

Professors: Donna Hanley
Mark Gunning
Paul LaCava
Thomas Kochanek

**Rhode Island College
Feinstein School of Education and Human Development
Department of Special Education**

**Introduction to the Characteristics and Education
of Children and Youth with Disabilities**

Course Information

Catalog Course Description:

The educational implications of intellectual, physical, and behavioral differences among children are discussed. Definitions, characteristics, etiologies, incidence, and educational provisions are also examined. An assigned practicum is included. (4 credit hours)

Extended Course Description:

Early Childhood, elementary, and secondary students are designated as having a disability and eligible for special education services as the result of action within the special education referral, evaluation, and placement process. This process and the legal implications are discussed. Definitions of and characteristics associated with disabilities are presented and analyzed. Major decisions within the referral to placement process are communicated. Specially designed instruction that is responsive to the unique needs associated with disabilities is described and illustrated. Course content is applied to students with disabilities and their special education program through classroom observations, weekly dialogue and the case study assignment.

Relationship to the Professional Program:

This is the initial course in the special education undergraduate program and the course from which students apply for admission to the special education program. It is a required course for students in physical education seeking certification in adapted physical education. It is an admission requirement for M.Ed. Programs in Special Education

Relationship to the Conceptual Framework of the FSEHD

Teacher Education Knowledge Base and Model

- ❖ This course emphasizes planning, acting and reflecting within the student context.
- ❖ This course focuses on specially designed instruction that is relevant and responsive to each student with a disability.
- ❖ This course assists students in the understanding that teaching students with disabilities is a process of continuously understanding and reflecting on each student with a disability, more notably on how the students responds to specially designed instruction.
- ❖ This course emphasizes the importance of the reflective process to gain a more significant understanding of instructional planning, action, and evidenced based lessons.
- ❖ This course emphasizes that reflective practitioners develop positive relationships with students by being responsive to their unique strengths and needs.
- ❖ Reflective practitioners establish positive collaborative relationships with colleagues, parents, and the community to support students' learning and well-being.

Relationship to the Rhode Island Professional Teaching Standards:

<u>Standard #1</u>	Teachers create learning experiences using a broad base of general knowledge that reflects an understanding of the nature of the world in which we live.
<u>Standard #2</u>	Teachers reflect learning experiences that reflect and understanding of the central concepts, structure, and tools of inquiry of the disciplines that teach.
<u>Standard #3</u>	Teachers create instructional opportunities that reflect an understanding of how children learn and develop.
<u>Standard #4</u>	Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning.
<u>Standard #5</u>	Teachers create instructional opportunities to encourage students' development of critical thinking, problem solving and performance skills.
<u>Standard #6</u>	Teachers create a learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation.
<u>Standard #7</u>	Teachers foster collaborative relationships with colleagues and families to support students' learning.
<u>Standard #9</u>	Teachers use a variety of formal and informal assessment strategies to support the continuous development of the learner.
<u>Standard #10</u>	Teachers reflect on their practice and assume responsibility for their own professional development by actively seeking opportunities to learn and grow as professionals.
<u>Standard #11</u>	Teachers maintain professional standard guided by legal and ethical principles.

Course Outcomes

1. Demonstrate understanding of a reflective approach to professional practice (i.e., as discussed in the RIC Teacher Education Conceptual Framework). (RIPTS 3) (CF Planning, Action, Reflection)
2. Students will identify the characteristics associated with specific disabilities. (RIPTS 4) (CF DIVERSITY: Special Needs and Inclusion)
3. Students will describe the concepts of mainstreaming, least restrictive environment, and inclusive education. (RIPTS 4) (CF DIVERSITY: Special Needs and Inclusion)
4. Students will design instruction that accommodates individual differences (e.g stage of development, learning style, English language acquisition learning disability) in approaches to learning (RIPTS 4, 9) (CF DIVERSITY: Special Needs and Inclusion; PEDAGOGY: Assessment as an Aid to Practice)
5. Students will describe the array of special education services and placements for students with disabilities. (RIPTS 7) (CF PROFESSIONALISM: Collaboration)
6. Students will identify the role of a special educator and the function of the Teacher Support Team (TST). (RIPTS 7.) (CF PROFESSIONALISM: Collaboration)
7. Students will identify and describe strategies to address school and life survival needs of students with disabilities. (RIPTS 4) (CF DIVERSITY: Special Needs and Inclusion)

