



*“Teachers who are prepared for life and learning”*

The Judson College Teacher Education Program’s conceptual framework, *Preparation for Life and Learning*, is composed of the knowledge, skills, and dispositions that are essential for the preparation of effective teachers.

**EDU 402**  
**Exceptional Children**  
**3 credit hours**  
**A Designated Critical Thinking Course**

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.

**1. Course Information:**

**PROFESSOR:** Robert J. Metty, Ed.D., J.D.  
Office: 201 Jewett, 683-5141  
Home: 850-686-1600  
Email: [rmetty@judson.edu](mailto:rmetty@judson.edu)  
Office Hours: Posted on Office Door and available by appointment

**Course Credit:** Three hours

**Course Pre-requisite:** Teacher Education Program/Consent of Professor

**Required Texts:**Turnbull,A., Turnbull, R.,& Wehmeyer, M. (2010). *Exceptional Lives, Special Education in Today’s Schools 7<sup>th</sup> Edition*. Upper Saddle River, NJ: ISBN: 978-0-13-282177-3  
Metty, R. (2011). *What’s the big IDEA?* Pace, FL: ISBN: 978-1460945988

**2. Course Description:**

**EDU 402: Exceptional Children** Credit, 3 hours

A designated critical thinking course designed to assist the future educator in meeting the needs of students with exceptionalities in all educational settings by problem solving through the use of critical thinking skills and dispositions.

### 3. Course Objectives:

The student will be able to:

1. Think critically about special education by analyzing and defining critical thinking, using Judson College's QEP-Project Curiosity's definition as a starting point.
2. Recognize of the major areas of exceptionality in learning.
3. Recognize the indicators of need for special education services.
4. Be inquisitive and ask pertinent questions regarding the identification of and service to students with disabilities. (QEP SLO 1)
5. Participate in the identification of special needs students by considering academic, behavioral and social deficits while taking into account the possibility of cultural bias.
6. Be self-directed and intrinsically motivated learners who independently explore topics/questions of their own choosing related to identifying and serving persons with disabilities. (QEP SLO 2)
7. Be open-minded and consider and evaluate diverse and alternative points of view when serving as members of multi-disciplinary teams to evaluate and develop service plans for persons with disabilities. (QEP SLO 3,5)
8. Address learning differences in an inclusive classroom, including implementing individualized RtI strategies to promote retention of students by early remediation of deficits.
9. Participate meaningfully and collaborate as a member of the required multidisciplinary team including other professionals and paraprofessionals by gathering and analyzing relevant information when evaluating and developing service plans for students with disabilities. (QEP SLO 4)
10. Implement appropriate specially designed instruction, including making accommodations and modifications and using appropriate assistive technology in collaboration with other professionals and paraprofessionals.
11. Assist in the development of functional behavioral assessments and behavior intervention plans for students with challenging behaviors Students will develop and articulate well-reasoned and supported plans of action to serve students with disabilities, including IEPs, FBAs, 504 plans, and BIPs. (QEP SLO 6)
12. Evaluate policy-based conflict resolution strategies and emergency procedures including interim alternative placements, mediation, due process hearings, formal complaints and litigation.
13. Explain the development of case law, statutes and administrative policies effecting the rights of students with disabilities to attend school including Brown v. Board of Education, the IDEA, Section 504, etc.
14. Understand Alabama's mandatory reporting requirements for helping professionals regarding suspicion of abuse/neglect.

### 4. Course Alignment:

**Course objectives are aligned with the conceptual framework of the Department of Education, the Alabama Quality Teaching Standards, course topics and assessments and Judson College's QEP-Project Curiosity's definition of critical thinking:**

**Introduction to Conceptual Framework:** The Department of Education coursework helps to develop teachers who can think critically, accept responsibility, deliver effective instruction, and who can continue throughout their career to grow both as individuals and professionals. We strive to provide activities that encourage an appreciation of personal values, skills and affective relationships. We encourage our students to develop relationships with the local cultures by participating in individual and community activities that promote Christian character. We seek to facilitate development in all areas: cognitive, physical, psychosocial, and aesthetic by providing a balanced instructional program consistent with the mission of Judson College. The students will be able to recognize of the major areas of exceptionality in schools and perceive the indicators of need for special education services in their students. As such, they will demonstrate the ability to initiate the referral process for special education services and participate in the identification of special needs students. Additionally, they will develop the skills to appropriately serve students with disabilities and address learning differences in an inclusive classroom.

