



California State University Northridge
Michael D. Eisner College of Education

Developmental Differences: Implications in Special Education (3 units)
SPED 400 (On-line)

Professor: Phone
Email address:
Virtual Office Hours: by appointment

Michael D. Eisner College of Education Conceptual Framework

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- We value academic excellence in the acquisition of research-based professional knowledge and skills.
- We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.
- We value ethical practice and what it means to become ethical and caring professionals.
- 1. We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.
- We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.
- We value creative, critical, and reflective thinking and practice.

Catalog Description:

This course is designed to help teacher candidates in the area of special education gain knowledge and understanding of typical and atypical development and the implications for educating students with disabilities. Candidates will gain knowledge related to the sources of developmental diversity including both biological and environmental factors and how these factors can impact a child's development in the areas of social, cognitive, physical, emotional, and language skills. This information will be discussed within the larger context

of the different theories of child development to help candidates view these factors from multiple perspectives. Throughout this discussion, the emphasis will be placed on the practical implications for special education and the role of the special educator and other members of the educational planning team in promoting a positive, supportive and healthy learning environment. This course will also provide special education candidates with knowledge of the legal requirements of special education as specified in the Individuals with Disabilities Education Act (IDEA) and other legislative mandates.

Course Objectives

Upon completion of the course, the students will be able to:

1. Demonstrate knowledge of the multiple theories of development, and perspectives of development diversity (e.g., biological models, ecological models, developmental models).
2. Describe various factors contributing to typical and atypical development including heredity, environment, maternal health, teratogens, nutrition, physical cognitive and social factors
3. Demonstrate knowledge of the developmental domains (e.g., physical, cognitive, and social/emotional) and how diversity within these domains aligns with the characteristics of students with disabilities across the spectrum (high/low incidence disabilities, different disability labels).
4. Demonstrate the ability to describe individual difference in learning and behavioral patterns and the appropriate adjustments that may follow for instruction
5. Demonstrate an understanding of “goodness of fit” whereby a child’s traits in an of themselves are not a problem; rather, it is the interaction with the child’s environment that determines acceptability of that trait.
6. Explain key terminology used in the field of Special Education which describe various placement options and orientations to students with disabilities (special education, inclusive education, mainstreaming, pull-out, dumping, ableism, least restrictive environment).
7. Describe key factors in the history of Special Education from Greek/Roman times through the current time, including critical legislation and belief systems.
8. Explain critical components of the Individuals with Disabilities Education Act (IDEA) including the provisions of eligibility categories, free appropriate public education (FAPE), individualized education plan (IEP), and individualized family service plan (IFSP).
9. Describe the general course of **physical motor development** in infancy through adolescence, along with the factors that influence it including hereditary, environmental and nutritional factors.

10. Describe diversity in physical development in the sensory areas of visual impairment/low vision along with etiologies, characteristics, prevalence, types/causes, factors that influence it including environmental factors.
11. Describe diversity in physical development in the sensory areas of deaf and hard of hearing along with etiologies, characteristics, prevalence, types/causes, factors that influence it including environmental factors.
12. Demonstrate an understanding that deafness is not an impairment in processing language in general, it is specifically processing linguistic information through hearing. It is a mismatch between the way the society at large presents language and the open sense that a Deaf child must receive language. If the world were different, this child would not be disabled. If the “delivery” of language were shifted, the “problem” disappears.
13. Demonstrate diversity in physical development in the physical disabilities, health impairments and attention deficit/hyperactivity disorder (ADHD) along with etiologies, characteristics, prevalence, types/causes, factors that influence it including hereditary and environmental factors.
14. Describe the general course of **cognitive and language development** in infancy through adolescence, along with the factors that influence it including hereditary, environmental and nutritional factors.
15. Describe diversity in cognitive and language development in communication disorders in speech and language along with etiologies, characteristics, prevalence, types/causes, factors that influence it including environmental factors.
16. Describe diversity in cognitive and language development in learning disabilities in speech and language along with etiologies, characteristics, prevalence, types/causes, factors that influence it including environmental factors.
17. Describe diversity in cognitive and language development in low incidence disability areas including Sever/Multiple Disabilities, Deaf-Blind, Traumatic Brain Injury, along with etiologies, characteristics, prevalence, types/causes, factors that influence it including environmental factors.
18. Describe the general course of **social emotional development** in infancy through adolescence, along with the factors that influence it including hereditary, environmental and nutritional factors.
19. Describe diversity in social emotional development in emotional behavioral disorders in along with etiologies, characteristics, prevalence, types/causes, factors that influence it including environmental factors.
20. Describe diversity in social emotional development in autism spectrum disorders in along with etiologies, characteristics, prevalence, types/causes, factors that influence it including environmental factors.

Required Textbooks (2) & Additional Readings posted on Canvas

- Keenan, T., Evans, S., & Crowley, K. (2018). An Introduction to Child Development (Third Ed.). New York, NY: Sage

This text can be purchased from the CSUN bookstore. There is also an e-text available from the:

RedShelf: <https://redshelf.com/book/isbn/9781446274026> (Links to external site.)

