

Children with Special Needs— Spring 2012—DIS—3 credits—1202701
Children with Special Needs Practicum– Spring 2012 – DIS -3 credits - 1202702

Children with Special Needs

Spring 2012, Mondays, 10:00-13:30

Room #: 10-A12

Course Information and Purpose

Instructors:

Trine Bach Jensen

dis@pilius.dk

Social pedagogue, TEACCH instructor and certified to conduct ComFor and TTAP testing. Trained mentor at Social Thinking, San José, CA (2010). Studied Competence and Intercultural Pedagogy at Lund University and Neuropsychiatry and Crime at Kristianstad Högskola. Director of two group homes supporting learning and consulting until May 2011. Current owner and consultant at Pilius.dk. With DIS since 2011.

Bo Mollerup

mollerupconsult@gmail.com

Pd in management and organization (The Danish School of Education). Master of Professional Communication (Roskilde University). Director/supervisor/instructor of institutions for children, youngsters and adults with ASD (Autism Spectrum Disorder), and institutions for vulnerable children. Head of communications and press with FADD (interest group of Danish residential institutions). External examiner of Bachelor of Social Education. With DIS since 2011.

Program Director:

Carla Caetano

cca@dis.dk

Associate Program Director:

Tilde Højer Mathiasen

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DIS Contact:

Child Diversity and Development program assistant:

Hannah Pickar

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Course Description:

Objectives:

This course examines children with special needs in the Danish context and allows students to gain an understanding of;

- 1) Danish cultural values and beliefs
- 2) Selected theoretical frameworks supporting “specialized pedagogy”
- 3) Issues and dilemmas of systemized pedagogy in relation to children with special needs,
- 4) Comparisons between and within systems and practices in selected European contexts and the United States,
- 5) Professional abilities required in order to manage ambiguity and complexity,

In Denmark, all children have access to education and care and all children are entitled to instruction that is adapted to their situation and needs. The Danish mindset leans toward prevention and compensation. “Specialized pedagogy” begins in the Danish childcare centers where from infancy, children and families with special needs are offered specialized services and support.

This course employs an ecological systems framework to understand children and youth with special needs. This means that our study glides between looking at outside- in (policy to practice) and inside-out (child behaviors-settings for support) perspectives. We situate our study within Nordic pedagogy where we define the term ‘special needs’ and consider broad topics of inclusion and quality of life within the Danish social welfare system. More specifically, we explore different educational approaches and interdisciplinary techniques within the Danish humanistic educational philosophy. Comparative perspectives between Denmark and the U.S. are drawn in order clarify elements of the Danish system for children with special needs.

A number of themes crosscut our study. We examine the perspectives of all stakeholders in inclusive and segregated communities and use multiple lenses to shape the meanings of the good childhood (en god barndom), the child as being and the competent child.

Students in this class will:

- Employ various methods to document children’s strengths and needs within the cultural context of their support systems
- Reflect on classes, practicum experiences, field studies and study tours using the theories and research presented in class
- Collaborate and draw from the perspectives of their peers
- Explore philosophical and theoretical foundations of inclusive education within the context of other psychological disciplines and traditions

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- Apply core concepts from class to everyday situations
- Synthesize theoretical perspectives and practical approaches in order to cultivate new understanding
- Create student centered applications of children with special needs

Practicum

Students are placed in a variety of different Danish childcare institutions; Vuggestue (infant -toddler centre), Børnehave (pre-schools) or Fritidshjem (after school programs) . Students will be working under the guidance of a supervising pedagogue at the sites.

At the practicum site, students will experience the everyday culture of the institution: working with children, staff and parents in a Danish childcare facility. This experiential, hands-on learning process is cohesive to the theories investigated in the core class. You will observe and interact with the children and examine concepts such as specialized pedagogy, inclusion, the rights of the child and “the competent child”.

You are required to go to your site at least 10 times and attain between 45 -55 hours of practical experience. You are strongly encouraged to make one visit to a fellow student’s site in order to experience the differences between practices within Danish childcare facilities.

