

**San José State University Connie L.
Lurie College of Education
Department of Special Education
EDSE 221: Intervention for Young Children with Disabilities and Delays
Fall, 2015 - 3 units**

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Office Hours: Mon 3:00 – 4; Wed 3-4;

& by Appt.

Class Times/Days: Monday 4:00-6:45

Classroom: SH 315

Prerequisite: Department Consent

Connie L. Lurie 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:

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; and (5) evaluation of programs,

environments, and services that provide services to young children with disabilities and their families.

California Commission on Teacher Credentialing (CCTC) Standards:

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:

1. California Dept. of Education. (2009). *CA infant/toddler learning & development foundations*. Sacramento, CA. ISBN# 978-0-8011-1693-3. 1-800-995-4099.
2. California Dept. of Education. (2008). *CA preschool learning foundations, volumes 1-3*. Sacramento, CA. ISBN# 978-0-8011-1681-0. 1-800-995-4099.
3. Johnson-Martin, N.M., Hacker, B.J., & Attermeier, S.M. (2004). *The carolina curriculum for preschoolers with special needs* (2nd edition). Baltimore, MD: Paul Brooks. ISBN 1-55766-654-7 Spiral edition
4. Noonan, M.J., & McCormick, L. (2006). *Young children with disabilities in natural environments: Methods & procedures*. Baltimore, MD: Paul Brooks. ISBN -10:1-55766-861-2

5. Buy Child's Book – DR reading assignment

6. Creating Adaptions for Routines & Activities, Cara's Kit – Milbourne, S.A., & Campbell, P.H. \$30, NAEYC Store, Item 351 ISBN # 0977377282,
www.naeyc.org/store/node/666

Required Articles: On Canvas in Module

Hume, K. (n.d.) *Making the most of morning meeting*.
<http://www.iidc.indiana.edu/irca/education/morningmeet.html>

Edmister, Staples, Huber, & Garrett (2013). Creating writing opportunities for young children. *Young Exceptional Children*, 16 (3), 24-35. (Sept issue).

Recommended Texts:

Bateman, B.D., & Herr, C.M. (2006). *Writing measureable IEP goals and objectives*. Verona, Wisconsin: Attainment Company.

Council for Exceptional Children (2005). Young exceptional children: Monograph Series No.7. *Supporting early literacy development in young children*. Missoula, MT: DEC. Tele #406-543-0872 ISBN# 1593186002.

Ferko, D. J., Jung, W. & Kim, S. (2010). Korean americans' perceptions and attitudes towards people with disabilities: Determination of inclusion issues. *Journal of International Special Need Education* (13), 23-32.

Frontczak-Pretti, K., & Bricker, D. (2015). *An activity- based approach to early intervention*. (4th ed.), Baltimore, MD: Paul Brooks

Gould, P., & Sullivan, J. (1999). *The inclusive early childhood classroom: Easy ways to adapt learning centers for all children*. Beltsville, Maryland: Gryphon

Hanson, M. J., & Lynch, E. W. (2013). *Understanding families: Supportive approaches to diversity, disability and risk* (2 ed.), Baltimore, MD: Paul Brookes

Hollingsworth, H.L., Boone, H.A., & Crais, E.R. (2009). Individualized inclusion plans at work in early childhood classrooms. *Young Exceptional Children*, 13(1), 19-35. DOI:10.1177/1096250609347259. <http://yec.sagepub.com>.

Johnson-Martin, N.M., Attermeier, S.M., & Hacker, B.J. (2004). *The carolina curriculum for infants/toddlers with special needs* (3rd edition). Baltimore, MD: Paul Brookes.

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>. 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/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/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](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Assignments and Grading Policies:

1. 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.**

2. 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 and 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, and
4. SF - One child is Asian-American and 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, 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?

3. Project Connect - Online Work (PS 3, 13; ECSE S6, ECSEAA 3)

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.

4. 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 wknd 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,
4. their child-rearing practices e.g., feeding, sleeping, discipline,
5. types of support systems they utilize, and
6. 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 (in canvas/module) 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.

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

Each team will present to the class using ppt media, 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.

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

From the developmental assessment summaries of the two children given to you, (one 24 mos. and the other 48 mos), 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: 1/2 pt. deducted for each day late 24/7 inc. wknd.

