

THE SPECIAL EDUCATION INTERPERSONAL CHARACTERISTICS SURVEY

Augusta State University
Special Education Program
ELCSE

The issue of non-academic personal professional competencies is essential for effectively functioning in the field of special education. The ASU Special Education Program has clear guidelines for assessing academic competencies. This instrument is to be used as a systematic means for evaluating those personal, interpersonal, and ethical practices which are not so easily assessed on paper, such as one's openness to learning, the constructive giving and receiving of feedback, considering differing viewpoints, etc.

During the Fall 2008 semester the *Special Education Interpersonal Characteristics Survey* will be the instrument utilized to assess Special Education students' performance of these more non-tangible skills. The survey will be completed near the end of each student's first 12 hours in the program and will be considered, along with grades, as part of the review for continuation in the program and of student's eligibility for candidacy in the master's program.

In the rare instances when problems emerge as a result of the SEICS, the situation will be expeditiously reviewed by the Special Education faculty to determine what remediation may be appropriate for the student. As the end of the designated time period for remediation, the full-time faculty will meet to review the student's progress. A student will be dismissed from the program for non-academic reasons only after an opportunity to fulfill a remediation plan has been given and only upon consensus of the full-time counseling faculty.

The 20-item survey is printed below. For students who have not yet completed their first 12 hours we invite you to examine the survey and use it as a means to assess your own personal, professional, and ethical competencies that are so essential for effective teaching.

Interpersonal Characteristics Survey

Strongly Agree 1	Agree 2	Slightly Agree 3	Slightly Disagree 4	Disagree 5	Strongly Disagree 6	Insufficient Information to respond 7
1 2 3 4 5 6 7						1. Student reflects and is willing to discuss personal biases that might affect interpersonal relationships with individuals including pupils and colleagues.
1 2 3 4 5 6 7						2. Student demonstrates willingness to engage in professional interactions with persons from diverse cultures.
1 2 3 4 5 6 7						3. Student exhibits flexibility when scheduling appointments with others (e.g., IEP or other meetings, extra-academic professional activities).
1 2 3 4 5 6 7						4. Student demonstrates punctuality and regularity in scheduling and completing lab hours.
1 2 3 4 5 6 7						5. Student takes responsibility for scheduling child care, work, and other outside responsibilities as needed to complete all lab requirements.
1 2 3 4 5 6 7						6. Student takes responsibility for signing in at lab site daily and abiding by ALL district and individual school policies and procedures.
1 2 3 4 5 6 7						7. Student completes all data forms accurately and honestly.
1 2 3 4 5 6 7						8. Student documents special needs student data immediately and accurately.
1 2 3 4 5 6 7						9. Student accepts and responds to feedback in a constructive and professional manner.
1 2 3 4 5 6 7						10. Student uses feedback to improve his/her own teaching and/or interpersonal skills.
1 2 3 4 5 6 7						11. Student conveys feedback to others in an appropriate manner.
1 2 3 4 5 6 7						12. Student exhibits growth in willingness to share knowledge of resources with others.
1 2 3 4 5 6 7						13. Student exhibits cooperative behavior as evidenced by a willingness to give others time and space to articulate their views and/or responses.
1 2 3 4 5 6 7						14. Student conveys an interest in the welfare of others.

Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree	Insufficient Information to respond
1	2	3	4	5	6	7

- 1 2 3 4 5 6 7** 15. Student acknowledges feedback from professors, supervisors, and peers as evidenced by listening to, clarifying, evaluating, and implementing the feedback of others.
- 1 2 3 4 5 6 7** 16. Student demonstrates a respect for individual differences by implementing evidence-based practice to accommodate special needs students' learning and behavioral difficulties.
- 1 2 3 4 5 6 7** 17. Student demonstrates a willingness to address personal prejudices and biases.
- 1 2 3 4 5 6 7** 18. Student addresses issues of conflict in a constructive, positive, and professional manner.
- 1 2 3 4 5 6 7** 19. Student demonstrates ability to meet professional responsibilities despite personal stress.
- 1 2 3 4 5 6 7** 20. Student responds to pupils' behavioral crises in a manner that de-escalates maladaptive behavior.
- 1 2 3 4 5 6 7** 21. Student recognizes and constructively addresses the causal link between his or her personal behaviors and their consequences.
- 1 2 3 4 5 6 7** 22. Student demonstrates a willingness to respect points of view which differ from his or her own.
- 1 2 3 4 5 6 7** 23. Student maintains student/colleague/peer confidentiality and practices professional competencies as defined by the CEC Professional Standards and Code of Ethics.