



MONTESSORI CENTRE INTERNATIONAL

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SPECIAL EDUCATIONAL NEEDS COURSE
DISTANCE LEARNING

ASSIGNMENT QUESTIONS
AND
GUIDELINES FOR ASSIGNMENTS

including

MCI Protocol for Referencing, Quotations and Bibliography

September 2007

Appendix 1 (to Student Handbook)

SPECIAL EDUCATIONAL NEEDS COURSE

GUIDELINES FOR ASSIGNMENTS

Before embarking on the first assignment, you should study all the requirements for the assignments and ensure that you have got access to a child/children with special educational needs.

You should also note that you will have to visit the setting of your choice several times (see assignments for module 2, 5, 6, 7). It is recommended that if possible you should focus on different children. However, if you observe in the home setting in may not be possible as you will observe the child within his/her family.

In the interest of confidentiality you are required to get permission to carry out observations and lesson plans from the parents/setting of the child.

Rationale: Wherever possible to focus on observations of children with special educational needs during preparation for assignments.

Please submit one answer to each assignment. Essays should be approximately 1750 words (with a 10% allowance either way before marks will be deducted). Observations have no word length criteria. MCI referencing protocol is to be observed in all assignments.

GENERAL REMINDERS

- Assignments can be typed or hand-written.
- Please number the pages.
- Plan all your answers carefully.
- Make sure you introduce and conclude your work.
- Try to show evidence of your reading in your work, through the inclusion of quotations.
- Cross-reference all quotations.
- Ensure quotations are used in an illustrative capacity, and not to make statements.
- Include a bibliography for each assignment that you answer.
- Assignments with incorrect bibliography, referencing and/or quotations will be marked down.

Students are reminded to consult their Study Skills Handbook and the attached MCI Protocol for Referencing, Quotations and Bibliography .

GLOSSARY OF TERMS

DESCRIBE: Requires a report of the major features of an issue.

DISCUSS: Present and examine clearly several sides of an issue. The discussion may require consideration of a number of views or theories.

EVALUATE / ASSESS: Requires the examination of the strengths and weaknesses of a particular approach. A brief description may be necessary, though the descriptive element should occupy a minor part of your essay.

SPECIAL EDUCATIONAL NEEDS DISTANCE LEARNING ASSIGNMENT QUESTIONS

Module 1: PRINCIPLES AND POLICY

Assignment:

Describe a provision for the education of children with special needs in your area/country. Consider the various historical, social and economic factors that have influenced the provision and explain what developments you would like to see in the future.

Module 2: PHYSICAL AND SENSORY IMPAIRMENTS

Assignment:

Describe a child you know, or have observed with physical or sensory impairment and discuss the provision for treatment and education available to this child in your community.

Module 3: IN THE CLASSROOMS

Assignment:

Based on a narrative observation carried out during the study of this module (include observation in the appendix of this assignment), set out a long and short-term target for the child observed. Based on your observation, give a rationale for these targets, and explain how you would enable the child to meet these targets.

Prepare one Individual Education Plan (IEP as set out in Module 1) to help the child meet the short term target. The IEP is considered to be part of the assignment for marking.

Module 4: LEARNING DIFFICULTIES

Assignment:

Select one of the conditions described in the module and describe the condition, its causes and identify the difficulties a child with this condition may face at school, at home and in daily life within the community.

Module 5: TEACHING CHILDREN WITH LEARNING DIFFICULTIES

Assignment:

Based on the observation carried out as an assignment in Module 3 (include the observation in the appendix), prepare a lesson plan for a lesson focusing on the difficulties experienced by the child in the observation. Implement and evaluate the lesson plan and reflect upon the effectiveness of the lesson.

Please find enclosed the format for a lesson plan to help you in organising it.

Module 6: CAUSES OF DIFFICULTIES WITH LEARNING

Assignment:

Observe a child with specific learning difficulties in the home or at school and evaluate the observation. Reflect on possibilities for improving learning for the child. Use a different method of observation to the one prepared for assignments 3 and 5 (see enclosed Module 3 – Early Childhood Course).

Refer to literature/theory when making suggestions for improvements.

Module 7: EMOTIONAL AND BEHAVIOURAL DIFFICULTIES

Assignment:

Observe a child with emotional or behavioural difficulties in the home or at school.

Evaluate the observation and reflect on possibilities for improving the child's difficulties.

Use a different method of observation to the one prepared for assignments 3, 5, 6 (see enclosed Module 3 – Early Childhood Course).

Refer to literature/theory when making suggestions for improvements.

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Observations – Cover Sheet

In the interest of confidentiality you are required to get permission to carry out observations and lesson plans from the parents/setting of the child.

