Instructor: Dr. Janet A. Mattern
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E-mail: jamattern@frostburg.edu
Phone: 301-687-4429

Days: Mon./Wed.
Room: 117 Frampton Hall
Sect/Time: 001/10:00 – 11:15 a.m.
Office Hours: 9:00 - 10:00 a.m. MW
TTH 9:30-11:00 p.m./By appointment

Course Description

Characteristics of exceptional children. Understanding how exceptionalities, American culture, race, ethnicity, gender, socio-economic class, religion, age, language, and intellectual ability influence learning. Historical and legal influences on American schools and community agencies. Applicable teaching methods. Controlled observations included. Prerequisite: Phase I admission.

NCATE Key Assessment: Adapting Instruction for Diverse Learners
MTTS Assistive Technology Assessment VI

Course Purpose

This course provides early childhood educators with the knowledge, skills, and dispositions to differentiate instruction for the diverse learners in their classrooms. This course will strengthen the candidates’ ability to advocate for all learners as they collaborate with families, teachers, and professionals to develop strategies to promote the learning of all children.

Required Textbook

Additional readings will be provided in class. **Taskstream Required.**

### Course Objectives and Assessment Plan

<table>
<thead>
<tr>
<th>COURSE OUTCOMES</th>
<th>INTASC Principles</th>
<th>NAEYC Standards</th>
<th>Frostburg Institutional Learning Goals</th>
<th>ASSESSMENTS Candidate performance will be measured by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
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<tr>
<td>Candidates will demonstrate knowledge and understanding of the multiple influences on young children’s development and learning, and how those influences may interact to affect development in both positive and negative ways.</td>
<td>2</td>
<td>1a, 1b</td>
<td>3</td>
<td>Quizzes, Final, Case Study, Observation/Interview</td>
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<td></td>
<td></td>
<td>4a</td>
<td></td>
<td></td>
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<tr>
<td>Candidates will demonstrate knowledge of the educational theories, philosophies, legislation, and practices that relate to exceptional learners.</td>
<td>4, 5</td>
<td>1b, 6b</td>
<td>3</td>
<td>IEP Simulation, Case Study, Litigation/Legislative Report</td>
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<tr>
<td>Candidates will demonstrate knowledge of how to access information about the values, needs, and supports for diverse populations including multiple community agencies.</td>
<td>2</td>
<td>2a</td>
<td>5</td>
<td>Interview, IEP Simulation, Case Study</td>
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<tr>
<td>Candidates will demonstrate knowledge about the use of developmentally appropriate assessment tools for identification, referral, and eligibility determination for exceptional learners in order to promote positive outcomes for all children.</td>
<td>6</td>
<td>3a, 3b, 3c</td>
<td>3</td>
<td>Case Study, IEP Simulation, Quizzes, Final</td>
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<td>Candidates will demonstrate knowledge and understanding of the importance of incorporating family goals, language, and culture as they learn to engage and support families in respectful and reciprocal relationships.</td>
<td>3, 10</td>
<td>2a, 2b, 2c</td>
<td>5</td>
<td>Interview, IEP Simulation, Case Study</td>
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<tr>
<td>Candidates will demonstrate knowledge and understanding of the multiple influences on young children’s development and learning, and how those influences may interact to affect development in both positive and negative ways.</td>
<td>10</td>
<td>2b, 2c</td>
<td>3</td>
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knowledge and understanding of the roles and responsibilities of the multiple adults who support exceptional learners.

### Skills

<table>
<thead>
<tr>
<th>Skill Description</th>
<th>Level</th>
<th>IEP Simulation Case Study</th>
<th>IEP Simulation Case Study</th>
<th>IEP Simulation Case Study</th>
<th>Observation/Interview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidates will design and adapt instruction to address each student’s diverse learning strengths and needs creating opportunities for students to demonstrate their learning in different ways.</td>
<td>2, 4</td>
<td>4b, 4c, 4d 5c</td>
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<tr>
<td>Candidates will incorporate strategies to make content accessible for all learners including English language learners.</td>
<td>2, 4</td>
<td>1c 4a, 4b, 4c 5c</td>
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<tr>
<td>Candidates will access resources, supports, and specialized assistance and services including technology to meet particular learning differences or needs.</td>
<td>2</td>
<td>4b</td>
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<td>Candidates will collaborate with families, communities, and other professionals to promote all children’s growth and development.</td>
<td>1</td>
<td>2b, 2c</td>
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<tr>
<td>Candidates will demonstrate the ability to analyze data from multiple sources to determine how to facilitate learning to meet the needs of diverse learners.</td>
<td>10</td>
<td>3c, 3d</td>
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### Dispositions

