SAN JOSE STATE UNIVERSITY
Connie L. Lurie College of Education
Department of Special Education

EDSE 221: Intervention for Young Children with Disabilities and Delays
Fall: 2017 – 3 Units

Instructor: Jenna Collen
Phone: 408-924-3673
Email: jenna.collen@sjsu.edu
Office: SH 221
Office Hours: Monday 3:30-4:00pm & by Appt.
Class Day/Time: Monday 4:00-6:45pm
Classroom: SH 411
Prerequisite: Department Consent

Connie L. Lurie College of Education Mission:
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.

Course Description:
Intervention strategies for young children with special needs and their families; theory and design of content; linkage between assessment, intervention, and evaluation; inclusion of motor, adaptive, cognitive, communication, and social skill development.

Knowledge Base:
This course addresses the content and processes of intervention designs for infants, toddlers and preschoolers with special needs and their families. The design of family-focused curricular content and the application of family intervention strategies are emphasized.

The major themes of this course include:
1. Partnerships with parents
2. Curriculum and instruction theory and development
3. Issues in contemporary early intervention strategies
4. Transdisciplinary and multicultural skills
5. Evaluation of programs, environments, and services that provide services to young children with disabilities and their families.
Program Standard 3: Educating Diverse Learners
The program provides instruction in understanding and acceptance of differences in culture, cultural heritage, ethnicity, language, age, religion, social economic status, gender identity/expression, sexual orientation, and abilities and disabilities of individuals served. In addition, the program provides knowledge and application of pedagogical theories, development of academic language and principles/practices for English language usage leading to comprehensive literacy in English. The program ensures each candidate is able to demonstrate knowledge, skills and abilities to become proficient in implementing evidence based and multifaceted methodologies and strategies necessary in teaching and engaging students with disabilities from diverse populations.

Program Standard 9: Preparation to Teach Reading/Language Arts
The preparation program provides substantive, research-based instruction that effectively prepares each candidate to teach reading/language arts. Candidates in Education Specialist credential programs will be prepared to deliver a comprehensive program of systematic instruction in reading, writing, listening, and speaking aligned to the state adopted Preschool and Infant Toddler Learning and Development Foundations. The program provides candidates with systematic, explicit instruction to meet the needs of the full range of learners including struggling readers, students with special needs, typologies of English language learners, speakers of non-standard English, students who have no communication/language system, and advanced learners who have varied reading levels and language backgrounds. The preparation program provides each candidate with experience in a classroom where reading is taught.

Program Standard 13: Curriculum and Instruction of Students with Disabilities
The program provides opportunity for candidates to demonstrate the ability to develop, implement, adapt, modify, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson plans, that provide students with disabilities with equitable access to the content and experiences found in the state-approved core curriculum. Candidates acquire and demonstrate strategies and best practices to develop differentiated lessons and instructional sequences that are appropriate for individuals with diverse strengths and needs in a variety of educational environments. Candidates must be able to apply these skills as they pertain to their specific area of specialization and credential authorizations across age and grade levels.

ECSE Standard 3 ECSEAA 2: Role of Family in Early Childhood Special Education
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 5: Individualized Family Service Plan, Individualized Education Program and Transition**

Each program offers an opportunity for the candidate to demonstrate knowledge of the Individualized Family Service Plan (IFSP), Individualized Education Program (IEP), and transition processes. Each candidate demonstrates skills in the development, implementation, and monitoring of progress of the IFSP/IEP with the family and other members of the team. Each candidate demonstrates skill required to implement processes and strategies that support transitions among settings for infants and young children. These settings include hospital to home, home to center based, early intervention to preschool classroom, and preschool to kindergarten. Each candidate demonstrates knowledge of Infant/Toddler Learning and Development Foundations, Preschool Learning Foundations and Kindergarten standards and uses this knowledge when implementing effective IFSPs, IEPs, and transition.

**ECSE Standard 6: Intervention and Instructional Strategies: Birth through Pre-Kindergarten**

Each program provides opportunities for candidates to demonstrate skill required to design and implement intervention and instructional strategies that address specific learning needs, are developmentally, culturally, and individually appropriate, and reflect family's concerns and priorities. Each candidate demonstrates knowledge of the role of social-emotional relationships as the foundation for early learning. Each candidate demonstrates skill required to utilize strengths-based, relationship-based approaches to early intervention, and to embed specific interventions within daily routines and natural environments (particularly in-home strategies) with the child’s family and peers. Each candidate demonstrates skill required to implement evidence-based practices embedded in activities to support language, cognition, social-emotional functioning, and emergent literacy for all learners, including English language learners.

