone: 706-549-1753
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- Office Hours:** By appointment since I have no office in the Department
- Text:** Wircenski-Sarkees, M. & Scott, J. L. (2003). *Special Populations in Career and Technical Education*. Homewood, IL: American Technical Publishers.
- Course Number and Title** EOCS 5550/7550 Students with Special Needs in Programs of Occupational Studies
- Course Location:** Rivers Crossing Building, Room 63 in lower level.
- Course Schedule** First group meeting on January 9th beginning at 4:30 and ending at 7:15 P.M. Classes end on May 1st with final exams beginning on May 3rd. March 13th is the beginning of the annual Spring break and there will be no class. Please stay abreast of the University announcements regarding classes should there be bad weather.
- Course Overview:** This course provides prospective and in-service educators information regarding special needs learners in secondary Career and Technical Education (CTE) settings. Topics covered include special population students in schools and the workforce, legal provisions, vocational assessment, placement considerations, transitional Individual Education Programs, curricular modifications, instructional delivery, evaluation strategies and intervention strategies which may maximize the benefits of secondary programs for students who may be at risk for failure in school.
- General Objectives** Upon completion of the course the participant will be able to:
- Observe special needs students and their teachers in a classroom/laboratory setting
 - List the nature and needs of special needs learners
 - Identify and assess the aptitude, abilities, and limitations of special needs learners
 - Outline the problems and concerns confronting the CTE teacher, special needs learner, regular class student, parents and employers
 - Interpret relevant state and federal legislation relating to special needs learners in CTE programs
 - Prepare an outline of the basic elements of CTE programs for special needs learners
 - Explain the identification and placement procedures involved in placing special need learners in CTE programs

- Utilize the resources available in implementing the best education plan (IEP) possible for special needs learners
- Utilize the support personnel available and have a solid understanding of the supplementary resources that can be obtained through collaboration and cooperative planning
- Identify instructional strategies, methods, and techniques that be used successfully with learners for special populations
- Identify instructional materials that may be useful in implementing CTE programs for learners from special populations
- Develop a realistic and appropriate evaluation system that utilizes a variety of assessment tools that can more accurately assess the attitudes, knowledge and skills of learners from special populations
- Identify a variety of agencies and organizations available in a community or state that can aid in the career preparation of special needs learners.

Activities/Projects

Methods of teaching and evaluation for this course include:

- Media supported lectures
- Textbook and other resource readings
- Internet research
- Individual assignments
- Group assignments/Presentations
- Learning logs/reflections
- Internet/e-mail instruction
- Final exam project

Course Foundation This course is scheduled when secondary schools are in session which provides you with the opportunity to work with a local secondary school to observe special population students in their special education classes or in Career and Technical Education classes. *Each person will observe a specific student no less than 6 hours during the semester. You will collect information on and prepare a teaching technique for that student.* Observations will be made primarily in a special education classroom or CTE classroom. Work sites, assemblies, etc. are also good observation sources.

During your observation or volunteer periods, keep anecdotal records. Include information such as the type of class, student-teacher ratio, physical classroom layout, particular teaching techniques used, behavior management strategies, or other issues that are of interest to you. *You must make connections between class information and your observations* and provide specific explanations and interpretations of your observations. Also, note

any questions or comments you have that we could discuss during class. Your observations should be written up in a journal or “log” format including the date and time of each observation. You will develop a final summary describing the student you observe from these written observations. (See the *Observation Write-ups* Assignment sheet). Additional instruction will be given for visitations during the semester.

If you teach, you may choose a student in your classroom that has a disability or is academically disadvantaged. If you work with youth but do not teach, we will set up observations in your work environment, or in a community-based, youth apprenticeship or work-based learning program.

In addition to the required special needs student observation and report, this course will use special assignments that will allow class participants to apply what they have learned in their readings and research to prepare themselves to work more successfully with learners from special populations. There are a number of different assignment formats that include developing a speech, developing handouts and Power Point presentations, developing instructional and assessment plans, and interviewing different professionals and employers. Some assignments have options that allow class participants flexibility in choosing the assignment that is better suited to their needs.

Course Requirements

- Class members are to complete their required student observation project and submit the learning log and report on the assigned date.
- Class participants are to send in electronically weekly reflections through WEBCT e-mail describing their progress on assignments and their feeling about their learning experience
- Class participants are to complete all 13 of the chapter assignments and send them electronically to the instructor according to the schedule that follows
- Class members are responsible to work in a group on no more than four members to complete the final exam project. Each group member must complete an individual accountability of the contributions of other group members so that all members contribute to the final product.