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<tr>
<th>Disposition</th>
<th>Level</th>
<th>IEP Simulation Case Study</th>
<th>IEP Simulation Case Study</th>
<th>Observation/Interview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidates respect learners’ differing strengths and needs and are committed to using this information to further each learner’s development.</td>
<td>1</td>
<td>3a, 3c 6d</td>
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<tr>
<td>Candidates value the input and contributions of families, teachers, and other professionals in understanding and supporting each learner’s development.</td>
<td>1, 10</td>
<td>2a, 2b, 2c 3d</td>
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<tr>
<td>Candidates respect learners as individuals with differing personal and family backgrounds, various skills, abilities and interests.</td>
<td>2, 7</td>
<td>1a, 1b, 1c 4</td>
<td></td>
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</table>
Student Expectations:

GENERAL:

- **Special Learning/Instructional Needs:** If a student has special instructional needs, please meet with me prior to the course beginning to discuss these needs and the ways in which instruction might be adapted. Special needs and recommended accommodations must be verified through documentation. For further information, refer to the Undergraduate Course Catalog on support provided through the Disability Support Services in Pullen Hall (301-687-4483).

- **Academic Integrity Policy:** Academic integrity policy and procedures established by the university will be strictly adhered to in this course. All work submitted must be the original work of the student whose name is on the cover. All sources used for the paper, whether print or Internet sources, must be fully cited. Plagiarism is a serious violation of academic ethics and policies, and may result in an F for the course. Students who are expelled or suspended for reasons of academic dishonesty are not admissible to other institutions within the University of Maryland System. Suspension or expulsion for academic dishonesty is noted on a student’s academic transcript.

- **Mandatory Reporting:** Please be aware that, according to state law in Maryland, educators are required to report current and past child abuse and neglect even when the former victim is now an adult and even when the former alleged abuser is deceased. If you disclose current or past abuse/neglect in class, in papers, or to me personally, I am required by law to report it. Please see me if you are interested in more information about this law.

SPECIFIC:

**Attendance/Participation:** Attendance in class for the entire class period is valued and expected. All students are expected to attend class from beginning to end. If, for some reason you must leave early, notify the professor before class begins. Attendance will be taken at the beginning of class. If you arrive after attendance is taken, you must see the professor after class to change the notation from “absent” to “late”. It is not the professor’s responsibility to remember to make this change. Arriving late for class and leaving early will have an impact on your class participation and points will be deducted accordingly. If you cannot attend a class, it is your responsibility to obtain the information discussed during that class period. It is suggested that you arrange with a classmate to get all handouts
and notes for you, should you be absent. Active participation in the online portion of our blended class will also be monitored. **More than ONE absence will result in the lowering of a student’s grade.**

After one missed day, a percentage deduction will be calculated from your FINAL grade. There will be a 5% deduction for the second missed day, a 10% deduction for the third missed day, a 15% deduction for the fourth missed day, and a 20% deduction for the fifth missed day. Six or more absences will result in automatic failure in the course. Every two (2) times that a student is late to class, or leaves class early he/she will receive one unexcused absence. A written appeal with appropriate documentation (a note from a doctor or Brady Health Center) can be submitted to reverse the deduction to the final grade. **All appeals must be written and submitted to the instructor within one week of the absence.**

*Your health and safety* are important. Therefore, during every physical in-person meeting of this course, everyone is required to follow state, local, and University public health mandates as outlined in the FSU Social Compact (see next section). Everyone must wear a face mask that covers their nose and mouth, respect posted signage, and practice good social distancing by remaining at least 6 feet away from others. The Code of Student Conduct notes that following these health and safety protocols constitute complying “with a reasonable request from authorized University personnel in the performance of their official duties,” and failing to do so is a Code of Student Conduct violation. Students who do not comply with these mandates will be asked to leave class. Students who refuse to leave will be referred to the Dean of Students and may be administratively removed from the class if found to be responsible for Code of Conduct violations.

**Meeting Deadlines:** All assignments are to be submitted when due. This includes readings and other preparations. Extensions will be granted at the sole discretion of the professor and will only be considered in the case of true emergency circumstances. Assignments are due on the designated date at the beginning of the class period. Ten percent (10%) of the assignment points will be deducted for submitting an assignment after class and an additional 10% will be deducted for each day the assignment is late. No assignments will be accepted more than three (3) calendar days after the due date, resulting in a total loss of points.

**Using APA:** Use APA (6th ed.) formatting to document and reference your work. All assignments are to be typed and proofread. There are to be no spelling errors, incomplete sentences, or other grammatical errors on your written assignments.