**ECSEAA Standard 3: Assessment and Intervention/Instructional Strategies: Birth-Pre-Kindergarten**

Each candidate demonstrates skill in assessment that leads to appropriate interventions and reflects an understanding of the range of authentic, appropriate formal and informal assessment approaches and strategies, the impact of the cultural and linguistic differences, the influence of specific disabilities on development and learning and the role of the interdisciplinary team. Each candidate demonstrates skill required designing and implementing intervention and instructional strategies that address specific learning needs, are developmentally, culturally and individually appropriate and reflect family concerns and priorities. Each candidate demonstrates skill required to implement evidence-based practices embedded in activities to support language, cognition, social-emotional development and emergent literacy for all children including EL. Each candidate demonstrates skill required to utilize a broad repertoire of developmentally appropriate strategies within the daily routines, adaptations, assistive technologies, and other supports that minimize the effects of the child’s disability and maximize the child’s learning potential and family outcomes.
ECSE Standard 8: Collaboration and Teaming

The program provides each candidate opportunities to demonstrate the knowledge and skills required to consult and collaborate with other professionals, paraprofessionals, families, caregivers, and community agency personnel (e.g., child development specialists) in a range of settings to meet the individualized needs of infants and young children who have or are at risk for developmental delays and disabilities. Each candidate demonstrates knowledge of interagency collaboration and service coordination, including interagency agreements, referral, and consultation. Each candidate demonstrates skill required participating as a team member, to identify and enhance team roles, communicate, and problem solve, including recognizing the scope of practice parameters of ECSE and roles and expertise of other professionals and disciplines. Each candidate demonstrates skill required to consult, collaborate and/or co-teach with colleagues in general education (e.g., Head Start, typical preschool environments).

DHH Standard 7: Early Childhood Intervention and Education

Each candidate demonstrates knowledge, skills, and attitudes necessary for collaborating effectively on a multi-disciplinary educational team to provide assessments, planning, and implementation strategies for an appropriate intervention and education program for children birth to age 5 who are deaf or hard-of-hearing, including those who are deaf-blind and/or those with additional disabilities, and their families, with particular focus on the development of language, cognitive, and social skills.

Required Texts and Handbooks

5. Children’s Book Of Your Choosing– Dialogic reading assignment

Required Articles: On Canvas


**Recommended Texts:**


**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](http://info.sjsu.edu/static/catalog/policies.html) section at:

- [http://info.sjsu.edu/static/catalog/policies.html](http://info.sjsu.edu/static/catalog/policies.html).

Add/drop deadlines can be found on the [current academic calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located at:

- [http://www.sjsu.edu/academic_programs/calendars/academic_calendar/](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/).

The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at:


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**

All students are expected to complete all required readings and assignments prior to class and be prepared to discuss them during class. **Bring assigned readings/books to each class.**

**Curriculum Project: (PS 3,13; ECSE S 5, 6, 8; ECSEAA 3, DHH 7)**

Each student will develop a set of theme based lessons using a Routine (also called Activity/Embedded) based Approach to children in preschool ages 3-5 and design a curriculum project for 12 children in an inclusive preschool.

Eight children are typical and four have disabilities as follows:

1. BC - One child is Euro-American, has autism and is nonverbal
2. NY - One child is Hispanic, EL and is visually impaired with some residual vision
3. LA - One child is African-American and has Down syndrome
4. SF - One child is Asian-American, is non-ambulatory in a wheelchair.

Do the write-up according to the outline below. Write up should include the following:

**Lesson Planning**

1. Identify a specific theme e.g., farm, and develop a monthly plan (4 weeks w/subtheme each week e.g. animals, crops, etc.). Add a list of songs and books you will use for these themes
2. Develop one daily plan/schedule with general skills taught during each activity.
3. For one day, develop 5 lesson plans for each of the following 5 time periods: free play, circle, snack, any type of center time with a math or science lesson, literacy time, etc. The plan should contain the following:
   a. Theme content for that day
   b. At the end of each lesson plan describe specific accommodations/ teaching strategies/ materials etc. for each of the four children according to their specific disabilities/needs.
   c. Include the Preschool Foundation (s) and subtopic and its number on the top of each plan

   *Ex. Language and Literacy: Listening & Speaking 1.0 Language Use and Convention: 1.2 Speak clearly enough to be understood by familiar people*

4. Develop 1 individual matrix/child for each of the 4 children described above with disabilities according to an activity/routine based approach. For ex., put the child goals/skills on one axis and the daily activities along the other. Total of 4 matrixes.
5. Evaluation/documentation of children’s learning. What specific tool, checklist or matrix technique will you use to evaluate the skills you designed for each of the 4 children. In other words, how do you know each child mastered their specific goals/skills?
Module 1 – Embedded Interventions & Module 6 – Dialogic Reading. Follow step by step directions for both modules in Appendix. Also be prepared to read a child’s book in class to the class as an assignment using Dialogic Reading. Prepare by completing module 6.

Family Interview (PS 3; ECSE S 3,8; ECSEAA S 2)

Each student is required to complete a family interview of a family with a young child ages birth – 5 years with a disability and currently served on an IEP or IFSP. The family must be one that has a different cultural and/or ethnic background from yourself and/or whose native language is not English. The purpose of your interview is to obtain some basic information about the following:

1. Daily and weekend family routines
2. Family priorities and concerns for their child
3. Expectations of their child in terms of developmental and educational goals (IEP/IFSP), including early literacy expectations, their child-rearing practices e.g., feeding, sleeping, discipline, types of support systems they utilize, and any type of accommodation (s) they have had to make because of the special needs of their child.

Part 1: Written Preparation

Identify the family you will be interviewing. The interview should be approximately 45-60 minutes. Given the sample questions from the instructor (will develop in class as group) rewrite them in your conversational language and only ask one idea per question. Try to schedule the interview in a family preferred settings i.e., home. Put individual questions on 3 x 5 cards, if you like. These are easier to read and refer to than all the questions on one piece of paper. Listen carefully and write down key comments immediately after you leave. Remember to call the family the night before to confirm time and place.

Part 2: Interview and Written Evaluation

1. Briefly describe the members of the family and their child including their cultural and linguistic background.
2. Summarize the answers to your questions.
3. Compare and/or contrast this to your cultural values and beliefs.
4. Comment in writing your overall impressions of this family in terms of openness, responsiveness, etc. In other words, was this a valid and reliable interview?
5. Evaluate yourself in the following areas:
   a. Level of preparation
   b. Language - evaluation of your questions, explanations, and responses.
   c. Tone, sequence, flow - were you nervous, rushed, too slow, etc.?
   d. Suggestions to yourself - what would you change? What did you like?
   e. Your strengths and weaknesses as a listener and interviewer.
6. Using the knowledge you gained from the interview, develop 3 activities for this family and their child with disabilities. That is, specifically identify 3 relevant daily routines for this family i.e., bath time, car time, etc. Each activity should be culture/linguistically sensitive to the background of the family and one they actually do. Include the following information using family friendly language.
   a. Identify 3 daily routine (s) and give 2 specific ways for family members to work on the specific developmental skill(s) in their child’s IEP/IFSP for each of these 3
routines. In short, 2 suggestions per activity.
b. Briefly describe to parents how they can informally evaluate whether their child is learning the skills they are working for each of the 3 routines.

**Team Methods Presentation (PS 13; ECSE S6; DHH 7) – 4 teams**

Each team will present to the class using power point, a thorough description of a chosen method assigned by instructor. Each team is expected to conduct a 30 minute presentation. Include background of method, research evaluating efficacy of method (i.e., any research data or clinical practice data proving this works) and specific procedures for use. Include examples, demonstrations and or activities to interact with audience.

**IEP/ IFSP/ Preschool and Inf/Tod Foundations Assignment (ECSE 5)**

From the developmental assessment summaries of the two children given to you, (one 24 months and the other 48 months), develop 3 annual goals for the IEP and 3 Outcomes for the IFSP and list the appropriate foundation(s) for each goal and each outcome.

**Grading Process: 2pts. deducted for each day late 24/7 including weekend. Assignments will NOT be accepted if turned in week past due date.**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>1. Course participation (includes Activities)</td>
<td>12</td>
</tr>
<tr>
<td>2. Due 9/18 &amp; 10/30: Project Connect 16 activities/2pts</td>
<td>32</td>
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<td>3. Due 11/20 IEP/IFSP Goals/Outcomes</td>
<td>10</td>
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<td>4. Due 11/20 Share DR book reading</td>
<td>10</td>
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<td>5. Due 12/4 EL Family Interview/Routines</td>
<td>30</td>
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<td>6. Due 12/11 Team Method Presentation</td>
<td>30</td>
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<tr>
<td>7. Due 12/18 Individual Curriculum Project</td>
<td>36</td>
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<tr>
<td><strong>Total Points</strong></td>
<td><strong>160</strong></td>
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**EXTRA Credit (10 pts):** Review three research articles on dialogic reading. Turn in a two-page paper discussing the articles and using examples to support the benefit of dialogic reading. Please cite your references.

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>160-156</td>
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<tr>
<td>A</td>
<td>155-151</td>
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<tr>
<td>A-</td>
<td>150-146</td>
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<tr>
<td>B+</td>
<td>145-141</td>
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<tr>
<td>B</td>
<td>140-136</td>
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<tr>
<td>B-</td>
<td>135-131</td>
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<tr>
<td>C+</td>
<td>130-126</td>
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<tr>
<td>C</td>
<td>125-121</td>
</tr>
<tr>
<td>C-</td>
<td>120-116</td>
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<tr>
<td>D+</td>
<td>115-111</td>
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<tr>
<td>D</td>
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<td>D-</td>
<td>105-101</td>
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<tr>
<td>F</td>
<td>Below 101</td>
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University Policies

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. This policy is, located at http://www.sjsu.edu/senate/S07-2.htm, It 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 Accessible Education Center (AEC) at http://www.aec.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., Turnitin.com), it is written in the green sheet.

Peer-Reviewed Journals


Recommended Websites

http://teacch.com - TEACCH method
https://tnt.asu.edu Tots-n-Tech Research Institute (TnT)
http://www.nectac.org/topics/atech/atech.asp - Assistive Tech for Inf/tod
http://www.wiu.edu/ectiis/ Early Childhood Integrated Instructional System
http://community.fpg.unc.edu/connect-modules -Project Connect
https://www.ccc.sped.org The Council of Exceptional Children
http://www.idaofcal.org Infant Development Association of CA
### Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/28</td>
<td>Course Introduction/Requirements; Division Early Childhood (DEC) Recommended Evidence-based Practices in ECSE; Bring– download from canvas</td>
</tr>
<tr>
<td>2</td>
<td>9/4</td>
<td>No Class – Labor Day</td>
</tr>
<tr>
<td>3</td>
<td>9/11</td>
<td>Activity Based Approach to Instruction /lesson plans/matrices/ foundations Read #4 TEXT C.1, 4, 5</td>
</tr>
<tr>
<td>4</td>
<td>9/18</td>
<td>Working with Families. Read #4 TEXT C.2 Grieving Process, Cultural Competence Due: Project Connect – Module 1- Hardcopy of 8 Activities See Appendix for step by step direction</td>
</tr>
<tr>
<td>5</td>
<td>9/25</td>
<td>Family Interview Strategies and Home visit Process <strong>Guest Speaker:</strong> Vickey Perkins (Hope Services)</td>
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<tr>
<td>6</td>
<td>10/2</td>
<td>Teaching Developmental Skills &lt;br&gt;Peruse and bring your #3 Carolina curriculum &lt;br&gt;Read over #1 #2 Foundations #4 TEXT C.3,7,14</td>
</tr>
<tr>
<td>7</td>
<td>10/9</td>
<td>Teaching Developmental Skills, con’t. &amp; Foundations Cara Kit – Inclusion practices. Peruse and Bring Cara Kit</td>
</tr>
<tr>
<td>8</td>
<td>10/16</td>
<td>Developmental skills con’t &amp; Discussion of required research article readings. Work On: Online Project Connect – Module 6 – See Appendix for Step by Step Instruction</td>
</tr>
<tr>
<td>9</td>
<td>10/23</td>
<td>OFF CAMPUS: Preschool ECSE, Oak Grove SD SPED Preschool – Julia Baldwin Elementary, 280 Martinvale Ln. San Jose 95119 &lt;br&gt;Teacher: Becki Kimerer, Tele # 408-226-3370, Principal: Joyce Millner</td>
</tr>
<tr>
<td>10</td>
<td>10/30</td>
<td>IFSP/IEP practices &lt;br&gt;<strong>Guest Speaker:</strong> Kiki Sandhu (Santa Clara School District) &lt;br&gt;<strong>Due:</strong> Online Module 6: Bring hard copy of 8 Activity Handouts</td>
</tr>
<tr>
<td>11</td>
<td>11/6</td>
<td>IFSP/IEP Goals &lt;br&gt;(Parent Panel)</td>
</tr>
<tr>
<td>12</td>
<td>11/13</td>
<td>Visual Impairments #4 Text C. 13 Due: Extra Credit</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Activity</td>
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</tbody>
</table>
| 13   | 11/20 | Literacy/Language/Play #4 TEXT C. 8 English Language Learner Strategies  
Due: IEP/IFSP Goal Assignment  
Due: Dialogic reading book presentation to class/groups |
| 14   | 11/27 | Literacy con’t |
| 15   | 12/4  | Additional lecture information  
Due: Family Interview/Routines  
Team Time: Work on Projects |
| 16   | 12/11 | Last Class: Due: Team Presentations |
| 17   | 12/18 | Final Due: Curriculum Project  
Turn into SPED office by 5 PM or sooner |

**Project Connect-Module 1-Embedded Interventions**

Directions: Update your QuickTime for videos and Adobe software for handouts in pdf. You can type on the pdf files. Use navigation bar on left or hit the Next Button on bottom right to move through pages in the 5 learning cycles.

Steps: Go to url: [http://community.fpg.unc.edu/connect](http://community.fpg.unc.edu/connect). Click on 5 step learning cycle. Watch video (Connect modules 5 step learning cycle).

Click on Modules on top navigation bar. Click on Module 1. Click on Step 1 Dilemma, watch videos 1.1 (teacher viewpoint), & 1.2 (parent viewpoint).

Click on complete activity 1.1a on top right. Complete activity.

Click on Step 2, read page and “view answerable question” at bottom.

Click on Step 3: Evidence. Read over 4 sections using navigation bar on left side.

  - Click on A: Practice Definition-watch videos 1.3-1.7
  - Click on Environmental Modifications-watch videos 1.8 & 1.9
  - **Complete activity 1.3a (top right)**
    - Read handout 1.1, Examples of environmental modifications. Print out if you like.
  - Click on Peer Support-watch videos 1.10-1.13
  - **Complete activity 1.4a**
    - Read handout 1.2 Examples of peer support. Print out if you like.
  - Click on Combining Embedded Interventions-print out activities 1.5a, 1.6a, & 1.7a.
  - Complete them while watching videos 1.14-1.17.
  - Click on B: Research. Read handout 1.3 Research Summary
  - Click on C: Policies, click policies again on bottom right. Read page and listen to Audio 1.1 interview with Rud Turnbull.
  - Read handout 1.4 on Policy and print out for your own reference.
  - Click Professional Guidelines: Read page and note in DEC Handbook
Click on D: Experience based knowledge. Read page, read handouts 1.5 & 1.6. Watch video 1.18. **Complete Activity 11.a**

Click on Step 4: Decision. Read page & listen to audio clips 1.2-1.5. **Complete activity 1.12a while watching**
Read section B & C. Read handouts 1.7-1.10
Watch videos 1.19 & 1.20

Click on Step 5: Evaluation
Read information in Step 5 A-C
Look over handouts 1.13 & 1.14 Observation form. Can make copies for your own professional use if you like.

Click on Summary & Wrap Up. Read steps 1-5 & watch videos.

**LAST**: Turn in 8 activity sheets (hardcopy) on 10/3.
1.1a, 1.3a, 1.4a, 1.5a, 1.6a, 1.7a, 1.11a, 1.12a

**Project Connect Module 6: Dialogic Reading**
Click on Step 1: Dilemma, watch video 6.1
**Complete activity 6.1a**

Click on Step 2: Read page and “view answerable question” at bottom

Click on step 3: Evidence, read over 4 sections.
Click on A: Research
Watch video 6.2 Dr. Lonigan
Read Handout 6.1 (8 pages)
**Complete Activity 6.3 Research Summary**

Click on B: Definition
Watch Video 6.3 Definition of DR
Read Handout 6.2 on Book Selection

**Complete Activity 6.4**
Click on bottom link Planning-creating th
Watch video 6.4-6.6
Read handout 6.3

**Complete Activity 6.5**
Click link: Determining How To Use Prompts
Read Peer Sequence: Prompt, Evaluation, Expansion, Repetition
Read Handout 6.4
Click link: Conducting DR
Print Activity 6.6a & Follow Instructions for Steps 1-6
**Complete Activity 6.6a**

Click on: Policies
**Read & Complete Activity 6.7a**
Click on Link: Experiences

**Print out Activity 6.8 & Complete While Listening to Audio Clips 6.1-6.3**

Click on Step 4: Decision
- Click on Link A-Consider Perspectives
- Listen to audio 6.4 Tenisha
- Click on Link B-Read

**Click on Link C-read and complete activity 6.11a**

**Click on Step 5: Evaluation**
- **Read Information**
  - Peruse Handouts 6.5 & 6.7 Observation Forms. Makes copies for your student teaching placement

Click on Summary & Wrap Up-Read Steps 1-5 & Watch Video

**Last:** Turn In 8 Activity Sheets (Hardcopy) on 11/7.
6.1a, 6.3a, 6.4a, 6.5a, 6.6a, 6.7a, 6.8a, 6.11a