

Department of Educational Psychology and Special
Education

Program in Early Childhood Special Education –
General Curriculum
&
Preschool Special Education

Leadership and Scholarship Focused on Learning and Development

College of Education
Georgia State University
Atlanta, GA

Revised 6/07

Georgia State University
Early Childhood Master's Degree
Special Education General Curriculum
&
Preschool Special Education

Program Assumptions

We believe that:

1. Individuals preparing to teach students with disabilities need a foundation of broad general education based in the major academic disciplines.
2. Educators need to understand, respect and value the multicultural backgrounds and diverse educational needs of students in our schools and promote cooperative programs.
3. The programs for special education personnel preparation should be based on research to the greatest extent possible.
4. Special education personnel preparation programs should be based on an identified set of teaching and facilitative skills that are related to the individual educational and developmental needs of individuals with disabilities.
5. Special education personnel preparation programs should prepare educators who can appropriately evaluate and modify strategies in response to student outcome data.
6. Special education personnel preparation programs should provide field-based opportunities for observation, feedback, supervision and self-evaluation of applied experiences in appropriate settings.

Program Philosophy

The Special Education Program at Georgia State University is committed to preparing special educators who can provide scholarship and leadership focused on learning and development, consistent with the diverse needs and abilities of individuals with disabilities and their families. The faculty recognizes that the personnel it prepares must have the flexibility to adapt to the changing role of the special educator, the changing patterns regarding how special education services are delivered, and the changing social and economical context in which individuals with disabilities will live. The faculty is committed to providing Georgia's public and private schools with educators whose field-based education has prepared them to implement the best practices in special education, to communicate effectively and to work collaboratively with other special educators, general educators, parents and support personnel.

Conceptual Framework:

Scholarship and leadership focused on learning and development.

**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND
SPECIAL EDUCATION – Masters and Initial Certification
Early Childhood Special Education – General Curriculum (ECSE)
& Preschool Special Education**

Students who graduate from the program will be competent in the following areas as outlined:

I. INTASC Standard 1: Content

The teacher understands the central concepts, tools of inquiry, and structures of the discipline and can create learning experiences that make these aspects of subject matter meaningful for students.

A. CEC (2002) Standard 1: Foundations

Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society. Special educators understand how these influence professional practice, including assessments, instructional planning, implementation, and program evaluation. Special educators understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services. They understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies. Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.

B. CEC/DEC Standard 5: Professionalism

DEC Guideline 5.1 Articulate the historical, philosophical, and legal basis of services for young children both with and without special needs.

DEC Guideline 5.3 Identify current trends and issues in ECE, ECSE and Special Education.

DEC Guideline 5.4 Identify legislation that affects children, families, and programs for children.

INTASC Standard 2: Human development

The teacher understands how children learn and develop, and can provide learning opportunities that support a child's intellectual, social, and personal development.

A. CEC (2002) Standard 2: Development and characteristics of learners

Special educators know and demonstrate respect for their students first as unique human beings. Special educators understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs (ELN). Moreover, special educators understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individuals with ELN. Special educators understand how the experiences of individuals with ELN can impact families, as well as the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.

B. CEC/DEC Standard 1: Child development and learning

DEC Guideline 1.1 Apply theories of child development, both typical and atypical, and apply current research with emphasis on cognitive, motor, social-emotional, communication, adaptive, and aesthetic development in learning situation, family, and community contexts.

DEC Guideline 1.2 Identify pre-, peri, and postnatal development and factors such as biological and environmental conditions that affect children's development and learning.

DEC Guideline 1.3 Identify specific disabilities, including the etiology, characteristics, and classification of common disabilities in young children, and describe specific implications for development and learning in the first years of life.

DEC Guideline 1.5 Demonstrate understanding of a. developmental consequences of stress and trauma, b. protective factors and resilience, c. the development of mental health, and d. the importance of supportive relationships.

INTASC Standard 3: Diversity among learners

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

A. CEC (2002) Standard 3: Individual learning differences

Special educators understand the effects that an exceptional condition can have on an individual's learning in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students and their families and the school community. Moreover, special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition to impact the individual's academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions provides the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with ELN.