**Civility in the Classroom:** Class time is precious. It is expected that all members of the class will honor this principle by silencing cell phones and any other electronic devices. In addition, laptops may be used in class when the class is in a note-taking or group electronic mode and will, otherwise, be expected to be closed (at rest). It is also expected that all in class will be respectful of each other’s efforts as we learn together.
**Detailed Course Outline**

All activities/topics are subject to change. Students will receive adequate notice for any additional assignments.

Assigned Reading:  
*Exceptional Learners: An Introduction to Special Education*

<table>
<thead>
<tr>
<th>Class Date</th>
<th>Topic (s) and Activities</th>
<th>Assignments Due for Today’s Class</th>
</tr>
</thead>
</table>
| Mon. 1/25   | Syllabus Overview  
Review assignments for course.                                    |                                                                            |
| Wed. 1/27   | Diverse learners in the Classroom  
Individual Differences  
Activity: Multiple Intelligences                                   | Reflection Paper Due  
Read Chapter 1  
Guided Reading Responses                                                   |
| Mon. 2/1    | Litigation/Legislation  
Activity: Litigation/Legislation Timeline                         | Litigation/Legislation Report                                                 |
| Wed. 2/3    | Individualized Education Plans/IFSP  
Activity: Setting IEP Goals                                          | Read Chapter 2  
Guided Reading Responses                                                   |
| Mon. 2/8    | Cultural Diversity  
Activity: Cultural Backgrounds                                     | Multicultural Vocabulary Due  
Read Chapter 3  
P2P Module 1.B.1                                                               |
| Wed. 2/10   | Families – Respectful and Reciprocal Relationships               | Read Chapter 4  
Guided Reading Responses                                                   |
| Mon. 2/15   | P2P Growth Mindset                                               | P2P Module 1.B.3                                                             |
| Wed. 2/17   | Parental Informed Consent, Communication, and Confidentiality  
Activity: Interview Questions                                           | Multicultural Book/T chart  
P2P Module 1.B.2                                                               |
| Mon. 2/22   | IEP components – IEP video                                        |                                                                            |
| Wed. 2/24   | IEP Simulation                                                   | IEP Simulation                                                               |
| Mon. 3/1    | Quiz #1 Chapters 1-3                                              |                                                                            |
| Wed. 3/3    | Intellectual and Developmental Disabilities  
Instructional Strategies and Assessment                             | Read Chapter 5  
Observation                                                                   |
| Mon. 3/8    | Learning Disabilities  
Activity: F.A.T. City                                               | Read Chapter 6  
Talking Points Due                                                           |
| Wed. 3/10   | Instructional Strategies and Assessment of Children with Learning Disabilities |                                                                            |
| Mon. 3/15   | ADHD: Characteristics, Educational Considerations                | Read Chapter 7  
P2P Module II.B.1                                                            |
| Wed. 3/17   | ADHD                                                             | Read Chapter 8  
Chapter 7 Homework                                                           |
<p>| | | |
|             |                                                                 |                                                                            |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
</tr>
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</table>
| Mon. 3/22 | Emotional/Behavioral Disorders  
Activity: FBA and PBIS             | Quiz #2 Chapters 4-8 (3/26)                                           |
| Wed. 3/24 | Autism Spectrum Disorder  
Case Study Discussion               | Read Chapter 9                                                       |
| Mon. 3/29 | Autism Spectrum  
Roles of TSS and BSC, Sensory Bins  
Visual Supports, Ipad          | Interview Paper Due Ipad                                             |
| Wed. 3/31 | Dr. and Mrs. Ketterman presentation                                     | Read Chapter 10  
SPD Table                                                               |
| Mon. 4/5  | Carly Strano video – Autism Spectrum Disorder  
Activity: 3-2-1 Sheet            | Read Chapter 11                                                      |
| Wed. 4/7  | Communication Disorders: Receptive/Expressive  
Hearing Impairments  
Activity Communication Disorders  
Writing IEP Goals             | Read Chapter 12                                                      |
| Mon. 4/12 | Online Class English Language Learners  
Submit assignment on Canvas     |                                                                     |
| Wed. 4/14 | Speech and Language                                                       | Quiz #3 Online                                                      |
| Mon. 4/19 | Low Incidence Disabilities/Physical Disabilities  
Learners with Special Gifts and Talents | Read Chapter 15  
Quiz #4 Chapters 13-15                                                   |
| Wed. 4/21 | Class of 20 activity                                                     |                                                                     |
| Mon. 4/26 | Case Study Presentations                                                 |                                                                     |
| Wed. 4/28 | Case Study Presentations  
Final Review                        |                                                                     |

**Assignments and Grading:**

<table>
<thead>
<tr>
<th>Assignment:</th>
<th>Point Value</th>
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<tbody>
<tr>
<td>Preparation and Participation (12 activities in class X 5 points)</td>
<td>60 Points*</td>
</tr>
<tr>
<td>Reflection Paper</td>
<td>10 Points</td>
</tr>
<tr>
<td>Interview</td>
<td>30 Points</td>
</tr>
<tr>
<td>Observation</td>
<td>30 Points</td>
</tr>
<tr>
<td>Pathways to Professions Microcredential</td>
<td>30 Points</td>
</tr>
<tr>
<td>Case Study</td>
<td>45 Points</td>
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</tbody>
</table>
**Detailed Description of Each Requirement:**

1. **Reflection Paper**
   This writing assignment is your opportunity to discuss your feelings related to the upcoming semester.
   - What do you hope to learn in this class?
   - How do you feel that you learn the best?
   - What teaching strategies or skills do you hope to acquire?
   - What experiences have you had in your formal schooling to date with inclusion.
   - Do you believe children with special needs should be included in regular education classrooms? Elaborate on your belief for or against inclusion. Support your belief with research or current examples.
   - You have just completed a very difficult year due to Covid-19. What would you like me to know about you as far as your experience with Covid-19, virtual learning, and your current status?
   
   This assignment should be typed and double-spaced and will average 3 pages. Please use the questions as paragraph topics to address. Please include an introductory paragraph and a summary or conclusion at the end. This writing should adhere to APA (6th ed.) document format guidelines.

2. **Pathways to Professions Experience:** Candidates will complete components of a Cultural Diversity and Growth Mindset Credential. Candidates will participate in a day of clinical rounds. These clinical rounds will take place with Coppin State University in Baltimore, Maryland through a virtual platform on Friday, **March 26th**.

3. **Observation/Field Experience:**
   Early Childhood/Elementary/Middle School educators must be excellent observers, which takes practice. The purpose of this assignment is to provide you with practice in becoming an astute observer, taking observational notes, and writing reports. **Early Childhood Candidates** are
required to participate in a **field experience** (EDUC 390) which will involve tutoring/observing students in Head Start Centers. **Elementary/Middle School Candidates** will be required to complete **20 hours in a fieldwork placement**. Your field experiences will be discussed during class and a written summary will be included as part of your final grade for this course. You will also be required to provide signed documentation of your hours worked. You will teach one lesson during this fieldwork placement. These placements will provide the setting for your observation.

Please remember to conduct yourself in a professional manner including your dress. While you are observing, you are representing Frostburg State University. All you will need is a notebook and pen. Be as unobtrusive as possible. Your role is a “fly on the wall”. You are not there to inform teachers about your opinion or tell them what you think about what they are doing. Make sure to thank the teachers and/or principal of the school for letting you observe.

When you complete your observation, try to set up time to talk with the teacher after your observation so that you can get any questions answered. You will need to know the ages and specific disabilities of the children as much as possible, although you do not need to know any other identifying information. You MUST get a signature of the teacher verifying that you observed the specified child/class for the specified amount of time. **Papers handed in without signatures will not be accepted.**

In your observations, avoid judgment and interpretation. Just report what you see. Students are to enter the setting and take narrative notes on exactly what they see and hear in the setting. Describe the physical setting as well as verbal and nonverbal actions and interactions observed, types of interactions, interesting behaviors, communication between children and adults, or physical activity.

**Assignment Components:**

1. **Cover page**, that includes your name, EDUC, and section number
2. A 3-4 pages typewritten report with the following sections labeled with headings:
   - **Introduction**: Describe the setting for the observation including teachers or additional staff.
   - **Global Observation**: Describe the physical, social and emotional environment (this includes student to teacher interactions and student to student interactions), a detailed description of the characteristics of the children observed, teaching strategies, classroom management, and supportive interactions (1-2 pages).
   - **Focused Observation**: Identify one child whose cognitive or social/emotional function is considered atypical. Describe the behavior of this child in the classroom. How does he/she perform academically within the classroom setting? What supports are provided to help this child access the curriculum? How does this child interact with his/her peers? How does this child interact with the teacher? (1-2 pages).
   - **Conclusion**: Provide a conclusion which explains how your professional growth was enhanced through this assignment (1-2 pages).
3. Complete observation notes (this part may be typed or handwritten).

**Checklist:**
Before you submit your assignment, please use the following checklist.

1. Use the rubric to self-evaluate your work and insure that all criteria have been met successfully. Carefully proofread and edit your work.
2. Use headings to clarify each part of the observation report:
   a. Introduction
   b. Global Observation
   c. Focused Observation
   d. Conclusion
3. Do not simply cut and paste observational data into the report. The report is a summary of what you observed and should be general.
4. Spell out words such as “and” rather than using symbols such as “&.” Spell out numbers ten and below. While it is acceptable to abbreviate and use sentence fragments in your observation notes, the observation report is a formal piece of writing and complete sentences and paragraphs should be used.
5. Use present tense while taking observational notes; use past tense for the written reports.

4. Interview/Field Experience:

Students are to interview an early childhood educator of an inclusive classroom, or a special education professional who works with students with disabilities (e.g., speech/language pathologist, occupational therapist, physical therapist, therapeutic staff support specialist, or behavioral specialist consultant), or a parent of a child with special needs.

Suggested questions for the interviews will be developed in class. It is recommended that interviews be conducted in person, with you taking notes. Teachers/Parents are very busy and have very little time to sit down at the computer to complete an e-mailed questionnaire. The responses to the interview questions should be either handwritten or typed on the interview guide.

Here is what students will turn in for this assignment:
1. A cover page that includes your name, EDUC, section number, the name of the teacher/parent interviewed, and the classroom setting.
2. The completed interview form.
3. A typewritten summary paper (approximately 2 pages in length), which uses headings Introduction of the setting and individual interviewed, Summary of Responses (this is where you will share their experiences with special education services), and Professional Growth and Insights Gained.

Here is what should be done in arranging for the interviews:

When you contact the teacher/specialist/parent, say something like this:

“I am taking a course in early childhood early intervention/special education, and my professor wants me to have the opportunity to interview a teacher/parent in early childhood. The interview is not constructed to evaluate you in any way. Rather, my professor hopes the interview will help me to think about the different professionals who are involved in early intervention/special education. You are welcome to read my final paper if you would like.”
Remember that professional skills include good manners. Professional courtesy suggests that you should write a thank-you note for the teacher’s time. Ask for their address and send a thank you note rather than sending an e-mail.

5. **IEP Meeting Simulation (In class on 2/24):**
   In class on 2/24, you will be assigned a role in a simulated IEP meeting. Roles include parent, teacher, principal/director, advocate, OT, etc. You will be given information on the student as well as information specific to your role. In class on 2/24, we will enact an IEP meeting for this imagined student, and you will take the role you have been assigned. I will facilitate the meeting, and will be grading you based on your preparation for the situation, as well as the relevance and application of the questions you ask. Based on the size of the class, we will have 2-3 separate IEP meetings on 2/24, and you will be assigned to one group. I encourage you to work with your classmates to prepare for the IEP meeting—after all, IEP’s are a team event! Chapter 4 of your textbook gives more information on the responsibilities of team members at IEP meetings.

6. **Case Study**
   This cumulative, semester-long assignment requires you to work in small groups of 4-5 students. Each group will be assigned a case study and given packets of relevant information about a young child with special needs. Your group will work together to compile information and complete several pieces of this project. This assignment is designed to give you an opportunity to apply much of the information we will learn this semester. This project will give your group the opportunity to apply course concepts to a “real life” situation. Your case study team will include the early childhood special education/early intervention personnel who support your child, the classroom teacher, and a family member. They will present the team with descriptions of their strategies, their IEP/IFSP goals, and their concerns. Your group will use the information given to you in class to compile the following:
   - **REFLECTION JOURNAL:** Students will be presented with classroom “real life” issues that arise in inclusive classrooms including but not limited to behavior challenges, parental concerns, placement decisions, service delivery issues, etc. The group will maintain a journal to share their problem solving strategies. The entries will be dated and recorded in paragraph form. The entry will include the following elements: describe the problem/situation presented, identify resources, or personnel consulted to resolve the problem, and a description of the plan to address the problem.
   - **IEP/IFSP:** Each group will collaborate with the early interventionists/special education providers, classroom teacher and family member on their team to develop a completed IEP/IFSP which includes 5 IEP goals for your assigned child, keeping in mind the child’s needs and past growth. For each IEP goal, plan 2 measurable, specific objectives geared towards meeting the goal.
   - **INDIVIDUAL SUPPORT PLAN** Use the following early childhood classroom schedule upon which to base your individual support plan (visual supports, scripted stories, assistive technology) for your assigned child. Please keep in mind that there may be some necessary additions to his/her unique support schedule (such as accommodation for bathroom time) that you may feel are important to incorporate into his/her schedule as
you see appropriate. Describe the plan in place to help the family member use these supports in the routines of your child’s day.