8. Students will identify and describe application of technology for inclusion. (RIPTS 4, 8) (CF DIVERSITY: Special Needs and Inclusion; PEDAGOGY: Instructional Uses of Technology)
9. Students will develop strategies for addressing the needs of culturally diverse learners with disabilities in inclusive settings. (RIPTS 4) (CF DIVERSITY: Cultural Diversity)
10. Students will list and describe the factors and legal mandates, which serve as the basis for a free appropriate education of students with disabilities within a continuum of alternative educational settings. (RIPTS 11) (CF PROFESSIONALISM: Professional Ethics)
11. Students will identify principles of effective classroom management to establish learning environments that fosters learning opportunity for all. (RIPTS 6) (CF KNOWLEDGE: Contexts of Schooling)
12. Students describe strategies that promote positive social interactions among students with diverse backgrounds and needs. (RIPTS 6) (CF KNOWLEDGE: Contexts of Schooling)
13. Students will describe strategies to foster and support collaborative relationships with colleagues and families to support student learning. (RIPTS 7) (CF PROFESSIONALISM: Collaboration)
14. Students will demonstrate the ability to effectively plan for a student who has been identified as having special needs, through the development of a comprehensive case study in which identified disabilities are addressed. (RIPTS 2, 3, 4, 6) (CF PEDAGOGY: Theory and Practice of Teaching and Learning; KNOWLEDGE: Human Learning and Development; DIVERSITY: Cultural Diversity; DIVERSITY: Special Needs and Inclusion; KNOWLEDGE: Contexts of Schooling)

Course Objectives

The following objectives are addressed through the development of the case study.

Rhode Island Professional Teaching Standards

- ✓ 3.0 *Teachers create instructional opportunities that reflect an understanding of how children learn and develop.*
 - Teachers understand how students learn – how students construct knowledge, acquire skills, develop habits of mind, and acquire positive dispositions toward learning (RIPTS 3.1)
- ✓ 4.0 *Teacher create instructional opportunities that reflect a respect for the diversity of learners and understanding of how students differ in their approaches to learning.*
 - Teachers seek information about the impact of students' specific challenges to learning or disabilities on classroom performance, and work with specialists to develop alternative instructional strategies to meet the needs of these students. (RIPTS 4.3)

Philosophical and Values Foundation

- ✓ Understand and appreciate the origin, evolution, and contemporary philosophical and values foundation of programs for the education of individuals with disabilities and their families. Particular emphasis is placed on themes of individualization, teaching and learning, inclusion, meaningful participation, family "centeredness," independence, cultural sensitivity and strengths-based approaches as the principles that guide the design and implementation of high quality programs. (RIPTS 1,2,4,5,6,8,10,11)
- ✓ Students analyze and reflect on their personal attitudes and experiences with persons with disabilities as a basis for developing a comprehensive understanding of persons with disabilities. (RIPTS 10)

Characteristics of Children Served

- ✓ Understand alternative systems, which are used to determine the eligibility of students for special education, the meRIPTS and limitations of each system, and to appreciate approaches that view and understand children from a contextual perspective rather than a disability perspective.
(RIPTS 1,3,4,7,8,9,10,11)

Nature of Special Education and Related Services

- ✓ To understand the array of arrangements and services that is provided to children with disabilities in schools and to appreciate the influence of philosophy, beliefs, and attitudes on such services.
(RIPTS 1,2,3,4,6,7,8,10)
- ✓ To become familiar with non-school based programs and resources for children with disabilities and to appreciate the need for ongoing collaboration with the service agencies on behalf of these children.
(RIPTS 1,2,3,4,6,7,8,10)

Factors that Influence Program Formulation of Implementation

- ✓ To appreciate the array of forces that affects the content and implementation of individual service plans and individualized education programs for children with disabilities.
(RIPTS 1,2,3,4,8,10,11)

Course Text and Materials

Required Text:

Hallahan, Daniel, Kauffman James, and Pullen Paige (2009), *Exceptional Learners: An Introduction to Special Education* 11th Edition. Allyn and Bacon: Boston. *Cases for Reflection and Analysis for Exceptional Learners* is required.

Handouts: There are numerous handouts for this class. It is recommended that you use a 3" three-ring binder in which to collect the handouts for the course. It is YOUR RESPONSIBILITY to obtain copies of handouts FROM A CLASSMATE when you are absent.

Course Requirements

1. **Text and additional readings as assigned** (Course Outcomes 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13,14)
2. **Class participation and Attendance**(Course Outcomes 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, & 14)
Attendance record, punctuality, homework assignments, readings, small group work, interactions, contributions to class discussions, oral discourse of learning related to case study makes up this portion of the grade. Although class assignments cannot be made up, one unexcused absence will not affect your grade.

However, two unexcused absences will result in a loss of two points toward final grade. Three absences will result in a loss of four points toward final grade. Four absences will result in a loss of eight points toward final grade. More than four absences will result in a need to repeat the course. Repeated tardiness will also result in a loss of points toward the final grade. A weekly quiz will be administered at the beginning of class based on required reading for that week as indicated on the syllabus. Late arrival will result in missing the quiz and make up will be available at the end of class with the reduction of 10 points from your grade.