A. CEC/DEC Standard 1 – Child development and learning And Standard 6 – Field experiences

DEC Guideline 1.4 Apply knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts for development and learning, and recognize that children are best understood in the contexts of family, culture, and society.

DEC Guideline 6.2 Work effectively with children of diverse ages (i.e., infants, toddlers, preschoolers, primary school-age), with children with diverse abilities, with children reflecting culturally and linguistically diverse family systems.

INTASC Standard 4: Varied instructional strategies and tools, including technology

The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

A. CEC(2002) Standard 4: Instructional strategies

Special educators possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with ELN. Special educators select, adapt, and use these instructional strategies to promote positive learning results in general and special curricula and to appropriately modify learning environments for individuals with ELN. They enhance the learning of critical thinking, problem-solving, and performance skills of individuals with ENL, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan.

B. CEC/DEC Standard 2: Curriculum development and implementation And Standard 6: Field experiences

DEC Guideline 2.1 Plan and implement developmentally and individually appropriate curricula and instructional practices based on knowledge of individual children, the family, the community, and curricula goals and content.

DEC Guideline 6.5 Demonstrate ability to work effectively during supervised student teaching and/or intensive, ongoing practica experiences (totaling at least 300 clock hours) in at least two different settings, serving children in two different age groups and with varying abilities.

INTASC Standard 5: The learning environment

The teacher uses an understanding of individual and group motivation and behaviors to create a learning environment and that encourages positive social interaction, active engagement in learning, and self-motivation.

A. CEC(2002) Standard 5: Learning environments and social interactions

Special educators actively create learning environments for individuals with ELN that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals with ELN. In addition, special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN. Special educators help their general education colleagues integrate individuals with ELN in regular environments and engage them in meaningful learning activities and interactions. Special educators use direct motivational and instructional interventions with individuals with ELN to teach them to respond effectively to current expectations. When necessary, special educators can safely intervene with individuals with ELN in crisis. Special educators coordinate all these efforts and provide guidance and direction to para-educators and others, such as classroom volunteers and tutors.

B. CEC/DEC Standard 2: Curriculum development and implementation

DEC Guideline 2.2 Use individual and group guidance and problem-solving techniques to develop positive and supportive relationships with children, to encourage and teach positive social skills and interaction among children, to promote positive strategies of conflict resolution, and to develop personal self-control, self-motivation, and self-esteem.

DEC Guideline 2.3 Establish and maintain physically and psychologically safe and healthy learning environments that promote development and learning.

INTASC Standard 6: Communication skills

The teacher uses knowledge of effective verbal, non-verbal and media communications techniques to foster active inquiry, collaboration and supportive interaction in the classroom.

A. CEC (2002) Standard 6: Communication

Special educators understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual's experience with and use of language. Special educators used individualized strategies to enhance language development and teach communication skills to individuals with ELN. Special educators are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs. Special educators match their communication methods to an individual's language proficiency and cultural and linguistic differences. Special educators provide effective language models and they use communication strategies and resources to facilitate understanding of subject matter for individuals with ELN whose primary language is not English.

B. CEC/DEC Standard 2: No specific standards

INTASC Standard 7: Instructional Planning

The teacher plans instruction based upon knowledge of subject matter, students, the community and curriculum goals.

A. CEC (2002) Standard 7: Instructional planning

Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as implications of an individual's exceptional condition, guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are modified based on ongoing analysis of the individual's learning progress. Moreover, special educators facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.

B. CEC/DEC Standard 2: Curriculum development and implementation And Standard 6: Field experiences

DEC Guideline 2.1 Plan and implement developmentally and individually appropriate curricula and instructional practices based on knowledge of individual children, the family, the community, and curricula goals and content.

DEC Guideline 6.5 Demonstrate ability to work effectively during supervised student teaching and/or intensive, ongoing practica experiences (totaling at least 300 clock hours) in at least two different settings, serving children in two different age groups and with varying abilities.

INTASC Standard 8: Assessment

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

A. CEC (2002) Standard 8: Assessment

Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to an ongoing learning process. Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds. Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations to assure non-biased, meaningful assessments and decision-making. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. Special educators use assessment information to identify supports and adaptations required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators regularly monitor the progress of individuals with ELN in general and special curricula. Special educators use appropriate technologies to support their assessments.