**Preschool**
- Arrival
- Morning circle time
- Clean up transition
- Free Choice time
- Helper time
- Small group (teacher facilitated – 7 children in group)
- Bathroom – washing hands
- Snack time
- Transition to movement
- Movement
- Story time
- Dismissal (ready for home)

**Elementary**
- Daily Message
- Shared Reading (whole group)
- Phonics
- Literacy Centers/Guided Reading (small groups)
- 11:25 - 11:55 Lunch
- Recess
- Poem/Song/Read Aloud/Movement Activity
- Math Meeting/Math
- Specials- Art, Music, Computer, Gym, Science, Library

**INDIVIDUALIZED LESSON PLAN:** Plan an individualized group lesson for your assigned child and his/her classmates. Be sure the activity is developmentally appropriate! Collaborate with the early interventionists/special education personnel on your team to address one of the child’s IEP goals. Incorporate differentiation strategies in your lesson to meet the needs of your child and the children in your classroom. The activity should be process oriented (not product oriented). The activity should be something that would be interesting and engaging to children of the appropriate age group. The plan should reflect an understanding of your child’s developmental needs. Follow the Frostburg State University Department of Educational Professions lesson plan format.

**FAMILY RESOURCES**
Compile information on 3 local resources that you could use to assist the family of your assigned child. Provide contact information, as well as details about the specific services that would be of use to this family.

**PRESENTATION TO CLASS**
On the assigned day of your presentation, your group will present your case study and plans to the class. The individual who is role playing the classroom teacher will actually
teach a lesson plan to the class using the supports identified in the case study. Visual aids are encouraged!

Here is what students will turn in for this assignment (in a binder, in order):

1. A cover page that includes the names of the group members, EDUC, section number, the name of the assigned child, and the date due.
2. Please place each of the following items in a separate section of your binder:
   ✓ The reflection journal.
   ✓ IEP/IFSP including goals/objectives, description of your assigned child including present levels of performance, developmental delays, history, and family concerns/support/needs.
   ✓ Individual support plan
   ✓ Individualized Lesson Plan
   ✓ Family resources
   ✓ Reference List in APA format for all resources used

At the completion of this assignment, you will complete a reflection about your use of assistive technology on Taskstream.

Recommended Reading


10.1177/1096250609332306


Education of All Handicapped Children Act, Public Law 94-142 (1975).


Individuals with Disabilities Education Act of 1997, Public Law 105-17.

Individuals with Disabilities Education Improvement Act of 2004, Public Law 108-446, Regulation, 300.154.

Individuals with Disabilities Education Improvement Act of 2004, Public Law 108-446, Statute 612a12iv.


**Recommended Websites**

National Association for the Education of Young Children [www.naeyc.org](http://www.naeyc.org)

Council for Exceptional Children [www.cec.sped.org](http://www.cec.sped.org)

The Division for Early Childhood [www.dec-sped.org](http://www.dec-sped.org)

National Dissemination Center for Children with Disabilities [www.nichcy.org](http://www.nichcy.org)

Inclusion.com [www.inclusion.com](http://www.inclusion.com)

Office of Special Education Programs (OSEP) [www.ed.gov/about/offices/list/osep/index.html](http://www.ed.gov/about/offices/list/osep/index.html)

Maryland Learning Links [http://marylandlearninglinks.org/930](http://marylandlearninglinks.org/930)


RTII Resources [www.interventioncentral.org](http://www.interventioncentral.org)
## EDUC 376: Special and Multicultural Education Rubric for Observation