VitalSource: <https://www.vitalsource.com/products/an-introduction-to-child-development-thomas-keen-an-subhadra-evans-v9781473953017?term=9781446274026> (Links to an external site.)

- Students are responsible for additional reading material provided during this class. Additional readings will be posted on Canvas, ***please check Canvas weekly for updates.***

METHOD OF STUDENT EVALUATION

COURSE REQUIREMENTS:

Students will be evaluated on the quality of their participation in all elements in the course, with particular attention to the assignments below. All assignments are to be uploaded on Canvas. **Late work is NOT accepted** unless approved by the professor in advance.

1. Course textbook and readings

On specified weeks, you will assigned chapters of the course textbooks and/or reading to review/read/think about.

2. Weekly LECTURE/powerpoint

Each week you are required to view ONE OR MORE lectures. These assist you in understanding critical concepts about assigned topics. You also have various materials available to support you. In addition to the direct lectures with captions, you will also have the Powerpoints available separately with a transcript available separately. Since this is an online course, your course instructor will be using audio-lectures with notes, videos and Powerpoints posted in Canvas to apply and enrich the concepts covered in the textbook. This asynchronous format allows you to get more from the required reading by reading the text **before** and **after** you review the Powerpoints and lecture notes. Lectures will expand upon and discuss the main ideas, and provide information and ideas **not** covered in the text.

3. Ten (10) Topical Activities and Discussions (5 points each = 50 points)

Most weeks, there will be a topical activity to complete related to course content. These activities include a range from assignments, such as a topical discussion, a creative

representation, or an interview on a specific topic. (See Canvas for details and due dates). For grading rubric for Discussions - Appendix B

4. Case Study Response – Supporting Students with TBI

In this assignment, you will apply what you’ve learned about traumatic brain injury (TBI) to a real-world classroom scenario. Using a case vignette, you will analyze the student’s needs, identify neurological and emotional impacts, and propose instructional strategies and supports for both the student and their family. This short paper (2–3 pages) gives you the opportunity to demonstrate your ability to connect theory to practice while considering both academic and social-emotional dimensions of teaching.

5. Four (4) Exams (based on textbook/lectures) (range of 34 – 46 points each = 156 points)

You will have 4 multiple choice & matching type questions exams on the content from the text book and lectures. These exams will be taken right in Canvas and will be open for a restricted amount of time for you to complete. Specific information can be found in the weekly course schedule. There is NO comprehensive final in the class.

6. Observation Project (50 points) – see Appendix A

Using a format provided, students will complete **an observation in an educational setting serving students with and without disabilities**. There are 2 formats for this project. In #1 format, you will observe in at least 2 settings (a classroom, playground, at lunch) within ONE school site. In the #2 format, (if due to Covid you do not have access to observe in a school setting) there is a video tape alternative. The focus of the assignment is on observing and describing the developmental diversity among children, with a focus on the physical development, cognitive/intellectual development, language development, and social/emotional development of the students in each observation. You will make suggestions based on the environment, student age, and student needs observed **MM2.9, EX2.12**

7. Mandated Reporter Training **U6.6, U6.6, U6.6**

Complete the General Training assigned in Canvas and upload your certificate after completing all required quizzes and case studies. Credential candidates will complete the Personnel Training in SPED 420.

8. Participation Online Participation/Attendance (expected)

Education is a social endeavor and we learn from one another. Due to the interactive nature of this course, participation is critical. Learning activities require collaboration, application, reflection, and self-analysis of skills studied in this class and covered in readings. SPED 400 is an online course and all requirements are completed online. *If students are not present in this online class, we cannot benefit from their ideas, experiences, or observations.* Participation in the discussion activities is a mandatory component of this class and is required to earn a passing grade *Please read the “Netiquette” expectations for the rules of engagement in our class.*

Each week, you **are expected** to participate in the online activities, discussions and reflections posted on Canvas.

GRADING

| | |
|----------------------------------|-----------------------|
| Attendance/online participation | EXPECTED |
| Observation Report | 50 points |
| Topical / Discussions Activities | 50 points |
| Quizzes | <u>150 points</u> |
| Total | = 250 points possible |

Final course grades will be determined by your percentage of the total points earned. Grades will be assigned as follows:

Grading criteria are:

| | | | |
|----|---------------|------|---------------|
| A | 94.0 to 100% | C | 74.0 to 77.9% |
| A- | 90.0 to 93.9% | C- | 70.0 to 73.9% |
| B+ | 88.0 to 89.9% | D+ | 68.0 to 69.9% |
| B | 84.0 to 87.9% | D | 64.0 to 67.9% |
| B- | 80.0 to 83.9% | D- | 60.0 to 63.9% |
| C+ | 78.0 to 79.9% | Fail | less than 60% |

