College of Education Mission Statement
The mission of the College of Education at San Jose State University is to prepare educators who have the knowledge, skills, dispositions and ethics that ensure equity and excellence for all students in a culturally diverse, technologically complex, global community.

Department of Special Education Mission
The Department of Special Education prepares professionals to be effective educators, leaders in the field, and lifelong learners. We accomplish this goal in collaboration with other departments and community partners. Together we promote equity and excellence in our curricula by infusing evidence-based practices endorsed by national organizations in the field of Special Education.

Course Description
The purpose of this course is to familiarize students who are preparing to be educational specialists or service providers for young children with disabilities and their families with information relating to the following: typical and atypical development of young children, disabilities, developmental risk factors including low incidence, the rights and role of the family, and service delivery models.

Knowledge Base
During the past thirty years, a remarkable number of accomplishments have occurred in the area of Early Childhood Special Education (ECSE). What was once a collection of nonintegrated activities and therapeutic approaches, is now a field of coherent, highly visible, and well-established programs providing services and supports for young children with disabilities and/or risks and their families. Currently, specific evidence best practices and values are beginning to achieve consensus in this field. First, society is now accepting the responsibility of providing Early Childhood Special Education services to young children and their families. Second, the early years of a child’s life are being recognized as a unique opportunity for influencing a child's development and supporting the family. Thirdly, ECSE services must center on the needs of the family, be based in the local community, and be provided by well-coordinated multiple disciplines.
CCTC Standards
Program Standard 2: Professional, Legal and Ethical Practices
Each program must provide instruction in the philosophy, history and legal requirements, and ethical practices of special education. This curriculum includes state and federal mandates, legal requirements for assessment, Individualized Family Service Program (IFSP), Individualized Education Program (IEP) development and monitoring, services, and instruction of students with disabilities. The program provides candidates information on laws and regulations as they pertain to promoting teacher behavior that is positive and self-regulatory as well as promoting safe educational environments. The program provides opportunities for demonstration of ethical standards, of teaching, of evidence based educational practices in relation to theories, research and regulations necessary to the provision of services to individuals with disabilities and their families.

Program Standard 15: Field Experience in a Broad Range of Service Delivery Options
The program will ensure that candidates have planned experiences and/or interactions with the full range of the service delivery system, the providers of such services, and parents and families, including experiences in general education. The experiences must reflect the full diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the specific credential authorization. The experiences are planned from the beginning of the program to include experiences in general education, experiences with parents and families, and experiences with a broad range of service delivery options leading to an extended culminating placement in which the candidate works toward assuming full responsibility for the provision of services in the specific credential authorization and is of sufficient duration for the candidate to demonstrate the teacher performance expectations for special educators. The culminating placement may be in any school, agency or program as defined in Education Code Sections 56031, 56360, and 56361 for the purpose of providing special education services.

ECSE Standard 1: Theoretical, Philosophical, and Empirical Foundations
The program provides the candidate with an opportunity to demonstrate knowledge of the historical and contemporary theoretical, philosophical, legal, and empirical influences underlying evidence based practices in the field of Early Intervention and Early Childhood Special Education and use this knowledge to shape his or her practice with infants, toddlers, preschoolers, families, administrators, community organizations and agencies.

ECSEAA Standard 1: Characteristics of Infants, Toddlers, and Preschoolers with IFSP and IEP’s
Each candidate demonstrates comprehensive knowledge of the developmental and learning characteristics, and evidence-based practices associated with young children (birth-pre K) with developmental delays, specific learning disabilities, mild/moderate intellectual disabilities, traumatic brain injury, other health impairment, autism spectrum disorders, moderate/severe mental
retardation, emotional disturbance and low incidence and multiple disabilities. Each candidate demonstrates skill required to ensure that the intervention and/or instructional environments are appropriate to the child’s chronological, developmental differences and disability specific needs.

**ECSE Standard 2: Typical and Atypical Child Development**

The program provides opportunities for each candidate to demonstrate comprehensive knowledge of typical early childhood development from prenatal through pre-kindergarten including knowledge of early childhood developmental stages and their implications for learning. Each candidate demonstrates comprehensive knowledge of atypical development associated with various disabilities and risk conditions (e.g. visual impairment, autism spectrum disorders, cerebral palsy), resilience and protective factors (e.g. attachment, temperament), and their implications for learning. Each candidate demonstrates skill required to provide information to family members regarding typical developmental expectations as well as the impact of the disability on developmental progress.

