



Special Education Preintern Seminar
Early Childhood - EDSP 424
Elementary - EDSP 454
Secondary/Middle - EDSP 435

Room: EDU 1107
Day/Time: Friday, 10:30AM – 12noon
Preinternship: T, W, and TH mornings

Abbreviations

S=Supervisor
 MT=Mentor Teacher
 PI=Preintern
 PPN = Preintern Placement Notebook
 PPBA=Preintern Performance Based Assessment
 FC = Foundational Competencies

COURSE DESCRIPTION:

EDSP 424 (**Early Childhood**), 452 (**Elementary**), and 434 (**Secondary/Middle**) are three-morning per week field placements with regularly scheduled seminars (select Fridays). The seminar is taken in conjunction with courses in the Spring semester of the Special Education preintern year/4th year. Opportunities will be provided to observe and participate in hands-on experiences under the guidance of a mentor teacher (MT). The purpose is to provide preinterns (PI) with practical experience and begin to meet the Council of Exceptional Children Initial Preparation Standards (2012).

SEMINAR LEADER:

Dr. Sarah Mallory

Director of Special Education Teacher Certification Programs and Preinternship Placement Coordinator
 Office: EDU 1240F
 Office Phone: 301.405.7350
 Email: sbhm@umd.edu
 Office Hours: Monday: 10:00-12:00; Friday: 9:00-10:30

SUPERVISORS:

Ms. Pamela Wruble

Email: plcichon@gmail.com

Dr. Carol Holland

Email: cam5421@msn.com

Ms. Deanna Collins

Email: pdcollins@verizon.net

Ms. Jennifer Lee

Email: jnlee2289@gmail.com

Ms. Anne Butler

Email: anneb@umd.edu

Ms. Alicia Stern

Email: alicia.stern@yahoo.com

Ms. Brie Doyle

Email: briedoyle@gmail.com

Dr. Francey Kohl

Email: flkohl@umd.edu

PREINTERNSHIP INFORMATION

The EDSP *Preinternship Handbook 2014-2015* is available on LiveText at www.livetext.com and on Canvas. Please review the handbook carefully before the start of your placement.

Attendance

You are required to arrive on time and be actively involved in the classroom setting. If you must be absent, you are required to contact your S and MT immediately **by PHONE and EMAIL/TEXT** and request confirmation by the S and MT of the absence. **Absences must be made up** (see *EDSP Preinternship Handbook*). **All absences from placements must be made up at a mutually available time for the M and PI.** Inform you S and MT of make-up days. Failure to complete all required days in placement may result in a failing grade. Additionally, seminar and preinternship attendance will be reflected on your PPBA.

Preintern Orientation

At the orientation session, each PI will deliver a professional resume, an attendance form, and an assignment sheet to their MT. The S, MT, and PI will review preinternship expectations and requirements. The PI should also complete the Spring 2015 Lesson Plan and Observation Planning Sheet with his/her MT before the Orientation Meeting in order to preschedule all observations and formal lesson plans.

Observations

Mentor Teacher

You will be observed at least three times formally during the semester by your MT at dates and times to be mutually determined. You should write and submit formal lessons to your S for two of these observations. MTs are asked to provide written feedback, which should be discussed with you. Incorporate what you learn from your MT and S feedback into your LP critique and save both in your Preintern Placement Notebook. You should meet with your mentor teacher regularly (at least weekly) for conferences. It is **your responsibility** to make certain that observations and conferences are arranged and dates/times are confirmed.

Supervisor

Your S will make a minimum of three visits: Orientation, Midpoint Observation/Conference, and Final Observation/Conference. You should submit formal lesson plans for your Midpoint and Final Observations. Following the Midpoint and Final Observations, you will participate in a conference with your S and MT to review your performance on the Preintern Performance Based Assessment (PPBA). You will collaborate with your MT and S to outline a Midpoint Development Plan at the conclusion of your Midpoint Conference.

Midpoint and Final Conferences

PPBA

You and your MT will each complete a midpoint and final PPBA that reflects your performance in your placement. You are expected to be an active participant in the evaluation process and discuss your self-PPBA and your MT-PPBA with your MT prior to your S's midpoint observation and conference. Your S will discuss the completed PPBA with you and your MT at the midpoint and final conferences. A final version of your PPBA will be submitted following these conferences. Points are given on both the midpoint and final PPBAs, but only points on the final PPBA are used to calculate your grade. Please save your Midpoint and Final PPBAs

(self, MT, and S) in your PPN.