3. **30-Hour Case Study/Practicum** (Course Outcomes 1,4,7,8,9,11,12)
This requirement consists of a supervised practicum and a case study project. You are responsible for a minimum of 30 contact hours in an educational program that includes children with disability7es. The primary goal of this practicum is to acquaint SPED 300 with a range of characteristics presented by students with disabilities and the service and program options available to these children. This practicum is an important applied learning experience that attempts to link and clarify content discussed in the class with actual program implementation in schools. This field experience is intended to provide a foundation of knowledge regarding students with disabilities and their educational programs, and is also intended to assist students in understanding their own personal and emerging professional insights into the educational system. (Detailed rubric will be provided)

Rubric and project specifications are provided. Grade for completed case study will be diminished by 10% for lateness, for each calendar date.

Any resubmitted Case Study must be submitted prior to the close of the semester. Students have one opportunity to bring Case Studies to standard.

4. **Practicum Journal** (Course Outcomes 1,4,7,8,9,11,12)
This requirement consists of the student writing a brief daily summary of events of practicum experience. This should include a reflective analysis of daily events and a description of activity they were engaged in as well as what worked and what did not.
5. **Examination.** (Course Outcomes 1, 2, 4, 6, 10, & 13)
Mid-term Final
This examination will relate to the law and procedural regulations, the characteristics of students with disabilities, and course readings. The exams will include multiple choice and short-answer questions, true/false along with a longer essay

STANDARDS:

Assignment	RI PTS	CEC Standards	Conceptual Framework	Advanced Competencies
30-Hour Case Study/Practicum	3, 4, 6, 8, 9	#1: Foundations #2: Char. Of Learners #3: Individual Learning Differences	Planning, Action Reflection KNOWLEDGE: Contexts of Schooling PEDAGOGY: Instructional Uses of Technology PEDAGOGY: Assessment DIVERSITY: Cultural Diversity DIVERSITY: Special Needs and Inclusion; to Practice	PRACTICE: Diversity of Practice KNOWLEDGE: Domain-Specific Knowledge
Practicum Journal	3, 4, 6, 8, 9	#3: Individual Learning Differences	Planning, Action Reflection KNOWLEDGE: Contexts of Schooling PEDAGOGY: Instructional Uses of Technology PEDAGOGY: Assessment DIVERSITY: Cultural Diversity DIVERSITY: Special Needs and Inclusion; to Practice	PRACTICE: Diversity of Practice KNOWLEDGE: Domain-Specific Knowledge
Examinations	3, 4, 7, 9, 11	#2: Characteristics of Learners #4: Instructional Strategies	CF Planning, Action, Reflection DIVERSITY: Special Needs and Inclusion PEDAGOGY: Assessment as an Aid to Practice PROFESSIONALISM: Collaboration PROFESSIONALISM: Professional Ethics	PRACTICE: Diversity of Practice KNOWLEDGE: Domain-Specific Knowledge KNOWLEDGE: Contextual Perspective KNOWLEDGE: Professional Awareness

Course Evaluation

Grade Weight	Assignment	Date Due:
10%	Class participation & attendance	Ongoing
10%	Weekly Quizzes	Ongoing
20%	Mid-term Exam	October 20, 2010
20%	Final Exam	December 15, 2010
15%	Case Study Journal	December 1, 2010
25%	Case Study Project	November 17, 2010