B. CEC/DEC Standard 4: Assessment and evaluation

DEC Guideline 4.1 Assess children’s cognitive, social-emotional, communication, motor, adaptive, and aesthetic development.

DEC Guideline 4.2 Develop and use formative and summative program evaluation to ensure comprehensive quality of the total environment for children, families, and the community.

INTASC Standard 9: Professional Commitment

The teacher is an effective practitioner who continually evaluates the effects of his/her choices on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

A. CEC (2002) Standard 9: Professional and ethical practice

Special educators are guided by the profession's ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations. Special educators engage in professional activities and participate in learning communities that benefit individuals with ELN, their families, colleagues, and their own professional growth. Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice. Special educators are aware of how their own and others' attitudes, behaviors, and ways of communicating can influence their practice. Special educators understand that culture and language can interact with exceptionalities, and are sensitive to the main aspects of diversity of individuals with ELN and their families. Special educators actively plan and engage in activities that foster their professional growth and keep them current with evidence-based best practices. Special educators know their own limits and practice within them.

B. CEC/DEC Standard 5: Professionalism

DEC Guideline 5.2 Identify ethical and policy issues related to educational, social, and medical services for young children and their families.

DEC Guideline 5.5 Adhere to the profession's code of ethical conduct.

DEC Guideline 5.6 Serve as advocates on behalf of young children and their families, improved quality of programs and services for young children, and enhanced professional status and working conditions for early childhood special educators.

DEC Guideline 5.7 Reflect upon his/her own professional practice and develop, implement, and evaluate a professional development plan.

DEC Guideline 5.8 Participate actively in professional organizations.

DEC Guideline 5.9 Read and critically apply research and recommended practices.

INTASC Standard 10: Partnerships to support learners or collaboration

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

A. CEC (2002) Standard 10: Collaboration

Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals with ELN are addressed throughout schooling. Moreover, special educators embrace their special role as advocate for individuals with ELN. Special educators promote and advocate the learning and well-being of individuals with ELN across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with ELN. Special educators use collaboration to facilitate the successful transitions of individuals with ELN across settings and services.

B. CEC/DEC Standard 3 - Family and community relationships And Standard 6 - Fields experiences

DEC Guideline 3.1 Establish and maintain positive, collaborative relationships with families.

DEC Guideline 3.2 Collaborate/consult with other professionals and with agencies in the larger community to support children's development, learning, and well-being.

DEC Guideline 3.3 Administer, supervise, and consult with/instruct other adults.

DEC Guideline 6.3 Participate under supervision as an interagency and intra-agency team member.

DEC Guideline 6.4 Provide consultation services under supervision.

DEC Guideline 6.6 Analyze and evaluate field experiences, including supervised experience in working with families and other professionals.

Department of Educational Psychology And Special Education

Information for M.Ed. Students in Special Education

- 1) **The College of Education Graduate Bulletin:** Get a copy of the College of Education Graduate Bulletin and keep it in your files. The graduate bulletin for the year that you entered the program contains the course of study and the requirements you must satisfy. You are responsible for knowing the **regulations and procedures contained therein**. Therefore, you should read the Bulletin's general sections as well as the courses required in your program. Ask questions about anything you do not understand!

- 2) **The Planned Program:** The College of Education requires that you have a planned program on file in the department and in Academic Assistance. Therefore, you should **see your advisor** as soon after being admitted as is possible or early in the first semester of your enrollment; do not wait for registration. When you see your advisor, the two of you will plan your program and both of you will sign the document (the Planned Program) and forward it for the Chairman's signature. The original will be kept on file, a copy sent to the Office of Academic Assistance and a copy given to you. No changes can be made to the courses specified on the planned program unless a petition for course substitution has been filed and approved (see below).

Continuous Enrollment Requirement: Graduate students must register for at least a total of six hours of coursework during any period of three consecutive terms (fall, spring, and summer) until completion of degree. In order to graduate students must be actively enrolled in coursework in the program of study during the term they finish degree requirements for graduation. For the most up-to-date continuous enrollment policy, go to current students at: <http://educadtion.gsu.edu/oa/>.

