

## Fieldwork Activities in MSE Special Education

Course	Topics
<b>SPED 520</b> Assessment in Special Education	Students write a detailed test critique of a standardized individual assessment used in the field (see rubric and assignment description). Students write a <b>case study</b> , reviewing cumulative files and IEPs and assessment data to make recommendations for special education student placement, programming and goals (see rubric and assignment description). Throughout the term, students complete ten small activities as they learn how to score standardized assessments <b>used in the field</b> and analyze data for both standard and authentic assessments.
<b>SPED 522</b> Positive Behavior Support	Positive Behavior Support Behavior Intervention Plan is a case study format that introduces students to the foundations of system wide positive behavior support for the individual, the classroom, and the school community. <b>After conducting setting event assessments and functional analysis, students design a proactive comprehensive plan</b> that addresses school and classroom culture, family dynamics, collaboration in order to create lifelong durable behavior changes for the student, teachers, administration, and families. This case study requires a single subject design format and students are able to use their data to long range programmatic decisions.
<b>SPED 529</b> Collaborative and Consultative Seminar	All assignments in this course involve fieldwork. 1) Students must <b>investigate local resources</b> that can be used to support them as the develop and implement their Induction Plans; 2) Students use a website designed to explore the roles and relationships they have at their school sites, and to <b>investigate ways to improve to alter these to support students with special needs</b> ; 3) Students must <b>plan and implement a co-taught lesson with a teacher of diverse students</b> ; 4) Students must investigate the previous knowledge of the faculty at their school site through a <b>needs assessment</b> , then plan and implement a <b>staff development session</b> that meets those needs.
<b>SPED 531</b> Seminar: Individuals with Moderate/Severe Disabilities	Students are required to <b>visit the Assistive Technology Exchange Center (ATEC)</b> at Goodwill Industries ( <a href="http://www.ocgoodwill.org/humanserv_ATEC.asp">http://www.ocgoodwill.org/humanserv_ATEC.asp</a> ) to gather information regarding assistive tech for individuals with the most significant disabilities, then they compose a reflection that incorporates a synthesis of related literature.
<b>SPED 533</b> Seminar: Issues and Trends in Collaborative & Consultative Services	Candidates develop a <b>working research-based Portfolio</b> . Candidates are expected to include a resource file of materials related to teaching English Learners, a variety of research based characteristics and resources for a variety of exceptionalities, identification problems and practices, family attitudes toward special education labels, legal issues in special education, best practice research findings, etc.
<b>SPED 551</b> Bilingual/Multicultural Special Education: Assessment, Curriculum, & Instruction	Students complete a Discovery Summary, which is a thoughtful and analytic description of an <b>experience that students have chosen to conduct</b> to further acquaint them with the area of special education of the learner who has diverse abilities.
<b>SPED 584</b> Transition, Vocation, and Careers Over the Lifespan	Students conduct <b>field based inventories of community based integrated job sites and architectural barriers</b> .
<b>Culminating Experience</b>	In all culminating experiences, students draw on <b>what goes on in their district, school, and classroom</b> as they synthesize links between theory, policy, and practice.