Schedule	Topics	Assigned Readings and Topics
<p>Class 1</p> <p>Outcomes 1,3,5,10</p>	<p>Class Introduction</p> <p>Course Overview Requirements</p> <p>Overview Case Study Rubric</p> <p>Definitions, Teacher Roles, Legislation, IDEA, ADA, NCLB, University Design for learning, Normalization.</p> <p>Introduce Inclusion</p>	<p>Class Syllabus</p> <p>Case Study Rubric</p> <p>Activity: Alphabet Soup</p> <p>http://www.washington.edu/doi/Brochures/Programs/ud.html</p>
<p>Class 2</p> <p>Outcomes 1,3,5,10</p>	<p>Inclusion Continued</p> <p>Least Restrictive Environment</p> <p>Co-teaching Models</p> <p>Assessment of Program</p> <p>Special Ed and NCLB</p> <p>Early Interventions</p> <p>Transitions</p>	<p>Quiz: Chapters 1 & 2</p> <p>Handout: Models of Co-teaching</p>
<p>Class 3</p> <p>Outcomes 1,3,5,10</p>	<p>Referral And IEP Process</p> <p>Individualized Educational Plan</p> <p>Multicultural/Bilingual Learners</p> <p>Developmental Disabilities</p> <p>Accommodations</p>	<p>Quiz: Chapter 3 , referral process and co-teaching</p> <p>Activity:</p> <p>Various Accommodation Handouts</p>
<p>Class 4</p> <p>Outcomes 1,3,5,10</p>	<p>Learning Disabilities</p> <ul style="list-style-type: none"> ▪ Definition ▪ Prevalence ▪ Identification ▪ Causes ▪ Psychological/Behavioral Characteristics 	<p>Quiz: Chapter 6</p> <p>Activity:</p>
<p>Class 5</p> <p>Outcomes 1,3,5,10</p>	<p>Attention Deficit Hyperactivity Disorder</p> <ul style="list-style-type: none"> ▪ Definition ▪ Prevalence ▪ Identification ▪ Causes ▪ Psychological/Behavioral Characteristics 	<p>Quiz: Chapter 7</p> <p>Activity:</p>
<p>Class 6</p> <p>Outcomes 1,3,5,10</p>	<p>Emotional/Behavior Disorders</p> <p>OCD/ODD/Physical Restraint/PBIS</p> <ul style="list-style-type: none"> ▪ Definition ▪ Prevalence ▪ Identification ▪ Causes ▪ Psychological/Behavioral Characteristics 	<p>Quiz: Chapter 8</p> <p>PBIS Video</p> <p>http://www.pbis.org/main.htm</p>
<p>Class 7</p> <p>Outcomes 1,3,5,10</p>	<p>Autism</p> <ul style="list-style-type: none"> ▪ Definition ▪ Prevalence ▪ Identification ▪ Causes ▪ Psychological/Behavioral Characteristics 	<p>Quiz: Chapter 12</p> <p>Small group activity (Autism, Asperger's Syndrome, Childhood Disintegration Disorder, PPD/NOS, Rhett's Syndrome)</p> <p>http://www.whatkindofworlddoyouwant.com/videos/view/id/408214 click on the link, then go to the home tab. Once there, click on watch the videos</p>

Schedule	Topics	Assigned Readings and Topics
Class 8 Outcomes 1,3,5,10	Communication Disorders <ul style="list-style-type: none"> ▪ Definition ▪ Prevalence ▪ Identification ▪ Causes ▪ Psychological/Behavioral Characteristics 	Mid-term No Weekly Quiz Guest Speaker: Ellen Murrary
Class 9 Outcomes 1,3,5,10	Deaf/Hard of Hearing <ul style="list-style-type: none"> ▪ Definition ▪ Prevalence ▪ Identification ▪ Causes ▪ Psychological/Behavioral Characteristics 	Quiz: Chapter 9 Activity
Class 10 Outcomes 1,3,5,10	Blindness/Low-Vision/ Augmentative Communication <ul style="list-style-type: none"> ▪ Definition ▪ Prevalence ▪ Identification ▪ Causes ▪ Psychological/Behavioral Characteristics 	Quiz: Chapter 10 & 11 Guest Speaker: TBA
Class 11 Outcomes 1,3,5,10	Low Incidence/Multiple-Severe Disabilities/TBI/Deaf-Blindness/ <ul style="list-style-type: none"> ▪ Definition ▪ Prevalence ▪ Identification ▪ Causes Psychological/Behavioral Characteristics	Case Study Due No Weekly Quiz Activity:
Class 12 Outcomes 1,3,5,10	Physical Disabilities/Other Health Impaired <ul style="list-style-type: none"> • Definition • Prevalence • Identification • Causes Psychological/Behavioral Characteristics	Quiz: Chapter 14 Activity: www.rikidscount.org
Class 13 Outcomes 1,3,5,10	Parents and Families/Other Children with Special Needs <ul style="list-style-type: none"> ▪ Effects of Child with a disability ▪ Family Involvement ▪ Abuse, etc 	Case Study Journal Due Parents perspective: Welcome to Holland
Class 14 Outcomes 1,3,5,10	Behavior Management Supports/Accommodations <ul style="list-style-type: none"> • Classroom environment • Behavior charts • Teacher tone and body language • Medications commonly used • Preventing Discipline Problems • Responding to Minor Behaviors • Functional Behavioral Assessment Plans 	Handout: What is a functional behavioral assessment plan
Class 15 Outcomes 1,3,5,10	Final Exam	

Course Grading

A	100-94	A-	93-90	B+	89-87
B	86-84	B-	83-80	C+	79-77
C	76-74	C-	73-70	D+	69-67
D	66-64	D-	63-60	F	under 60

Policies:

- **Classroom Interactions:** Students are expected to come to class prepared to discuss relevant course topics and interact with all class members. Thus, it is necessary that all interactions be respectful of individual differences, perspectives, and experiences.
- All assignments, including exams, are due on the assigned dates. The grade for a late assignment will be lowered by 1 interval per day that assignment is late. (e.g. A to A- etc) Exceptions will be considered on a case-by-case basis.
- A minimum of a B- is required for admission to the Department of Special Education. A lower grade results in retaking the course. The case study grade is included within the final grade. A grade of B- or better (Meets Standard) is required for submission of the case study as a portfolio artifact.
- Please be polite. There is NO TEXTING or talking on your cell phone in class. Please turn your phone off or on vibrate during class time. Continually checking your phone to see who is calling is distracting to the instructor and students around you.
- RIC email or the email provided to me by the student will be used as the primary mode of communication throughout the semester. This will include any notifications that classes will be cancelled for some unforeseen reason.
- **Accommodations:** Rhode Island College is committed to making reasonable efforts to assist individuals with documented disabilities. If you are seeking reasonable classroom accommodations under the Americans with Disabilities Act and/or Section 504 of the Rehabilitation Act of 1973, you are required to register with the Student Life Office. The Student Life Office is located in Rm. 127 in Craig-Lee Hall. The telephone number is 456-8061. To receive academic accommodations for this class, please obtain the proper forms from the Student Life Office and meet with the professor at the beginning of the semester.

Internet Resources

Council for Exceptional Children: <http://www.cec.sped.org/>

Education World: <http://educationworld.com>

National Center on Accessing the General Curriculum: <http://www.cast.org/ncac/>

Positive Behavioral Interventions and Supports: <http://www.pbis.org/main.htm>

National Institute for Direct Instruction: <http://www.nifdi.org>

Rhode Island Department of Education: <http://www.ridoe.net>

Rhode Island Technical Assistance Project: <http://www.ritap.org>

Universal Design for Learning: <http://www.cast.org/udl/>

US Dept. of Education, Office of Special Education:

<http://www.ed.gov/about/offices/list/osers/osep/index.html?src=mr>

3.9 ACADEMIC STANDARDS

3.9.1 Academic Dishonesty

(As amended by the Council of Rhode Island College – 11/07/08)

Academic integrity is the foundation of the academic community. Students who violate College rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure or removal from a course, disciplinary probation, and/or dismissal from the College. Individual schools may have additional standards and policies related to academic honesty.

(a) Examples of Academic Dishonesty include (but are not limited to):

- **Cheating:** intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise.
- **Fabrication:** intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- **Plagiarism:** intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise. The following are examples of plagiarism:
 - i. Word-for-word plagiarism:** This includes (a) the submission of another student's work as one's own; (b) the submission of work from any source whatever (print or electronic) without proper acknowledgement by footnote or reference within the text of the paper; (c) the submission of any part of another's work without proper use of quotation marks.
 - ii. Patchwork plagiarism:** This consists of a piecing together of unacknowledged phrases and sentences quoted verbatim (or nearly verbatim) from a variety of sources. The mere reshuffling of other people's words does not constitute original work.
 - iii. Unacknowledged paraphrase:** It is perfectly legitimate to set forth another author's facts or ideas in one's own words, but if one is genuinely indebted to the other author for these facts or ideas, the debt must be acknowledged by footnote or reference within the text of the paper (e.g., the above paragraphs are based largely on Sears, Harbrace *Guide to the Library and Research Paper*, p. 39). Many facts, ideas, and expressions are considered to be in the public domain or general knowledge and need not be acknowledged (e.g., the fact that the Declaration of Independence was signed in 1776; the idea that universal public education is essential to the survival of democratic institutions; such proverbial expressions as "A rolling stone gathers no moss," or "New York is a great place to visit, but I wouldn't want to live there.") but as a general rule, when one is in doubt, it is best to acknowledge the source.
- **Collusion:** facilitating academic dishonesty intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.
- **Deception:** Providing false information to an instructor concerning a formal academic exercise, e.g. giving a false excuse for missing a deadline or falsely claiming to have submitted work.
- **Sabotage:** Acting to prevent others from completing their work. This includes cutting pages out of library books or willfully disrupting the experiments of others.
- **Multiple Submissions:** Submitting for credit, when a student has not been given permission to do so, any work that is the same or substantially the same as work that has been submitted for credit in another course. Many professors allow re-working or building on prior work; however, multiple submissions are permitted only with the prior permission of the instructor(s), and only when the student acknowledges the multiple submission in the work itself.

(b) Faculty Role

The faculty member has two clearly defined roles: first, to establish preventive measures; and, second, to ensure that detected instances of academic dishonesty are dealt with appropriately and reported.

Preventive measures should include a statement to each class by the faculty member outlining expected standards of intellectual honesty and the necessity for such standards. The faculty member should also maintain reasonable security of all examination materials and procedures. Generally, the faculty member should employ any reasonable methods to discourage acts of academic dishonesty.

A faculty member may take action up to and including failing a student accused of academic dishonesty.

Some often-used penalties include:

- i.* A low or failing grade on the assignment in which the offense occurred.
- ii.* An additional assignment.
- iii.* Reduction of the final grade up to and including failure.
- iv.* Any combination of the above.