Important additional information:

Assignment Guidelines:

- All assignments must be word processed (including Canvas uploads, quizzes, and discussions) and submitted on or before the due date. Please do **not** email assignments. **Late work will NOT be accepted unless approved by the professor in advance for the assignment due date.**
- There will be no extra-credit assignments given. Put your energy into the work assigned.
- All assignments will be graded using track changes or within the comment box in the assignment grading area. Grades are available for student viewing on Canvas, under the “grades” link on the left-hand side of the page.
- ***Due to the heavy workload, the professor is not able to “pre-grade” assignments.***
- Your assignments are to be submitted online using the submission format described below. All assignments must have the student’s name in the title
Format: Last_First_Title
Sample: Boomgard_Monica_Topical Activity_3

OTHER POLICIES AND INFORMATION

CSUN with A HEART

If you are facing challenges related to food insecurity, housing precarity/homelessness, mental health, access to technology, eldercare/childcare, or healthcare, you can find guidance, help, and resources from CSUN with A HEART (<https://www.csun.edu/heart>).

Course Workload

The general rule is that you will spend 3 hours studying outside of online class for every 1 unit you take. So, on average, a 3 unit class equals ~ 9 hours of home study per week. I encourage you to keep on top of the reading and assignments.

Online elements (email, Canvas):

This class requires regular use Canvas for interaction with your instructors and your peers. Students must be able to access the Internet in order to get the required materials, take quizzes, turning in assignments, downloading Powerpoints/written weekly notes for class, accessing supplemental reading and participating in discussions through Canvas. Assignments need to be posted on-line via Canvas.

- If you are not familiar with how to navigate Canvas, use the Lynda video tutorials as needed. Links to Canvas Help and resources are available when you log on to Canvas at the left side under “Help & Library Resources”.
- You **must** have and use a CSUN email address and be registered in the class to access the site and discussion boards. Communication will be sent to your CSUN email address. CSUN sends all official communications by e-mail, including registration information.
- Please check your CSUN e-mail *several times* a week. To forward your CSUN e-mail to your Yahoo, Hotmail, or preferred address, go to www.csun.edu/account, log in and select Mail forwarding. *However, do be aware that some transmissions are not successful.* To remain informed, it is in your best interest to continue to check your CSUN e-mail account throughout the semester. *All communications from your professor will come through that account.*
- Required readings other than the text(s) will be posted at least 2 weeks before they will be used in the online class.

ADDITIONAL INSTRUCTOR NOTES

Emailing the Professor: due to the high level of email traffic at CSUN, all students are requested to attempt to resolve technical issues/problems on their own **BEFORE** emailing the professor. It may take up to 48 hours for a response from the professor during the “business work” week. Be proactive with your fellow classmates if it is a question that pertains to technology or content outlined in the syllabus. Please make sure you have attempted all of the following:

- Contact [Information Technology Help Center](http://www.csun.edu/helpdesk/) directly at (818) 677-1400 or <http://www.csun.edu/helpdesk/> for trouble shooting with email, Canvas, or any other technology concerns.
- Check with another student in the class for assignment or procedure clarification.
- Review Canvas and the syllabus for assignment or procedure clarification.

Appointments/Office Hours: Appointments with Prof. Boomgard can be made by emailing or telephoning for an appointment. It may take up to 36 hours for a response from the professor during the “business work” week.

COURSE WORKLOAD: A 3 unit course will typically require **9 hours** of work per week. If our course was face-to-face, we would meet for 2 ½ hours, outside of class you would be responsible for 6 ½ hours a WEEK of reading, assignments, etc.

Assignment Writing Standards: **SPED 400** is an *upper division course* and students are expected to turn in papers and assignments of upper division quality. In addition, written assignments are to be clear in sentence construction and proofread before they are submitted. Unless otherwise specified, assignments must be typed and double-spaced using standard 12 pt. fonts (e.g. Times or Times, New Roman) and appropriate formatting. Writing requirements within the program: ***Students are expected to turn in papers and assignments of quality.*** All work should represent your reflections upon and integration of information covered in class in an organized way. Additionally, written assignments are to be clear in sentence construction and are to be proof read before they are handed in. Please discuss individual concerns with your professor.

- Writers in the fields of psychology, other behavioral and social sciences and special education express their ideas in a form and style developed by the American Psychological Association, commonly referred to as "APA". This writing form and style is familiar to a wide audience and allows the reader to concentrate on the content of the writing. ***It is expected that students will follow the requirements of APA style rules in all formal written course assignments (your reflections are informal).*** Such requirements are detailed in the *Publication Manual of the American Psychological Association*, 6th Edition, 2009. Students will find the manual to be an invaluable resource as a professional educator and it is recommended they purchase the text.
- Papers with an undue amount of errors in grammar, spelling, or sentence mechanics will not be graded. They will be given back to students to edit and resubmit, and points will be deducted.