**ECSE Standard 3 and ECSEAA Standard 2: Role of Family in ECSE**

The program provides opportunities for each candidate to demonstrate knowledge of family systems (within the context of ethnicity, culture, life experiences, and language diversity) and the central role of families in facilitating healthy growth and development. Each candidate demonstrates skill required to engage families as collaborative partners, and applies relationship based, family-centered approaches in all components of early intervention and education for infants and young children with disabilities. Each candidate demonstrates understanding of the impact of the child’s disability on the family and is trained in the skills to sensitively elicit family’s concerns, priorities, and resources in relation to their child. Each candidate demonstrates skill required to implement routines-based interventions and assist families with embedding educational activities into family daily life.

**ECSE Standard 9: Low Incidence Disabilities in ECSE Programs**

The program provides the opportunity for each candidate to demonstrate skill required to identify developmental and learning characteristics associated with low incidence disabilities (e.g. visual impairment, hearing loss, motor disabilities, deaf-blindness). Each candidate has the knowledge of the impact of a specific low incidence disability on a child’s social, emotional, communication, and other areas of development, the family, and the interaction between the young child and members of the family, and peers. Each candidate has knowledge of specific educational, developmental, and health issues and community resources related to a particular low incidence disability and assists families in accessing local, state, and national resources for children with a specific low incidence disability. Each candidate consults and collaborates with appropriate specialists in implementing culturally, linguistically, and developmentally appropriate intervention plans for infants, toddlers, and preschoolers with low incidence disabilities and their families.
ECSEAA Standard 4: Experience in ECSE Programs

The program provides an opportunity for each candidate to document observations in a variety of settings from birth to pre-kindergarten. Additionally, each candidate has field experiences in early childhood settings with family’s young children who have a range of abilities and needs including in home experiences with families of infants and toddlers with IFSPs and inclusive, developmentally appropriate center based preschool/pre-kindergarten settings that include children with IEPs. Each candidate demonstrates skill in working with young children individually and in small and whole group settings.

Required Text(s)


Required Articles (as assigned)

Dropping and Adding
Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic calendar web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Assignments and Grading Policies

- Students are expected to complete all required assigned readings and assignments prior to class and be prepared to discuss them during class.
- Late assignments will automatically lose ½ point for each late day 24/7. All assignments are due on the dates indicated in the syllabus. Please talk to the instructor before the due date if you anticipate problems completing the assignment on time.
- Class participation is expected and will be reflected in your grade.

1. Program Observation – Details in Appendix
Each student will either observe an Early Start Program (birth-3 years) or an Early Childhood Special Education Preschool Program (3-5 years) that serves children with special needs. In addition each student will observe a general education early childhood setting. Each student will present a written and brief verbal description of their observation to the class. (PS 15; ECSE 1, 2, 3,9; ECSEAA 4)
2. Class Participation: Full participation is expected during class and/or during online weeks.

Students will attend an orientation at Parents Helping Parents. This is a family resource center located at 1400 Parkmoor Suite 100, San Jose 95126. Check the website under the link Programs then scroll down to PHP Tours for times and dates and attend one of them. You must register for one of the dates. For directions go to www.php.com or call 408-727-5775. (PS 2; ECSE 1, 3; ECSEAA).

4. Team Work: Disability/Risk Presentation.
Each group will choose a disability from the list of 6 provided and will prepare a 45 minute class presentation using powerpoint. The group will also provide each class member and instructor a PPT slide handout (6 slides/page). See attached description for format of assignment and conditions/disabilities to choose from. The group formation and due dates will be determined during the first class meeting. Each group presentation will be evaluated by the course instructor. Each participant in the group must present verbally using person first language and write a section of the presentation. (ECSE 2; ECSEAA 1).

Students will read The spirit catches you and you fall down: A Hmong child, her American doctors and the collision of two cultures and write a 2-3 page report. The paper will discuss various aspects of family system theory that are presented in this book in relation to the main characters of book. Refer to assignment appendix for more information on this assignment. (ECSE 2, 3; ECSEAA 2).

6. Project Connect Assignment – Module 4 – Family-Professional - Inclusion
See appendix for details (ECSE 2; ECSEAA 1). Submit hard copy in class or digital copy to Canvas by due date.