Assignment Schedule/Grading System

Assignment	Due Date	Points
Reflections	Monday of each week	5

Chapter 1 Part A Speech	Jan 23rd	10
Chapter 1 Legislation Guide	Jan 30th	10
Chapter 2 CTE Program Overview	Feb 6th	10
Chapter 3 Learners with Disabilities	Feb 13th	15
Chapter 4 Additional Populations	Feb 20th	10
Chapter 5 Vocational Assessment	Feb 27 th	10
Chapter 6 Individual Ed. Plan	March 6 th	10
Chapter 7 Curriculum Modification	March 20th	10
Chapter 8 Instructional Delivery System	March 27th	10
Chapter 9 Evaluation Strategies	April 3rd	10
Chapter 10 CTSOs	April 10th	10
Chapter 11 Coordinating Student Services	April 17th	10
Chapter 12 Transition Process	April 24 th	10
Student Observation Reports	May 1sr	30
Final Exam Activity	May 3rd	30
Total Points		200

Accommodations: Any student who needs an accommodation or other assistance in this course should make an appointment with the instructor within the first week of class.

Honor Code and Academic Honesty Policy: UGA student honor code: “I will be academically honest in all of my academic work and will not tolerate dishonesty of others”. *A Culture of Honesty*, the University’s policy and procedures for handling cases of suspected dishonesty, can be found at www.uga.edu/ovpi

***ATTENDANCE** Students are responsible for assigned readings and handouts even if they are not discussed in class. Attendance is *vital* to successful completion of the course due to group work, discussion, and assessment activities related to observations. Excessive absences may result in failure of the course. Students are allowed one excused absence and every attempt should be made to contact the professor in advance of class about the absence. Each additional absence will result in a 2pt penalty off the final course point score unless special arrangements are made with the professor because of justifiable reasons for the absence.

EOCS 5550/7550 General Scoring Rubric
13 assignments

Directions: Use the following rubric as a general guide to assess the quality of the thirteen (13) chapter assignments of this course. The points earned on the rubric will be converted into percentages and multiplied times the weight factor of each assignment to calculate points earned for each assignment. You should self-assess your own work.

NAME _____ Assignment# _____

Title _____

Assessment Factors	Very good	Good	Fair	Poor	Comments
1. Evidence of reading and research of the topic	5-6	3-4	2	1	
2. Provided relevant and appropriate information on the topic	5-6	3-4	2	1	
3. Responses reflected depth of understanding of topic	5-6	3-4	2	1	
4. Information was organized logically and was easy to read	5-6	3-4	2	1	
5. Examples and/or illustrations used to clarify key points	5-6	3-4	2	1	
6. All parts of assignment were completed	5-6	3-4	2	1	
7. Information provided was written in a scholarly manner	5-6	3-4	2	1	
8. Assignment was submitted on time	5-6	3-4	2	1	
Total Points Possible 48					

Comments:

REFLECTION FORM

Directions: A very powerful learning tool is to reflect on what has been read, observed, or completed. Effective teachers often ask students to reflect on what has been learned on a weekly basis. You are to complete a reflection form and submit it on Friday of each week of the course. You may use your own format or complete the stem sentences below.

What I found most interesting during this week of the course was...

The fact that really surprised me is...

One thing I'll remember 25 years from now is...

One idea I would like to learn more about is...

One practice that I learned about that I intend to use in my courses is...

During this week of the course, what did you do well...

What help do you need from me...

EOCS 5550/7550
Group Member Peer Evaluation Rubric

DIRECTIONS: Provide your name for “self” and other group member names for items 2-4

Assessment Items	Pts. assigned	self	2	3	4
1. Helped group set and accomplish goals for presentation	10				
2. Accepted responsibility and contributed to group work	10				
3. Performed all tasks effectively and in a timely manner	10				
4. Attended all group meetings	10				
5. Contributed to plan for the group project	10				
6. Completed assigned portion of group project	10				
7. Researched, provided info about topic, organized materials and/or contributed ideas	10				
8. Understood and supported materials in the final product	10				
9. Assumed an effectively executed a contributing role	10				
10. Briefly describe your role in planning and preparing your group’s information	10				
TOTAL	100				
Additional Comments:					
Note: Each group member must complete this rubric					

**GROUP FINAL EXAM RUBRIC
EOCS5550/7550**

Specific Populations Guide

Group Members _____

Disadvantage/Disability Category _____

CTE Program _____

Quality Ratings	Very good	Good	Fair	Poor	Comments
1. Evidence of research and preparation, information easily understood, information from medical and other resources discussed and cited, relevant legislation identified	5-6	3-4	2	1	
2. Selected special needs category clearly defined and a fictional student(s) used throughout the guide	5-6	3-4	2	1	
3. Impact of the characteristics of the special needs student in a CTE program discussed and the considerations of the teacher identified	5-6	3-4	2	1	
4. Instructional strategies, methods and techniques identified and a description of how at least three of these strategies can be implemented included	5-6	3-4	2	1	
5. Description of how the curriculum of a CTE program can be modified to accommodate a special needs learner	5-6	3-4	2	1	
6. Description of a modified learning environment for a special needs student and identification of instructional materials used	5-6	3-4	2	1	
7. Description of modified evaluation system for special needs learner	5-6	3-4	2	1	
8. Description of a lease two support services that may aid a special needs learner	5-6	3-4	2	1	
9. Description of both in-school and outside service providers as well as at least two state and/or national organizations and agencies	5-6	3-4	2	1	
10. Information was well written, organized logically and neatly in appropriate sections. References were provided	5-6	3-4	2	1	
Total Points Possible 60 Points Earned					

COMMENTS:

EOCS 5550/7550 Observation Report Rubric

Special Needs Student Observation

Directions: Use the following rubric as a general guide to assessing the quality of the observation learning log or journal and summary report weight factor of each assignment to calculate points earned for each assignment. You should self-assess your own work.

