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Course Syllabus: Early Childhood Special Education
College of Education
SPED 4533 X10
Fall 2022 August 22, 2022 through December 2, 2022

Contact Information
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Instructor Response Policy
I will respond to emails within 24 hours on weekdays. Emails received on the weekend will be responded to within 48 hours. Please do not hesitate to contact me if you have a question. I prefer laura.akin@esc9.net but I also check my MSU email.

Textbook & Instructional Materials
Cook, R. E., Klein, M. D., & Chen, D. (2020). Adapting early childhood curricula for children with special needs (10th ed.). Pearson.

Course Description
Development of transdisciplinary Individual Family Service Plans and Strategies for promoting the development of infants and young children with moderate disabilities. Planning and implementing age appropriate strategies for preschool aged children is required.

Course Objectives/Learning Outcomes/Course Competencies
The candidate will meet the following standards and competencies relating to special education by the Texas Education Agency (TEA) as required for certification as a special education teacher (EC-12), as well as the relevant Council for Exceptional Children (CEC) knowledge and skills base standards for all beginning special education teachers. This course provides special education candidates and students with a knowledge base of the environment in which they may teach. Satisfactory completion of the course will document that students have demonstrated the ability to:
1. The student will understand and apply knowledge of the philosophical, historical, and legal foundations of special education.
2. The student will know how to communicate and collaborate effectively in a

variety of professional settings.

3. The student will understand and apply knowledge of the characteristics and needs of individuals with disabilities.
4. The student will understand formal and informal assessment procedures and will know how to evaluate student competencies to make instructional decisions.
5. The student will understand and apply knowledge of procedures for planning instruction and managing teaching and learning environments.
6. The student will understand and apply knowledge of issues and procedures for teaching appropriate student behavior and social skills.
7. The student will promote students' academic performance in all content areas by facilitating their achievement in a variety of settings and situations.
8. The student will promote students' performance in English language arts and reading.
9. The student will promote students' performance in mathematics.
10. The student will understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.
11. The student will create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.
12. The student will use multiple methods of assessment and data sources in making educational decisions.
13. The student will select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities
14. The student will use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.
15. The student will collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with disabilities.

See Appendix A for a complete list of standards/competencies (if applicable) and Appendix B for assignment/standards alignment matrix

Student Handbook

Refer to: Student Handbook-2021-22

Academic Misconduct Policy & Procedures
Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of

work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.
Office of Student Conduct

Grading/Assessment

Table 1: Points allocated to each assignment –

Assignments	Points
Video Reflections (10 at 10 pts each)	100
Welcome Activity	10
Early Childhood Teacher Interview	50
Family/Parent/Caregiver Interview	50
IEP Activity	100
Chapter Reflections (10 at 10 pts each)	100
Midterm (Chapters 1-6)	100
Final Exam (Comprehensive)	100
Total Points	610

Table 2: Total points for final grade.

Grade	Points
A	610 to 549
B	548 to 488
C	487 to 427
D	426 to 366
F	Less than 365

Video Example Reflections

You will choose one video example from each chapter of the text to watch (a list of videos is provided in D2L). A written reflection on the video will be submitted to D2L. The reflection should be at least 1 paragraph in length. The reflection should have the Video Example Number, Title of the Video, and the Video link included.

Early Childhood Teacher Interview

A written transcript of an interview with a teacher who is currently teaching an early childhood special education class will be submitted through D2L. You may generate your own questions but the following questions should be included:
1. How long have you been a teacher and how long have you taught early childhood special education?
2. What drew you to special education?
3. What types of disabilities have the students you have taught had?
4. What's the best part of teaching early childhood special education?
5. What is the hardest part of teaching early childhood special education?
6. What are some ways that you instruct children with various disabilities?