7. Tests (N=2) – Two tests will be given throughout the semester. See dates on schedule- Content to be announced by instructor. (PS 2; ECSE 1, 2; ECSEAA 1)

8. Canvas Readings and Reflections
Students will read assigned readings posted on Canvas and reflect on what they’ve learned by answering a few questions posed by the instructor. (ECSEAA 1)
Grading Process

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>10</td>
<td>5%</td>
</tr>
<tr>
<td>Canvas Readings &amp; Reflections</td>
<td>20</td>
<td>10%</td>
</tr>
<tr>
<td>Book Report</td>
<td>30</td>
<td>15%</td>
</tr>
<tr>
<td>Project Connect Module 6 Activities/ 5pts. each</td>
<td>30</td>
<td>15%</td>
</tr>
<tr>
<td>Disability/Risk Presentation</td>
<td>30</td>
<td>15%</td>
</tr>
<tr>
<td>PHP Orientation &amp; Paper</td>
<td>20</td>
<td>10%</td>
</tr>
<tr>
<td>Tests (Midterm &amp; Final)</td>
<td>30</td>
<td>15%</td>
</tr>
<tr>
<td>Program Observation</td>
<td>30</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>200</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Point Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>186-200</td>
<td>93%</td>
</tr>
<tr>
<td>A-</td>
<td>180-185</td>
<td>90%</td>
</tr>
<tr>
<td>B+</td>
<td>174-179</td>
<td>87%</td>
</tr>
<tr>
<td>B</td>
<td>166-173</td>
<td>83%</td>
</tr>
<tr>
<td>B-</td>
<td>160-165</td>
<td>80%</td>
</tr>
<tr>
<td>C+</td>
<td>154-159</td>
<td>77%</td>
</tr>
<tr>
<td>C</td>
<td>146-153</td>
<td>73%</td>
</tr>
<tr>
<td>C-</td>
<td>140-145</td>
<td>70%</td>
</tr>
<tr>
<td>D</td>
<td>120-139</td>
<td>60%</td>
</tr>
<tr>
<td>F</td>
<td>119 or below</td>
<td></td>
</tr>
</tbody>
</table>

University Policies

Academic Integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University's Academic Integrity policy, located at http://www.sjsu.edu/senate/S07-2.htm, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development.

The Student Conduct and Ethical Development website is available at http://www.sa.sjsu.edu/judicial_affairs/index.html. Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include
your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy S07-2 requires approval of instructors.

**Campus Policy in Compliance with the American Disabilities Act**
If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Disability Resource Center (DRC) at http://www.drc.sjsu.edu/ to establish a record of their disability.

**Plagiarism and Recycled Papers**
San Jose State University policy forbids students to submit assignments in two different courses, except by permission of the instructor, and to plagiarize previously written material. If an instructor utilizes a plagiarism detection system (i.e., Turnit.in.com), it is written in the green sheet.

**Recommended Journals**
Exceptional Children, Infants and Young Children, Teaching Exceptional Young Children, Journal of Early Intervention (Division for Early Childhood), Journal of Visual Impairment and Blindness, Zero to Three.