Assessment Factors	Very good	Good	Fair	Poor	Comments
1. Learning log or journal has entries for each observation made with dates with observation descriptions and reflections	5-6	3-4	2	1	
2. Summary report describes a fictitious school, student and teacher	5-6	3-4	2	1	
3. Description of class and classroom environment includes levels of students, number if students, learning stations, equipment, etc.	5-6	3-4	2	1	
4. Description of teacher includes years of teaching experience, training in special needs, subjects taught, etc	5-6	3-4	2	1	
5. Description of student describes the disability or disadvantage that requires special instruction	5-6	3-4	2	1	
6. Description of instructional modification include modifications to curriculum, and behavior management strategies, evaluation strategies, and teaching strategies	5-6	3-4	2	1	
7. Report includes a summary statement of the student's progress during the observation period	5-6	3-4	2	1	
8. Summary comments from the teacher are included in the report	5-6	3-4	2	1	
9. Reflections about the observation experience are thoughtful and demonstrate the application of content learned in the course	5-6	3-4	2	1	
10. Listing of specific learning outcomes are included	5-6	3-4	2	1	
11. Learning log/journal and report are completed in a well organized and scholarly manner					
Total Points Possible 66					

Comments:

Final Exam Project

EOCS 5550/7550

Group Project _____

DIRECTIONS:

Class participants will form groups of 4 members at the first group class meeting of this course to begin work on the final exam project. Each group member is expected to actively participate in group work over the internet, by phone, and in actual group meetings provided as part of most classes. Each group member is expected to complete the Peer Evaluation rubric to ensure that all group members contribute to the planning and completion of the final exam project. The final exam project is worth 30 points of a 200 point grading system.

You are to develop a resource guide for teaching learners who have a disability or are having learning difficulty. Group members should decide on the school and occupational area for which the guide will be developed. The textbook is the major source of information for this project but the completed product must use and document at least 5 references such as journal articles, brochures from agencies, other text books, electronic articles and publications, etc. The group guide should be written in APA format, especially for the reference page.

The guide should contain the following: A title page, a bibliography page of the developers, a table of contents, the major sections of information, and a reference page.

Section 1 of the Guide

- A description of the school and occupational program in which one or more special needs students are enrolled.
- Description of the characteristics that might be representative of an individual or individuals with specific disadvantages or disabilities
- Description of how might the characteristics impact the individual in a career and technical education setting
- A description of the considerations that a CTE teacher may need to address when teaching a student who exhibits some of these characteristics
- A description of how this student functions with other students in the classroom or lab
- A description of state and federal legislation that guides the way in which your identified special needs learner should be taught

Section 2 of the Guide

- Listing of a number of instructional strategies, methods, and techniques that may be used to help an identified special needs learner
- Description of how at least three of these strategies, methods, and techniques could be used by CTE teachers
- Description of how the curriculum of a CTE program could be modified to accommodate a learner with special needs
- Description of a modified learning environment to accommodate a learner with special needs

- Description of instructional materials that may aid learning for a special needs student.
- Description of a modified evaluation system to accommodate the learning style of a special needs learner including the use of a number of assessment tools

Section 3 of the Guide

- Description of a least two support strategies or services that may be useful to your special needs learner
- Describe at least two outside resource service providers that could be contacted to offer services to your special needs learner
- Describe the support services that are available in the school that may be useful in aiding your special needs learner
- Describe at least two state or national agencies or organizations that address the needs of learners from special populations. For example the National Council on Disability.

References

SUGGESTIONS:

Begin working on this final exam project during the first class meeting to identify the special needs students your guide will address and to make assignments for completing sections of the guide. Use electronic mail to send each other drafts of the materials and ask one member to be the final editor charged with the responsibility of submitting the final group project. It is important that all group members read the final draft of the guide and sign off that the product is quality work. The points earned on this guide will be decided after reviewing the final product and the peer assessment rubrics.

