

Appendix A

Reflection 1 Special Assignment Sheet-

Reflection 1 must be uploaded to your Critical Thinking Portfolio.

Judson College's QEP- Project Curiosity- defines critical thinking as both the dispositions that make one receptive to engage in higher-order thinking (inquisitiveness, self-directedness, and open-mindedness) and the continual and mindful process of improving one's higher-order thinking by asking pertinent questions, gathering and analyzing relevant information, evaluating diverse and alternative points of view, and developing and articulating well-reasoned and supported conclusions.

In this reflection, you are to consider the skills and dispositions Project Curiosity defines as critical thinking and analyze how they may, or may not, be necessary in the teaching profession working with students with disabilities. (This is the basis of your thesis for your reflection).

Complete the anticipation guide below by marking an "x" in the column that indicates your agreement or disagreement with the proposition. Then, write 2-3 sentences in that column explaining why you agree or disagree with the proposition. Then, in the opposite column, consider how or why someone may feel the opposite of the way you do by writing 2-3 sentences from their perspective.

Once you complete the anticipation guide, use it to assist you in developing a 5-paragraph reflection. Your reflection should be in the form of a 5-paragraph persuasive essay with the following components:

1. Thesis- your main proposition
2. Problem- the context in which your thesis matters
3. Evidence- both for and against
4. Analysis- this is where you turn evidence into argument- why does the evidence supporting your proposition outweigh the evidence against it?
5. Conclusion- a restatement of your thesis and demonstration of how you've supported it.

See the Yale College Writing Center webpage- Components of a Successful Essay posted in the resources section of the course in Moodle for further, more detailed information.

| Agree | Proposition | Disagree |
|-------|---|----------|
| | Inquisitiveness is a necessary skill for a teacher working with students with disabilities. | |
| | Good teachers independently plan and direct their actions. | |
| | Good teachers are open-minded and consider and evaluate a variety of sources of information regularly for multiple reasons (planning, teaching, problem solving, etc.). | |
| | “Do you have any questions?” is often the most important question a Principal may ask you in a job interview. | |
| | Gathering and analyzing relevant information is an essential skill set in evaluating students with disabilities and developing service plans (IEP/504/BIP etc.). | |
| | A teacher should be able to demonstrate and articulate the reasoning that supports decisions made regarding services to students. | |

Appendix B

FBA Group Project Special Assignment Sheet-

The FBA Group Project must be uploaded to your Critical Thinking Portfolio.

Judson College's QEP- Project Curiosity, defines critical thinking as both the dispositions that make one receptive to engage in higher-order thinking (inquisitiveness, self-directedness, and open-mindedness) and the continual and mindful process of improving one's higher-order thinking by asking pertinent questions, gathering and analyzing relevant information, evaluating diverse and alternative points of view, and developing and articulating well-reasoned and supported conclusions.

In this FBA group project you are to act as part of a multidisciplinary team to discover the function(s) of a particular set of maladaptive behaviors, as a precursor to the development of a plan of positive behavioral interventions and supports for a student with moderate to severe autism.

You are a well-respected elementary school teacher. You are not certified in ESE, but you do serve several students with varying disabilities in your classroom, providing them accommodations and modifications as required by their IEPs.

You have been asked by your district behavior specialist to serve on Michael's multidisciplinary evaluation team to help complete an FBA (an FBA is an evaluation). Lately, Michael has started exhibiting some problem behaviors. Although the behaviors are relatively typical of students with autism, your behavior specialist believes that they are serving a function, and would like to replace them with more appropriate behaviors.

You have been provided with the following data:

Student name: "Michael"

- 5 years old
- Kindergartener
- Student with a disability
 - Diagnosed with autism
 - Functional IQ of 60
 - Mostly non-verbal, some single word communication
 - IEP is focused on
 - communication (speech therapy and PECS)
 - Grade appropriate academic skills (alphabet and counting)
 - Life skills (personal hygiene, getting dressed, toileting, self-feeding)
- Setting
 - Self-contained classroom
 - 4 other students, 2 with autism and all with similar levels of intellectual disability
 - The classroom includes a teacher- Ms. Robin and two full-time paraprofessionals, Mr. Joe and Ms. Flora
 - The classroom is divided into various "stations" where students complete activities related to the goals on their IEPs, with varying levels of assistance provided by the classroom staff

- The Problem Behaviors
 - Michael has recently started to throw fits in the classroom. Behaviors include:
 - Throwing himself on the floor
 - Flailing wildly
 - Self-injurious behaviors including
 - Hand biting
 - Head banging
 - Aggressive behaviors- he will attempt to bite, scratch, hit, head butt and kick anyone who comes near him during a fit, including fellow students and classroom staff
 - He has injured his fellow students and classroom staff with bites that broke the skin and a head butt that broke Ms. Flora’s nose
 - Problem Behaviors
 - Timing
 - The fits seem to be occurring both regularly (right before lunch every day) and at random times after lunch
 - Mom reports that Michael has also started throwing fits at home before supper every evening too. He refuses to eat anything except for scrambled eggs, which are his favorite. She makes them for him every day for breakfast, but has steadfastly refused to make them for supper.
 - Michael often screams “EGG! EGG! EGG!” during his fits.
 - Michael has also started throwing fits after breakfast at home, after getting dressed. He usually stops when Mom announces, “That’s enough Michael, it’s time to get on the bus.”
 - Ms. Robin uses a PECS picture communication system with Michael. When he comes in the classroom, he is supposed to go to his posted schedule and move the picture activity from the “on deck” spot to the “in progress” spot. When he is finished, he is supposed to move the picture from the “in progress spot” to the “done” spot, and repeat the process by taking the next picture “on deck.”
 - Michael’s PECs activities include:
 - Sorting colors and shapes
 - Animal sounds
 - Wash hands and face
 - Counting to 10 with blocks
 - Tying and buttoning
 - Brush your teeth (always after lunch)
 - ABCs
 - Writing your name

After reviewing the data on your own, please complete the following activities prior to convening as a multidisciplinary team:

1. What questions do you have, and for whom? (SLO 1)
2. What else might you do/what other information would you consider, and from what source? (SLO 2)
3. What do others think and why do they think what they think? Are they correct? How do you know? (SLO 3,5)
4. What facts are important and what facts are irrelevant/extraneous? How did you make this determination? (SLO 4)
5. What's the problem with "Michael" and what solution do you propose? Why? (SLO 6)