- 3) **Portfolio:** Each student who is seeking certification in Early Childhood Special Education or Preschool Special Education must maintain a portfolio which documents their mastery of specific program outcomes. The portfolio is due during the EXC 7939 semester.

- 4) **Diversity of Experiences:** Each student must maintain a log of all practicum experiences, including class assignments, to document experiences across age, development level, and race/culture. This completed form is due with the practicum application.

- 4) **Deadlines:**
 - A. Applications for the **prerequisite practicum (EXC 7929)** must be filed immediately upon starting the program by students who have not completed an undergraduate student teaching or equivalent. Applications for the **graduate internship (EXC 7939)** should be filed at least one semester in advance of the

intended practicum. (Departmental office 835 COE) Please attach the completed “Experiences with Diverse Students: form to your practicum application.

- B. Applications for **graduation** must be filed two semesters in advance. (Applications are available in the Graduation Office in 231 Sparks or on line at <http://www.gsu.edu/es/graduation.html>) You must be enrolled for at least one credit hour during the term that you are graduating.
 - C. Applications to take the comprehensive examinations must be filed no later than one semester preceding the semester in which you plan to take the examination (Special Education Office 820 COE). Be certain to get a copy of the comprehensive examination study questions for your area when you turn in your application.
 - D. **Petitions** for course substitutions must have the prior approval of your advisor, the department chairman, and the dean of the College of Education before the course is taken. Therefore, petitions must be filed early enough to work their way through the process before it is time for you to register. Retroactive approvals are not given.
 - E. **Before** you can be recommended for certification, you must pass the GACE II exam in your certification area. Study guides are available in the reference section of the Pullen Library. Applications are available in the Office of Academic Assistance on the third floor of the college of Education building.
- 5) **Certification Recommendation:** Neither the college nor the department will recommend you for certification prior to the completion of those courses and GACE requirements specified on your planned program. You may apply for certification when you have completed all requirements for certification on your planned program. You must file the necessary forms required for the recommendation for certification (Office of Academic Assistance, Room 300, College of Education Building).
- 6) **Independent Study:** Independent study courses cannot be substituted in place of a course that is taught on a regular basis.
- 7) **Incomplete Grade:** Incompletes are given for medical reasons only and must be removed before the end of the next semester. See the complete discussion in the Bulletin.
- 8) **Appointments:** It is recommended that you call to make an appointment whenever you wish to see your advisor. Faculty teach classes on and off campus, supervise interns, and do many other things which take them out of the office. Therefore, they are often not available to talk to you on a drop-in basis. Be smart, call ahead!
- 9) **Non-Degree Admission:** If you are admitted as a non-degree (ND) student, pay particular attention to the enrollment limitations stated in your acceptance letter. **Only nine (9) hours of graduate coursework may be used towards a master’s degree.** If a master’s degree is your goal, after you have completed the prerequisites and/or before you

complete nine (9) hours of graduate coursework, you must seek admission as a M.Ed. student. Application packets are available from the Office of Academic Assistance, Room 300, College of Education Building (651-2539). Admission criteria, dead line dates, test information, and instructions are all included in the packet.

- 10) **Time Limitations:** If you have been admitted as an M.Ed. student, you should recognize that no coursework for the master's degree may be more than six calendar years old at the time of graduation.

Requirements Checklist – Special Education Program

Please complete the following information

Name _____ Advisor _____

Program Area _____ Date Admitted _____

Current Certification _____ Certification Sought _____

Date Completed	Requirements
	Planned Program – complete during first semester
	Student teaching or EXC 7929 – if needed, apply during first semester
	Practicum Application – apply one semester ahead. Include Diverse Experience Checklist
	Portfolio Monitoring – checked by supervisor during practicum – EXC 7939
	Application to graduate – apply two semesters ahead (Graduation Office - 231 Sparks or on line at http://www.gsu.edu/es/graduation.html).
	Comprehensive exam application – apply one semester ahead and get study questions.
	Comprehensive exam passed (must complete before EXC 7939)
	Teacher Certification Test passed in certification area
	Teacher Certification applied for through Academic Assistance

Portfolio & Diversity Experiences Checklist Special Education Program

Purpose: The portfolio is to provide an organized system for each student to: (1) document the completion of program outcomes; (2) document their work with students with disabilities of various ages (infants, preschoolers, elementary) in a variety of settings; and (3) provide evidence of professional competencies for current and prospective employers.