Foundational Competencies

Foundational Competencies will be assessed a minimum of one time during the course of your preinternship placement. Your FC will be assessed by your S during your Final Conference. An additional assessment of your FC may be completed at any point during the semester should your S deem it necessary. You can find additional information about the FC assessments in your Preinternship Handbook. Copies of your FC assessments should be kept in your PPN.

Sequence of Orientation, Observations, and Evaluations

	Supervisor	Mentor Teacher	Preintern
1. Orientation	x	x	x
2. Weekly Conferences		x	x
3. MT Formal Observation #1		x	x
4. Midpoint MT and Self PPBA		x	x
5. S Formal Observation #1 & Midpoint PPBA	x		x
6. Midpoint Conference	x	x	x
7. MT Formal Observation #2		x	x
8. MT Formal Observation #3*		x	x
9. Final MT and Self PPBA		x	x
10. S Formal Observation #2 & Final PPBA	x		x
11. Final Conference	x	x	x

* Your MT is required to complete a minimum of 3 formal observations. S/he may choose to complete more than 3 observations, if needed. You will submit formal lesson plans to your S for 2 of these observations.

Preinternship Schedule

These are suggested guidelines, which may be modified based on your placement start date or placement needs. Guidelines are addressed to both PI and MT. If you are continuing in the same placement as the previous semester, you may work with your MT to adjust these guidelines accordingly.

Weeks One and Two

- ❑ Preintern should become oriented to the school by:
 - Obtaining general information about school policies, and if possible, reviewing a copy of the school handbook.
 - Meeting administrators, faculty, instructional assistants, school secretaries, custodians, and other staff.
 - Becoming familiar with the demographics of the school.
 - Becoming familiar with roles and schedules for related service providers at school.
- ❑ Preintern and MT should review carefully the Roles and Responsibilities of the Preintern, Mentor Teacher, and University Supervisor in the *Preinternship Handbook*.
- ❑ Preintern and MT participate in an Orientation meeting with the supervisor and preintern should provide MT with professional resume. Observation and evaluation dates should be tentatively planned. Letter to parents/guardians approved/co-signed by mentor teacher/school and sent to parents.
- ❑ Preintern should observe MT and become familiar with his/her style of teaching and communicating (review Guidelines for Observing in the Classroom in the *Preinternship Handbook*).
- ❑ Preintern and MT should establish a weekly meeting/check in time.
- ❑ Preintern should review student records and IEP's as permitted, obviously observing confidentiality.
- ❑ Preintern should review all MT lesson plans together.
- ❑ Preintern should work with individuals and small groups of learners using MT plans.
- ❑ Preintern should start own lesson planning.

Weeks Three and Four

- ❑ Preintern and MT should meet on weekly basis.
- ❑ Preintern should continue instruction with individual and small groups of learners keeping a regular instructional schedule using own lesson plans.
- ❑ Preintern should arrange for initial observation by MT.

Weeks Five through Seven

- ❑ Preintern and MT continue to meet on weekly basis, discuss a student for behavior change.
- ❑ Preintern should continue working with groups of learners and take on routine classroom responsibilities.
- ❑ Preintern and MT meet prior to S's first observation to discuss PPBA and FC.
- ❑ Preintern writes and implements formal lesson for midpoint observation by MT and S and midpoint conference.

Weeks Eight through Ten

- ❑ Preintern and MT continue to meet on weekly basis to develop plans and increased responsibility by end of semester.

- ❑ Preintern continues to develop own plans for teaching with prior approval from MT before implementation.
- ❑ Preintern documents formal and informal lesson plans including evaluation after teaching and critique.

Weeks Eleven and Twelve

- ❑ Preintern and MT continue to meet on a weekly basis to approve/consult on Preintern plans for groups of learners.
- ❑ Preintern plans for Block Teaching during final observation to include a formal lesson, transitions, etc. to be observed by university supervisor for a minimum of 90 minutes
- ❑ Preintern and MT meet prior to final observation to discuss PPBA and FC. Preintern writes and implements formal lesson for observation by MT and S (with hard copies) and three-way evaluation meeting. Points from the final PPBA contribute to preintern final semester course grade.
- ❑ Preintern makes plans to say good-bye to students and school staff.
- ❑ Preintern formally thanks MT and principal for providing the preinternship opportunity and for time and guidance received.