Time Sheets and Attendance: Students are required to document 45 to 55 hours of work at the practicum site. The time sheet is initialed by the practicum supervisor or other staff after each session at the site. Time sheets must be handed in at the PCD office and approved after the last day at the practicum site.

If you choose to visit another student’s site, you must obtain the signature/initials of the practicum supervisor from that site in order for the hours to count.

Make-up hours: Visits to the sites will take place on 10 scheduled Thursdays; in the case of lost hours due to sickness etc. it is the responsibility of the student to reschedule lost hours with his/her practicum site.

Students can request one-on-one practicum advisory consultations with the core course instructors throughout the semester.

Confidentiality: Students are required to keep confidentiality. It is strictly forbidden to put names of institutions, children, parents or staff in assignments in or on the internet. In order to take photos of children (please note U.N. Conventions on Children’s rights), staff members, or parents, students must ask for permission from the institution and must confirm with practicum instructors. The use of photos for assignments, posters, at the reception, on the Internet etc. must be confirmed by practicum supervisor or leader of the practicum site.

Course Components

Required Texts: For each class you will find the required texts for the day posted on Forum/Blackboard.

Approach to teaching: The fundamental approach to teaching is based on promoting learning through reflection over practice. The pedagogical focus is on the dynamic interplay between practice and theory. Each class will include reflections from student's practicum sites and everyday cultural encounters.

Throughout the semester, students will collect material in their **logbook**

- A log book for note taking will be handed out to each student at the beginning of the course
- A log book is a professional journal that students keep during this semester and is a useful tool to collect material for classroom discussions, group work and assignments. A logbook can contain observations, thoughts and reflections about what you see and experience in relation to your own background, culture and education. Your logbook can include (but is not limited to) your notes from observations, interviews and discussions, reflections and reactions, pictures and drawings.
- A log book can be used to write down question from practicum, class, readings etc – and questions for our guests, field study.
- Please bring the logbook with you to every class, to practicum, to field study, study tour and to all childcare visits throughout the whole course.

Field studies: Field studies serve to complement your course work by placing you in the professional field to extend and rethink what we read about, discuss in class, and encounter in practicum. Please be ready for each field study by completing all readings and preparing questions in advance.

Field study days will take place on **February 22 and April 18 between 8:30-12:30 and April 25 13:00 – 17:00**. We may divide the class into smaller groups, each visiting different sites located in the greater Copenhagen area. Specific field study details are yet to be determined.

Study Tours: Study tours are specifically designed to augment the knowledge attained in class and practicum. Study tours include both academic and cultural events. Students will have the unique opportunity to study special needs from a broader context.

Students are full participants on study tours. This means that they have responsibilities to prepare in advance, take an active role in the tour, and continually synthesize tour findings with peers during the tour.

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Thursday, February 9 – Saturday, February 11
SHORT STUDY TOUR in western and southern Denmark

Sunday, March 4 – Friday, March 9
LONG STUDY TOUR in Tallinn, Estonia and Stockholm, Sweden

More information will be provided at the study tour orientation sessions prior to your departure.

Learning Groups

Students will be assigned to a group. The goal is to encourage the celebration of diversity. The group/ team give students an opportunity to interact with, and to relate constructively to others. The focus is on enhancing collaboration on common assignments and goals, to create and maintain contact and trust, to understand and respect others' needs and interests, to develop and make use of different communication channels, to work with and resolve conflicts as well as personal assertion, thus developing key competencies vital for future workplace. Each group will consist of six students.

DIS Forum / Blackboard

In this course, your participation in DIS forum is of the utmost importance. You will use the forum to communicate with your learning group, exchange files with classmates, and discuss key class topics on the forum discussion board. The Forum site will be considered a collaborative tool for posting observations, reflections, or group discussions.

Expectations and responsibilities

Students are expected to have completed the readings prior to each class and be prepared to contribute to the class with questions and reflections from your practicum sites. A core element of this class is to link student's practicum observations and experiences to prior knowledge and class readings.