Procedure: The portfolio consists of items collected from courses, student teaching, current teaching, and practicum experiences that detail and document the knowledge and skills related to the program outcomes. Please combine them using the tabs provided or scan items for an electronic portfolio.

Complete the attached form each time you work with a student or family as part of your GSU planned program. All forms are due when you apply for your 7939 practicum.



**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
& SPECIAL EDUCATION**

APPLICATION FOR MASTER'S COMPREHENSIVE EXAMINATION

This form should be completed ONE SEMESTER before you desire to take the examination. You must, in the last semester of work, remove all C's in your major field before taking the examination. **The Master's Comprehensive Examination may not be taken before all teaching field/major courses (with the exception of practicum) are completed.**

The Master's Comprehensive Examination is routinely scheduled on a Saturday each semester from 9:30am to 1:30pm. The exact date and place of the examination will be announced by the department (*Tentative schedule below*). **All exams are completed using Microsoft Word.**

Return this application form to the EPSE office on the 8th floor of the College of Education Building. You will receive notification of receipt of your application by mail one month before the exam. Applicants are encouraged to discuss the proposed content of the examination with their advisor before preparing for the examination. Study guides are available in the main office for all subject areas. After completion of the examination, you will notified by mail in about four weeks of the outcome of the examination. **Do not contact the office for results. Staff are prohibited from giving out results by phone or in person.**

SEMESTER	DATE	TIME	PROCTOR
Fall, 2007	September 29, 2007	9:30-1:30	Heflin
Spring, 2008	February 9, 2008	9:30-1:30	Easterbrooks
Summer, 2008	July 12, 2008	9:30-1:30	Heller

E _____

Name: _____ Panther #: _____

Address: _____
City State Zip

Telephone: Work () _____ Home () _____

GSU EMAIL ADDRESS: _____

Desired Semester: _____

Area of Study: (Circle one)

Fall '06 Spring '07

BLD, AUTISM, EARLY CHILD, HEAR IMP, ORTH IMP,
SEVERE MR

Summer '07

Advisor: _____

Have you taken comps before? (Circle one) No 2nd time 3rd time

Student Signature: *(By my signature, I understand my application will be reviewed for appropriate coursework and that final clearance for comps will be given **only** if these criteria have been met.)*

**GEORGIA STATE UNIVERSITY
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY & SPECIAL EDUCATION**

**EARLY CHILDHOOD SPECIAL EDUCATION
MASTERS COMPREHENSIVE EXAM STUDY QUESTIONS**

Updated Fall 2006

The following study questions should guide you in focusing your study. Actual test questions may come directly from the following or close approximations thereof (but not exclusively). It is important that you review course notes and readings from all of your graduate coursework as you prepare for the comprehensive examination.

The exam is a 4-hour written exam that you compose on a computer. It consists of a short and long essay format with approximately 6-10 questions. You may NOT bring any notes or readings with you to the exam.

Examinations are scored using panther numbers to ensure objectivity. The exam is scored by a set of faculty readers. Grades will be one of the following: Outstanding, Average, or Fail. Students may have three attempts to pass the examination and are permitted only one attempt per quarter.

1. Most definitions of autism are composed of a series of characteristics considered essential for classifying a student as autistic. Select the definitional characteristics of one of the definitions e.g., Kanner, Rutter, Autism Society of America, DSM and discuss and operationalize the characteristics.
2. Students with moderate and severe intellectual disabilities and autism have identified speech/language characteristics. List these characteristics and provide an example of how each may be manifested in the student's attempts at communication.
3. Children with autism display deviant social characteristics. List these characteristics and provide an example of how each may be manifested by the student.
4. Researchers and educators in the area of applied behavior analysis have developed and systematized various procedures for use in changing behavior. Explain the following and give an example of how each can be used to further learning and/or management in the classroom:
 - a. Event recording, interval recording and time sampling, and duration recording
 - b. Fixed and variable interval schedules of reinforcement
 - c. Fixed ratio and variable ratio schedules of reinforcement
 - d. Fixed and variable response-duration schedules of reinforcement
5. Explain the importance of the following important researchers/studies in early intervention: Montessori, Froebel, Piaget, Vygotsky, Skeels and Dye; Perry Preschool Project, and the Abecedarian Project/Ramey.
6. You have a class of 5-7 year old students. One student has Duchenne's Muscular Dystrophy and one student has cystic fibrosis. Describe the characteristics, symptoms, and prognosis of these conditions and discuss what classroom interventions you would use with children with these characteristics.