SEMINAR INFORMATION

Schedule of Seminar Meetings

Date	Topic	In-Class Activities
1/30/15	Introduction and Welcome <ul style="list-style-type: none"> • Review Syllabus & Handbook • Informal v Formal Lesson Planning • Meet with Supervisors 	-IN-CLASS: Supervisor Introduction and Contact Sheet
2/6/2015	Specializing your Planning and Instruction <ul style="list-style-type: none"> • Incorporating UDL, Differentiation, & Other Special Education Strategies into Lesson Plans and Instruction • Communication Strategies • Review Scoring & Expectations: Reflective Logs • Meet with Supervisors 	-BRING: Spring 2015 Lesson Plan and Observation Planning Sheet to share with your Supervisor
3/6/2015	Internship Application Process <ul style="list-style-type: none"> • Guest Speaker: Dr. Kohl 	-
4/3/2015	The Reflective Educator <ul style="list-style-type: none"> • Introduction to edTPA • Data Collection, Analysis & Reflection • Meet with Supervisors 	-BRING: A recent, completed formal lesson plan to class to share with your peers. Make sure it includes your data and reflection!
5/1/2015	Final Class Meeting <ul style="list-style-type: none"> • Transitioning from being a Preintern to an Intern • Preparing for your Internship • Meet with Supervisors 	-

Schedule of Assignments

Date	Lesson Plan*	Reflective Log
1/30/15	-	-
2/6/2015	-	-
2/13/2015	Formal	-
2/20/2015	Formal / Informal	-
2/27/2015	Formal / Informal	Reflective Log 1
3/6/2015	Formal / Informal	-
3/13/2015	Formal / Informal	-
3/27/2015	Formal / Informal	-
4/3/2015	Formal / Informal	Reflective Log 2
4/17/2015	Formal / Informal	-
4/24/2015	Formal / Informal	-
5/1/2015	Formal / Informal	-
5/8/2015	MAKE UP WEEK	Reflective Log 3

**Using the Spring 2015 Lesson Plan and Observation Planning Sheet, work with your MT to preselect which weeks you will write formal lesson plans and which weeks you will write informal lesson plans. Unless noted otherwise, formal lesson plans should be scheduled for lessons that your MT or S will be observing.*

Course Evaluations

The following is a description of the course assignments that will be completed as part of the preintern seminar. Some assignments will be completed in conjunction with your preinternship placements, while others will not. All assignments should be typed in Word and submitted via Canvas, unless otherwise noted. Rubrics for each assignment are available through Canvas and will be reviewed in class.

Preintern Placement Notebook (PPN; 4 points)

The PPN will hold artifacts of your preinternship and should be kept at your field placement until it is reviewed at your Final Conference or the final seminar meeting. Each notebook should be organized in the following order, with dividers for each section:

1. Attendance Sheet
2. Preintern Documentation: Professional Resume, CITI Training, Background Check (if in PG County) & Parent Letter
3. Logs
4. Lesson Plans
5. MT Formal Observations

6. PPBA (Midpoint and Final Self-PPBA; Midpoint and Final MT-PPBA; Midpoint and Final S PPBA; and Midpoint Development Plan)
7. Foundational Competencies (Pre, Mid, and Final)
8. Additional Data and Notes: Informal observation notes, weekly meeting notes from MT, other meeting notes

Your notebook will be checked two times by your supervisor during your:

1. Midpoint Conference (2 points)
2. Final Conference (2 points)

Reflective Logs (6 points)

Reflective logs will be submitted on a monthly basis following the schedule outlined above. They should be submitted via Canvas no later than 5:00pm on the day in which they are due. Reflective Logs will consist of two parts: (1) logs documenting daily and weekly activities, and (2) a 1-2 page (12-point; double-spaced; Times New Roman font) reflection about these activities, which answers the assigned reflective question. The reflective questions are as follows:

Log 1: Consider the lessons you have taught this month. What kind of feedback do you provide your focus learners about their performance on your lessons' objectives? How do you address errors? Success? How can you help your focus learners use this feedback to guide their understanding of the learning objective?