21st Century Skills: You will be invited throughout your academic career here in the School of Education to develop competencies in executing 21st century skills including: critical thinking, communication, information and media literacy, social responsibility, problem solving, collaboration, self-directed learning, accountability and adaptability.

CSUN POLICIES (Students are responsible for following all published CSUN policies and procedures. Below are just a few of the most important items.)

- Adding/dropping classes is not normally permitted after the first 3 weeks of instruction.
- Cheating and plagiarism are taken very seriously. Please see the University Catalog and/or the Schedule of Classes for definitions and examples of, and penalties for academic dishonesty. *All take-home quizzes and exams as well as on-line exams and quizzes are to be completed individually. Collaborating on these assignments is considered cheating, and will be treated as such.*
- Students with disabilities must be registered with the Center on Disabilities (COD) in order to receive accommodations. Reasonable accommodations will be honored in accordance with the Americans with Disabilities Act (ADA). The intent of the ADA is not to give a particular student an advantage over another, but simply to allow students with disabilities equal access to the course content, and to provide them an equal opportunity for success. Students may receive information about registering with COD at the following website: <http://www.csun.edu/cod/sdr/general/registering.htm>. The COD is located at Bayramian Hall, Rm. 110. Their phone number is 818-677-2684.

Respectful conduct is expected at all times, when dealing with parents, students, your professor and your colleagues online (including that within online correspondence and discussions). Respectful collaboration is an important part of successful teaching, and is assessed through your personal dispositions, as outlined below.

PROFESSIONAL DISPOSITIONS

In addition to the knowledge and skills you learn and reflect upon in your graduate program, it is expected that you will also reflect upon your own Professional Dispositions. Faculty will reflect with you on your Dispositions at several key points throughout your credential program. These dispositions are particularly important as you work with students in the tutoring lab this semester. Please take some time and reflect on the following dispositions, and your personal strengths and challenges in each area. Dispositions identified as important within the Department of Special Education include:


- **Personal Characteristics**: Strives to achieve and maintain a high degree of competence and integrity in all professional practices.
- **Interpersonal Characteristics**: Strives to develop rapport and collaborate with others in the work environment.
- **Commitment to Professional Growth**: Values creativity and thinks critically about work-related practices.
- **Commitment to Diversity**: Believes all individuals can learn, despite severity of disability, and is committed to serving students with diverse needs, cultural and linguistic backgrounds, and developmental levels.

- **Commitment to Ethical Practices:** Committed to ethical professional activities that benefit individuals with exceptionalities and their families.

SPED400 – FALL 2022 Course Schedule – online course

Note: This schedule is subject to change with prior notice. Please always check Canvas for the most up-to-date information.

| | Topic | Readings | Activities/Due by week's end (Sunday by 11:00p) unless noted on Canvas |
|--------------------------------|---|--|--|
| Week | Topics including Lectures | Readings/Guest Faculty Lectures | Assignments/Tests |
| Week 1 Jan 23 | <ul style="list-style-type: none"> How the course works | Syllabus & Zoom Norms, Major Assignment Guidelines, etc. Faculty lectures | Post introduction on-line |
| Week 2 Jan 30 | <ul style="list-style-type: none"> What is Special Education? IDEA Disability Awareness & ableism Critical terminology (special education, inclusive education, mainstreaming, pull-out, dumping, ableism, least restrictive environment) | TEXT Chapter 1 (pp 3-33) Articles: Disability Awareness vs Similarity Awareness" Same and Equal are not Congruent Terms Murawski, W.W. & Spencer, S.A. (2011) pp 17-26 Federal and State Special Education Laws and Regulations DHH 5.1, U6.7 Faculty lectures <ul style="list-style-type: none"> Disability Awareness Ableism Models of Disability MM6.3, EX6.4 | topical activity #1 (discussion of article) Activity – Syllabus Sign off |
| Week 3 Feb 6 | <ul style="list-style-type: none"> History and Theory Landmark legislation Genetic and Environmental Foundations | TEXT Chapter 1 (pp 38-71) and Chapter 2 Murawski, W.W. & Spencer, S.A. (2011) pp 1-4 Students with Disabilities Deserve Inclusion: Also It's the Best Way to Teach Faculty lectures <ul style="list-style-type: none"> History of SPED Litigation & Legislation MM5.5, EX5.4, MM5.3, EX5.4 Matching interventions to age, needs, and environment MM2.9, EX2.12, MM3.1, EX3.3 | Topical activity #2 (creative representation) – Special Education laws, including documentation of assessments and how to hold IEP meetings MM5.5, EX5.4, MM5.3, EX5.4 |
| Week 4 Feb 13 | <ul style="list-style-type: none"> Prenatal Development Prenatal environmental influences Teratogens/threats to development | TEXT Chapter 3 | topical activity #3 (discussion) Mandated Reporter Training |
| Week 5 Feb 20 | <ul style="list-style-type: none"> Birth and the Newborn Baby Birth Complications Newborn Babys' Capacities IDEA eligibility categories, free appropriate public education (FAPE), IEP & IFSP, Least restrictive environment | TEXT Chapter 4 Murawski, W.W. & Spencer, S.A. (2011) pp 4-11 Faculty lectures <ul style="list-style-type: none"> IEPs MM1.1, EX1.6 Introduction to eligibility categories and special education services MM3.2, EX3.4 Collaboration with families U1.2, MM2.4, EX2.4, EX6.1 | <u>QUIZ #1 (Chapters 1-4)</u> Family Collaboration reflection MM2.4, EX2.4, EX6.1, EX6.1 |