7. Young students with cerebral palsy (or myelomeningocele or Down syndrome) are often found in programs for young children with special needs. Define and describe this condition. Include in your answer possible etiologies, types, symptoms, prognosis, treatment, and educational implications.
8. Infection control should be a routine procedure in the classroom. Describe how infection can be transmitted and what steps a teacher should take to assure proper infection control. Define Hepatitis B and AIDS and their modes of transmission. Explain special precautions to take for students with these conditions.
9. There are several feeding techniques that may be used to assist a student to eat. Describe the following conditions and explain what techniques may be used to assist the student.
- a. Bite reflex
 - b. Poor swallowing
 - c. Poor jaw and lip control
 - d. Tongue thrust.
10. You have a student who is receiving tube feedings through a gastrostomy. Describe why a student might need tube feedings, who might be giving the tube feedings (including training qualifications), and what the main steps in the procedure are. Discuss possible problems which may be encountered when giving a tube feeding and how you would resolve each.
11. On-going data collection serves the purpose of monitoring student learning and teacher accountability. Discuss each of the following: trial by trial vs. probe data and data decision rules for acquisition and fluency.
12. Basic instructional components used in ECSE include verbal prompts, physical prompts, and modeling; fading procedures such as decreasing assistance, graduated guidance, and time delay (constant or progressive); as well as task analysis and chaining (forward and backward). Discuss and explain through use of an applied example the components and processes of each, including advantages and disadvantages of their use with young children with disabilities.
13. One of the first transitions a child with disabilities must make is from infant and toddler programs to preschool programs. What are the differences between early intervention for infants and toddlers and special education services for preschool children? (i.e., eligibility, service delivery, program plans, etc.) How can transitions be facilitated? How can a family's needs best be met during this process?
14. Group instruction often occurs in regular preschool programs. Discuss the advantages and disadvantages of group instruction for a preschool aged student with special needs using specific examples.
15. You are designing a communication board for a student. Discuss what you will need to consider in its construction, how you would select the vocabulary, and what teaching strategies you will use.
16. Select one of the following preschool/early elementary aged students:
- a. Student with orthopedic impairment and significant developmental delay;
 - b. Student with autism and a physical impairment; or
 - c. Student with visual impairment and severe retardation.

The student you have selected is having difficulty meeting some of her objectives. Discuss how you would identify the need for an adaptation, the areas you may be adapting for (i.e., physical, sensory,

learning, etc.), and the possible types of adaptations/strategies to use in your classroom to assist the student to succeed.

17. High tech and low tech devices are commonly used with students in Special Education. Describe three types of low tech devices and three types of high tech devices which may be used in the classroom. Give examples of their use and for whom they may be appropriate. Describe the advantages and precautions of using these devices and assistive technology in general for young children with disabilities.
18. Give a definition, rationale, and an explanation through example of the following terms:

Play Based Assessment or Intervention

Criterion of the next environment

Trend Analysis

Least Restrictive Environment

Activity Based Instruction

Incidental learning

19. How does a visual impairment or deaf-blindness or deafness/hard of hearing affect early development in the infant, toddler, preschool, and early elementary years?

20. You are the teacher of a 5 year old child with Down syndrome whose parents want the child to be included in a community child care program. The director of the program is willing to accept the child; however, several parents of typical children have objected because they believe their children will suffer from a decrease in teacher attention, their children will learn inappropriate behaviors, and the money it takes to take care of the child with Down syndrome will reduce the resources available to the rest of the children. As the early childhood special educator, you have been selected to make a presentation to the parents to address their concerns. Using the literature, recent litigation, legislation, and common sense, prepare your speech.