The Judson College Education Program is designed to provide teacher candidates with engaged, extensive, field experiences in diverse settings with diverse students. The Judson College teacher candidate shall participate in extended and supervised field experiences with specific purposes and assessments. The teacher candidate will be required to document at least 42 hours of direct field experience with P12 students during the current block of courses. The course professor will provide on-site monitoring and evaluation of field experiences during the course of the semester. Additional field experience hours designed by the professor shall facilitate candidates' development as professional educators. For example, the purposes of the course may be served through opportunities for observing in schools and other entities that serve P-12 students, tutoring students, assisting teachers or other school personnel, attending school board meetings, and participating in education related community events. The close attention paid to integrating these standards into this course ensures that candidates who graduate from this program will be prepared with the knowledge, skills, and dispositions needed of women of knowledge and faith for a purposeful life.

<b>Link to Conceptual Framework</b>	<b>AQTS (Program Outcomes)</b>	<b>Course Objective</b>	<b>Related Topics/Concepts</b>	<b>Corresponding Course Assessment (to upload for AQTS documentation)</b>
I(D) Professional Knowledge, Psychological Foundations	Knowledge of the general characteristics of disabilities and of their impact on cognitive development and learning. <b>290-3-3.03(2)(c)1.(iii)</b>	3,4	Categories of Disabilities/Giftedness	Module 5 Quiz
II(B) Teacher as a Practitioner, Classroom	Knowledge of the components and characteristics of collaboratively designed and implemented individual	12	Manifestation Determination/FBA/	Module 10 Quiz

Management	behavioral support plans. <b>290-3-3.03(2)(c)2.(iii)</b>		PBIS	
III(C ) Teacher as a Lifelong Learner, Professional Behavior	Knowledge of conflict resolution strategies, school emergency response procedures, and juvenile law. <b>290-3-3.03(2)(c)2.(iv)</b>	12,13	Discipline and Criminal Behavior/Dispute Resolution	Unit 2 Reflection
II(A) Teacher as a Practitioner, Excellence in Instruction; II(D) Teacher as a Practitioner, Lesson Design and Implementation	Knowledge of strategies that promote retention as well as transfer of learning and the relationship between these two learning outcomes. <b>290-3-3.03(2)(c)4.(iii)</b>	7,8	RtI, Accommodations and Modifications	Module 9 Quiz
I(D) Professional Knowledge, Psychological Foundations; I(F) Professional Knowledge, School Effectiveness Research	Knowledge of the major areas of exceptionality in learning, including the range of physical and mental disabilities, social and emotional disorders, giftedness, dyslexia, and attention deficit disorder. <b>290-3-3.03(4)(c)3.(i)</b>	2	Specific Areas of Eligibility	Unit 3 Reflection
II(F) Teacher as a Practitioner, Evaluation Skills	Knowledge of the indicators of the need for special education services. <b>290-3-3.03(4)(c)3.(ii)</b>	3,7	Pre-referral Procedures	Module 4 quiz
II(E ) Teacher as a Practitioner, Curriculum Development; II(G) Teacher as a Practitioner, Instructional Technology Skills	Knowledge of a range of curricular materials and technologies to support the cognitive development of diverse learners. <b>290-3-3.03(4)(c)4.(ii)</b>	10	UDL/Assistive Tech	Module 11 Quiz
I(B) Professional Knowledge, Historical and Social Foundations	Knowledge of how personal and cultural biases can affect teaching and learning. <b>290-3-3.03(4)(c)5.(i)</b>	5	Socio-cultural differences/bias	Module 3 Quiz
V(D) Professional Dispositions, Collegial	Knowledge of roles and responsibilities of para-educators and other paraprofessionals. <b>290-3-3.03(5)(c)1.(iii)</b>	9,10	Family and pro/parapro partnerships	Module 4 Quiz