In all cases, a report describing the nature of the dishonesty and the subsequent action taken by the faculty member shall be filed with the Vice President for Academic Affairs. Additionally, the faculty member may recommend that the Board of College Discipline recommend further action.

Special Education 300 Rubric for Case Study		Evaluation Criteria			
Evaluation Component		Exceeds Standard	Meets Standard	Approaches but does not meet standard	Does not meet standard
I Presentation: <ul style="list-style-type: none"> <input type="checkbox"/> Appropriately uses rules of standard grammar, punctuation, and capitalization <input type="checkbox"/> Ideas and observations presented are clear <input type="checkbox"/> Layout and format of paper are clear with meaningful topical headings that are consistent with assignment details and expectations <input type="checkbox"/> Citation of references and quotations throughout paper follows APA format <input type="checkbox"/> References section of paper complies with APA format <input type="checkbox"/> Paper is doubled spaced using 12 point font <input type="checkbox"/> Paper is appropriately bound together 		Presentation of paper is highly professional. The layout, references and language used throughout the paper are consistent with professional practice	Presentation of paper is professional with few errors noted. The layout, references and language used are generally consistent with professional practice	The presentation, layout, references and/or language used have noted errors.	The presentation, layout, references and/or language used have many noted errors. The layout, references and/or language used require significant revisions.
Indiv. Gen Ed. Curricula ICC9S8 ICC9S10	Indiv. Indep. Curricula ICC9S8 ICC9S10	10 9	8 7 6	5 4 3	2 1
II. Sources of Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> Teacher interview <input type="checkbox"/> IEP <input type="checkbox"/> Classroom observations <input type="checkbox"/> Summary of Special Education Folder, i.e., evaluations, IEPs, correspondence, etc. <input type="checkbox"/> Student work samples and products are provided <input type="checkbox"/> Direct contact and experience with student is evident <input type="checkbox"/> Log of hours completed during the Case Study is provided with initials of Cooperating Teacher for each session 		Sources of evidence are documented and include input from all sources. All components are well documented and complete.	Sources of evidence are documented and include input from a variety of sources. All components are well documented and generally complete.	Sources of evidence are documented and include input from some of the required sources. Some documentation is incomplete or provides little detail	Little documentation of sources of evidence is included.
ICC3K1 ICC5K1	ICC3K1 ICC5K1	5	4	3 2	1

Evaluation Component		Exceeds Standard	Meets Standard	Approaches but does not meet standard	Does not meet standard
III: Objectivity/Professionalism <input type="checkbox"/> Reports behavior accurately and objectively <input type="checkbox"/> Does not use biased, discriminating language and presumptions/pejorative labels or descriptors <input type="checkbox"/> Focuses on child strengths and assets and not deficits <input type="checkbox"/> Understands influence of cultural, language, and economic differences on achievement and behavior <input type="checkbox"/> Understand the influence of a disability on achievement and behavior <input type="checkbox"/> Understands the influence of behavioral organization and task orientation on achievement and behavior		Professional, strength based language is used throughout the paper. Information on the influences on student learning/behavior is included from all required perspectives.	Professional, strength based language is used throughout most of the paper. Information on the influences on student learning/behavior is included from multiple perspectives.	Professional language and/or strength based language is used inconsistently throughout the paper. Information on the influences on student learning/behavior is included but lacks detail or is provided from limited perspectives.	Language used conveys information in a non professional tone. Influences on student learning are incomplete or superficial.
<i>Indiv. Gen Ed. Curricula</i> <i>ICC2K1-3, ICC2K5-K6</i> <i>ICC3K1-K5</i> <i>IGC3K1-K3</i> <i>ICC1K10, IGC1K1</i>	<i>Indiv. Indep. Curricula</i> <i>ICC2K1-3, ICC2K5-K6</i> <i>ICC3K1-K5</i> <i>IIC3K1-K3</i> <i>ICC1K10, IIC1K1</i>	9 8	7 6 5	4 3	2 1
V. Description of Community/School/Classroom <input type="checkbox"/> Descriptive information is provided regarding community/school characteristics/general education and special education populations, programming and staffing <input type="checkbox"/> Performance of school on State assessments is provided with chart and written summary <input type="checkbox"/> Descriptive information is provided regarding the classroom setting (e.g., daily schedule, curriculum approaches & materials, staffing configuration, physical layout, teaching styles used, location of classroom within the school, size, storage areas, windows, doors, instructional materials used in the classroom). <input type="checkbox"/> Blueprint/diagram of classroom that demonstrates the arrangement of physical space <input type="checkbox"/> Descriptive information is provided regarding student characteristics in the classroom		Descriptive information is provided to consider the community, school and classroom factors. Information is detailed and conveys a strong understanding of physical, organizational, and testing performance factors.	Descriptive information is provided to consider the community, school and classroom factors. Information conveys a general understanding of physical, organizational, and testing performance factors.	Descriptive information is provided but multiple factors are not fully described. Information conveys a superficial understanding of physical, organizational, and testing performance factors. Details are lacking in descriptions.	Minimal descriptions of community, school and classroom factors are included.
<i>IGC1K4-5</i> <i>ICC2K5-6; ICC5S4-S6</i> <i>ICC5S12; ICC5S15</i> <i>IGC5S1; IGC5S3</i> <i>IGC5S6</i>	<i>IIC1K3-4</i> <i>ICC2K5-6; ICC5S4-S6</i> <i>ICC5S12; ICC5S15</i> <i>IIC5S1; IIC5S12</i>	10 9	8 7 6 5	4 3	2 1