OR What will you tell the director and what strategies will you use to ensure the child is successful in the family's choice of setting for their child?

21. Describe the major components of the IEP and IFSP.

22. Discuss the rationale for using a family centered approach in dealing with infants and toddlers with disabilities.

23. Discuss at least 3 research-based strategies for increasing the social/play behaviors of children with disabilities in an inclusive setting.

24. Discuss the major maternal infections and physical or environmental factors that can affect a developing fetus.

25. Discuss at least 5 major complications commonly associated with infants placed in a Neonatal Intensive Care Unit (NICU).

26. What are the advantages and disadvantages of using norm-referenced vs. criterion-referenced tests for young children with disabilities? Use examples of instruments you are familiar with.

27. Human development during infancy and early childhood is extremely important. Much that occurs at this stage of life provides a foundation for many later skills and abilities. Explain why and discuss how

the physiological growth and development relate to language, cognition, and social competence. Explore the role of the environment during this time, including aspects of parental interaction and behavior.

28. Discuss the advantages and disadvantages of a multidisciplinary, interdisciplinary, and transdisciplinary teams.

29. Outline some steps you would use to make a parent of an eight-year old child with disabilities feel included as part of the IEP team.

30. Outline and discuss major considerations in collaborating with other professionals.

31. Discuss family involvement in programming at the preschool ECSE level, using the major components of family systems theory (Turnbull & Turnbull).

32. Describe Developmentally Appropriate Practice and its benefits and challenges in instructional programming for young children with disabilities.

33. You are currently employed in a new program and you are given the task of developing the instructional/curricular approach that meets the diverse needs of preschool-Kindergarten aged children with disabilities in an integrated inclusive setting. You are given the following options: Montessori, Reggio Emilia, developmentally appropriate practice, behavioral approach, or functional activity based approach, or you could create your own. Discuss these options, select one of your own, and provide a comprehensive argument in support of your selection.

GRADUATE TEACHING INTERNSHIP

The course number for the graduate practicum is **EXC 7939** (early childhood/preschool special education). The graduate practicum or teaching internship is designed to provide the opportunity for graduate students to practice and demonstrate those planning, teaching, assessment, management, and collaboration skills that have been identified by the program as essential components to providing leadership and scholarship focused on learning and development as a special educator. It is during this practicum that students confirm that they have mastered those skills needed to independently operate as a teacher for students with special needs.

Eligibility to enroll in a graduate practicum:

- 1) **Application requirements:** Students must apply one semester in advance for 7939 and attach a copy of the completed “Diverse Experiences” form.
- 2) **Portfolio documentation:** During the graduate teaching internship each student must present the portfolio for review to the Georgia State supervisor and, when appropriate, to the master teacher.

Activities for the Graduate teaching internship – EXC 7939

In the graduate internships, the graduate student demonstrates the classroom skills that encompass being a certified teacher in special education/early childhood/general curriculum or preschool special education. These include, but are not limited to the following:

- Instructional management – IEPs, grouping, scheduling
- Classroom instruction – assessment, planning, management, instruction, evaluation
- Program management – referrals, inclusion/collaboration

Course requirements: students are required to have completed all EXC courses listed as certification requirements on the planned program or equivalents approved by their advisor with the grade of “B: or better prior to enrolling in the graduate practicum. Additionally, students must have taken & passed the comprehensive exam before they begin their 7939 practicum. Tort liability insurance is required if you are not doing “on the job” practicum.

Placement requirements

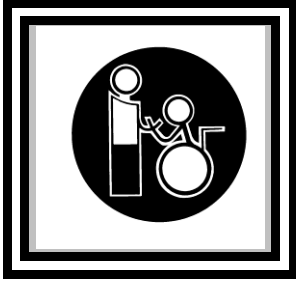
It is required that students who are completing the graduate internship spend a full day for 12 consecutive weeks in a special education program which matches their desired area of certification.