**Recommended Websites**
http://www.cec.sped.org The Council of Exceptional Children


http://www.ida.org – Infant Development Association for California
## Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Readings/Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/29/17</td>
<td>Course introduction Requirements Team formation</td>
<td>N/A</td>
</tr>
<tr>
<td>2</td>
<td>9/5/17</td>
<td>Foundations of ECSE Eligibility Referral</td>
<td>Ch. 1</td>
</tr>
<tr>
<td>3</td>
<td>9/12/17</td>
<td>Typical &amp; atypical dev.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>9/19/17</td>
<td><strong>Online Week- Online Project CONNECT module</strong></td>
<td>Ch. 3 &amp; 11 <strong>Online Module Due</strong></td>
</tr>
<tr>
<td>5</td>
<td>9/26/17</td>
<td>Family- based services Gross motor dev., including cultural influences</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>10/3/17</td>
<td>Fine motor dev., including cultural influences Group work</td>
<td>Ch. 5</td>
</tr>
<tr>
<td>7</td>
<td>10/10/17</td>
<td>Self-care dev., including cultural influences Midterm review</td>
<td>Ch. 6 <strong>Book Report Due</strong></td>
</tr>
<tr>
<td>8</td>
<td>10/17/17</td>
<td><strong>Midterm Exam</strong> Group work</td>
<td>N/A</td>
</tr>
<tr>
<td>9</td>
<td>10/24/17</td>
<td>Cognitive dev., including cultural influences</td>
<td>Ch. 7</td>
</tr>
<tr>
<td>10</td>
<td>10/31/17</td>
<td><strong>Online Week- Canvas Readings and Reflections</strong></td>
<td><strong>Canvas Readings &amp; Reflections Due</strong></td>
</tr>
<tr>
<td>11</td>
<td>11/7/17</td>
<td>Communication Development, including cultural influences Working with challenging behaviors</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>11/14/17</td>
<td>Social Emotional Development, including cultural influences Group 1 Presents (Down Syndrome) Group 2 Presents (Autism)</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>11/21/17</td>
<td><strong>Online Week- Canvas Readings and Reflections</strong></td>
<td><strong>Canvas Readings &amp; Reflections Due</strong></td>
</tr>
<tr>
<td>14</td>
<td>11/28/17</td>
<td>Assessment of young children Group 3 Presents (Prematurity and Low Birth Weight) Group 4 Presents (Cerebral Palsy)</td>
<td>N/A</td>
</tr>
<tr>
<td>15</td>
<td>12/5/17</td>
<td>Sensory Processing Group 5 Presents (Seizure Disorders) Group 6 Presents (Fragile X Syndrome)</td>
<td>N/A</td>
</tr>
<tr>
<td>16</td>
<td>12/12/17</td>
<td>Final exam review Oral reports for program observations Due: Program Observation &amp; Oral/Written report</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>12/19/17</td>
<td><strong>Final Exam</strong></td>
<td>Due: PHP Assignment</td>
</tr>
</tbody>
</table>

*Note: Syllabus subject to change. All Changes will be noted in class and on Canvas.*
Appendix - Assignment Descriptions

Program Observation
Visitation of EC Special Education program
Make arrangements to visit 1 program serving young children with disabilities age 0-5 years of age as well as 1 visit to a general education early childhood setting.

You can visit:

- One Infant/Toddler program which serves children ages 0-3 with special needs or children at-risk for special needs (not one with only typically developing children)

  OR

- One Preschool Setting which serves children 3-5 with special needs e.g., special education preschools, Headstart, regular inclusive preschool classroom with both typical and atypical children (not one with only typically developing children)

  AND

- One General Education Setting which serves children who are typically developing ages 0-5 e.g., daycare, private preschool, etc.

Each observation should be for approximately 1-2 hours and should occur during instructional periods, not rest period. Check with the professor if you are not sure about the program you have chosen or need help identifying one.

If you wish to observe in a school where you are not known you must contact the principal/director to get permission. If you are known in the school, you may wish to contact the teacher directly and then let the principal/director know of your plans. In either event, it is important that the principal/director know when and where you will be observing. Classroom visitations take several weeks to arrange. Setting up a visit time several weeks in advance is recommended as late papers will cost you grade points. DO NOT VISIT ANY PROGRAMS/CLASSES WITHOUT AN APPOINTMENT

After your visit write a brief report of 4-5 pages about the program, typed double space describing your observations and visit for the program as outlined in Parts I – 3. You will be expected to briefly discuss your visitation on 12/12/17.

Written report contents. Please use this format in your write-up.
Part 1: Classroom Observation (approximately 1-2 hour visit)
- Name of school and teacher observed.
- Description of pupils – age, sex, types of disabilities observed
- BRIEF description of the physical environment – describe the classroom set-up, types of materials and equipment, accessibility of materials, etc.
- BRIEF description of the social environment – daily schedule, ratio of adults to children, sequence of activities, transitions, etc.
- Description of the instructional practices – preparation of activities and materials, appropriateness of language and behavior models, responsiveness of teachers, teacher aide and other professionals, reinforcement of appropriate or desired behaviors, etc.
- Description of Family-based Involvement in the program e.g., family members working with child, parent groups, etc.

**Part 2: Child Observation (approximately 1/2 hour in program)**
Select and observe one specific child with a disability or at risk.
- How does the child’s disability or manifest itself e.g., characteristics & behaviors? OR if typical describe nature of child and any learning style.
- How does this affect performance and interactions with adults and/or peers? Observe play.
- What kind of help and supervision does this child need from adults?
- Is this child successful in getting needs met?
- How does this child communicate their needs to adults and other children, and how do they respond?