It is expected that students:

- be curious and hard-working;
- be respectful and inclusive of all;
- listen to and reflect upon teachings, comments and group work
- be creative and open to teaching others;
- complete assigned readings before coming to seminar;
- bring and use your log book/observations with you to all course activities;
- apply course readings and discussions to practicum/cultural experiences;
- develop and exercise analytical thinking throughout the course and;
- complete assignments on their due dates.

Assignments and Evaluation

Theory

Assignment	Specifics	Due date	Percentage of grade
Point of Departure Paper (See Assignment Guidelines handout)	2 pages 1.5 line space, times new roman size 12	1/31	15%
Long study tour assignment Article (See Assignment Guidelines handout)	2-3 pages; 1.5 line space, times new roman size 12	3/21	20%
Theory Theoretical paper (See Assignment Guidelines handout)	10 pages 1.5 line space, times new roman size 12	5/2	30%
Participation *			35%
Total			100%

***Participation:** Class attendance and field participation (30%)

Participation in all program activities- classes, forum, practicum, field studies, and study tours is mandatory. Students are expected to record their findings, notes etc. in their logbooks throughout the course. In class, students are required to complete the readings and take part in discussions and lecture presentations. Additionally, it is paramount that students contribute to ensuring a safe, nurturing class environment.

Assignments and Evaluation

Practicum

Assignment	Specifics	Due date	Percentage of grade
Practicum Participation			50%
Observation Assignment Paper	6 pages 1.5 line space, times new roman size 12	2/21	25%
Group presentation and synopsis		3/30	25 %
Total			100%

DIS policy:

Disability and resource statement: Any student who has a need for accommodation based on the impact of a disability should contact Sean Green sg@dis.dk to coordinate this. In order to receive accommodations, students should inform the instructor of approved DIS accommodations within the first two weeks of classes.

Tutoring: support for written assignments is available, send an email with your assignment to onlinetutor@dis.dk , for more info please look at the notice board at the library.

Attendance

You are expected to attend all DIS classes when scheduled. If you miss multiple classes the Director of Teaching and Learning, and the Director of Student Affairs will be notified and they will follow-up with you to make sure that all is well. Absences will jeopardize your grade and your standing at DIS. Allowances will be made in cases of illness, but in the case of multiple absences you will need to provide a doctor's note.

Academic Honesty: Plagiarism and Violating the Rules of an Assignment

DIS expects that students abide by the highest standards of intellectual honesty in all academic work. DIS assumes that all students do their own work and credit all work or thought taken from others. Academic dishonesty will result in a final course grade of "F" and can result in dismissal. The students' home universities will be notified. DIS reserves the right to request that written student assignments be turned in electronic form for submission to plagiarism detection software. See the Academic Handbook for more information, or ask your instructor if you have questions.

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COURSE SCHEDULE

Date	Time Slot	Topics and Readings
Thursday, January 26th	9:00 – 11:00 and 12.00- 13.00	<p>Topics: Introduction to course</p> <ul style="list-style-type: none"> • Introduction to practicum placements • Practicum sites will be assigned and you will plan a route to get there using a Danish travel website • Orientation: Logbooks, practicum binder and course syllabus • Instruction / tips – your first day at your practicum site • Introduction to the Point of Departure Assignment and creation of individual learning goals <p>Readings: Cohen, Louis, et al. (2000) Chapter 5- Being a Careful Observer, Research Methods in Education. Routledge, pp. 94-111. Forum</p>
Monday, January 30	10.00-13.00	<p>Instructors: Trine Bach Jensen and Bo Mollerup</p> <p>Topics:</p> <ul style="list-style-type: none"> • The Danish Welfare Model • Different Models of “disability” • Overview of the Danish Education System • Status of Special Education in Denmark • Observation skills • Introduction to Observation Assignment • The different roles of a pedagogue and teachers • <p>Readings: Banes and Mercer, Competing Models and Approaches, Exploring Disabilities, p. 14-24 &29-36, Polity, 2011. Forum</p> <p>The Danish Disability Council , Danish Disability Policy, 2010. Forum</p> <p>Please bring the syllabus to class</p>
Thursday, February 2		<p>First day at practicum</p> <p>Readings: An Outsiders Perspective in Nordic Childhood and Early Education, Forum</p>

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<p>Monday, February 6</p>	<p>10.00 – 13:00</p>	<p>Instructor: Trine Bach Jensen</p> <p>Topics:</p> <ul style="list-style-type: none"> • Practicum Reflections • The Competent Child • Understanding inclusion / exclusion • Creation of groups • Class representative election • Short Study Tour Orientation and preparation <p>Readings: Judith Wagner, Fishing naked: Nordic early childhood, 2004/Forum</p> <p>Thomas Ellegaard, Self-governance and incompetence, Forum</p>
<p>SHORT STUDY TOUR February 9 -11</p>		
<p>Monday, February 13</p>	<p>10.00-13.00</p>	<p>Instructor: Bo Mollerup and Trine Bach Jensen</p> <p>Topics:</p> <ul style="list-style-type: none"> • Study Tour Reflection • Inclusive education • The Rights of the Child • Communication theories <p>Readings: Convention on the Rights of the Child, Forum</p> <p>Convention on the rights of People with Disabilities, Forum J. W. Kugelmass, The Inclusive School, Teachers Collage, Columbia University 2004, p.1-30, Textbook</p> <p>Bogdashina O, Communication issues in Autism and Asperger Syndrome; chap. 11 Communication language assessment strategies; Jessica Kingsley Publishers, 2004, Forum</p>
<p>Thursday, February 16</p>		<p>Second day at practicum</p>
<p>Monday, February 20</p>	<p>10.00-13.00</p>	<p>Instructor: Trine Bach Jensen</p> <p>Topics:</p>

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<p>Guest: Subhi Sabhi Biehl</p>		<ul style="list-style-type: none"> • Practicum Reflections • Autism & play • Intervention methods used in Denmark • Intervention: how are they developed and introduced in Denmark • Intercultural/crosscultural pedagogy – Subhi Sbahhi Biehl <p>Readings: Wolfberg J,: Play and Imagination, Teachers collage Press, 2009 p. 15-61, Textbook TBA</p>
<p>Wednesday, February 22</p>	<p>8.30- 12.30</p>	<p>Topic: Field Study: Kirkebæk School, Copenhagen Instructor: Trine Bach Jensen</p> <p>Readings: Kirkebæk B, Lervig C, No sound is wrong – music is communication, Dbl Review , 2006 , Forum</p>
<p>Thursday, February 23</p>		<p>Third day at practicum</p>
<p>Monday, February 27</p>	<p>10.00- 13.00</p>	<p>Instructor: Trine Bach Jensen and Bo Mollerup</p> <p>Topics:</p> <ul style="list-style-type: none"> • Practicum Reflections • Intervention program “Social Thinking” • Introduction to Trine’s and Bo’s work • A discussion of the needed skills within the staff working with ‘Children with special needs’ • Preparation for long study tour <p>Readings: Springer Science+Business Media, LLC 2007, Crooke P. M., Hendrix R. E., Rachman J. Y. Brief report: measuring the Effectiveness of Teaching Social Thinking To Children with Asperger Syndrome (AS) and High Functioning Autism (HFA), Forum</p>
<p>Thursday, March 1</p>		<p>Fourth day at practicum</p>

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LONG STUDY TOUR March 4-9		
Monday, March 12	10.00- 13.00	Instructor: Bo Mollerup Topics: <ul style="list-style-type: none">• Child Neglect Readings : Killén, Kari, How far have we come in dealing with the emotional challenge of abuse and neglect. Pergamon, Child Abuse , Neglect, Vol. 20. No. 9. pp. ~11 -795. 1), Forum TBA
Thursday, March 15		Fifth day at practicum
Monday, March 19	No class	Students work on projects at DIS Trine and Bo are available to help out with questions
Thursday, March 22		Sixth day at practicum
Monday March 26 Guest: Dr. S. Langager, Arhus University Field Study: 17.00-20.00	10.00 – 13.00 17.00 – 20.00	Instructor: Trine Bach Jensen Topics <ul style="list-style-type: none">• Practicum reflections• Diagnoses to Discussion! - trends and paradoxes within Denmark• Introduction to TEACCH, The Cat Cit and Mind Wing Evening Meet two mothers; to a man with Autism and a girl with Aspergers Syndrome Readings: Mesibov, Shea & Shopler, The TEACCH approach to autism spectrum disorders, chapter 5: The theoretical context of structured teaching/ Forum Mesibov, Shea & Shopler, The TEACCH approach to autism spectrum disorders, chapter 1 and 2: The origins and history of the TEACCH program. / Core values of the TEACCH program, Forum TBA