1. Course participation (includes Activities)	12 points
2. Due 9/14 & 11/16: Project Connect 16 activities/2pts	32 points
3. Due 11/16 Share DR book reading	10 points
4. Due 11/23 IEP/IFSP	10 points
5. Due: 11/30 EL Family Interview/Routines	30 points
6. Due: 12/7 Team Method Presentation	30 points
7. Due 12/14 Individual Curriculum Project	<u>36 points</u>
Total Points	160 points

Grading Scale

160- 156 = A+	155 - 151 =A	150-146 = A-
145-141 = B+	140-136 = B	135-131 = B-
130- 126 = C+	125-121 = C	120-116 = C-
115- 111 = D+	110-106 = D	105-101 = D-
Below 101= F		

EXTRA Credit 10 pts: Attend SCCOE Inclusion Conference Oct 29-30th and write a 1 page summary on of what you learned. At 2 presentations. Conference at SCCOE in San Jose. All topics address inclusion birth -6th grade. You can volunteer a day and go for free or register online for \$75/day.

www.inclusioncollaborative.org. Volunteer information is on their website.

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](http://www.sa.sjsu.edu/judicial_affairs/index.html) 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](http://www.aec.sjsu.edu) (AEC) at [http://www.aec.sjsu.edu/](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

Exceptional Children, Infants and Young Children, Child: Care, Health and Development, 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.do2learn.com>

<http://www.teacch.com> - TEACCH method

<http://tnt.asu>. Tots-n-Tech Research Institute (TnT)

<http://www.nectac.org/topics/atech/atech.asp> - Assistive Tech for Inf/tod

<http://www.wui.edu/users/ectiis> Early Childhood Integrated Instructional System
<http://community.fpg.unc.edu/connect-modules> -Project Connect
<http://www.cec.sped.org> The Council of Exceptional Children
<http://www.idaofcal.org> Infant Development Association of CA
<http://php.com> - Parents Helping Parents
<http://www.northhampton.edu/bicc> - Building Inclusive Child Care (UDL)

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/24	Course Introduction/Requirements; DEC - Recommended Evidence-based Practices in ECSE; Team Method Assignment Bring DEC Recommended practices – download from canvas
2	8/31	Activity Based Approach to Instruction /lesson plans/matrices/foundations Read #4 TEXT C.1, 4, 5
3	9/7	No Class – Labor Day
4	9/14	Working with Families R e a d #4 TEXT C.2 Grieving Process, Cultural Competence Due: Project Connect – Module 1- Hardcopy of 8 Activities See Appendix for step by step direction
5	9/21	Fam. Interview Strategies and Home visit Process
6	9/28	Teaching Developmental Skills – <i>Peruse and bring your #3 Carolina curriculum</i> Team Time: Work on Projects
7	10/5	Teaching Developmental Skills, con't. & Foundations IEP/IFSP practices <i>Read over #1 #2 Foundations #4 TEXT C.3.14</i>
8	10/12	No Class – Online Project Connect – Module 6 – See Appendix for Step by Step Directions
9	10/19	OFF CAMPUS: Preschool ECSE , Evergreen SD SPED Preschool – Montgomery Elementary, 2010 Daniel Maloney Drive San Jose 95121-1328 Teacher: Laura Martinez, Tele # 408-270-6718x257, Principal: Hedwig Rucker

10	10/26	Cara Kit – Inclusion practices Peruse and Bring Cara Kit Team Time
11	11/2	Visual Impairments #4 TEXT C. 13
12	11/9	Literacy/Language/ Play #4 TEXT C. 7 English Language Learner Strategies
13	11/16	Literacy con't. Due: Online Module 6: Bring hardcopy of 8 Activity Handouts Due: DR Book presentation to class/groups
14	11/23	Literacy con't : Due: IEP/IFSP Assignment
15	11/30	Additional lecture information Due: Family Interview/Routines Team Time: Work on Projects
16	12/7	Last Class: Due: Team Presentations 1-5
17	12/14	Final Due: Curriculum Project Turn into my office or SPED office by 5 PM or sooner

Appendix – A

Signature Assignment: Curriculum Project (36 points)

[This is not a weighted rubric: Six criteria x 6 points = 36 points]