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>STANDARDS INTASC; NAEYC; CEC</th>
<th>8 TARGET</th>
<th>5 ACCEPTABLE</th>
<th>1 UNACCEPTABLE</th>
<th>Element Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Observation:</td>
<td>INTASC 1 NAEYC 1 a, b 3 a, b 4 a, b, c 6 a, b, c, d</td>
<td>Provides detailed documentation that an observation was conducted for a minimum of 30 minutes including teacher signature and observation notes; includes a rationale, detailed description of the setting, characteristics of the children observed, supportive interactions, and teaching strategies.</td>
<td>Provides documentation that an observation was conducted including teacher signature; includes a description of the setting, participants, rationale, and observational data.</td>
<td>Form is incomplete; does not report information on participants, setting, rationale; gaps in the observation are evident.</td>
<td>/8</td>
</tr>
<tr>
<td>Focused Observation</td>
<td>INTASC 8 NAEYC 3 a, b, c</td>
<td>Provides thorough focused observation of an atypical child including cognitive and social/emotional characteristics. Summarizes observation data without bias or interpretation.</td>
<td>Provides focused observation of an atypical child including cognitive and social/emotional characteristics. Summarizes observation data; some evidence of bias or interpretation is evident.</td>
<td>Brief focused observation provided with few cognitive or social/emotional characteristics. Summary is not based on observation data; heavily biased; or includes extensive interpretation.</td>
<td>/8</td>
</tr>
<tr>
<td>Conclusion</td>
<td>INTASC 8 NAEYC 1a, b, 3 a, b, 4 a, b, c, 6 a, b, c, d</td>
<td>Reflection on professional growth is detailed and includes several examples of how knowledge of child development, observations, and developmentally appropriate approaches were enhanced through this experience.</td>
<td>Reflection on professional growth is provided with one to two examples of how knowledge was enhanced through this experience.</td>
<td>Reflection is missing or does not include evidence of growth as a professional early childhood educator.</td>
<td>/8</td>
</tr>
<tr>
<td>Preparation of Assignment</td>
<td>NAEYC 6b</td>
<td>All required components are submitted; length of paper is 3-4 pages; to a large extent, proper spelling, grammar, usage, and mechanics are used.</td>
<td>Required components are submitted; length of paper is either more or less than 2-3 pages; some errors in spelling, grammar, usage, and mechanics are evident.</td>
<td>Components are missing; length of paper is significantly less than 2 pages or excessively long; several errors in spelling, grammar, usage, and mechanics are evident.</td>
<td>/6</td>
</tr>
</tbody>
</table>