**Part 3: Comparison of programs – Special Education with General Education Preschool or Daycare Programs**
- Compare the physical set-up of the classrooms and describe differences and similarities.
- Describe how the skill levels of the children are different from one program to the next.
- Describe any teaching strategies that are similar and different amongst the programs. (Pay careful attention to the classrooms with a special education focus and how they elicit responses from children).

**Parents Helping Parents (PHP) Agency Orientation/ Paper**
All students must participate in an orientation/tour at Parents Helping Parents. You must register for your tour date/time online. This is a family resource center and is located at 1400 Parkmoor Suite 100, San Jose 95126. Parking in the front is limited, but there is ample parking in the back. PHP can also be easily reached by light rail. For directions go to [www.php.com](http://www.php.com) or 408-727-5775.

- Register and attend a Tour at PHP.
- In addition to the tour view the PHP website and describe it in the write-up.
- Write a 2-3 page paper describing the orientation and PHP as an organization including website information and your opinion of this family resource center.
Team Disability/Risk Presentation
Each member of the team will be responsible for a portion of the class presentation. Please clearly identify and assign a member who is responsible for each section.

1. Introduction
   - Describe or define the disability.
   - Describe how the disability occurs or is caused.
   - Define the incidence rate of occurrence.
   - Describe how the disability is detected /diagnosed.
   - Describe how the disability be prevented, if so.

Please use your own words in describing the condition for your presentation. Try not to read directly from your paper.

2. Impact on Development
   - Describe how this disability commonly effects the growth and development (cognition, language, motor, social and interpersonal interactions, etc.) of the child in the early years.
   - Describe any other problems commonly associated with this disability (such as medical, behavioral, etc.)

3. Intervention possibilities
   - What types of services are generally recommended to assist the family and child in order to maximize their growth and development? Please describe the services and why it would generally be recommended.
   - Using the personal expertise in your group briefly describe what assistance your team would recommend for this child and family
   - Describe what other professionals or agencies could possibly be of assistance to the child and family.

List of Disabilities, Conditions to choose from
Group 1. Down Syndrome
Group 2. Autism Spectrum Disorder
Group 3. Prematurity and Low Birth Weight
Group 4. Cerebral palsy
Group 5. Seizure Disorder
Group 6. Fragile X Syndrome

Book Report/Family Systems Theory Reflection
Write and submit a 2-3 page paper on the following aspects of this book:
1. Briefly describe the Lee Family and outline the main conflicts stemming from their beliefs and values that arose between them and the various service providers on Lia’s team.
2. Briefly describe how similar conflicts may arise in the context of early childhood settings.
3. Reflect upon the role of an interventionist in supporting a family and discuss the importance of taking a family systems approach as a means of early intervention.
Project Connect – Module 4
Directions: Update your Quick Time for videos and Adobe software for activity handouts in pdf (you can actually type on these pdf files if you have adobe expert). You can use the navigation bar on the left or the hit the Link on Bottom Right to Move through pages in the 5 learning cycles.

Steps

Go to URL: [http://community.fpg.unc.edu/](http://community.fpg.unc.edu/) (put in your favorites)
Click on 5 step learning cycle – Watch video for Introduction
Click on “Go To Modules” button

Scroll to Module 4 – Family and Professional Partnership
Click on Begin Module and read through
Click on Learning cycle at bottom right link

Click on Step 1: Dilemma, Watch Videos 4.1, 4.2
  a. Complete Activity 4.1a on pdf handout

Click on Step 2: Read page and “View Answerable Question” at bottom

Click on Step 3: Evidence – Read over 4 sections
  a. Click on Link bottom right corner “Definitions”:
  b. Watch 4.3 Video – Dr. Turnbull
  c. Click on Link bottom right corner “examples..practices”:
  d. Complete Activity 4.3a on pdf handout, then
  e. Click on bottom right corner ‘Developing an initial…”
  f. Watch videos 4.4, 4.5,
  g. Click on “middle ground…”
  h. Watch video 4.6,
  i. Click on “challenging issues..”
  j. Watch video 4.7

Click on B: Research
  a. Watch Video 4.1 – Dr. Harry
  b. Read Handout – Research Summary 4.4
  c. Complete Activity 4.8a

Click on C: Policy
  a. Click on Bottom rt corner “policies..”
  b. Read Handout 4.5 –Headstart and IDEA Laws w/Part C and B
  c. Click on “professional guidelines..”
  d. Complete Activity 4.9a using Handout 4.5 for reference

Click on D: Experience based Knowledge
  a. Click on bottom right corner “Read about families..”
  b. Read about the families and Watch 5 Videos: 4.2, 4.3, 4.4, 4.5, 4.6
  c. Complete Activity 4.10a

Click on Step 4: Decision
  a. Click on bottom right corner “consider perspectives …”
  b. Watch 4.7, 4.8 videos and Complete Activity 4.11a while watching
  c. Read Sections B and C

Click on Step 5: Evaluation
  a. Read information in Step 5 A-C
b. Peruse Handouts 4.6, 4.7, 4.8, Make copies for your own professional use if you like.