1. Theme Monthly Plan + 4 subthemes/1 week (6 points)			
Education Specialist Preliminary Program Standard ____			
Multiple Subject Program Standard __			
Exemplary (6 points)	Proficient (4 points)	Developing (2 points)	Unacceptable (0 point)
The theme and subthemes as well as all of the related content are all completely and clearly presented	The theme, subthemes and the related content are mostly presented.	The theme, subthemes and the related content require further clarification.	The theme, subthemes and related content are either missing or unclear.
2. Daily Schedule (6 points)			
Education Specialist Preliminary Program Standard			
Exemplary (6 points)	Proficient (4 points)	Developing (2 points)	Unacceptable (0 points)

The daily schedule and content of activities are clearly presented.	The daily schedule and content of activities are mostly presented.	The daily schedule and content of activities require further clarification.	The daily schedule and content of activities are either missing or unclear.
3. Five Lessons for Five Different Activities (6 points) Education Specialist Preliminary Program Standard			
Exemplary (6 points)	Proficient (4 points)	Developing (2 points)	Unacceptable (0 points)
Five lessons for five different activities are well developed with appropriate activities to build content related to students' prior experiences and prior learning to support young children with disabilities and delays. Including foundations	Five lessons for five different activities are either mostly sufficient or requiring a minor adjustment to support the prescribed learning and development among young children with disabilities and delays. Including foundations	Five lessons for five different activities require clarification and adjustment in order to support the prescribed learning and development among young children with disabilities and delays. Including foundations	Five lessons for five different activities are either missing or limited in content to support the prescribed learning and development among young children with disabilities and delays. Including foundations
4. Lessons Individualized for Four Children with Disabilities (6 points) Education Specialist Preliminary Program Standard			
Exemplary (6 points)	Proficient (4 points)	Developing (2 points)	Unacceptable (0 points)
Individualized lessons are fully built on and extended to children's prior experiences and learning to better address the needs of the four selected children with disabilities.	Individualized lessons are linked to children's prior experiences and require a minor adjustment in order to address the needs of the four selected children with disabilities.	Individualized lessons require modifications in in order to better address the needs of the four selected children with disabilities.	Individualized lessons are not linked to the needs of the four selected children with disabilities.
5. Four Individualized Matrices (6 points) Education Specialist Preliminary Program Standard			
Exemplary	Proficient	Developing	Unacceptable

(6 points)	(4 points)	(2 points)	(0 points)
Four individualized matrices, one per child with disabilities, are clearly written to meet the needs of learning and development among children with disabilities.	Four individualized matrices, one per child with disabilities require a minor adjustment in order to meet the needs of learning and development among children with disabilities.	Four individualized matrices, one per child with disabilities, require modifications in order to meet the needs of learning and development among children with disabilities.	Four individualized matrices, one per child with disabilities, are either missing content or inappropriate to meet the needs of learning and development among children with disabilities.
6. Ongoing Evaluation Tool (6 points) Education Specialist Preliminary Program Standard			
Exemplary (6 points)	Proficient (4 points)	Developing (2 points)	Unacceptable (0 points)
The selected evaluation tool is appropriate for ongoing evaluation and addressing the effect of providing specific intervention or activities among the four selected children with disabilities.	The selected evaluation tool requires a minor adjustment for ongoing evaluation and addressing the effect of providing specific intervention or activities among the four selected children with disabilities.	The selected evaluation tool may not always be appropriate for ongoing evaluation and/or addressing the effect of providing specific intervention or activities among the four selected children with disabilities.	The selected evaluation tool is either missing or not appropriate for ongoing evaluation and/or addressing the effect of providing specific intervention or activities among the four selected children with disabilities.

Appendix B: Assignment 3 – Project Connect – Module 1 – Embedded Interventions

Directions: Update your Quick Time for videos and Adobe software for activity handouts in pdf (you can actually type on these pdf files). You can use the navigation bar on the left or the 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> - put in your favorites”

Click on 5 step Learning Cycle using Go button – Watch video for Introduction

Click on “Go to Modules

Scroll to Module 1 – Click on Introduction – Watch Video – 12”

Using Navigation Bar on Left –

Click on Step 1: Dilemma, Watch Videos 1.1, 1.2

a. Complete Activity 1.1a

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

Click on Step 3: Evidence – Read over 4 sections – Hit Next or Use Navigation Bar on Left

