

SPED 300

First Day Activities

Welcome to SPED 300

Name Tents

- Get a piece of paper and a marker.
- Write your first name in the middle section of your paper using large letters.
- Make 2 to 5 stars around your name.
- Fold the paper into a name tent.
- Wait for the next direction... 😊

Reflective Writing

Try to recall your own childhood experiences in school. Do you remember the children who were considered "different" as having special needs? How did their peers or their teachers treat them? Were they educated in the same classrooms as you or were they put in separate classrooms? What could have been done to improve their educational experiences?

Learning Points

- State the page number.
- Share your thoughts. Do not merely summarize the text. Give personal ideas and reflections. Write in first-person language using words like “I”, “me”, “my”, “we”, etc.
- Code each Learning Point with (R), (S), or (C).

Learning Point Example

REINFORCE

- When I read about *disgraphia* in the section about Written Expression on page 313, it reminded me of the time I worked with a little girl named “Judy”. When Judy was asked to copy from the board she didn’t see the words individually. Instead she saw each letter isolated. This made taking notes laborious for her. Because she was writing letter-by-letter she lost the meaning of the original message. (R)

Learning Point Example

STIMULATE

- Reading about *assignment notebooks* on page 47 makes me realize just how important it is to establish good communication with parents. Parents need to know what expectations have been set for their son or daughter. Having assignment notebooks provides a tool for positive communication between home and school. I'd like to use them in my classroom someday. (S)

Learning Point Example **CHALLENGE**

- The part that talks about *assignment notebooks* on page 47 mentions that parents are supposed to check the book nightly and initial it. What if the parents don't do this? How long do we let the book go without being signed? What consequence is there for the parent who doesn't pull their weight? Without answers to these questions, I'm not sure that this is the type of system I'd want in my classroom. (C)

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Assignment due Week 2:

- Read Ch. 1 and write 10 Learning Points with personal reflections. Code with R, S, or C. Be prepared to discuss in class.
- Reply to the e-mail assignment that I will send tomorrow. **Contact me by e-mail on Thursday** if you still haven't received a message from me.
- Bring class schedule and work schedule next week for Field Experience sign-up.

Council for Exceptional Children

Location: Fireside Restaurant in the
Staurolite Inn

6:00 p.m.	Business meeting
7:00 p.m.	Program

Programs

January 25—BHS seniors will discuss being on an Individual Education Plan (IEP)

February 22—Jodee Hadley & Shelly Wieman will speak about Response to Intervention (RTI)

March 22—Suzy Gehring will speak about the Brookings Special Olympics program

April 26—Loye & Larry Holmes will speak about raising two children with disabilities from a parent's perspective

Up to ten extra credit points
will be awarded if you:

- 1) Attend the program

- 2) Turn in a 1-2 page paper which includes:
 - Summary of the information
 - A personal reaction that includes ways that the topic can help you as a future educator and any other ways that you connect to the topic

SPED 300

I have the following expectations in a classroom:

- a. Regarding discipline:
- b. Regarding classwork:
- c. Regarding materials:
- d. Regarding homework:
- e. Regarding planning:

I have the following expectations in a classroom:

- f. Regarding modifications for individual students:
- g. Regarding grading:
- h. Regarding noise level:
- i. Regarding cooperative learning:
- j. Regarding giving/receiving feedback:
- k. Other important expectations I have: