

## **BAA [Community Service Leadership 12] Framework**

**District Name:** Abbotsford

**District Number:** 034

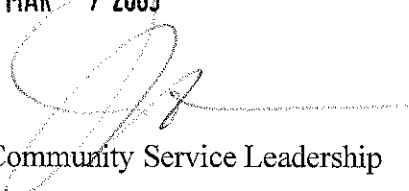
**Developed by:** Conrad Wiebe, Jim Heinrichs, John Wright

**Date Developed:** January 2005

**School Name:** Yale Secondary

**Principal's Name:** Glen Roger

**Board/Authority Approval Date:** MAR - 7 2005

**Board/Authority Signature:** 

**Course Name:** Community Service Leadership

**Grade Level of Course:** 12

**Number of Course Credits:** 4

**Number of Hours of Instruction:** 120

**Prerequisite(s):** B average or permission of instructor

**Special Training, Facilities or Equipment Required:** Access to computers and library resources.

### **Course Synopsis:**

This is a participatory course that prepares and motivates students to provide assistance to others in their schools and communities. Students will work under the supervision of a teacher or mentor to provide the assistance to students as individuals and/or small groups in a variety of learning activities and contexts. Students will develop instructional skills, communication skills, interpersonal relations, leadership skills, teamwork, and conflict management. Students will also learn the value and complexity of social diversity, while acquiring an appreciation of the importance of helping others.

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### **Rationale:**

This course has been designed to provide practical experiences in developing the student's interpersonal skills as they are related to working with students with special needs in the school and broader community setting. The skills learned from this will benefit the student in terms of leadership skills, ability to work in groups and interact with all types of individuals.

### **Organizational Structure:**

<b>Unit/Topic</b>	<b>Title</b>	<b>Time</b>
<b>Unit 1</b>	Exceptionality and Special Education	5
<b>Unit 2</b>	Instructional Skills	5
<b>Unit 3</b>	Communication Skills	5
<b>Unit 4</b>	Leadership Skills	5
<b>Unit 5</b>	Practicum/Field Experience	100
	<b>Total Hours</b>	<b>120</b>

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### **Unit/Topic/Module Descriptions:**

#### **Unit 1: Exceptionality and Special Education**

**Overview** The purpose of this unit is to provide an overview of exceptionality and special education. This unit gives students a basis for understanding the different types of disabilities and contains a review of major special education issues and trends.

#### **Curriculum Organizers and Learning Outcomes**

*It is expected the student will :*

- 1.1 Understand the causes of intellectual disabilities
- 1.2 Locate resource materials and information related to the topic of special education
- 1.3 Understand classifications of students designated as "special needs"
- 1.4 Identify characteristics of different types of disabilities such as Autism, Downs Syndrome and Cerebral Palsy
- 1.5 Understand the role of resource room and general teaching staff in the educational process
- 1.6 Understand the role of community agencies and the educational process

#### **Unit 2: Instructional Skills**

**Overview:** The purpose of this unit is to focus on teaching skills. The information gained is intended to help students become more effective in working with individuals with special needs. This unit contains an overview of teaching techniques.

#### **Curriculum Organizers and Learning Outcomes**

*It is expected the student will :*

- 2.1 Learn basic instructional skills
- 2.2 Discriminate between different types of assistance
- 2.3 Use reinforcement to improve student response
- 2.4 Identify and list types of reinforcement
- 2.5 Use different steps in a correction procedure for modifying student behavior
- 2.6 Demonstrate varying amounts of assistance

#### **Unit 3: Communication Skills**

**Overview:** The purpose of this unit is to develop written, verbal, and nonverbal communication skills. Establishing effective, personal communication is important to all human interaction. Students should understand how to apply key components of effective personal communication in a service setting.

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### **Curriculum Organizers and Learning Outcomes**

*It is expected the student will:*

- 3.1 Communicate ideas and observations clearly and effectively
- 3.2 Collaborate with others to solve problems and make decisions
- 3.3 Organize information from a variety of sources
- 3.4 Present information and express ideas to a small group, whether written and verbal
- 3.5 Understand how people communicate verbally and nonverbally
- 3.6 Practice active listening skills, including checking perception and information
- 3.7 Able to recognize, understand and respond appropriately to other people's feelings
- 3.8 Use appropriate conflict resolution strategies
- 3.9 Respond with effective feedback

### **Unit 4: Leadership Skills**

**Overview:** Students will contribute to a positive climate in the classroom and the school community. The course will encourage development in areas of social responsibility and leadership. These leadership skills will allow students to initiate, develop, and organize in other areas of their life.

### **Curriculum Organizers and Learning Outcomes**

*It is expected the student will:*

- 4.1 Take initiative within established classroom routines
- 4.2 Collaborate with classroom staff in implementing individualized learning programs
- 4.3 Demonstrate social responsibility and community involvement
- 4.4 Contribute to the successful learning environment of the school
- 4.5 Contribute to the school and community using their time and skills to create a positive and caring culture
- 4.6 Lead by example and model positive behaviours and work habits
- 4.7 Mentor other students
- 4.8 Share knowledge and insights with peers and classroom staff
- 4.9 Act as an advocate for special needs students

### **Unit 5: Practicum/Field Experience**

**Overview:** Students will work under the leadership of the resource room teacher and will assist students with disabilities in a number of environments which may include regular and special classroom settings and the broader school and community environment. Students will

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demonstrate the skills and knowledge attained in the above units within the context of the practicum experience.

### **Curriculum Organizers and Learning Outcomes**

*It is expected the student will:*

- 5.1 Develop an understanding of individual student needs
- 5.2 Demonstrate effective teaching skills
- 5.3 Demonstrate people helping skills and attitudes through practical experience and regular teacher feedback
- 5.4 Demonstrate the ability to track student progress by analyzing student activities with regard to successes and challenges
- 5.5 Demonstrate the ability to use the analysis of student progress to suggest strategies for future learning
- 5.6 Assist in modifying teacher lessons so the student with disabilities will be able to participate in a successful and constructive manner.
- 5.7 Reflect on their personal growth as it relates to working with special needs students
- 5.8 Demonstrate an ability to transfer theory to practical application
- 5.9 Demonstrate flexibility in adapting to the needs of individual students and fluctuating environments
- 5.10 Maintain confidentiality
- 5.11 Develop personal confidence in a leadership role with special needs students
- 5.12 Be able to work cooperatively with students and school personnel
- 5.13 Be an active team member within the classroom

### **Instructional Components:**

#### **Unit 1: Exceptionality and Special Education**

- 1.1 Understand the causes of intellectual disabilities
  - look at material regarding specific intellectual disabilities represented in the classroom with the purpose of being aware of the causes
- 1.2 Locate resource materials and information related to the topic of special education
  - Use the library, in-class and internet resources to study selected topics regarding special education
- 1.3 Understand classifications of students designated as "special needs"
  - Read district material to understand special needs designations
- 1.4 Identify characteristics of different types of disabilities such as Autism, Downs Syndrome and Cerebral Palsy
  - Use resources to study the disabilities seen in classroom students

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- 1.5 Understand the role of resource room and general teaching staff in the educational process
  - Under instruction from the teacher, understand the various roles played by the resource room teacher, teacher assistants and classroom teachers in regards to the student's education
- 1.6 Understand the role of community agencies and the educational process
  - Under instruction from the teacher, understand the role of communication agencies such as the Child Development Agency, Occupational Therapist, Speech Therapist, Sunnyhill Hospital, etc.

### **Unit 2: Instructional Skills**

- 2.1 Learn basic instructional skills
  - learn how to use instructional skills such as questioning techniques, reinforcement, reviewing, application, etc.
- 2.2 Discriminate between different types of assistance
  - learn the various types of assistance including hand over hand, pivotal, verbal, non-verbal, etc.
- 2.3 Use reinforcement to improve student response
  - Practice positive reinforcement through review, compliments, celebration
- 2.4 Identify and list types of reinforcement
  - Use course materials to research the different types of reinforcements that are successful with special needs students
- 2.5 Use different steps in a correction procedure for modifying student behavior
  - Use course materials and the assistance of classroom staff to understand different ways correcting student behaviour
- 2.6 Demonstrate varying amounts of assistance
  - Use discretion in knowing how much assistance to give students

### **Unit 3: Communication Skills**

- 3.1 Communicate ideas and observations clearly and effectively
  - Use a variety of communication tools (verbal and non-verbal) to communicate responses to activities to classroom staff
- 3.2 Collaborate with others to solve problems and make decisions
  - Understand that a resource room works as a team and that collaboration with team members is of utmost importance when making decisions
- 3.3 Organize information from a variety of sources
  - Demonstrate how to take information from a variety of sources (written, oral)

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- and synthesize that information into a practical and usable form
- 3.4 Present information and express ideas to a small group, whether written and verbal
    - Become comfortable presenting information gleaned from research assignments and other ideas to a small group
  - 3.5 Understand how people communicate verbally and nonverbally
    - Do some work based on course handouts related to verbal and nonverbal communication
  - 3.6 Practice active listening skills, including checking perception and information
    - Be willing to ask for clarification regarding information that might be unclear, thus practicing active listening skills
  - 3.7 Able to recognize, understand and respond appropriately to other people's feelings
    - Practice understanding and subsequently responding appropriately to others' feelings
  - 3.8 Use appropriate conflict resolution strategies
    - Do some reading and research from course materials on a variety of conflict resolution strategies
  - 3.9 Respond with effective feedback
    - Understand how to give appropriate feedback when requested by others in the work environment

### **Unit 4: Leadership Skills**

- 4.1 Take initiative within established classroom routines
  - Be actively involved in assisting the students within set routines, but without needing constant instruction
- 4.2 Collaborate with classroom staff in implementing individualized learning programs
  - Spend time with classroom staff in order to know how to implement program that would fulfill the requirements of the IEP
- 4.3 Demonstrate social responsibility and community involvement
  - Show responsibility by involving oneself in a mature way within the social and community environment. Examples include appropriate use of speech, promptness, and development of positive leadership skills.
- 4.4 Contribute to the successful learning environment of the school
  - Be a positive member of the school community, demonstrated in appropriate behaviour and academic responsibility
- 4.5 Contribute to the school and community using their time and skills to create a positive and caring culture

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- Find ways to be involved in extra-curricular activities in such a way as to create positive social interactions
- 4.6 Lead by example and model positive behaviours and work habits
  - Be involved with the special needs students as a mentor, showing them a positive role model in their behaviours and practices
- 4.7 Mentor other students
  - Work closely with individual students in the role of a mentor
- 4.8 Share knowledge and insights with peers and classroom staff
  - Be willing to share information and insights gleaned with classroom staff, sometimes informally and other times in a formal report type of manner
- 4.9 Act as an advocate for special needs students
  - Be willing to advocate on behalf of the special needs students in every environment as necessary

### **Unit 5: Practicum/Field Experience**

- 5.1 Develop an understanding of individual student needs
  - students will come to understand some elements of student needs through practical experience in working with the special needs students in a variety of learning settings
- 5.2 Demonstrate effective teaching skills
  - Students will use their theoretical study of teaching skills in a practical setting with special needs students, both in integrated and non-integrated settings
- 5.3 Demonstrate people helping skills and attitudes through practical experience and regular teacher feedback
  - Students will show positive skills and attitudes while working with special needs students and will be open to feedback from the resource room teacher
- 5.4 Demonstrate the ability to track student progress by analyzing student activities with regard to successes and challenges
  - Students will use practical ways to track student progress and will communicate that progress to the resource room staff
- 5.5 Demonstrate the ability to use the analysis of student progress to suggest strategies for future learning
  - Students will use student progress tracking to suggest strategies that will be successful in future opportunities with the special needs students
- 5.6 Assist in modifying teacher lessons so the student with disabilities will be able to participate in a successful and constructive manner.
  - Students will participate in helping both classroom and resource room teachers in making modifications to classroom lessons that will enhance learning



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- 5.7 Reflect on their personal growth as it relates to working with special needs students
  - Students will regularly write journal entries which will indicate areas of personal growth, questions and responses to activities going on during the day
- 5.8 Demonstrate an ability to transfer theory to practical application
  - Students will use the information they learned in theoretical study in practical ways with the special needs students
- 5.9 Demonstrate flexibility in adapting to the needs of individual students and fluctuating environments
  - Students will be willing to show flexibility during their practicum. This will be evidenced in their willingness to change their regular routines upon request of the resource room teacher.
- 5.10 Maintain confidentiality
  - Students will at times be privy to personal information related to students in the classroom. This information will be kept in confidence by students involved in this course.
- 5.11 Develop personal confidence in a leadership role with special needs students
  - Students will be given opportunities to show leadership abilities in the way in which they work with students as well as in the ability to plan activities within the class and community
- 5.12 Be able to work cooperatively with students and school personnel
  - Students will show a cooperative attitude when working with the special needs students as well as the school community at large
- 5.13 Be an active team member within the classroom
  - Students will be encouraged to be actively involved in the classroom activities, in integration classes as well as in the community at large.

All of the above Instructional Components will be accomplished through:

- ◇ direct instruction
- ◇ indirect instruction
- ◇ interactive instruction
- ◇ experiential learning
- ◇ independent instruction
- ◇ modeling
- ◇ group work
- ◇ individual (student) presentation
- ◇ observation
- ◇ feedback forms

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### **Assessment Component:**

50% of the grade will be based on daily demonstration of the skills and attitudes learned.

- A 5 point rubric will be used to assign a daily mark. The mark will comprise both formative and summative evaluation as it will give the student regular feedback on how they are doing as well as forming part of their overall grade. The grading rubric will encompass the areas of instructional, leadership, and communication skills. Students will need to demonstrate these skills in their daily work with the students as observed by teaching staff.
- A summative final evaluation will be given by supervising teachers.

25% will be based on assignments and student reflections

- students will be required to demonstrate learning (essays, projects, posters, oral presentations) of required objectives including: types of disabilities, and analysis of student learning. (summative evaluation)
- the use of log books and personal reflections on individual growth and learning will facilitate formative evaluation and direct feedback from the instructor

25% will be based on social responsibility/community participation and conference

- students will be marked based on work done outside class time including helping students around the school or community, social inclusion in and out of the school setting, such as lunch time or school functions such as dances, field trips.
- participation in individual and group discussion related to student progress and personal performance
- marks will be given throughout the term as a way to provide formative evaluation and the basis of their overall summative evaluation.

### **Learning Resources:**

Foreman, P. (Ed.) (2001) *Integration and inclusion in action*. Sydney: Harcourt

Jenkins, J., & Jenkins, L. (1987). Making peer tutoring work. *Exceptional Children*. 53, 64-68.

Slavin, R.E. (1990). Research on cooperative learning: Consensus and controversy. *Educational Leadership*, Dec/ Jan 52-54.

Fuchs, L., Fuchs, D., & Bishop, N. (1992). Instructional adaption for students at risk. *Journal of Educational Research*. 86, 70-84

A variety of web sites including [www.mindtools.com](http://www.mindtools.com) and [www.bced.gov.bc.ca/specialed/](http://www.bced.gov.bc.ca/specialed/)

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### **Additional Information:**

This is a course that serves the tutor, tutee and educational community. This course also serves to expose more of the community to the needs of individuals with disabilities and develops positive attitudes and relationships within the community. This course allows students to develop communication and leadership skills which will benefit them in all aspects of their future endeavors.