This is done in one of two ways. Students who are not employed as full-time teachers will be placed by the Special Education Program with a teacher in the metropolitan Atlanta area who holds the appropriate certification, a master’s degree, and at least three years of teaching experience in the appropriate area of exceptionality. The other option is to complete these graduate requirements on-the-job. This is appropriate for students who already hold a teaching

position in the metro Atlanta school system that matches the desired area of certification and whose school supervisor (e.g., special education consultant) recommends that an on-the-job option is appropriate. To be eligible for on-the-job graduate internship, a student must be: (1) employed in the appropriate special education classroom, (2) in a public school, (3) a teacher with a caseload of students in the area to be certified (see practicum application on advisor for specifics). The final practicum may NOT be taken during the summer.

Requests for exceptions to these requirements must be made in writing to your advisor who will then present your request to the program faculty for their approval.

Before a student can be recommended for teacher certification by our program, it is necessary to document (1) successful completion of the graduate teaching internship, (2) working in a setting in which daily supervision and feedback is available and (3) that at least some of this experience has been completed in a public school special education setting.



DEPARTMENT OF EDUCATIONAL
PSYCHOLOGY & SPECIAL EDUCATION
COLLEGE OF EDUCATION
GEORGIA STATE UNIVERSITY

PRACTICUM APPLICATION
Program in Multiple and Severe Disabilities

Application Information

1. In order to register for practicum, you must:
 - a. have taken the special education courses needed for certification and/or your degree. (Methods courses must be taken at GSU)
 - b. have a 3.0 GPA for your teaching field courses.
 - c. if you are not currently employed as a certified teacher, you must show proof of Tort Liability Insurance.
2. Obtain and complete your application from the secretary in the Department of Educational Psychology and Special Education Office. Applications must be filed by the following dates:

Fall semester - no later than April 15
Spring semester - no later than October 15
3. Submit your completed application for approval to:

Dr. Alberto: Mental Retardation (EXC 7925 or EXC 7935)
Dr. Heller: Physical & Health Disabilities (EXC 7927 or EXC 7937)
Dr. Gallagher: Early Childhood Special Education (EXC 7929 or EXC 7939)
Dr. Heflin: Autism (Behavior Disorders) (EXC 7926 or EXC 7936)
Dr. Easterbrooks: Deaf/Hard of Hearing) (EXC 7920, 7930, 7940)
4. If you withdraw your application at any time, you must submit another application according to established deadlines.

(TURN OVER)

**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
AND SPECIAL EDUCATION**
Program in Multiple and Severe Disabilities

To be completed by all applicants. A copy of this form will be sent to the school system in which you have your practicum experience.

Last Name First Name Middle Panther Number

Street Address City State Zip

Home Phone Business Phone E-mail

Special Education Advisor: _____

Semester you are applying for: ___Fall, 20___, ___Spring, 20___, ___Summer, 20___

Type of Placement Requesting ___On-the-job Practicum ___I require a placement by the department

Area in which you are seeking certification:

If applying for On-the-job placement, please complete the following. Note: Please attach a copy of a map to your school.

Name of School School Address School District

School Phone Special Education Supervisor

Principal's Name Type of class you teach

**In consultation with your advisor, write the course number you are applying for:
Please read the following and sign in the designated place.**

The practicum supervisor has the authority to withdraw a student from a classroom experience if the student's performance constitutes a detriment to the students in the class. If such removal is necessary, the student will be given an "F" for the course(s).

I understand that the information on this form will be forwarded to school systems where practicum placement is sought for me. I certify that the information given on this form is correct.

Student Signature Date

The practicum as requested above is: ___Approved ___Disapproved

Advisor's Signature Date

MEMORANDUM

TO: All practicum and internship students

FROM: April Smith
Administrative Secretary, EPSE

DATE: August 1, 2007

SUBJECT: IMPORTANT INFORMATION

The College of Education requires a criminal background check on all student interns, practica students and student teachers who are placed in school settings as part of their certification and/or degree requirements. The background checks apply to only FULL-TIME placements', i.e. EXC 7935. Background checks are NOT necessary if you are employed as a teacher in the school system where you will be doing an "on-the-job" practicum.

Forms are available in the Office of Academic Assistance, 3rd floor, College of Education. Forms must be secured from that office and returned with a \$10.00 check or money order. For further information, please contact Ms. Easha McTizic in the Office of Academic Assistance, 404-413-8000.

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