**Click on Summary and Wrap Up – Read Steps 1-5**

**Last: Turn in 6 Activity Sheets 4.1a, 4.3a, 4.8a, 4.9a, 4.10a, 4.11a**

---

**Observation of EC Special Education Program - Grading Rubric**

**Student Name ______________________ Total Pts. ____/35**

**Part 1 – Classroom Observation - 15 Pts.**

<table>
<thead>
<tr>
<th>Content/Points</th>
<th>3 Exemplary</th>
<th>2 Proficient</th>
<th>1 Developing</th>
<th>0 Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Report</td>
<td><strong>Description of School and Children in each program; Clear and Organized</strong></td>
<td><strong>Description of program; Somewhat Clear</strong></td>
<td><strong>Description Not Clear and Unorganized</strong></td>
<td><strong>Missing no descriptions</strong></td>
</tr>
<tr>
<td>Description of Physical Environment; Clear and well-organized</td>
<td><strong>Description Somewhat Clear</strong></td>
<td><strong>Description Not Clear and Unorganized</strong></td>
<td><strong>Missing no description</strong></td>
<td></td>
</tr>
<tr>
<td>Description of Social Environment; Clear and well-organized</td>
<td><strong>Description Somewhat Clear</strong></td>
<td><strong>Description Not Clear and Unorganized</strong></td>
<td><strong>Missing, no description</strong></td>
<td></td>
</tr>
<tr>
<td>Description of Instructional Strategies; Clear and well-organized</td>
<td><strong>Description Somewhat Clear</strong></td>
<td><strong>Description Not Clear and Unorganized</strong></td>
<td><strong>Missing, no description</strong></td>
<td></td>
</tr>
<tr>
<td>Description of Parental Involvement; Clear and well-organized</td>
<td><strong>Description Somewhat Clear</strong></td>
<td><strong>Description Not Clear and Unorganized</strong></td>
<td><strong>Missing, no description</strong></td>
<td></td>
</tr>
</tbody>
</table>
### Part 2 – Child Observation – 12 Pts.

<table>
<thead>
<tr>
<th>Written Report</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description of child with disability/risk; Clear and well-organized</strong></td>
<td>Description; Somewhat Clear and organized</td>
<td>Description Not Clear and Unorganized</td>
<td>Description Missing</td>
<td></td>
</tr>
<tr>
<td><strong>Description of how child’s disability manifests itself in behavior(s); Clear and well-organized</strong></td>
<td>Description; Somewhat Clear and organized</td>
<td>Description Not Clear and Unorganized</td>
<td>Description Missing</td>
<td></td>
</tr>
<tr>
<td><strong>Description of how child communicates and interacts with adults and peer; Clear and Well-organized</strong></td>
<td>Description; Somewhat Clear and organized</td>
<td>Description Not Clear and Unorganized</td>
<td>Description Missing</td>
<td></td>
</tr>
<tr>
<td><strong>Description of type of help, assistance and supervision C. needs from adults; Clear and Well-organized</strong></td>
<td>Description; Somewhat Clear and organized</td>
<td>Description Not Clear and Unorganized</td>
<td>Description Missing</td>
<td></td>
</tr>
</tbody>
</table>

### Part 3: Comparison of Special Education Program with General Education Preschool or Daycare Program – 3 pts.

<table>
<thead>
<tr>
<th>Written Report</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Two Programs:</strong> Description physical set-up</td>
<td>Description Missing</td>
<td></td>
</tr>
<tr>
<td><strong>Two Programs:</strong> Description of general skill levels of the children</td>
<td>Description Missing</td>
<td></td>
</tr>
<tr>
<td><strong>Two Programs:</strong> Description teaching strategies.</td>
<td>Description Missing</td>
<td></td>
</tr>
</tbody>
</table>