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Thursday, March 29		Seventh day at practicum
TRAVEL BREAK March 31 – April 15		
Monday, April 16	10.00- 12.00	Instructor: Trine Bach Jensen Topics: <ul style="list-style-type: none"> • Nothing for us without us! - The voice of Users – Youths with rare impairments tell their stories. Readings: Tom Shakespeare, Disability Rights and Wrong, Forum
Wednesday, April 18	8.30 – 12.30	Field trip : Snozelhuset, Gentofte Instructor: Trine Bach Jensen Readings: Koomar, J., Bundy, A, (2002). Creating direct intervention from theory in sensory integration (Ch. 12) In Sensory integration: Theory and practice. F.A.Davis Company: Philadelphia, 261-299. Forum OR Nicholas J, From active touch to tactile communication- what's tactile cognition got to do with it? , The Danish Resource Centre on Congenital Deaf blindness, 2010, Forum
Thursday, April 19		Eighth day at practicum
Monday, April 23	10.00 - 12.00	Instructors: Bo Mollerup and Trine Bach Jensen Topics: Group presentations Student presentations - project
Wednesday, April 25	13.00- 17.00	Field trip: Ventilen, Copenhagen

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		<p>Instructor: Trine Bach Jensen</p> <p>Readings: Child poverty in perspective, An overview of child well-being in rich countries, Innocenti Report Card 7, 2007, UNICEF Innocenti Research centre, Florence. Forum</p>
Thursday, April 26		Ninth day at practicum
Monday, April 30	10.00-12.00	<p>Instructors: Bo Mollerup and Trine Bach Jensen</p> <p>Topics: Group presentations</p> <p>Student presentations - project</p>
Thursday, May 3		Tenth day at practicum
Monday, May 7	10.00-12.00	<p>Instructors: Trine Bach Jensen and Bo Mollerup</p> <p>Topics:</p> <ul style="list-style-type: none"> • Wrap up session and evaluation
	18.00-21.00	<p>Child Diversity and Development Reception</p> <p>Location: TBA</p> <p>Time: 18:00-20:00</p> <p>At this reception Bo and Trine will give a speech. You can write a song, give a speech, present your kindergarten or do a dance. Creativity is welcome. We will take a group picture. Faculty, staff, pedagogues, and your fellow students are all invited for a wonderful evening.</p>
Thursday, May 10th		Last day at practicum

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Course Literature and Resources

Text books

Kugelmass J. W. (2004) *The Inclusive School*. Teachers Collage, Columbia University.
Wolfberg P. J. (2009) *Play and Imagination*. Teachers Collage Press.

Course readings:

Available on Forum in the folder “Readings”

Wagner, J. T., (2004) *Fishing naked*, *Nordic Early Childhood*. Young children pp. 56 - 62

Killén, K., (1996). *How far have we come in dealing with the emotional challenge of abuse and neglect*. Pergamon, *Child Abuse*, Vol. 20. (No. 9), pp. 791 -795.

Cohen, Louis, et al. (2000) *Chapter 5- Being a Careful Observer*, *Research Methods in Education*. Routledge, pp. 94-111.

Mesibov, Gary et al. (2004), *The TEACCH approach to autism spectrum disorders*. Springer, pp. 1 – 32 & 51 - 57

Banes and Mercer (2011), *Competing Models and Approaches*, *Exploring Disabilities*, p. 14-24 &29-36, Polity.

The Danish Disability Council (2010) *Danish Disability Policy*.