| | | | |
|---------------------------------|--|--|--|
| Week 6 Feb 27 | <ul style="list-style-type: none"> The Developing Brain: Structures of the Brain Developmental Neuroscience | TEXT Chapter 5 | topical activity #4 (discussion/ put self in other's shoes) |
| Week 7 Mar 6 | <ul style="list-style-type: none"> Diversity in Physical Development (Physical disabilities/health impairments) | <u>Faculty lectures</u> <ul style="list-style-type: none"> Physical dis/health impairment Addressing functional limitations MM2.3, EX2.7 and supporting movement, mobility, and specialized health care needs MM2.2, EX2.6, MM6.4, EX6.5 Unique experiences related to degenerative conditions MM6.5, EX6.6 | topical activity #5 (creative representation – considerations & “non-issues” for students with physical disabilities, specialized health care needs, and degenerative conditions) MM2.2, EX2.6, MM2.3, EX2.7, MM6.4, EX6.5, MM6.5, EX6.6 |
| Week 8 Mar 13 | <ul style="list-style-type: none"> Diversity in Physical Development (DHH; Blind/low vision) | <u>Faculty lectures EX4.2</u> <ul style="list-style-type: none"> Deaf/Hard of hearing – Deaf community role models DHH 2.9 Blind/low vision Deaf/blind – Specialized assessment, teaching strategies, and communication-rich environments DHH 6.7, EX1.3, EX2.3 | QUIZ #2 (includes structure and function auditory and visual systems) EX4.2 |
| Mar 20 - 26 |  | | |
| Week 9 Mar 27 | Cognitive/linguistic development & diversity Development of perception <ul style="list-style-type: none"> Theories of cognitive development | TEXT Chapters 6 & 7 DHH 1.3 | |
| Week 10 Apr 3 | <ul style="list-style-type: none"> Cognitive processes Development of Language & Communication | TEXT Chapters 8 & 9 Typical and Atypical Language and Communication MM1.3, EX1.8 | topical activity #6 (interview/discussion about language development) MM1.3, EX1.8 |
| Week 11 Apr 10 | <ul style="list-style-type: none"> Diversity in Cognitive/Linguistic Development (communication disorders, learning disabilities) | <u>Faculty lectures</u> <ul style="list-style-type: none"> Speech &/or Language Disorders Learning disabilities Traumatic Brain Injury MM2.11, EX2.14, MM4.5, EX4.6, MM6.6, EX6.7 | topical activity #7 (discussion response to TBI Lecture) MM2.11, EX2.14 |

| | | | |
|---------------------------------|--|---|--|
| Week 12 Apr 17 | <ul style="list-style-type: none"> Diversity in Cognitive/Linguistic Development (intellectual disabilities, low incidence/severe disabilities) | Faculty lectures <ul style="list-style-type: none"> Cognitive Support Needs Significant Support Needs and AAC EX1.2, EX2.1, EX7.6, EX7.7 Communicative intent of behavior MM2.5, EX2.8, MM2.6, EX2.9 | |
| Week 13 Apr 24 | Social-emotional development & diversity <ul style="list-style-type: none"> Emotional development Social development | TEXT Chapters 10 & 11 Social Emotional Development U1.1 Social Skills for Family Gatherings Discussion U1.1 Faculty Lecture: Bullying and Addressing instances of intolerance and harassment DHH 2.4 | QUIZ #3 MM1.3, EX1.8 topical activity #8 (questionnaire about observation project) |
| Week 14 May 1 | <ul style="list-style-type: none"> Diversity in Emotional & Social Development (autism) | Faculty lectures <ul style="list-style-type: none"> Autism | topical activity #9 (discussion about social skills for family gatherings) |
| Week 15 May 8 | <ul style="list-style-type: none"> Diversity in Emotional & Social Development (emotional/behavior disorders) Observation Papers Wrap up/Review – What have you learned about how your ND impacts your learning? How will this impact your future career? | Faculty lectures <ul style="list-style-type: none"> Emotional/behavior disorders MM1.7, EX1.4, U2.1 Resources to support students who have experienced trauma, homelessness, foster care, incarceration, and/or, are medically fragile U2.4 Implementing health care procedures in school EX2.2 | topical activity #10 (creative representation) positive interventions and supports, restorative justice, and conflict resolution U2.1 Observation Project due SUNDAY 5/14 |
| Week 16 May 15 | <ul style="list-style-type: none"> Final quiz | Reflection on learning related to atypical development in this course MM3.3, EX3.5, U4.2 | QUIZ #4 DUE 5/19 (FRIDAY) |

