San José State University  
Department of Special Education  
EDSE 104- Atypical Development in Young Children- Section 01 ,Fall 2019

Course and Contact Information
Instructor: Vickey Perkins, MA ECSE
Office Location: SH
Telephone: (408) 858-4482
Email: vickey.collins@sjsu.edu
Office Hours: By appointment
Class Days/Time: Hybrid Course- see course schedule
Classroom: SH 211

Course Format: Technology Intensive, Hybrid, and Online Course
This course is technology intensive and runs in a hybrid format. There will be face to face sessions as well as online modules. Participants must have access to the internet, have mastered the use of CANVAS, and commit to using and checking SJSU e-mail regularly for updates. Participants who are unfamiliar with CANVAS and or unable to access their SJSU e-mail are strongly encouraged to seek assistance from tech support in Clark Hall ASAP.

CANVAS Learning Management System
Course materials can be found on CANVAS learning management system course website. Course participants are responsible for regularly checking their SJSU e-mail account for updates.

Course Description
Historical and philosophical background of intervention theories of learning related to young children with high risk development. Skills and techniques to promote optimal environments and appropriate methods for early intervention and stimulation of young children with special needs. Prerequisite: CD 60 (or equivalent).

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 research-based 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 intellectual disability, 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 Texts/Readings


Required Articles (as assigned)
**Course Requirements and Assignments**

- Program Observations (PS 15; ECSE 1, 2, 3, 9; ECSEAA 4)
- Parents Helping Parents Agency Orientation (PS 2; ECSE 1, 3; ECSEAA)
- Team Work: Disability/Risk Presentation (ECSE 2; ECSEAA 1)
- Book Report (Individual Work): Family System Theory Reflection (ECSE 2, 3; ECSEAA 2)
- Project Connect Assignment – Module 4 – Family-Professional - Inclusion (ECSE 2; ECSEAA 1)
- Tests (N=2) (PS 2; ECSE 1, 2; ECSEAA 1)
- Canvas Reading and Reflection (N=1) (ECSEAA 1)
- Iris Modules- Early Intervention (N=4) (ECSE 1; ECSE 2)

*Assignment details are noted in the Appendix*

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practice. Other course structures will have equivalent workload expectations as described in the syllabus.”

**Final Examination or Evaluation**

The final exam will be given in class and will include a combination of short answer and multiple choice questions.

**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, including tests, 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, including online weeks, is expected and will be reflected in your grade.

**Grading Process**

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<thead>
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<th>Assignments</th>
<th>Points</th>
<th>Percentage</th>
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<tr>
<td>Class Participation</td>
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<tr>
<td>Canvas Reading &amp; Reflection</td>
<td>10</td>
<td>5%</td>
</tr>
<tr>
<td>Book Report</td>
<td>20</td>
<td>10%</td>
</tr>
<tr>
<td>Iris Modules</td>
<td>20</td>
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<tr>
<td>4 Activities/ 5 points each</td>
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<tr>
<td>Project Connect Module</td>
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<tr>
<td>6 Activities/ Spts. Each</td>
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<tr>
<td>Disability/Risk Presentation</td>
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<td>15%</td>
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<tr>
<td>PHP Orientation &amp; Paper</td>
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<td>Tests</td>
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<tr>
<td>Final 20 points</td>
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<td>10%</td>
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<tr>
<td><strong>Total</strong></td>
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<td><strong>100%</strong></td>
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Grading Scale

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<th>Percentage</th>
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<tr>
<td>A-</td>
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<td>60%</td>
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<tr>
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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 for Exceptional Children


http://www.ida.org - Infant Development Association for California

Classroom Protocol: All candidates are expected to conduct themselves in a professional manner as members of this course. Preparation in this course reflects each candidate’s ability to become a successful special educator. At a minimum, candidates are expected to adhere to the following:

1. Attend all classes.
2. Arrive to class on time and stay until class ends.
3. Keep cell phones put away during class.
4. Use computers during class to take notes or access course materials only.
5. Respect others in class and show tolerances for viewpoints different than ones’ own.
6. Participate in class discussions and activities.
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., Turnitin.com), it is written in the green sheet.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Readings/ Assignments Due</th>
</tr>
</thead>
</table>
| 1    | 8/26/19   | Course introduction  
            Requirements  
            Team formation                                   | N/A                       |
| 2    | 9/2/19    | No class- campus closed for Labor Day                                   | N/A                       |
| 3    | 9/9/19    | Foundations of ECSE  
            Eligibility  
            Referral  
            Atypical/ typical development  
            Cultural influences on development             | Ch. 1  
            Ch. 2                                           |
| 4    | 9/16/19   | Online Week  
            Project CONNECT module                              | Project Connect  
            Online Module Due                                 |
| 5    | 9/23/19   | Family- based services  
            Gross motor development                                | Ch. 3  
            Ch. 4                                           |
| 6    | 9/30/19   | Online Week  
            Canvas Reading and Reflection                              | Canvas Reading and  
            Reflection Due                                       |
| 7    | 10/7/19   | Online Week  
            Iris Module                                               | Iris Module Due                                             |
| 8    | 10/14/19  | Fine motor development  
            Self- care development                                    | Ch. 5  
            Ch. 6                                           |
| 9    | 10/21/19  | Online Week  
            Iris module                                                | Iris Module Due                                             |
| 10   | 10/28/19  | Midterm Exam                                                          | Study chapters 1-6                                          |
| 11   | 11/4/19   | Cognitive development  
            Communication development                                   | Ch. 7  
            Ch. 8                                           |
| 12   | 11/11/19  | No class- campus closed for Veterans Day                              | N/A                       |
| 13   | 11/18/19  | Social- emotional development  
            Group 1 Presents  
            Group 2 Presents                                        | Ch. 9                       |
| 14   | 11/25/19  | Online Week  
            Iris Module                                               | Iris Module Due                                             |
| 15   | 12/2/19   | Intervention  
            Group 3 Presents  
            Group 4 Presents                                        | Ch.11  
            Due: PHP Assignment                                 |
| 16   | 12/9/19   | Online Week  
            Iris Module                                               | Iris Module Due                                             |
| 17   | 12/16/19  | Final Exam- 2:45pm- 5:00pm                                          | Study chapters 7,8,9  
            &11 + info. from  
            group presentations  
            Due: Program  
            Observations &  
            Oral/Written report                                 |

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

Program Observations
Visitiation of EC Special Education program
Make arrangements to visit 1 program serving young children with disabilities or those who are at risk for developmental delay age 0-5 years of age as well as 1 visit to a general education early childhood setting.

➢ Observation #1, includes a child observation piece
A program serving children up to 5 years of age with special needs or children at-risk for developmental delay, i.e., special education preschools, Headstart, inclusive preschools working with all abilities, etc. A program that only has typically developing children enrolled will not suffice for this portion of the assignment.

➢ Observation #2
One General Education Setting which serves children who are typically developing ages 0-5 e.g., daycares, private preschools, etc.

Important Notes:
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 1 – 3.

Written report contents. Please use this format in your write-up.

Part 1: Classroom Observation #1
• 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.
Child Observation
Select and observe one specific child with a disability or at risk factor.
- How does the child’s disability manifest itself e.g., characteristics & behaviors?
- 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 2: Classroom Observation #2
- Name of school and teacher observed.
- Description of pupils – age and sex
- 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 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 a tour at Parents Helping Parents. You must register for your tour date/time online. Check the website under the link Calendar then All Events and then scroll down to PHP Overview and Information for times and dates and attend one of them. 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 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 group will choose a disability from the list provided and will prepare a class presentation using PowerPoint or Google slides. The group will also provide each class member and instructor a slide handout (6 slides/page). 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 for a minimum of 10 minutes and write a section of the 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.

Disabilities/Conditions to choose from (most desired disabilities/conditions will determine actual groups):
   - Down Syndrome
   - Autism Spectrum Disorder
   - Prematurity
   - Cerebral palsy
   - Seizure Disorder
   - Fragile X Syndrome

Book Report/Family Systems Theory Reflection
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.

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 system approach as a means of early intervention.
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)

Canvas Readings and Reflections (N=1)
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)

Iris Modules- Early Intervention (N=4)
Submit hard copy in class or digital copy to Canvas by due date.
(ECSE 1; ECSE 2)

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. Submit hard copy in class or digital copy to Canvas by due date. Steps to follow:
Go to URL: 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

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

Program Observation Assignment- Grading Rubric

Student Name ____________________________ Total Pts. ______/20

Classroom Observations - 10 Pts.

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<th>Content/Points</th>
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<th>1 Developing</th>
<th>0 Unacceptable</th>
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<td>Written Report</td>
<td>Description of School and Children in each program; Clear and Organized</td>
<td>Description of program; Somewhat Clear</td>
<td>Description Not Clear and Unorganized</td>
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<td>Description of Physical Environment; Clear and well-organized</td>
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<td>Description of Parental Involvement; Clear and well-organized</td>
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## Child Observation - 5 points

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<td>Description; Somewhat Clear and organized</td>
<td>Description Not Clear and Unorganized</td>
<td>Description Missing</td>
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<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>

## Comparison of Programs - 5 pts.

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