Log 2: Consider the lessons you have taught this month. How have your focus learners used expressive and/or receptive communication skills to demonstrate their understanding of your lesson objective(s)? How have you facilitated this process? Why do you think it is important that they use such skills to demonstrate a deep understanding of your learning objectives?

Log 3: Think about the data that you have collected this month. How have you used these data to reflect on your completed lessons? How have you used these data to inform future lessons? What does your data tell you about your instruction and students?

Lesson Plans

Formal Lesson Plans (5 formal lesson plans: 4 points each). You will submit a minimum of 5 Formal Lesson Plans via Canvas over the course of the semester. The lesson plan template, instructions, and scoring rubric are available on Canvas. Each lesson plan will be submitted in two parts: (1) Lesson Plan Part 1 [Parts 1A through IVA] and (2) Lesson Plan Part 2 [Parts IVB through VI]. Part 1 is due Monday at 9:00am and Part 2 is due Friday at 9:00am. Late assignments will not receive credit. Printed copies of your completed lessons should be included in your PPN.

The first Formal Lesson Plan will be submitted the week of 2/9/2015. The lesson plan will serve as a baseline measurement of your formal lesson planning skills, as well as means to inform you and your Supervisor if you require additional practice and feedback writing formal lesson plans. If you do not require additional practice, the remaining four Formal Lesson Plans will be developed and submitted the weeks that you are observed by your Mentor Teacher (2) and

University Supervisor (2). Formal lesson plans will be scored using the formal lesson planning scoring tool and will be worth 4 points each. Scores will be converted to a 4-point grade based on the percentage of points earned on the scoring tool. For example, a score of 1.7 out of 2 on the scoring tool is equivalent to a percentage of 85%, which equates to a grade of 3.4 out of 4.0.

Please note: the University Supervisor reserves the right to ask for additional Formal Lesson Plans in place of Informal Lesson Plans at any point in the semester should you require additional practice and feedback on the formal lesson planning process. These lesson plans will not be worth four points; they will carry the same weight in your final grade as Informal Lesson Plans.

Informal Lesson Plans (5 informal lesson plans: 1 point each). You will submit a minimum of 5 informal lesson plans via Canvas over the course of the semester. The lesson plan template, instructions, and scoring rubric are available on Canvas. Each lesson plan will be submitted in two parts: (1) Lesson Plan Part 1 [Parts 1 through 4] and (2) Lesson Plan Part 2 [Part 5]. Part 1 is due Monday at 9:00am and Part 2 is due Friday at 9:00am. Late assignments will not receive credit. Printed copies of your completed lessons should be included in your PPN.

Informal lesson plans will be submitted the weeks that you do not submit formal lesson plans. They are abridged versions of the formal lesson-planning document and will be scored using relevant components of the formal lesson planning tool.

As with the formal lesson plans, scores will be converted to a grade based on the percentage of points earned. For example, a score of 1.7 out of 2 is equivalent to a percentage of 85%, which equates to a grade of .85 out of 1 points.

Preintern Performance Based Assessment (PPBA; 200 points)

The Preintern Performance Based Assessment is an evaluation of your performance at your preintern placement. PPBAs are completed and reviewed during your Midpoint and Final conferences. However, only scores graded by your supervisor on your final PPBA count toward your final grade. Please note that the PPBA assesses all components of your performance across the entire semester. This includes your performance on previous Informal and Formal Lesson Plans.

Seminar Attendance and Participation

Seminar attendance and participation (5 points) are an important part of your preinternship experience. Attendance will be taken at all seminar meetings and it is expected that you be an active and reflective participant in all seminar discussions.