Appendix A OBSERVATION PROJECT (50 POINTS)

Format #1 In Classroom Observation Project

Format #2

Virtual Visitation Project (In case of Covid restrictions reinstatement)

The purpose of this assignment is to promote awareness, and gain knowledge of the site's program and services in order to better serve our students with disabilities. There is not a discrete line that separates children who are "able" from children who are "disabled". Rather, there are wide ranges of developmental abilities that children exhibit, some requiring a greater level of support/assistance than others. Children may appear "able" in one setting, but less "able" in another. Children may appear "able" in one subject area, and less "able" in another.

After the completion of this project, students should:

- Know and understand children's and adolescents' characteristics and needs.
- Know and understand the multiple influences on development and learning.
- Be able to use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.
- Know and understand cultural and contextual influences on development.
- Know and understand the similarities between children and families of different cultures, and the variations that occurs within cultures.

MM3.2, EX3.4, MM3.2, EX3.4, MM3.3, EX3.5, MM3.3, EX3.5, U4.2, U4.2

This observation paper will give the reader a detailed description of the child as viewed by you, the writer, with respect to developmental areas listed below. Examples of objective reporting are: "The mother reports John feels more secure when he sleeps with his teddy bear," or "The caregiver stated that Jenny shares her crayons at the art table with any child who needs crayons," or "The father reported that Jose has made many more friends in high school than in middle school."

It is of utmost importance that you reference the text (e.g., Keenan) and any other course materials, lectures, etc. support statements in your paper. Be as thorough as possible with the data available to you. Try to include as much factual data as you can to "paint" a comprehensive picture of the child.

Logistics:

(There are 2 ways to complete this project. What is turned in to me is the same for both.)

In the first approach, you will directly observe typically developing children and children with disabilities in a school setting.

In the alternate approach (due to COVID restrictions) you will complete an "observation" by viewing videotaped links in an educational program serving students with and without disabilities.

The focus of BOTH of these approaches is on observing and describing the developmental diversity in children, with a focus on the physical development, cognitive development, language development, and social/emotional development of the students. **This project will be worth 50 points.**

Instructions/Directions FOR VIDEO:

Step One: Decide whether or not you would like to complete this assignment individually or in pairs.

Step Two: Watch at least **THREE** of the videos provided. We have provided 1 option of a self-contained SPED class. There are 5 videos of typical classrooms with one or more children with special needs fully included. **Video Links (also on Canvas)**

Step Three: Take detailed notes and use the guideline questions as the foundation of your paper to summarize the observation(s).

What will you be watching for?

You will be watching and taking notes to illustrate and describe the diversity that you observe in children's abilities and styles in each of the three following areas:

- Physical development
- Cognitive and linguistic development
- Social/emotional development

Do not forget that there is a great deal of diversity within the group of “typically developing” children. The diversity is not only between typically developing children and children with special needs!

Step Four: Paper should be 4-8 pages in length, double-spaced and typed. Please follow all writing expectation guidelines as stated on the syllabus. This paper should be completed as a **narrative**.

Write-up to be turned in:

Please label and organize your paper around the 5 sections (A-E)

A. Observation

Describe the setting(s) (name of school/video) that you observed including the approximate numbers of children, ages/grades of children, numbers/roles of adults present in each setting.

B. Physical Development (1 to 2 pages)

1. Describe the diversity observed. Be sure to support your observation with sufficient explanation to allow us to understand what you saw. Somehow stress the diversity within general education as well as looking for the “outliers” (for lack of better word) that would be identified as special education
2. Describe any supports that you observed that were used to assist any of the children in accomplishing physical tasks.

C. Cognitive/Linguistic development (1 to 2 pages)

1. Describe the diversity observed. Be sure to support your observation with sufficient explanation to allow us to understand what you saw.
2. Describe any supports that you observed that were used to assist any of the children in accomplishing cognitive/linguistic tasks.

D. Social/Emotional Development (1 to 2 pages)

1. Describe the diversity observed. Be sure to support your observation with sufficient explanation to allow us to understand what you saw.
2. Describe any supports that you observed that were used to assist any of the children in accomplishing social/emotional tasks.

E. Final thoughts

1. What did your observations lead you to believe about the diversity that is present in groups of typically developing children AND in groups of typically developing children and children with disabilities?
2. If you could, what questions would you pose to those who are working with the children in each of the classrooms (videos) that you observed?
3. What practices did you observe that you felt were particularly helpful, and why?

ADDITIONAL INFORMATION ON GUIDELINES ON CANVAS

Instructions/Directions FOR IN PERSON:

Step One: Decide whether or not you would like to complete this assignment individually or in pairs.