Evaluation Component		Exceeds Standard			Meets Standard		Approaches but does not meet standard				Does not meet standard	
V. Individualized Education Program for Case Study Student <ul style="list-style-type: none"> <input type="checkbox"/> Academic areas student receives special education Current grade levels of student in the areas student is receiving special education /specially designed instruction <input type="checkbox"/> IEP Goals and Objectives clearly abstracted <input type="checkbox"/> Amount of time per week student receives specially designed instruction <input type="checkbox"/> Related services received by the student <input type="checkbox"/> Accommodations received by the student <input type="checkbox"/> Modifications made to the curriculum for the student <input type="checkbox"/> Settings in which student receives special education/specially designed instruction <input type="checkbox"/> Description of the specially designed instruction received by the student specific to his/her disability and IEP goals and objectives (academic, behavioral) <input type="checkbox"/> Anticipated outcomes, at the end of the IEP year, regarding specially designed instruction, and related services the student is receiving this year 		A summary of the case study student's IEP is detailed and provides information from all the required areas.			A summary of the case study student's IEP provides information (some areas are detailed) from all the required areas.		A summary of the case study student's IEP provides information on the child's needs, services, and instructional supports but some information is limited or missing in the required areas.				Minimal information is provided from the case study student's IEP.	
<i>Indiv. Gen Ed. Curric</i> IGC1K8, ICC1K6 IGC1K5-6 ICC7K2-K5; ICC7S1 ICC7S8, IGC7S1-S8		10 9 8			7 6		5 4 3 2				1	
VI: Overview of the Case Study Student <ul style="list-style-type: none"> <input type="checkbox"/> Essential descriptive information about child is provided (DOB age, gender, race, economic status, physical health, physical size and appearance, school attendance) <input type="checkbox"/> Clear and succinct overview of child's school history is provided <input type="checkbox"/> Clear presentation of child's social behaviors is provided (both challenging as well as prosocial) <input type="checkbox"/> Clear presentation of academic and developmental strengths and needs is provided. <input type="checkbox"/> Child's primary diagnosis/ IDEA eligibility category is provided. <input type="checkbox"/> Clear and meaningful description of child's communication skills and preferences are provided. 		Overview of the Case Study Student includes detailed descriptive information. Areas of school history, social behaviors, academic and developmental strengths, communication and primary diagnosis are fully described.			Overview of the Case Study Student includes descriptive information. Areas of school history, social behaviors, academic and developmental strengths, communication and primary diagnosis are described.		Overview of the Case Study Student includes some information that describes the student's areas of school history, social behaviors, academic and developmental strengths, communication and primary diagnosis. Some information is missing or limited.				Overview is largely incomplete or superficial.	
ICC7K2-K4; ICC7S1 ICC3K1, IGC3K2-3		10 9			8 7 6 5		4 3				2 1	

Evaluation Component		Exceeds Standard	Meets Standard	Approaches but does not meet standard	Does not meet standard
<p>VII: Factors Influencing Delivery of IEP Services in Classroom Environments</p> <ul style="list-style-type: none"> <input type="checkbox"/> Description of influence of classroom rules and expectations on child behavior and achievement <input type="checkbox"/> Description of the influence of a teacher’s words and behaviors the student’s behavior and achievement <input type="checkbox"/> Description of the influence of physical space on the student’s achievement and behavior <input type="checkbox"/> Discussion of the influence of curriculum organization and design on achievement and behavior <input type="checkbox"/> Discussion of how and why instructional approaches and methods are modified for the student <input type="checkbox"/> Discussion of how and why assignments are modified for the student 		<p>Influences of behavioral support, teacher interaction, physical space, curriculum, instructional approach and assignment modification are fully described, conveying strong observation skills of classroom environments.</p>	<p>Influences of behavioral support, teacher interaction, physical space, curriculum, instructional approach and assignment modification are described based on observations of the classroom environment.</p>	<p>Influences of behavioral support, teacher interaction, physical space, curriculum, instructional approach and assignment modification are described. Some areas omit details to fully convey influences of the classroom environment.</p>	<p>Description of the classroom environment and its influences is largely incomplete or superficial.</p>
Indiv. Gen Ed. Curricula ICC5K1-K7	Indiv. Indep. Curricula ICC5K1-K7	9 8	7 6 5	4 3	2 1