Course Expectations and Grading

Grades are based on performance, not effort. Completion of the preinternship requires significant effort by all. Despite the great efforts put forth, not all performances are equal. Your grade is based on your performance (i.e., your performance in the classroom, your performance on written assignments, and your ability to display professional competency as rated on the PPBA and Foundational Competencies by your MT and supervisor). Graded assignments are as follows (no extra credit, no rounding up):

<i>Seminar Assignments</i>	<i>Points</i>
1. Preintern Placement Notebook (1)	4
2. Formal Lesson Plans (5)	20
3. Informal Lesson Plans (5)	5
4. Reflective Logs (3)	6
5. Preintern Performance Based Assessment (PPBA)	200
6. Seminar Attendance & Participation	5
TOTAL	240

Letter Grade	Points Earned	%	Letter Grade	Points Earned	%
A+	240 - 235	100 - 97.9	C+	191 - 185	79.5 – 77.0
A	234 - 225	97.5 - 93.7	C	184 - 175	76.6 – 72.9
A-	224 - 216	93.3 - 90.0	C-	174 - 168	72.5 – 70.0
B+	215 - 206	89.5 - 85.8	D+	167 - 161	69.5 – 67.0
B	205 - 197	85.4 - 82.0	D	160 - 151	66.6 – 62.9
B-	196 - 192	81.6 - 80.0	D-	150 - 144	62.5 – 60.0

EXPECTED OUTCOMES

The preintern is expected to demonstrate skills based on the Council for Exceptional Children (CEC) *CEC Initial Level Special Educator Preparation Standards (2012)*. Refer to the PPBA for the list of specific competencies for each of the following standards. These standards can be found at the CEC website – <http://www.cec.sped.org/>. These Outcomes also align with Interstate New Teacher Assessment and Support Consortium (INTASC) Core Teaching Standards, College Conceptual Framework (CF) and Emerging Commitments (EC) and the Maryland Teacher Technology Standards (MTTS) as noted below.

Standard A: Preintern will demonstrate **professional and ethical practices** through work habits, reflection and specific professional practices.* CEC #6 Professional Learning and Ethical Practice; INTASC #9 Reflective Practice and Professional Development; EC #4 Reflection, EC#6 Responsible and Ethical Action, EC#7 Specialist Competence, MTTS # VII Professional Growth and # I Information Access, Evaluation, Processing and Application

Standard B: Preintern will demonstrate **collaboration** through specific practices and interpersonal communication.* CEC #7 Collaboration; INTASC #10 Leadership and Collaboration; CF Social and Cultural Contexts; EC #2 Advocacy, MTTS #IV Assessment for Administration and Instruction and #II Communication

Standard C: Preintern will demonstrate that he/she accounts for **individual learning differences** through planning for diversity and individual approaches.* CEC #1 Learner Development and Individual Learning Differences; INTASC #2 Learning Differences; CF Pedagogy, Learners; EC #1 Equity and Diversity, MTTS #V Integrating Technology into the Curriculum and Instruction

Standard D: Preintern will demonstrate an understanding of **characteristics of learners** through differentiation of instruction and having a knowledge base of exceptional learners.* CEC #1 Learner Development and Individual Learning Differences; INTASC # 1 Learner Development; CF Pedagogy, Learners, Technology; EC # 1 Equity and Diversity , MTTS # VI Assistive Technology

Standard E: Preintern will demonstrate that he/she can establish/maintain **learning environments and social interactions** through classroom climate, behavior supports, and social skills development.* CEC #2 Learning Environments; INTASC #3 Learning Environments; CF Pedagogy, Social and Cultural Contexts

Standard F: Preintern will demonstrate **instructional planning** through preparing lessons, linking lessons to curriculum/content, and including specific lesson components.* CEC #5 Instructional Planning and Strategies; INTASC #7 Planning for Instruction; CF Subject Matter, Pedagogy, Curriculum, Educational Goals and Assessment, Technology; EC #4 Reflection, MTTS #V Integrating Technology into the Curriculum and Instruction

Standard G: Preintern will demonstrate **instructional strategies** through differentiation of instruction, using appropriate methods, and promoting access to learning in a variety of settings,. CEC #5 Instructional Planning and Strategies; INTASC #8 Instructional Strategies; CF Subject Matter, Pedagogy, Curriculum, Educational Goals and Assessment, Technology, MTTS #VI Assistive Technology

Standard H: Preintern will demonstrate **assessment** through evaluation of instruction and its application.* CEC #4 Assessment; INTASC #6 Assessment; CF Educational Goals and Assessment, MTTS #IV Assessment for Administration and Instruction.