Step Two: Arrange to visit a Using a format provided, students will complete **one observation in a general educational setting serving students with and without disabilities**. Students will identify **a grade level in preschool -12th grade**. This observation should be over a minimum of 2 hours time. The focus of the assignment is on observing and describing the developmental diversity among children, with a focus on the physical development, cognitive/intellectual development, language development, and social/emotional development of the students in each observation. (A full assignment description to be posted on Canvas.)

Step Three: Take detailed notes and use the guideline questions as the foundation of your paper to summarize the observation(s).

What will you be watching for?

You will be watching and taking notes to illustrate and describe the diversity that you observe in children’s abilities and styles in each of the three following areas:

- Physical development
- Cognitive and linguistic development
- Social/emotional development

Do not forget that there is a great deal of diversity within the group of “typically developing” children. The diversity is not only between typically developing children and children with special needs!

Step Four: Paper should be 4-8 pages in length, double-spaced and typed. Please follow all writing expectation guidelines as stated on the syllabus. This paper should be completed as a narrative.

Write-up to be turned in

Observation Project
Grading Rubric (50 points)

Grading: Rubric on a 5-10 point scale

| TOPIC | POINTS GIVEN | COMMENTS |
|---|--------------|----------|
| Provides evidence of completed site visit. Documentation of three or more videos viewed () No evidence () Videos listed | /5 | |

| | | |
|--|-----|--|
| Provides examples as evidence of what was viewed might be useful for the students with whom special education services are provided <input type="radio"/> Unclear <input type="radio"/> Adequate <input type="radio"/> Well detailed, insightful | /10 | |
| Provides evidence from the text/content of the course to support observations/conclusions about program usefulness <input type="radio"/> Insufficient, Unclear <input type="radio"/> Adequate <input type="radio"/> Well developed, strong rationale | /10 | |
| Provided evidence of additional questions asked that might be asked during an in-person visit <input type="radio"/> Unclear or too brief <input type="radio"/> Adequate <input type="radio"/> Well developed, insightful follow-up questions | /10 | |
| Uses professional, report-writing style and non-judgmental people-first language <input type="radio"/> Unclear or too brief <input checked="" type="radio"/> Adequate <input type="radio"/> Well developed, insightful | /10 | |
| Writing included responding to all areas/prompts in outline provided in narrative essay form (using the guidelines) <input type="radio"/> Did not address prompts with multiple errors <input type="radio"/> Adequately addressed prompts with some errors in grammar, spelling <input type="radio"/> Well developed response with few errors | /5 | |
| Total points: 50 | | |

Appendix B Online Discussions

Rubric for Online Discussions (included in Topical Activities #1, #3, #4, #6, #7, & #9)

To receive FULL points ALL requirements must be met

Please note – discussions are graded after the module window has closed. Points will be posted on Canvas.

- All Discussions are Monday - Sunday. You must interact at least 3 times for full credit:

1. Initial post by **Thursday**

2. Post on at least two other people's threads by **Sunday**
3. Reflection/summation of your thread by **Sunday**

| | | |
|--|---|--|
| | Full points (5 points) | No Credit |
| BY THURSDAY: Initial post 2 PTS | <p>Timely post of your own thread.</p> <p>Refers meaningfully to assigned readings (when applicable) and makes it clear to which reading you are referring (does not need to be APA format, but please use the author's name or title of the article).</p> <p>Posts and reflection are written professionally and have few or no grammatical errors.</p> | <p>After THURSDAY: NO CREDIT</p> <p>Does not refer to applicable readings.</p> <p>Writing is not of professional quality.</p> |
| BY SUNDAY: Post on 2 other threads 2 PTS | <p>Timely post of a response on at least two other people's threads.</p> <p>Refers meaningfully to assigned readings (when applicable) and makes it clear to which reading you are referring (does not need to be APA format, but please use the author's name or title of the article).</p> <p>Posts and reflection are written professionally and have few or no grammatical errors.</p> | <p>After SUNDAY: NO CREDIT</p> <p>Does not refer to applicable readings.</p> <p>Writing is not of professional quality.</p> |
| BY SUNDAY: Reflect on all posts on thread 1 PTS | <p>Timely final reflection for your instructor summing up key take-aways from your colleagues' posts. If there are no posts on your thread, discuss what you learned from reading other people's posts. (BY SUNDAY; the discussion will close automatically at 11:55 and you will not be able to post after it closes).</p> <p>Refers meaningfully to assigned readings (when applicable) and makes it clear to which reading you are referring (does not need to be APA format, but please use the author's name or title of the article).</p> <p>Posts and reflection are written professionally and have few or no grammatical errors.</p> | <p>NO CREDIT (Discussion closes SUNDAY, 10pm)</p> <p>Does not refer to applicable readings.</p> <p>Writing is not of professional quality.</p> |

Appendix C

- Assignment: Case Study Response – Supporting Students with Traumatic Brain Injury (TBI)
MM2.11, EX2.14, MM4.5, EX4.6, MM4.5, EX4.6, MM6.6, EX6.7, MM6.6, EX6.7

1. Purpose

This assignment will help you demonstrate your ability to understand and address the needs of students returning to school after a traumatic brain injury (TBI). You will apply your knowledge of neurological, emotional, family, and instructional challenges to a real-world scenario.