III(D) Teacher as a Lifelong Learner, Awareness of State Standards	Knowledge of laws related to students' and teachers' rights and responsibilities and the importance of complying with those laws. Such knowledge includes major principles of federal disabilities legislation (IDEA, Section 504, and ADA), as well as Alabama statutes on child abuse and neglect. <b>290-3-3.03(5)(c)6.(i)</b>	13,14	Brown v. Board of Ed., IDEA, ADA, 504 etc.	Module 1 Quiz
--------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------	--------------------------------------------	---------------

#### 5. Technology Use:

- Professor's use of technology: PowerPoint presentations, Internet, Moodle, email, video presentations and audio/video archiving of class, e quizzes and tests.
- Candidate's use of technology: Creation of course products with word processing, PowerPoint, Internet, Moodle, and email

#### 6. Diversity:

- Professor's treatment of diversity: highlighting various forms of diversity present in today's public and private schools; discussion and reflection on diversity in fieldwork experiences; diversity in inquiry learning styles.
- Candidate's demonstration of diversity awareness; discussion and reflection on diversity in fieldwork experiences and discussion in the classroom.

#### 7. Impact on P-12 Student Learning:

- Teachers encounter students with disabilities virtually every day during their teaching career. Changes to federal and state laws over time have created inclusive schools and classrooms where diverse populations are served. New teacher candidates must be aware of and sensitive to the needs and requirements of all their students, including students with disabilities.

#### 8. Modeling Best Practices:

- Professor's use of innovative instructional practices include, but are not limited to, small and large group discussion, group activities, multimedia projects, field trips, and lectures.

#### 9. Course Requirements and Assignments

**Assignments: All assignments should be typed in double-spaced, Times New Roman, 12pt. font, unless otherwise instructed to do so. Assignments should be submitted in Moodle to Dr. Metty prior to midnight on Friday of the week due. Moodle will not accept late submissions.**

- **Chapter quizzes:** A quiz is assigned for completion after each chapter. Quizzes are to be taken and graded on Moodle. A quiz may be repeated one time. There are 13 quizzes worth 10 points apiece.
- **Exams:** Two midterm exam and a final exam covering the topics of the course are scheduled. Exams will be comprehensive of the material covered to date, including all reading assignments. Exams are worth 100 points each.

- **Unit reflections** –Three 1-page unit reflections are due by submission via Moodle on the dates noted in the calendar section of this syllabus. Generally, a unit reflection will be a page to page and a half exploration of your thoughts on an area of particular interest to you within the topics covered in the unit. **However, Reflection 1 is a specific critical thinking assignment. The student will write a reflection based on Judson College’s QEP- Project Curiosity’s definition of critical thinking and how it relates to the practice of teaching students with disabilities. (See Reflection 1 Special Assignment Sheet- Appendix A). Reflection 1 must be uploaded to your Critical Thinking Portfolio.** There are 3 reflections assigned, worth 100 points each for a total of 300 points. Points will be deducted for late assignments.
- **Critical Thinking FBA Project-** Complete a Functional Behavioral Assessment. Students, acting as a multidisciplinary team will complete a functional behavioral assessment given a data set/ observation report and having the opportunity to interview the subject student’s teacher, classroom staff, and parents. **(See FBA Assignment Sheet- Appendix B). The FBA Project must be uploaded to your Critical Thinking Portfolio.**
- **Class Participation/Homework** –Students are expected to attend class prepared to discuss the assigned material. Chapter readings and quizzes are assigned each week. Class attendance and participation is worth 120 points of the student’s final grade. Points will be deducted for unexcused absences and excessive tardiness to class.