Step 3 Click on A: Practice Definition – Watch 4 Videos 1.3-1.7

- a. Click on Next at bottom of page
- b. Environmental Modifications – Watch 2 Videos 1.8,1.9
- c. Complete Activity 1.3a on pdf handout**
- d. Read Handout 1.1 (might want to print this out for use, but its 21 pgs)
- e. Peer Support - Watch 4 videos 1.10-1.13 and hit Next
- f. Complete Activity 1.4a**
- g. Look over Handout 1.2 – Examples of Peer Support -11pgs, print out if you like
- h. Combining Embedded Interventions – **Print out Activity 1.5a,1.6a.,1.7a and Complete** them while watching 4 Videos 1.14,1.15, 1.16,1.17

Step 3 Click on B: Research

Read Handout – Research Summary 1.3

Step 3 Click on C: Policies

Read first page – Hit Next

Policies: Listen to Interview Audio 1.1

Read Handout 1.4 on Policy and Print out for own Reference

Policy: Professional Guidelines: Read page and note DEC Handbook

Step 3 Click on D: Experience based Knowledge

Read first Page – Hit next Button

Read Handouts 1.5 and 1.6

Watch Video 1.18

Complete Activity 11.a

Click on Step 4: Decision – Read page and hit Next

Section A: Listen to 4 audios 1.2 – 1.5

Complete Activity 1.12 a while watching

Read Section B – Hit Next

Read Section C

Read Handouts 1.7-10.

Watch Videos 1.19 and 1.20

Click on Step 5: Evaluation

Read information in Step 5 A-C

Peruse Handouts 1.13 and 1.14 Observation Form - Make copies for your own professional use ONLY if you like

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

Peruse Any Supplemental Links if you like

Last: Turn in 8 Activity Sheets in Hardcopy on 10/31 – do not send

1.1a, 1.3a, 1.4a, 1.5a., 1.6a, 1.7a, 1.11a, 1.12a

Project Connect – Module 6 - Dialogic Reading

Steps

Go to URL: <http://community.fpg.unc.edu/connect> - put in your favorites

Click on “Go to Modules”

Scroll to Module 6 – Interactive Dialogic Reading (DR)- Use Navigation Bar on Left –

Click on Step 1: Dilemma, Watch Video 6.1

- a. **Complete Activity 6.1a – Turn In**

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

Click on Step 3: Evidence – Read over 4 sections – Hit Next or Use Navigation Bar on Left

Step 3 Click on A: Research

- a. Watch Video – 6.2 – Dr. Lonigan
- b. Read Handout 6.1 – 8 pgs
- c. **Complete Activity 6.3a on pdf handout – Research summary – Turn in**

Step 3 Click on B: Definition

- a. Watch video 6.3 – Dr. Lonigan on definition of DR
- b. Read Handout – 6.2 on book selection
- c. **Complete Activity 6.4a - Turn in**
- d. Scroll to bottom click on link Planning – Creating the Prompts
- e. Watch Video 6.4 – Dr. Lonigan – Using CROWD Prompts
- f. Watch Videos 6.5 and 6.6
- g. Read Handout 6.3 CROWD prompts
- h. **Complete Activity 6.5a – Turn in**
- i. Scroll to bottom click on link, Determining How to Use Prompts
- j. Read PEER Sequence: Prompt,Evaluation,Expansion, Repetition
- k. Read Handout 6.4 PEER and CROWD info
- l. Scroll to bottom click on link, Conducting DR and Read about it – intro,body, closing
- m. Print out Activity 6.6a. and Follows Instructions for Steps 1-6
- n. **Complete Activity 6.6a – Turn in**
- o. Scroll to bottom click on link, C : Policies
- p. **Read and Complete Activity 6.7a – Turn in**
- q. Scroll to bottom click on link, D : Experiences

Print out Activity 6.8a and complete while Listening to Audio Clips 6.1, 6.2, 6.3 – Turn in

Click on Step 4: Decision – Read page

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 – Turn in

Click on Step 5: Evaluation

Read information

Peruse Handouts 6.5 and 6.7 Observation Forms - Make copies for your student teaching placement

Click on Summary and Wrap Up – Read Steps 1-5 & Watch Video 6.11

Last: Turn in 8 Activity Sheets in Hardcopy– do not send

6.1a, 6.3a, 6.4a, 6.5a, 6.6a, 6.7a, 6.8a, 6.11a