Name _____ Student number _____

Date of Observation: _____ Observation No: _____

Observation Technique: _____

Starting Time: _____ Finishing Time: _____

No: of Children _____ No: and rôle of Adults: _____

Permission Sought From _____

Signature _____

Description of Setting _____

Immediate Context (Playground, Art Corner etc.) _____

First Names of Child(ren) Observed _____

Brief Description of Child(ren) – ie gender/age/position in family/first language (if relevant) _____

Rationale for Observation (if appropriate) _____

Aim of Observation: _____

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LESSON PLAN

In the interest of confidentiality you are required to get permission to carry out observations and lesson plans from the parents/setting of the child.

Subject / Title

Materials

Objectives/ Learning Goals

Control of error (if appropriate)

Age range:

Adult/child ratio:

Date of Lesson:

Anticipated duration:

Pre-requisites:

(previous knowledge/skills necessary to accomplish the lesson)

Advance preparation for the lesson:

Step by step guidelines:

Include: introduction, activity for child/ren, samples of questions to use, conclusion.

Differentiation:

Indicate the possible changes to the lesson plan to accommodate children of different abilities.

Bibliography

Implementation of the lesson

Describe how the lesson progressed.

If the lesson plan is implemented you must also include the following information.

Signature of supervising teacher together with a confirmation of the date on which the lesson was implemented.

.....
Signature **Date of implementation**

Evaluation of the implementation

Complete as soon as possible after the activity was done with children, consider the children's and your own learning, use reference to theory where appropriate.

Reflection on the lesson

Reflect on how the lesson went and note any possible future modification.

Summary of MCI protocol for referencing, quotations and bibliographies (replacing pages 33-34, 36-38 in Study Skills)

Referencing of terminology

always cross reference terms (such as hormone, spiritual embryo etc) when first mentioned in an essay and when definitions are given

example:

The child's sensitive periods first manifest themselves during the stage of the spiritual embryo (Montessori, 1988a).

Referencing to text

when paraphrasing text or relating to text read, acknowledge the source

example using a book:

Montessori (1988a) believed that all children undergo several embryonic stages; she talks about the physical, spiritual and social embryo.

example using a book with secondary sources:

The child builds his/her knowledge of the world through the twin processes of assimilation and accommodation (Piaget in Bruce & Meggitt 2002).

Quotations

when quoting directly from text, use quotation marks and give full reference of the author, year of publication of the book and a page on which the quotation appears

example of a quotation from a book with one author:

When describing the first stage of the child's development Montessori explains that "The developing child not only acquires the faculties of man; but, at the same time, he adapts the being he is constructing to the conditions of the world around him." (Montessori, 1988a, p. 56)

example of a quotation from a book with several authors

"Conservation refers to a person's understanding that superficial changes in the appearance of a quantity do not mean that there has been any fundamental change in that quantity." (Smith et al. 2003, p. 402)

example of a quotation from an edited book with several contributors

"Very young children should always be encouraged to write freely about anything that interests them." (Lane, in Fontana, 1993, p. 202)

example of a quotation from a magazine article

"A wide range of tools can be used to enhance the music These props bring the...songs to life." (Newcome & Ross-Masson, May 2004, p. 11)

example of a quotation from a website

"By freedom, however, Montessori did not suggest that the child should be free to do whatever he chooses." (<http://www.montessori.uk.com/Students/library3a,7.html>)

No other references are required; do not use footnotes, or list references at the end of the essay

Bibliography

Summary of all text consulted in preparation of the essay, some of which may have not been used in quotations or referenced:

Example of a bibliography which uses books, articles and website sources

Bruce, T. & Meggitt, C. (2002, Third Edition). *Childcare and Education*, Hodder & Staughton, London

Epstein, P. (undated). *Goldilocks and the Sensitive Periods of Maria Montessori*
<http://www.montessori.org/resources/library/Educational/sensitiveperiod.html>

Feldman, R. (1996). *Understanding Psychology*, McGraw-Hill Inc, New York

Lane, S. "Learning & Teaching Writing Skills" in Fontana, D. (1993, Second Edition). *The Education of the Young Child*, Blackwell, Oxford

Little Oxford Dictionary, The (1984). Oxford and Clarendon Press, Oxford

Montessori Centre International (undated). *Mathematics, Module 8*, MCI, London

Montessori, M. (1972). *The Secret of Childhood*, Ballantine, New York

Montessori, M. (1988a). *The Absorbent Mind*, ABC Clio, Oxford

Montessori, M. (1988b). *The Discovery of the Child*, ABC Clio, Oxford

Newcome, Z. & Ross-Masson, C. (May 2004). *Tunes to Tempt Toddler* in Under Fives Magazine, Preschool Learning Alliance, London

Pound, L. (2003). *Supporting Mathematical Development in the Early Years*, Open University Press, Buckingham

Smith, P.K. Cowie, H. Blades, M. (2003, Fourth Edition). *Understanding Children's Development*, Blackwell Publishing Ltd , Oxford

www.montessori.uk.com Montessori Resource Library, (undated). *Freedom*,
<http://www.montessori.uk.com/Students/library/3a,7.html>