Bogdashina O., *Communication issues in Autism and Asperger Syndrome*, *Do we speak the same language*. Jessica Kingsley Publishers, 2004 pp. 35 – 42 & 201 – 210

Kirkebak B, Lervig C, (2009) *No sound is wrong – music is communication*, *DbI Review*

Kirkebak B, (2008) *The invisible ones*, *Conference paper*

Shakespeare, T. (2006) *Disability Rights and Wrong*, Routledge, Taylor & Frances Group, London and New York

UNICEF. (2007) *Child poverty in perspective, An overview of child well-being in rich countries*, *Innocenti Report Card 7*, UNICEF Innocenti Research centre, Florence.

Secondary Readings:

Available on Forum in the folder “ Secondary Readings”

Brostrøm, Stig. (1998) *Kindergarten in Danmark and the USA*. In: *Scandinavian Journal of Educational Research*. Taylor and Frances, pp. 109-122. (431p.)

Brostrøm, Stig. (2006) *Children’s Perspectives on their Childhood Experiences*. In: *Nordic Childhood and Early Education*. Age Publishing, pp. 223-255. (310p.)

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Lindon, Jennie. (2001) Ways to Study Children's Play. In: Theories about children's Play. Nelson Thornes, pp. 25-46. (194p)

De Schawer, E., Van Hove, G., Mortier, K., Loots, G. (2009). I need help on Monday's, it's not my day. The other day's I'm OK. Perspectives of disabled children on inclusive education. Children and Society, 23, 99-111.

Ellegaard, T., (2004). Self-governance and incompetence: Teachers' construction of "the competent child. In Beyond the Competent Child Eds. Bremback, Johansson & Kampmann, Roskilde University Press, 177-197.

Florian, L. & Steele, J., (1998). Chap. 2: Inclusive Practice & Chap. 14: Routes to inclusion in promoting inclusive practice. Routledge, 14 -28 &203-218.

Holst, J. (2008). Danish teachers' conception of challenging behavior and DAMP/ADHD. Early Child Development and Care. 178 (4), 363-374.

Kozleski, E.B., Engelbrecht, P., Hess, R., Swart, E., Eloff, I., Oswalk, M., Molina, A. & Jain, S. (2008). Where differences matter. A cross-cultural analysis of family voice in special education. The Journal of Special Education, 42(1), 26-35.

Cassidy, A., McConkey, R. Truesdale-Kennedy, Slevin, E. (2007). Preschoolers with autism spectrum disorders: The impact on families and the supports available to them. Early Child Development and Care. 178 (2), 115-128.

External Resources

Links to websites can be found on Forum in the folder external resources:

PISA – The OECD Programme for International Student Assessment (2007).

<http://www.pisa.oecd.org/dataoecd/51/27/37474503.pdf>

Principles and Issues in Education (1997). The Ministry of Education.

<http://eng.uvm.dk//publications/1prin/hel.htm>

Race to the Top Program , USA information

<http://racetotop.com/>

Obama's Race to the Top Will Not Improve Education, articles:

http://www.huffingtonpost.com/diane-ravitch/obamas-race-to-the-top-wi_b_666598.html

http://www.huffingtonpost.com/2011/03/04/diane-ravitch-daily-show_n_831452.html

The Broader Bolder Approach to Education, USA , information

<http://www.boldapproach.org/index.php?id=51>

Centre for Studies on Inclusive Education - Index for Inclusion: developing learning and participation in

schools; <http://www.csie.org.uk/publications/inclusion-index-explained.shtml>

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The Work of the Pedagogue: Roles and Tasks

[http://www.bupl.dk/web/internet.nsf/\(em_oversigt\)!readform&0201](http://www.bupl.dk/web/internet.nsf/(em_oversigt)!readform&0201)

The Ministry of Education, Denmark, www.uvm.dk/eng

Social Thinking: www.socialthinking.com

UNESCO, <http://www.unesco.org/new/en/education/themes/strengthening-education-systems/inclusive-education/>

Enabling Education Network: www.eenet.org.uk

Teachers TV: www.teachers.tv