

***THE NATIONAL CENTER
FOR SPECIAL EDUCATION PERSONNEL
AND RELATED SERVICE PROVIDERS***

IN COLLABORATION WITH

***CALIFORNIA DEPARTMENT OF
EDUCATION/SPECIAL EDUCATION DIVISION,***

AND THE

***CALIFORNIA COMMISSION ON TEACHER CREDENTIALING
PRESENT***

ONE CHILD AT A TIME

**A VIDEO CREATED TO RECRUIT PERSONS FROM DIVERSE CULTURES
INTO THE SPECIAL EDUCATION PROFESSIONS***

GUIDELINES FOR USING *ONE CHILD AT A TIME*

With high school students:

- Career clubs/extracurricular activities
- Peer support projects
- Teacher education (Teacher Cadet) programs
- Counselors' offices

With community college/four year college students:

- Freshman orientation
- Student services programs (volunteer opportunities)
- Career placement offices
- Career counseling offices
- Schools of Education
- Colleges of Arts and Sciences

With service organizations/community based youth and career agencies:

- Sororities and Fraternities
- Faith-based organizations
- Diversity related initiatives (Urban League, etc.)
- Neighborhood recreational/educational centers
- Public libraries
- Social service agencies

*This product was originally produced by CEC and Ideas That Work



INSTRUCTIONS FOR LEADING DISCUSSIONS ON ISSUES RELEVANT TO THE CONTENT AND MESSAGES OF THIS VIDEO

One Child at a Time was designed to stimulate new ideas about:

- what special education is,
- who special education students are, and
- what types of individuals might find special education careers rewarding and satisfying and why

In an effort to promote the kind of personal interaction and dialogue that should accompany the viewing of the video, the following suggestions are offered for leaders to engage the viewing audience *before and after* the video is played.

BEFORE PLAYING THE VIDEO

Begin the group session by asking participants to raise their hands if they know someone with a disability. Ask them to tell the group what kinds of disabilities they have come in contact with and how that has impacted their own lives. Next, ask the group to share what they know about special education. Have them relate specific images or stories that represent special education to a partner in the group. Have three or four volunteers report out on that sharing.

Now ask for a show of hands from those who have considered teaching or working in educational environments in another role, e.g., school psychologist, school nurse, counselor. Ask them to keep their hands up if they have ever considered teaching or working with students with disabilities. Now ask those who lowered their hands, "Why not?" Encourage students to volunteer their thoughts about what that would be like for them. Promote discussion across the group, with participants responding to one another openly. Encourage these shared perceptions to stimulate and support peers to influence one another's thinking.

Now, tell the group that they are going to view a short film that was designed specifically to stimulate just this kind of discussion.

Let them know that you would like to continue to hear what they have to say about working with students with disabilities when the film is over.

AFTER PLAYING THE VIDEO

Ask participants if these kinds of issues have been talked about in their own communities. If time permits, rerun each section of the black and white footage. Stop at the end of each section to allow participants to discuss their beliefs about that particular issue of special education, i.e., who is in special education, how hard the job is, the need for diversity. Encourage discussion about the different types of careers, the overrepresentation of minorities in special education classes, the stigma around putting students with disabilities in separate classes, and what it means to be *behind* versus having an identified disability and being included in general education classes.

Lead the participants to a better understanding of the challenges and rewards of special education careers, while also working to dispel many of the myths their parents and grandparents may have about special education and its worth in the lives of all students.

CONCLUDE THE SESSION

Thank the participants for coming and learning more about this exciting and rewarding way of giving back to their community by preparing to be a special educator. Let them know that The Personnel Center and TEACH California have a listing of all the teacher preparation programs in California that prepare special educators, as well as extensive literature on 19 different careers in the field of special education.

Supplemental materials may be downloaded or ordered from The Personnel Center's website www.personnelcenter.org or the Teach California website www.teachcalifornia.org to facilitate this discussion and provide additional information about special education in general and specific career choices in the field.

**National Center for Special Education Personnel
and Related Service Providers, The Personnel Center**
1-866-become1 www.personnelcenter.org

Teach California
www.teachcalifornia.org