COURSE ASSIGNMENTS SHEETS

Chapter 1 Speech Project Assignment A

PREPARATION

You are to read Chapter 1 of your textbook *Special Populations in Career and Technical Education* as one resource for the development of a presentation to a group of career and technical educators in a school system. You may also use information from other printed resources and electronic information retrieved from the internet. As you read, highlight passages or take notes on the following topics: (1) characteristics of learners with special needs; (2) definitions of at-risk learners; (3) influences that affect learners from special populations; (4) factors that place individuals at risk of dropping out including school related, community related, learner related, and family related; (5) characteristics of schools that provide a more successful learning environment for at-risk learners; (6) competencies needed by career and technical educators; (7) role that career and technical programs make in working with special populations; (8) exemplary components of career and technical special needs programs; and (9) legislative foundations for special populations. Topic number 9 will be the main focus of the second Project

SCENARIO/ASSIGNMENT

You have been asked to prepare a speech and a supporting handout that can be used for a presentation of 30 minutes to a school system wide meeting of career and technical education teachers concerning identifying and working with individuals at-risk or special population students. The handout can be a printout of Power Point slides if you decide to support your speech with a Power Point slide presentation. The speech should be a minimum of five double-spaced pages and should address key information that will help career and technical education teachers recognize at-risk or special needs students and function as a team member that will provide a successful learning environment for these individuals. Your speech should feature key information on the following topics:

- Characteristics of learners who have special needs
- Definitions of “at-risk” or special needs individuals
- Variables that affect learners from special populations in educational settings
- Definition of a dropout and the school related, community related, learner related, and family related circumstances that affect potential dropouts.
- Social and economic costs of dropouts and workforce considerations
- Key role teachers play in keeping at-risk and special needs students enrolled in school
- Key characteristics of successful learning environments for at-risk learners
- Competencies needed by career and technical instructors in working with special needs students
- Role that career and technical programs play in working with special needs learners

Be sure to begin your speech with a good introduction, followed with an interesting and informative body of information, and concluding with an effective summary and challenge for action. Points will not be taken off for spelling but misspelled words will be noted. Your speech

should be double-spaced and use good grammatical construction. You may want to use heading and subheadings that will help you find information when you actually deliver the speech. Since there is inadequate time for all students to deliver their speeches, two speeches will be drawn at random to be delivered in class.

Chapter 1 Legislation Guide Assignment B

PREPARATION

You are to read the Legislative Foundation pages of your textbook and any other printed or electronics information regarding federal legislation affecting individuals for special populations. As you read, highlight key provisions of the acts or take notes recording key elements of each act. The legislative acts are discussed under the five headings of Career and Technical Education Legislation, Workforce Preparation Legislation, Legislation for Individuals with Disabilities-Special Education, Civil Rights Legislation, and Educational Reform Legislation. Be sure to include the appropriate acts that have been passed since the text book was published such as the No Child Left Behind Act.

SCENARIO/ASSIGNMENT

You have been asked to develop a study guide on federal legislation that affects individuals from special populations that can be used by graduate students to prepare them for their written comprehensive exam or oral exam. You are to identify the acts in chronological order in each of the five categories of career and technical education, workforce preparation, legislation for individuals with disabilities-special education, civil rights legislation, and educational reform legislation. For each act you are to provide the purpose of the act and bulleted information of the key provisions of the act.

Your description of the purposes and bulleted responses of the legislative acts under the five major headings should be in chronological order so that individuals using the study guide will see how the acts strengthen previous acts and introduce new elements. You may use Power Point slides as a format for the acts.

Chapter 2 CTE Program Overview

PREPARATION

It is important that career and technical education teachers have a sound understanding of the roots of our present day system of education. The current system of career and technical education in the United States is the product of an extended period of experimentation and development through an evolutionary process spanning thousands of years. Career and technical education as we know it today has been shaped by philosophical, educational, economic, societal, and political forces that continue to impact all of education. For over 80 years the United States Congress has responded to these forces through federal legislation that has helped shape the direction of career and technical education in our country. Career and technical education is an important component of the American educational system. It serves the purpose of providing learning experiences that help learners explore career areas and prepare for employment and independent living.

You are to read chapter 2 of your textbook that will provide you with a broad-brush understanding of the beginning of career and technical education and how it was shaped into its present form. Log on to the Department of Education or the Department of Technical and Adult Education website to get information about your technical program. You can also obtain information about a technical program through the appropriate career and technical education student organization such as SkillsUSA if you are writing about trade and industrial education. Be sure to obtain information about special needs programs and option programs like cooperative education and youth apprenticeship.

SCENARIO/ASSIGNMENT

Imagine that you have been asked to make about a 20 minute presentation to the University of Georgia Foundations class on one service area of career and technical education such as Family and Consumer Science or Technology Education. Select a service area in which you are preparing to teach or already teaching and develop a Power Point presentation or a written speech containing the information about the historical origin and development of this career and technical education program. Be sure to describe how this career and technical education program operates today and the secondary level or postsecondary level. Describe the special needs programs such as CVAE or RVI that support instruction for special needs students enrolled in a technical program.

Chapter 3 Learners with Disabilities

PREPARATION

You are to read Chapter 3 of your textbook that describes learners with disabilities. These disabilities range from learners with autism to learners with severe and/or multiple disabilities. It is fairly easy to identify learners with orthopedic disabilities but only a small portion of individuals with disabilities belong to this category. As you read each disability category pay particular attention to the characteristics of learners and the implications of these characteristics in a career and technical setting. For example, if you have a student confined to a wheelchair, there are a number of accommodations that will have to be made to the lab and machines and equipment for the student to perform learning tasks. Please note the disability categories listed in the IDEA Amendments of 1997 and those listed in Section 504, Rehabilitation Act of 1973. You may also use any printed resources you may have on disabilities and/or electronic information available on the web to help you learn about the major disability categories.