**Additional Comments:**

**Total Score:**
**EDUC 376: Special and Multicultural Education**

**Rubric**

**Interview**

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>STANDARDS</th>
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<tbody>
<tr>
<td>Interview Form Protocol</td>
<td>NAEYC 6 a, b, c</td>
<td>Provides detailed responses to questions and shows that interview was thoroughly conducted.</td>
<td>Responses to questions are provided to document teacher/parent interview.</td>
<td>Responses to questions are unclear or missing.</td>
<td>/5</td>
</tr>
<tr>
<td>Analysis</td>
<td>NAEYC 1 a, b, c, d, e</td>
<td>Provides a thorough analysis of the experiences of early childhood special education professionals/families including teaching, knowledge of background, child development, assessment, relationships, and training.</td>
<td>Describes some elements of the experiences of early childhood special education professionals. Some perspectives of families of children with special needs were included.</td>
<td>Does not clearly describe the experiences of early childhood special education professionals or the perspectives of families of children with special needs.</td>
<td>/10</td>
</tr>
<tr>
<td>Reflection on Professional Growth</td>
<td>INTASC 9</td>
<td>Reflection on professional growth is detailed and includes several examples of how knowledge of child development, observations, and developmentally appropriate approaches were enhanced through this experience.</td>
<td>Reflection on professional growth is provided.</td>
<td>Reflection is either missing or lacking in detail.</td>
<td>/10</td>
</tr>
<tr>
<td>Paper: Professional Preparation</td>
<td>NAEYC 6 a, b, c, d, e</td>
<td>All required components are submitted; length is approximately 2 pages; proper spelling, grammar, usage, and mechanics are used.</td>
<td>Required components are submitted; length of paper is either more or less than 2 pages some errors in spelling, grammar, usage, and mechanics are evident.</td>
<td>Components are missing; length of paper is significantly less than 2 pages or excessively long several errors in spelling, grammar, usage, and mechanics are evident.</td>
<td>/5</td>
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<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>STANDARDS INTASC; NAEYC; CEC</th>
<th>10 TARGET</th>
<th>7 ACCEPTABLE</th>
<th>3 UNACCEPTABLE</th>
<th>Element Score</th>
</tr>
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<tr>
<td>IEP/IFSP</td>
<td>INTASC 1, 2 NAEYC 1 a, b, c 2 a, b, c 3 a, b, c, d 4 a, b, c, d 5c</td>
<td>IEP/IFSP clearly describes the present levels of performance of the child, includes the family’s perspectives and needs, addresses the specific needs of the child, and includes attainable goals with appropriate supports to promote positive growth and development.</td>
<td>IEP/IFSP describes the present levels of performance of the child, includes some of the family’s perspectives and needs, addresses the specific needs of the child, and includes attainable goals with appropriate supports to promote positive growth and development.</td>
<td>IEP/IFSP does not clearly describe the present levels of performance of the child, does not include the family’s perspectives and needs. The specific needs of the child are not addressed. The IEP/IFSP does not include attainable goals with appropriate supports to promote positive growth and development.</td>
<td>/10</td>
</tr>
<tr>
<td>Goals and Learning Objectives</td>
<td>INTASC 1, 2 NAEYC 1 a, b, c 2 a, b, c 3 a, b, c, d 4 a, b, c, d 5c</td>
<td>The IEP includes at least 5 realistic goals with two specific learning objectives for each goal. All activities in the IEP and the lesson plan relate to the learning objectives and are intended to address the specific IEP goals for this child.</td>
<td>The IEP includes at least 3 realistic goals with two specific learning objectives for each goal. Activities in the IEP and the lesson plan relate to the learning objectives and are intended to address the IEP goals for this child.</td>
<td>The IEP includes 1 realistic goal with two specific learning objectives for the goal. Activities in the IEP and the lesson plan do not relate to the learning objectives and do not address the specific IEP goals for this child.</td>
<td>/10</td>
</tr>
<tr>
<td>Developmentally Appropriate and Effective Activities</td>
<td>INTASC 4, 6, 7 NAEYC 4 a, b, c, d CEC 4, 5</td>
<td>All activities are developmentally appropriate, effective, and creative.</td>
<td>Some activities are developmentally appropriate, effective, and creative.</td>
<td>Many activities are not developmentally appropriate, or do not allow children to engage in play.</td>
<td>/5</td>
</tr>
<tr>
<td>Collaboration</td>
<td>NAEYC 2 a, b, c 3d 4a 5c 6 c, d</td>
<td>A high level of collaboration is evident throughout the case study as evidenced in the journal and lesson plan. Documentation includes evidence of a high level of reciprocal and respectful relationships between parents, teachers, and interventionists.</td>
<td>Some collaboration is evident throughout the case study as evidenced in the journal and lesson plan. Documentation includes evidence of reciprocal and respectful relationships between parents, teachers, and interventionists. Some input from all stakeholders is found.</td>
<td>Collaboration is not evident throughout the case study as evidenced in the journal and lesson plan. Documentation does not include evidence of reciprocal and respectful relationships between parents, teachers, and interventionists. Input from all stakeholders is not evident.</td>
<td>/5</td>
</tr>
<tr>
<td>Assessment</td>
<td>INTASC 8 NAEYC 3 a, b, c CEC 8</td>
<td>At least two different assessment techniques are used throughout the lesson plan.</td>
<td>One assessment technique is used throughout the lesson plan.</td>
<td>An assessment technique is not used in the lesson plan.</td>
<td>/5</td>
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<tr>
<td>Assistive Technology Reflection</td>
<td>MTTS VI</td>
<td>A high level of critical analysis is evident in the reflection. The reflection thoroughly addresses the resources used and the decision making process followed to select the most effective assistive technology to support the case study child.</td>
<td>Some evidence of critical analysis is evident in the reflection. The reflection addresses the decision making process followed and the resources used to select assistive technology.</td>
<td>No evidence of critical analysis is evident in the reflection. The resources and the decision making process used to select assistive technology are missing.</td>
<td>/5</td>
</tr>
<tr>
<td>Reference List</td>
<td>NA (($A$) letter grade) 6 a, b, c, d e</td>
<td>All resources are listed on the reference list, in alphabetical order, and follow APA Style (6th edition).</td>
<td>Resources are listed on the reference list; some errors in preparation according to APA Style (6th edition).</td>
<td>Resources are missing and/or APA style (6th edition) is not followed.</td>
<td>/5</td>
</tr>
<tr>
<td>Professional Preparation</td>
<td>NAEYC 6 a, b, c, d, e</td>
<td>Includes all of the components as provided in the guidelines including table of contents; no errors in spelling, mechanics, grammar, or usage.</td>
<td>A component of the project, as presented in the guidelines, is missing; some errors in spelling, mechanics, grammar, or usage.</td>
<td>Two or more components are missing; several errors in spelling, mechanics, grammar, usage.</td>
<td>/5</td>
</tr>
</tbody>
</table>

**Additional Comments:**

**Total Score:**

<table>
<thead>
<tr>
<th>10: Target</th>
<th>7: Acceptable</th>
<th>3: Unacceptable</th>
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<tbody>
<tr>
<td>(“$A$” letter grade)</td>
<td>(“$B$” letter grade)</td>
<td>(“$C$” letter grade)</td>
</tr>
<tr>
<td>Assignment exceeds the competencies outlined in the course objectives that it assesses.</td>
<td>Assignment meets basic competencies outlined in the course objectives that it assesses.</td>
<td>Assignment fails to meet basic competences out-lined in the course objective(s) and falls significantly below the performance of the class.</td>
</tr>
</tbody>
</table>