UNIVERSITY AND COLLEGE POLICIES

Academic Integrity/Honor Code: The University of Maryland has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, visit www.shc.umd.edu which defines the following terms:

ACADEMIC DISHONESTY: any of the following acts, when committed by a student, shall constitute academic dishonesty:

- (a) **CHEATING:** intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- (b) **FABRICATION:** intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- (c) **FACILITATING ACADEMIC DISHONESTY:** intentionally or knowingly helping or attempting to help another to violate any provision of this *Code*.
- (d) **PLAGIARISM:** intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

University Honor Code: The Student Honor Council proposed and the University Senate approved an Honor Pledge. The University of Maryland Honor Pledge reads, "I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination." This pledge statement should be handwritten and signed on the front cover of all assignments and examinations in this course. **For the preinternship, the Honor Code Statement needs to be written, signed, and placed in your placement notebook supplement.**

Assistance for Students in Distress: If you feel you are encountering problems that hamper your academic performance or life on campus, you may wish to call the Counseling Center 301-314-7651 for resources or referrals.

Attendance: University policy excuses the absences of students for illness (self or dependent), religious observances (where the nature of the observance prevents the student from being present during the placement or class period), participation in university activities at the request of university authorities, and compelling circumstances beyond the student's control. Students must request the excuse in writing and supply appropriate documentation.

Excused Absences: Preinterns will not be penalized because of religious observances or other excused absences (see above) and shall be given opportunity to make up within a reasonable time any academic or practicum assignment missed due to individual participation in religious observance or other documented excused absence. All absences from placements must be made up at a mutually available time for Mentors and PIs. Please notify instructors as soon as possible regarding any absence and, in the case of religious observances, please provide University Supervisor and Mentor Teacher a written notification of the projected absence within two weeks of the start of the semester. More information on attendance can be found at <http://www.faculty.umd.edu/teach/attendance.html>.

Academic Accommodations: If you have a documented disability and wish to discuss academic accommodations, contact an instructor at the beginning of the semester. For all students: help in study skills, time management, writing, etc. is available at the Learning Assistance Service (LAS), a division of the Counseling Center. Location is 2201 Shoemaker Bldg. (301) 314-7693, <http://www.inform.umd.edu/LASRV>

College of Education Foundational Competencies Policy: "College of Education Foundational Competencies: The College of Education Foundational Competencies Policy was adopted in November 2010 and specifies the professional criteria expected of all Preinterns in the College. Performance that meets the Foundational Competencies is expected across all professional settings, including university-based coursework and field placements. If concerns arise in any professional setting, a referral will be made to the preintern's advisor. Each preintern and supervisor will complete the Foundational Competencies evaluation at the end of each field placement experience. Additional Foundational Competencies evaluation forms may be completed if concerns arise during a field placement or in any professional setting. These evaluations will be reviewed along with candidates' performance across all program requirements and coursework. Continuation in the Special Education teacher certification program depends on both satisfactory completion of all coursework and satisfactory ratings on the Foundational Competencies. (08/03/05; updated 8/18/11). The Foundational Competencies Student Form can be accessed in the Appendices of the Online Handbook.

Live Text: Live Text is an electronic portfolio and Accreditation Management System that is required for all students enrolled in the teacher preparation programs in the College of Education. Live Text accounts can be purchased at the University Book Center; see EDUC-EDUC in the Book Center course listings. An active subscription to Live Text (Field Experience Module – FEM version) is a requirement for this class and for other courses that comprise your professional education program. Live Text is a one-time purchase that lasts the duration of your time at the College of Education and one year following program completion (up to a period of five years), so if your account is active, you do not need to re-purchase the software. For assistance please contact: coe-livertext@umd.edu . Please call Live Text 1-866-548 3839 or use online form <http://www.education.umd.edu/assessmentOffice/LiveText/testindex.html> for technical assistance or training.

Physical Restraint and Seclusion: Preinterns are **not** permitted to implement physical restraint and seclusion procedures, or to participate in school system training on the use of physical restraint and seclusion procedures. We urge Pre-Preintern (PI)s to become thoroughly familiar with the ethical responsibilities involved in dealing with these issues. Please refer to the Council for Exceptional Children's Policy on Physical Restraint and Seclusion Procedures in School Settings (adopted September 2009) which is located at the following link: <http://www.cec.sped.org/AM/Template.cfm?Section=Home&Template=/CM/ContentDisplay.cfm&ContentID=130>

Personal Care Procedures: If toileting procedures are implemented at your placement site please review the protocols with your University Supervisor as soon as possible after the start of the placement.