SCENARIO

Imagine that you are a career and technical education teacher and you have one or more special needs learners in your class. You are to write a case study about a student with a disability that is enrolled in your class. Present a scenario that could arise in your class regarding this student and how you would work with him or her. You may also want to include issues that could arise in a work setting if a work placement is appropriate. The situation that you present needs to be an issue that could cause concern. It can involve study habits, attendance, inappropriate behavior, lack of effort or progress, a situation with a parent or employer, etc.

Write a paragraph in your case study that describes the course in which the student is enrolled including the name of the class, course content and organization, description of the classroom and lab, types of class activities, etc. For example, if you are a business education teacher one of your classes could be computer application or a web design course.

In another paragraph, describe the student in detail in terms of his/her learning strengths, weaknesses, social skills, academic performance, home life, test scores, etc. You may also include information from an IEP and/or your personal observation of the student but please use fictional names.

Present a scenario or situation that is causing concern or problems for you and how you are struggling with the student and his/her learning or behavior issues. Then respond to the case study with strategies and suggestions that could improve the situation. Be sure to include and discuss any resources or professionals that could assist you in solving or correcting the problem.

Your case study should reflect your textbook information and you must include the textbook as a reference and at least two other references such as another textbook, journal article or web resource.

Chapter 4 Additional Special Populations

PREPARATION

Read Chapter 4, Additional Special Populations which presents information about individuals other than those with disabilities that may need special attention for them to reach learning goals. This special population includes individuals from economically disadvantaged homes, individuals preparing for non traditional employment and training, single parents, individuals with other educational barriers such as limited English proficiency, homeless individuals, incarcerated individuals and gifted and talented learners. This chapter presents information about the nature and needs of individuals from special populations that can be useful in helping career and technical instructors to better understand the learning problems of these individuals so that appropriate modifications can be made to technical programs and necessary support services can be provided to enable them to successfully participate in and complete curricula. You may also use other printed resources and electronic information available on the internet concerning these additional special populations.

SCENARIO/ASSIGNMENT

You have been teaching a career and technical class for about a month and are getting concerned about Jane, one of your students, that shows characteristics associated with being an economically disadvantaged learner. Jane has missed a number of days of school and has been tardy several times as well. Other students seem to shy away from her probably because of hygiene problems and poor personal appearance. Jane seldom comes to school with a pen or pencil and writing paper or notebook. She seems to have trouble reading and following directions and she has trouble with basic math functions. Perhaps most troublesome is that Jane lacks motivation to succeed in school and to prepare for work. She seems to have a low self-esteem and/or lack of confidence that she can do anything right.

You are to develop a plan for gathering more information about Jane and her background and to provide intervention services that may help Jane profit more from her school experience. Be sure to include the course that Jane is in and identify some of the class activities that are causing Jane problems. In your plan identify support personnel that you will consult and get involved in rendering services to Jane and her family. Identify some curriculum changes that you might make and some instructional strategies that you can use to help Jane get more interested in your course activities and improve her achievement. Identify intervention services that others may help provide such as assessment services, providing instructional supplies, and making sure Jane attends school and arrives on time.

Chapter 5 Vocational Assessment Project

PREPARATION

Read Chapter 5 of your textbook that describes the vocational assessment process that is critical to understanding the strengths and weaknesses of individuals from special populations. Most effective vocational assessment processes include activities that collect information in the areas of: basic skills levels, vocational interest, vocational aptitudes and abilities, learning styles, and employability skills/work related skills. There is no single instrument or assessment tool that is sufficient for all learners or all purposes. Some of the widely used methods for collecting vocational assessment information you will learn about in the reading include interview, career and technical education program tryouts, situational assessments, observations using checklists and rubrics, and work samples. Vocational assessment should be a cooperative process involving many different professionals and educators including career and technical education teachers. The wealth of information gathered from an effective vocational assessment on an individual forms the basis for setting educational goals, identifying support services, modifying the curriculum and instructional strategies used, and identifying appropriate career goals.

SCENARIO/ASSIGNMENT

Imagine that you are a career and technical education teacher who has a mix of students in grades 9 thru 12. During the school open house meeting prior to the beginning of the Fall semester, a concerned parent talked to you briefly about her son that struggled in middle school and was diagnosed as having a learning disability causing difficulty in reading and language skills. The parent believes that the student has average intelligence and is good with concrete tasks that involve the manipulation of tools and equipment. The parent said that her son was not a behavior problem but just did not like school very well. The parent learned from another parent that the special education department of the high school has a vocational assessment component that helped her daughter have a successful high school experience in the business education program. You have never participated in the vocational assessment process and informed the parent that she should contact the counselor or the transition coordinator of the special education department.