## GRADING

Individual assignments and the final grade will be evaluated in terms of % total points:

- A = 92-100%
- B = 82-91%
- C = 72-81%
- D = 64-71%
- F = below 64%

## UPLOADING THE ALABAMA QUALITY TEACHING AND CONTENT AREA STANDARDS

All education students are required to upload documentation for each of the Alabama Quality Teaching Standards and Content Area Standards. Institutions in the state of Alabama are required by the Alabama State Department of Education to rate students on each standard using a rubric on a 4 point scale. Judson College has chosen to do so electronically by having students upload documentation into a Teaching Standards course and Content Standards course located on Moodle. You will find the rubric used to determine scores for each standard and directions to upload documentation to Moodle listed below. Thank you for taking time to complete this assignment:

Directions for Uploading AQTs Documents to Moodle for Scoring

- 1) Log-in to Moodle at <https://judsoncollege.mrooms3.net>
- 2) Select Course - AQTs Standards are located either in the course titled "Content Standards" or in the course titled "Teaching Standards"
- 3) Select Standard
- 4) Upload File - Please save file in the following format: LastNameYearCourse#BriefAssignmentName, ex. Metty2012EDU310positionpaperoutline \*Please save your work under your name and semester.

## PROFESSIONAL DISPOSITIONS

At ALL times, students in the Teacher Education Program of Judson College are expected to display professional dispositions, which are located in the Teacher Education Handbook. Please sign a copy of the dispositions and return it to the Mrs. Kristi Metty, Certification Officer, which indicates that you have read and understand the information detailed in the document.

### PROFESSOR EXPECTATIONS

1. All field experience hours must be completed to receive a passing grade in the course.
2. All assignments must be completed to receive a passing grade in the course.
3. All assignments must be completed on time. Late assignments will receive a grade of “0.”
4. Students must be on time for class and field experiences. Final points will be deducted from your final grade for late arrivals and/or early departures.
5. Students will adhere to all standards of ethical behavior established by the codes of conduct of Judson College.
6. All work must be submitted in “Times New Roman” 12 pt. font.

### COURSE REQUIREMENTS and ASSIGNMENT/PRODUCT POINT VALUES AND GRADING SCALE:

GRADED REQUIREMENTS (This list may be added to or deleted from based on students’ needs.)

Assignment	Points Possible
Exams	300 (3 @ 100 points each)
Unit Reflections	300 (3 @ 100 points each) (Reflection 1 is a CT assignment)
CT FBA Project	150
Participation/Attendance	120
Quizzes	130 (13 @ 10 points each)
AQTS Documentation	Uploading documentation of AQTS fulfillment is required to pass course.
Judson College Dispositions	Required to pass course

***All major course assignments must be turned in by date of the final exam for successful completion of the course.***

*Each student’s score for the course will be determined by dividing the points earned by the number of points possible – 1000. Rounding will follow traditional conventions (i.e. 914 points will equal a 91.4, which will round down to a 91, 915 points will equal a 91.5, which will round up to a 92).*

### FIELD EXPERIENCE

The Judson College Education Program is designed to provide teacher candidates with engaged, extensive, field experiences in diverse settings with diverse students. The Judson College teacher candidate shall participate in extended and supervised field experiences with specific purposes and assessments. The teacher candidate will be required to document at least 42 hours of direct field experience with P12 students during the current block of courses. The course professor will provide on-site monitoring and evaluation of field experiences during the course of the semester.

Additional field experience hours designed by the professor shall facilitate candidates’ development as professional educators. For example, the purposes of the course may be served through opportunities for observing in schools and other entities that serve P12 students, tutoring students, assisting teachers or

other school personnel, attending school board meetings, and participating in education related community events.

### **10. JUDSON COLLEGE POLICIES and/or Department of Education Policies:**

#### *Attendance Policy and Academic Honesty Policy*

The class attendance policy and academic honesty policy described in the Judson College Academic Catalog will be followed in this class.

#### *Cell Phone Use*

Cell phones are not permitted to be turned on in any of the academic areas of Judson College.

#### *Disability Statement*

A student with a disability who wishes to request accommodations in this course should proceed as provided in the College's policy which can be secured from the Registrar's Office.

#### *Turnitin Statement*

A student's enrollment shall constitute the student's understanding of and consent to the copying of student writing and communication of the writing to Turnitin.

#### *Assumption of the Risk, Release, Hold Harmless and Indemnity Agreement*

On the first day of class during the fall term, you should sign and date the *Assumption of the Risk, Release, Hold Harmless and Indemnity Agreement*. This is an academic yearly notice.

#### *Early Alert Deficiency*

In order to support academic success at Judson College, faculty members are encouraged to confer with you if you are experiencing difficulties in class. Each semester *The Monthly Planner and Student Handbook* lists the date for early alert deficiency. Please note this date and make an appointment with your professor to discuss your performance.