Evaluation Component	Exceeds Standard	Meets Standard	Approaches but does not meet standard	Does not meet standard	
<p>VIII: Observed Characteristics/Analysis Associated with the Disability of the Case Study Student:</p> <p><i>This section is a short APA reference paper that addresses the following:</i></p> <ul style="list-style-type: none"> ❑ A description, using three references in addition to your class text and notes, of the particular disability with your student has been identified, i.e. a reading leaning disability with significant difficulties in phonemic awareness and reading comprehension. ❑ A review of the literature, using three references in addition to your class text and notes, that explains best teaching intervention practices to address the disability you student has been identified. ❑ A discussion, based upon your descriptive notes taken from your observations in the classroom, of how your case study student’s particular disability manifests itself in the classroom. ❑ Does the student’s disability manifest itself in the academic setting the way you presented what the literature described? ❑ A discussion, based upon the descriptive notes taken from your observations in the classroom, of the educational practices being implemented in the classroom to address your student’s needs based on his disability ❑ A referenced discussion (using three references in addition to your class text and notes), with specific examples, of specially designed instruction (special education) that answers the following questions: ❑ Is specially designed instruction (special education) being provided, or is the student being instructed in the same manner as all other students despite his/her disability? ❑ Is the instruction provided consistent with how your text and three additional text references indicate best practice is delivered in special education to a student with the disability like your Case Study student has been identified? 	<p>A description of the observed characteristics associated with the disability of the case study student is complete and clearly linked to references in literature, class text, and class notes. APA style documents all references.</p>	<p>A description of the observed characteristics associated with the disability of the case study student is complete and clearly linked to references in literature, class text, and class notes. Some areas of analysis present detailed descriptions that support concepts conveyed. APA style documents most references.</p>	<p>A description of the observed characteristics associated with the disability of the case study student is missing some areas of analysis. Some analysis is linked to references in literature, class text, and class notes, but some may not document references, are not clearly described, or do not use APA style to document references.</p>	<p>Description of the observed characteristics associated with the disability of the case study student is largely incomplete or superficial.</p>	
<p>Indiv. Gen Ed. Curricula ICC1K1, ICC1K4, IGC1K2, ICC3K1 IGC3K1-3 (as appropriate)</p>	<p>Indiv. Indep. Curricula ICC1K1, ICC1K4, IIC1K2, ICC3K1 IIC3K1-3 (as appropriate)</p>	<p>30 - 21</p>	<p>20 - 11</p>	<p>10 - 6</p>	<p>5 - 1</p>

Evaluation Component	Exceeds Standard	Meets Standard	Approaches but does not meet standard	Does not meet standard	
IX: Conclusion/reflection/Insights <input type="checkbox"/> Description of the impact of his/her words and behaviors on the Case Study student's achievement, behavior, motivation, and attitude <input type="checkbox"/> Description of his/her initial biases and tolerance for differences in students (i.e., academically, behaviorally, physically) <input type="checkbox"/> Description of comfort level in working with students with disabilities <input type="checkbox"/> Discussion of how practicum student learned to communicate effectively with students with disabilities, both verbally and non-verbally <input type="checkbox"/> Discussion of how practicum student learned to establish a meaningful relationship with a student with a disability <input type="checkbox"/> Summary of what practicum student learned about him/herself through the Case Study process working with a student with special needs	Conclusions, reflections, and/or insights convey a strong understanding of the teacher candidate's learning in areas of tolerance, comfort level, communication, and student/teacher relationships.	Conclusions, reflections, and/or insights convey a beginning understanding of the teacher candidate's learning in areas of tolerance, comfort level, communication, and student/teacher relationships.	Conclusions, reflections, and/or insights convey a minimal understanding of the teacher candidate's learning in areas of tolerance, comfort level, communication, and student/teacher relationships.	Conclusions, reflections, and/or insights is largely incomplete or superficial.	
<i>Indiv. Gen Ed. Curricula</i> <i>ICC9S11; ICC9S13</i> <i>ICC9S6, ICC1K10</i>	<i>Indiv. Indep. Curricula</i> <i>ICC9S11; ICC9S13</i> <i>ICC9S6, ICC1K10</i>	7 6 5	4 3	2	1

TOTAL POINTS

90-100

80-89

75-80

75 or below

Numerical grade: _____ /100 =

Rubric score: **Exceeds Standard**

Meets Standard

Approaches But Does Not Meet Standard

Does Not Meet Standard

Student's Name: _____

Faculty Signature: _____ **Date:** _____

REMINDER: This Case Study is an APA Style report.