It would be great if you could actually interview a special education teacher who plans and conducts vocational assessments, however this may be difficult for some students who are employed. If you can interview a special education teacher please do so; if not pretend that you have an appointment with a special education department vocational assessment coordinator and you want to be perceived as knowledgeable about some forms of vocational assessment. Develop a list of specific questions that you could ask the coordinator about the vocational assessment process beginning with how students are referred, who is involved in the assessment process, what kinds of assessments are available to assess aptitudes, interest, and skills, what assessments strategies are used, and what roles can career and technical education teachers play in the assessment process. Please organize your questions under headings such as instruments and strategies, assessment personnel, etc.

Chapter 6 Individualized Education Program

PREPARATION

You are to read Chapter 6, Individualized Education Programs that presents information about how an individual education plan (IEP) is developed and used to help learners from special populations better meet their educational goals. One of the most important processes in which career and technical teachers should be involved is in the preparation, implementation, and evaluation of individual education programs for learners from special populations. When students from special populations are integrated into a career and technical education program, it is important that the career and technical education teacher along with other school-and-community based personnel engage in a team effort to develop individual plans Imps that will enable learners to succeed in meeting their goals. The IEP is developed using the results of the vocational assessment process discussed in the previous chapter. Unfortunately, too many career and technical education teachers are not involved in a significant way in the IEP development process. One reason for this may be that career and technical education teachers fail to attend IEP meetings or they feel they have nothing to offer in a meeting of highly trained special education teachers and personnel. After reading the information in this chapter you should want to be involved in developing and implementing Imps for learners with disabilities enrolled in your program.

SCENARIO/ASSIGNMENT

Choose only one option:

OPTION A

You have been asked by the special education coordinator to be a member of the IEP team for one of your students. This is the first time you have ever been asked to participate in the IEP planning process and you do not know what you should know and what you might be expected to do. You are to contact a special education teacher or a career education teacher that has participated in developing and implementing Imps for a student with a disability and ask if you could interview him or her regarding the IEP planning process. In preparation for the interview you need to review the specific requirements for an IEP specified in the Individuals with Disabilities Education Amendments (IDEA) of 1997. You are to make a checklist of the required elements of an IEP that you can use during the interview. In addition, you are to develop a listing of the basic steps for the IEP planning process under IDEA. You are to obtain a sample IEP planning form from the person you have interviewed. Following the interview you are to write a report about the interview using fictional names of persons and schools. Your report should include information about the IEP planning process used at a school and elements that are included in the IEP.

OPTION B

You are to develop a case study of a student with a disability who has just been placed in your career and technical education program. Using this information and an IEP format that you have obtained from your textbook or some other source, you are to fill in the information required for a Mock IEP. In addition, you are to identify the activities and inputs that you may have as a career and technical education teacher in the IEP planning and implementation process. This

project required a fictional case study of a student with a disability, completion of an IEP, and a listing of the activities and inputs that a career and technical educator may have in the IEP planning and implementation process.

Chapter 7 Curriculum Modification

PREPARATION

You are to read Chapter 7 of your textbook that deals with curriculum modification that can help a special needs learner develop the competencies required to meet an occupational goal. It must be clear that curriculum modification is not “watering down” the curriculum for a special needs learner to make achievement easier; it is making changes in specific elements of the teaching-learning process such as instructional pace; classroom management strategies; classroom and laboratory environment accommodations; extended time in the program; adaptation of tools, equipment and machinery; reinforcement techniques; blending learning and teaching styles and strategies; identifying alternative instructional materials, providing support services; and modifying assessment and evaluation procedures. After you read this important chapter you should understand why effective career and technical education teachers are willing to modify their curriculum to better accommodate a learner from a special population and the many ways that accommodations can be made.

SCENARIO/ASSIGNMENTS

Part A

Imagine that you have just finished the first week of your career and technical education classes and you have learned that you do have some learners with special needs enrolled in each class. One of the common problems in each class is motivation. Some students do not seem to want to be in your classes and are inattentive. Using the listing of suggestions for motivating students, develop a list of the behaviors that you intend to use to increase motivation for all students.

Part B

You have one female student that has repeatedly displayed inappropriate behavior in your career and technical education class. You discussed this student’s behavior with other teachers and with a special education coordinator. You learned that this student is classified as “behavior disorder.” You have been patient and tried several different strategies to help the student management her behavior. The inappropriate behaviors you have observed so far include overt verbal aggression and physical pushing of another student, disruptiveness, negativism, irresponsibility, and defiance of your authority. The student has also displayed frustration at not being able to do some rather simple instructional tasks. Identify the current task in which the student is engaged and describe how you could modify this task or the instructional methods and techniques that you could use to help the student make progress in accomplishing this task. Develop a list of strategies that you can use to more effectively communicate with this learner who is having trouble managing her behavior.

Chapter 8 Instructional Delivery

PREPARATION

Read Chapter 8 of the textbook that deals with delivering instruction in different ways to facilitate learning for students from special populations. Individuals from special populations are a very diverse group with many different characteristics, abilities, interest and learning styles, and the needs of each learner needs to be taken into consideration when planning career and technical education classroom and laboratory instruction. After reading this chapter you should be able to identify a variety of instructional methods and techniques that you can use to accommodate the abilities and learning styles of learners from special populations.