### **11. PROJECTED COURSE CONTENT and AGENDA**

***This outline is tentative. There may be adjustments based on students' needs, weather conditions, and/or other conditions.***

<b>Date</b>	<b>Content</b>	<b>Assignment</b>
Class 1	Introduction to class, discuss syllabus, <b>define critical thinking</b> , professional dispositions, class expectations	1) Read Chapter 1 of EL and Chapters 1 and 2 of WTBI 2) Complete Module 1 quiz in Moodle
Module 1	Discuss Module -Overview of Special Education/Promise of the IDEA	1) Read Chapter 2 of EL and Chapters 3 and 4 of WTBI 2) Complete Module 2 quiz in Moodle
Module 2	Discuss Module 2- The IEP Process and Specially Designed Instruction	1) Read Chapter 3 of EL and 5 and 6 of WTBI 2) Complete Module 3 quiz in Moodle
Module 3	Discuss Module 3- Traditional Pre-referral procedures/cultural bias	1) Read Chapter 4 of EL and 7 and 8 of WTBI 2) Complete Module 4 quiz in Moodle



Module 4	Discuss Module 4-Evaluation and Eligibility Determination/Family and Professional/parapro partnerships	1) Read Chapter 5 and 9 of WTBI 2) Complete Module 5 quiz in Moodle
Module 5	Discuss Module 5-Categories of Disabilities/RtI	1) Unit 1 Reflection due 2) Study for Mid-term
Midterm 1	Mid-term 1- Modules 1-5	1) Read Chapter 6 of EL and 10 of WTBI 2) Complete Module 6 quiz in Moodle
Module 6	Discuss Module 6-Communication Disorders/Section 504	1) Read Chapters 7 and 8 of EL and 18 and 21 of WTBI 2) Complete Module 7 quiz in Moodle
Module 7	Discuss Module 7-EBD/ADHD, Discipline and Criminal Behavior	1) Read Chapter 9 of EL and 16 and 17 of WTBI 2) Complete Module 8 quiz in Moodle
Module 8	Discuss Module 8-Low Incidence Disabilities/FAPE in the LRE	1) Read Chapters 10 and 12 of EL and 11 and 12 of WTBI 2) Complete Module 9 quiz in Moodle
Module 9	Discuss Module 9-Intellectual Disabilities/Modifications and Accommodations	1) Read Chapter 11 of EL and 19 and 29 of WTBI 2) Complete Module 10 quiz in Moodle
Module 10	Discuss Module 10- Autism/Manifestation Determination and <b>complete FBA with PBIP</b>	1) Unit 2 Reflection due 2) Study for Mid-term 2
Midterm 2	Mid-term 2 – Modules 6-10	1) Read Chapter 13 of EL and 13 and 14 of WTBI 2) Complete Module 11 Quiz in Moodle
Module 11	Discuss Module 11-TBI/IEP Proces	1) Read Chapter 14 of EL and 23 and 24 of WTBI 2) Complete Module 12 Quiz in Moodle
Module 12	Discuss Module 12-Deaf/Hard of Hearing/Mediation/Due Process Hearings	1) Read Chapter 15 of EL 2) Complete Module 13 quiz in Moodle
Module 13	Discuss Module 13-Visual Impairments	1) Read Chapters 25 and 26 of WTBI 2) Complete Module 13 quiz in Moodle
Module 14	Discuss Module 14- Formal Complaints/Civil Litigation	1) Unit 3 Reflection Due
Final	Final Exam- Modules 11-14	

## 12. Course Bibliography

Alexander, K. & Alexander, M. (1985) *American public school law*. St. Paul, MN: West Publishing Co.

Metty, R. (2011). *What's the big IDEA?* Pace, FL: Exceptional Assistance.

Murdick, N., Gartin, B., & Crabtree, T. (2002). *Special education law*. Upper Saddle River, NJ: Merrill/Prentice Hall.

Wright, P. & Wright, P. (2006) *Wrightslaw: IDEA 2004*. Hartfield, VA: Harbor House Law Press, Inc.

**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)