2. Case Vignette

Jordan is a 14-year-old 8th grader returning to school three months after a closed head injury from a bicycle accident. Before his injury, Jordan was a strong student and active athlete. Now, he struggles with memory, attention, fatigue, irritability, and word-finding. He uses a wheelchair for longer distances and is frustrated about his slower pace and inability to play soccer. His family is worried about his future, and his younger sister feels left out because much of the family's attention is focused on Jordan.

3. Your Task (2–3 pages)

- Describe how Jordan's injury might affect his learning, friendships, and family relationships.
- Explain at least two neurological impacts of his injury and how they affect his school performance.
- Suggest 2–3 instructional strategies to support Jordan's needs (e.g., for memory, attention, or physical access).
- Suggest one way to support his family and peers during his transition.
- Reflect on how Jordan's self-concept and emotional well-being may be affected and propose a way to support him.

4. Rubric (24 points total)

- Impacts Identified (4 pts): Describes how the injury affects Jordan's learning, relationships, and family.
- Brain & Learning (4 pts): Explains at least two neurological impacts (e.g., memory, attention, language).
- Teaching Strategies (4 pts): Suggests 2–3 realistic strategies tailored to Jordan's needs.
- Family & Peer Support (4 pts): Provides at least one concrete idea for supporting both family and peers.
- Self-Concept & Emotions (4 pts): Shows understanding of how Jordan may feel and suggests supports.
- Clarity & Evidence (4 pts): Writing is clear, organized, and references course readings or credible sources.

5. Grading Scale

- 22–24 = Excellent
- 19–21 = Good
- 15–18 = Developing
- 14 or below = Needs Improvement

Linking Table:

Deaf Education:

| TPE | Page # |
|--------|--------|
| DHH1.3 | 12 |
| DHH2.4 | 13 |
| DHH2.9 | 12 |
| DHH5.1 | 11 |
| DHH6.7 | 12 |

Mild/Moderate and Extensive Support Needs

| TPE | Page # | TPE | Page # | TPE | Page # |
|--------------|--------|----------------|--------|--------------|--------|
| U1.1, | 13 | MM2.4, EX2.4 | 11 | MM3.2, EX3.4 | 14 |
| U1.1 | 13 | MM2.4, EX2.4 | 11 | MM3.3, EX3.5 | 13 |
| U1.2 | 11 | MM2.5, EX2.8 | 13 | MM3.3, EX3.5 | 14 |
| MM1.1, EX1.6 | 11 | MM2.6, EX2.9 | 13 | MM3.3, EX3.5 | 14 |
| MM1.3, EX1.8 | 12 | MM2.9, EX2.12 | 11 | U4.2 | 13 |
| MM1.3, EX1.8 | 12 | MM2.9, EX2.12 | 5 | U4.2 | 14 |
| MM1.3, EX1.8 | 13 | MM2.11, EX2.14 | 12 | U4.2 | 14 |
| MM1.7, EX1.4 | 13 | MM2.11, EX2.14 | 12 | MM4.5, EX4.6 | 12 |
| EX1.2 | 13 | MM2.11, EX2.14 | 19 | MM4.5, EX4.6 | 19 |
| EX1.3 | 12 | EX2.1 | 13 | MM4.5, EX4.6 | 19 |
| U2.1 | 13 | EX2.2 | 13 | EX4.2 | 12 |
| U2.1 | 13 | EX2.3 | 12 | EX4.2 | 12 |
| U2.4 | 13 | MM3.1, EX3.3 | 11 | MM5.3, EX5.4 | 11 |
| MM2.2, EX2.6 | 12 | MM3.2, EX3.4 | 11 | MM5.3, EX5.4 | 11 |
| MM2.2, EX2.6 | 12 | MM3.2, EX3.4 | 14 | U6.6 | 5 |
| | | | | | |

| TPE | Page # | TPE | Page # |
|--------------|--------|-------|--------|
| U6.6 | 5 | EX6.1 | 11 |
| U6.6 | 5 | EX7.6 | 13 |
| MM6.3, EX6.4 | 11 | EX7.7 | 13 |
| MM6.4, EX6.5 | 12 | | |
| MM6.4, EX6.5 | 12 | | |
| MM6.5, EX6.6 | 12 | | |
| MM6.5, EX6.6 | 12 | | |
| MM6.6, EX6.7 | 12 | | |
| MM6.6, EX6.7 | 19 | | |
| MM6.6, EX6.7 | 19 | | |
| EX6.1 | 11 | | |
| EX6.1 | 11 | | |
| | | | |
| | | | |
| | | | |