SCENARIO/ASSIGNMENT

Imagine that you are an experienced career and technical education teacher with some success in working with learners from special populations. You recently read materials about differentiated classrooms and this idea captured your attention. You are to develop a plan for changing your instructional environment into a differentiated classroom and lab that is believed to be a better learning environment for all students, especially for learners from special populations. Your plan should describe how you will organize the classroom and lab, manage student behavior and delivery instruction. One of the strategies used in differentiated classrooms is scaffolding. Choose one learning tasks that is particularly difficult for some special needs learners and describe how you would use the scaffolding technique.

Chapter 9 Evaluation Strategies

PREPARATION

Read chapter 9 of your textbook that deals with evaluation strategies. Assessing student learning is a very important component of the learning process. This component of instruction has been troublesome for most teachers but there is now more information and assessment tools available than ever before to help teachers improve the assessment and evaluation process. For the most part past assessment practices focused on preparing students to pass traditional tests that relied greatly on the student's ability to memorize isolated facts. Today the focus of assessment is on what the student needs to know and be able to do in real life. Many of the so-called new assessment tools are particularly suited for use with learners from special populations because of their flexibility, allowing learners to maximize their strengths. After you read this chapter, you should be able to design an assessment program that incorporates a variety of assessment tools and strategies that will be fairer and improve learning for learners from special populations.

SCENARIO/ASSIGNMENT

June is an educationally disadvantaged learner enrolled in the 10th grade of your career and technical education program in a large suburban comprehensive high school. She is the oldest sibling of a family where her mother is deceased. The father works long hours in a low-paying job that barely provides enough money to pay the monthly bills. June has to take care of a younger brother and sister, getting them ready for school in the morning and taking care of them after school until her father returns from work. June has missed more than the usual number of days of school this year and is falling behind in most of her classes. She is a slow learner with low basic skills. She has always been a low achiever in school and lacks confidence in her ability to improve her grades.

You have met with the school system's special population coordinator and a decision was made that an evaluation component better suited to June needed to be developed. You are to develop a performance contract for June that utilizes a number of different assessment tools including performance tests, graphic organizers, performance projects, etc. You need to decide which assessment tools to use to assess June's achievement in your subject area. The expected product is a performance contract that identifies the tasks that June is to accomplish and several different ways to assess her progress and achievement.

Chapter 10 Career and Technical Student Organizations

PREPARATION

You are to read Chapter 10 in your textbook that provides information about the Ten nationally recognized Career and Technical Student Organizations (CTSOs). Learners who participate in CTSOs, and especially learners from special populations, are provided with many benefits including opportunities to develop a positive self-concept, social skills, problem-solving skills, communication skills, leadership skills, and occupational skills, all of which are universally valued by employers. After you read this chapter you should recognize the value of involving all of your students in the CTSO of your occupational area. You should have a better understanding of how to encourage learners from special populations to get involved in CTSO activities and how to make accommodations if necessary to help the student reap maximum benefit from involvement.

SCENARIO/ASSIGNMENT

You are to visit the website for the CTSO organization in your instructional area and become familiar with the purposes, goals, programs, competitive events and other activities and services offered by the organization. Imagine that you have several learners from special populations with different limitations. For example, you may have a learner with limited English Proficiency and another that is a disadvantaged learner that lack confidence to participate in social activities. You are to develop a description of two student that are from special populations with disabilities or limitations of your choice. Then you are to determine what strategies you will follow to encourage these learners to actively participate in CTSO activities and programs. You will find a number of suggestions in your readings for involving special needs learners in CTSOs.

Chapter 11 Coordinating Student Services

PREPARATION

You are to read chapter 11 that presents information about services that can be provided by school and community agency personnel that can increase the chances of a learner from a special population make a successful transition from school to productive and satisfying employment. Over the past ten or more years school and community agencies have successfully collaborated and coordinated needed services that have led to effective methods to serve individuals from special populations. Interagency networks have been established in many communities that help reduce gaps in service delivery, minimize duplication of services and reduce the cost of providing services. After reading this chapter you should be able to identify a number of services that can be provided by the schools, parents, community agencies and employers that can help learners from special populations benefit fully from a career and technical education program.

SCENARIO/ASSIGNMENT

You are to select and contact a professional that has been or could be involved in providing services to learners from special populations and ask them if they would be willing to participate in an interview. An interview could be conducted with a professional from a Department of Labor One Stop Career Center; a special education teacher; a work-based education coordinator such as CBE, DCT or Youth Apprenticeship Coordinator; a professional from vocational rehabilitation services, a social worker, a professional from the health department, a professional who works with learners from special populations at a technical college, etc.

In preparation for the interview, you are to develop a list of questions that you want answered during the interview. For example, you would want to ask the interviewee what services he or she has or could provide? Or ask them if they have been a member of a team that helped develop a student services plan. Following the interview, you are to write an interview report about who was interviewed, what information you obtained from the interview, and your impression of the interview process.

