MS Reflection Journal Prompts and Vocabulary

1.1

Write an entry about how Presuming Competence impacts your work as a peer support student in the classroom, around the school, online, in social media, and outside of school in your community.

Vocabulary:

- Competence
- Accommodation
- Modification
- Ability
- Confidentiality
- Privacy

1.2

What do you consider to be your greatest strengths? What about challenges? How are these different from someone else that you know well? Would other people be able to see these strengths and challenges in you? Give two examples of how understanding your own unique interests, strengths and challenges has impacted your daily life.

Vocabulary:

- Special Education
- Individuality
- Uniqueness
- Belonging
- Acceptance

1.3

You and your teacher made a commitment to serve. Discuss and reflect on this commitment and what it means to you in serving your assigned student. Present a convincing persuasive argument for "service" utilizing a quote from the poem or the article from class as a basis for the argument.

Vocabulary:

- Serve
- Help
- Fix

2.1

Reflect on how your discussions about presumptions toward those with learning disabilities have affected your thinking about what it means to struggle with different kinds of learning. What are tools that you have learned in this course that you can use to respond to presumptions?

Vocabulary:

- Presumption
- Intelligence
- Learning disability
- Invisible disability
- Perception

Project Option 1 Journal Prompt: Reflect on what you have learned about learning disabilities and differences. Think about how they might impact a person's life. Identify some ways in which differences can be positive.

Project Option 2 Journal Prompt: Reflection Journal: In your journal or notebook, reflect on what you came up with in your story strip. Write about what you will do in the future to change perceptions based on invisible disabilities.

2.2

In your opinion, which video did the best job of emphasizing differences between people? Do any of the videos remind you of something you have experienced or seen? Was the outcome the same in the video as in your experience? Give two examples of how understanding your differences and those of others has impacted your daily life. How can you use your understanding to work with other people?

Vocabulary:

- Difference
- Outcome
- Strategies

2.3

How do you define empathy in writing, drawing, or both? What is one goal you can set for yourself on the path to becoming a more empathetic person? For the activities in this lesson, which activity did you feel helped you understand empathy better, and why?

Vocabulary:

- Empathetic
- Listening

2.4

Give two examples of how the use of language could be disrespectful. Explain why you see it as disrespectful and use Person First Language to suggest ways to change the examples you shared.

Vocabulary:

- Disability
- Appropriate
- Attitudes
- Perceptions
- Perpetuating
- Competence
- Anticipate
- Accommodations
- Etiquette

2.5

Think about an experience that you have had when you or your peer support struggled with learning. Think about the main ideas of perseverance, resilience, and grit. Consider your actions in your experience (or your peer's) and the perspectives of others in this journal response and propose a plan using positivity to overcome the struggle. How can you be sure that you will continue to use this plan in the future? What if it no longer helps?

Vocabulary:

- Empathy
- Understanding
- Compassion
- Kindness
- Perserverance
- Grit
- Resilience

3.1

As you move forward with the peer you support; you should be considering your peer's learner variability. By looking at options to engage your peer, you should see an increase in engagement, and therefore, increased academic performance. Complete several of the simulations at:

https://www.understood.org/en/through-your-childs-eyes. Choose at least two and discuss how options for learner variability or accessibility options could be used to increase engagement.

Vocabulary:

- Variability
- Learning style
- Inquiry
- Accessibility
- Barriers
- Jagged profile

3.2

Identify areas and ways that students' identified character traits can help assist them with addressing potential sources of conflict related to students with disabilities, including such concepts as perception, presumed competence, jagged learning profiles and learner variability.

Vocabulary:

- Internal conflict
- External conflict
- Positive traits
- Negative traits

3.3

Think about possible or actual conflicts you have or may encounter in service of supporting peers with disabilities and reflect on some possible solutions. In a 3-5 paragraph entry, propose at least two solutions, and list pros and cons of each, along with ways to use the four-step problem-solving process, and considerations about using appropriate language, including "I- Statements."

Vocabulary:

- De-escalation
- Conflict
- Problem
- Four-step problem-solving process
- I-statement

3.4

As you plan your solution to a barrier for students with disabilities, consider the following:

- What did you learn about our school through this process? About yourself?
- Discuss the effectiveness of using service learning.
- What about the process stands out for you? What was successful? Frustrating?

Vocabulary:

- Choose 3-5 disability-related vocabulary terms of your own.