Chapter 12 The Transition Process

PREPARATION

Read Chapter 12 of your textbooks that describe the critical transition process. Satisfying and sustained employment is a critical aspect of the lives of most adults. The ability to obtain and hold a job indicates the capacity to participate fully in our society. Just think when two adults meet the conversation frequently drifts to the question “Where do you work?” To individuals from special populations, employment brings status and respect. Employment for them is the culminating reward for years of education that has been challenging to say the least. Our educational system plays an important role in the ongoing process of preparing individuals for a life or work and learning. The educational experience is designed to provide individuals with a solid foundation of knowledge and skills that will enable them to continue learning through the life span and to enter meaningful employment. Unfortunately, our secondary educational system does an inadequate job for many students in helping them make the transition from school to work. Most schools provide assistance for graduates who want to enter higher education institutions. Schools do much less in helping students find jobs in the workplace. Learners from special populations often face barriers to employment and it is critical that appropriate transition services be provided so they can successfully enter the workforce.

SCENARIO/ASSIGNMENT

Choose only one:

OPTION A

You are to contact an employer of a business in which one of your learners from a special population may want to seek employment and ask permission to conduct an interview with him or her. You are to prepare a list of questions that you hope to have answered during the interview. For example, one question that should be answered is “What characteristics and skills are you looking for in an employee? Have you ever employed any individuals with a disability? Following the interview, you are to write a report on the interview that presents your findings.

OPTION B

Describe a student with a disability that you may have in your career and technical education program that would likely need support services while in your program and at the workplace. You are to identify and describe the support services you think this student will need in order to make a successful transition to sustained employment.

OPTION C

You are to arrange for an interview from an employer that may be willing to employ a learner from a special population in a work-based program. You are to work with the employer to identify a job that the student could do and perform a job analysis. Use the information in your text book to develop a job analysis form before you visit the employer. Your completed job analysis should include information such as (1) a general description of the job, (2) a description of the work environment, (3) major duties of the job, (4) listing of specific job tasks under each

major duty, (5) list of skills requirements for the job, and (6) list of worker traits and characteristics needed for the job. In addition to the job analysis report, you are to describe how you would incorporate this information into your instructional program and describe what strategies (including support strategies if needed) you might use to prepare students for employment in this firm.

Special Needs Student Observation Assignment

The very foundation of this course is to help you observe firsthand a special needs student receiving instruction in an academic or career and technical education classroom or laboratory. You are to contact a middle or high school of your choice and obtain permission to observe a special needs student in an unobtrusive manner for a minimum of six hours during the semester. You are to observe the student's behavior and communications closely so that you can complete a daily log or journal of what you observed and heard during an instructional time period. It is likely that you will do most of your observation in a classroom or laboratory but observation may also be made at a worksite, assembly, activity, etc. In particular you should try to obtain information about the student's attitude toward school and the class, behavior, participation in learning activities, contributions to the class, interaction with classmates, challenges, adaptations, and plans for the future. You also need to observe closely how the teacher uses specific teaching techniques, behavior management strategies such as performance contracts, modification to the curriculum, evaluation strategies, peer teaching and coaching, support staff, resources, project and learning activities, etc to help the student learn and make progress in the class.

Report Format

Learning log or journal that records the date and time of the observation and describes the big ideas or main information that was observed in the left hand column of the page. In the right hand column you are to write your reflection of what you observed that includes your thoughts about the causes of behavior and things you would like to offer the teacher as suggestions for helping the student improve behavior and learning.

Summary Report:

In addition to the learning log or journal, you are to write a summary case study report that includes the following information:

1. Fictitious name of the student along with a fictitious name of a school
2. Description of the fictitious school
3. Description of the class and classroom environment including number and levels of students in the class, learning stations and equipment, etc.
4. Description of a fictitious teacher including years of experience, subjects taught, etc
5. Description of the fictitious special needs students that describes the disability or disadvantaged condition that requires special instruction
6. Description of any modifications that were made to the student's curriculum, teaching strategies, behavior management techniques, and evaluation strategies
7. Report on the progress of the student during the period of observation
8. Summary comments of the teacher regarding the fictitious student
9. Reflections about this observation experience.
10. Listing of specific learning outcomes that you gained from the observation experience.

COURSE CHALLENGE

This is one of the most important courses in the pedagogical training for a career and technical education teacher for it is almost certain that these teachers will have one or more students in every class that have a disadvantage or disability that keeps them from learning and reaching their potential. The challenge of all teachers is to maximize learning for all of their students for all students can learn if they have someone who believes in them and is willing to spend the extra time and effort to modify the learning environment and instructional practice. Many students with special needs have poor self-concepts and believe they cannot do anything very well for they rarely receive positive recognition for their achievements. This course is designed to help teachers identify and work more effectively with students with special needs. There is a large body of information in your textbook and other resources that can help teachers improve learning for individuals with special needs. Each class member has a wealth of experience that needs to be shared in class with other students. We can learn and be better prepared to make a difference in the lives of all students if we are willing to devote the time and effort required for success in this course. Your professor is an experienced professor and co-author of the textbook but he is also a learner and looks forward to the learning journey with students of this course.