7. How do you determine what type of intervention or activity is appropriate for the child?

Family/Parent/Caregiver Interview
A written transcript of an interview with a family/parent/caregiver who has a child with a disability will be submitted through D2L. You may generate your own questions but the following questions should be included:
1. When was your child diagnosed or evaluated for a disability?
2. Who initiated the evaluation, the doctor or you?
3. If you initiated the evaluation, what prompted you to suspect a disability?
4. What types of services did the family and child receive as part of the IFSP or IEP?
5. How do you feel the quality of services have been in this area?
6. What was the most difficult step in the process of having your child evaluated to receive services?

IEP Activity
You will watch a zoom (either live or recorded) on the steps to develop a Present Levels of Academic Achievement and Functional Performance (PLAAFP) and goals. You will be given a case study to build your own PLAAFP and Goals based on the information in the case study. The PLAAFP and Goals will be submitted to D2L.

Chapter Reflections
You will submit a weekly chapter reflection. This reflection should be at least 2 paragraphs in length. The reflection should highlight an area of the chapter that was important to you, along with an explanation of why that part of the chapter resonated with you.

Mid-Term Exam
The midterm will cover information from chapters 1 – 6 of the text. It will also cover information from the IEP Activity. This exam will be a combination of multiple choice, true/false, and short answer questions. It will be a 2 hour timed test.

Final Exam
The final will cover information from all chapters of the text. It will also cover information from the IEP Activity. This exam will be a combination of multiple choice, true/false, and short answer questions. It will be a 2 hour timed test.

Late Work
Assignments will not be accepted after the date that they are due. I understand emergencies do happen and proof of emergencies (e.g. doctors note) must be presented and discussed during a meeting with the instructor to determine if the assignment will be accepted late. Students should complete written assignments well in advance of the due date so they do not have difficulties at the last

moment that prevent them from submitting work on time. There are no assignment options; therefore, all students are expected to complete all assignments. Failure to complete an assignment, even if you have sufficient points to attain the grade you are seeking, will result in a 10% reduction in points for the overall course; therefore, be diligent and complete all assignments in an exemplary manner.

Make Up Work/Tests

Test dates are clearly posted in the course schedule. It is the expectation that you are present for the test. Proof of emergencies (e.g. doctors note) must be presented and discussed during a meeting with the instructor. Determination of a make-up test will be granted on an individual basis.

Important Dates

Last day for term schedule changes: August 22-25 Academic Calendar
Deadline to file for graduation: September 26 Academic Calendar
Last Day to drop with a grade of "W:" October 24 Academic Calendar
Refer to: Drops, Withdrawals & Void

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into D2L through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Attendance

Students are expected to attend all meetings of the classes in which they are enrolled. Although in general students are graded on intellectual effort and performance rather than attendance, absences may lower the student's grade where class attendance and class participation are deemed essential by the faculty member. In those classes where attendance is considered as part of the grade, the instructor should so inform students of the specifics in writing at the beginning of the semester in a syllabus or separate attendance policy statement. An instructor who has an attendance policy must keep records on a daily basis. The instructor must give the student a verbal or written warning prior to being dropped from the class. Instructor's records will stand as evidence of absences. A student with excessive absences may be dropped from a course by the instructor. Any individual faculty member or college has the authority to establish an attendance policy, providing the policy is in accordance with the General University Policies.

Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. **Assignments and**

tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings. Computers are available on campus in various areas of the buildings as well as the Academic Success Center. **Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! Our online classes can be accessed from any computer in the world that is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into D2L**.**

Instructor Class Policies

Students are expected to be prepared for class by reading assigned material. It is the expectation that students meet the necessary timelines for all assignments.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to Disability Support Services.

College Policies

Campus Carry Rules/Policies
Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy
College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU TEXAS Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy
To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Campus Carry
Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter
The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled "*Run. Hide. Fight.*" which may be electronically accessed via the University police department's webpage: [*"Run. Hide. Fight."*](#)

Grade Appeal Process
Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

Notice
Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course outline with assigned course topics, assigned readings, and assignments are required for certification courses.

Course Schedule

Week or Module	Activities/Assignments/Exams	Due Date
Week 1 8/22 to 8/28	Review Syllabus/Class Information Watch recording for information	8/28
Week 2 8/29 to 9/4	Welcome Activity Due Chapter 1 Reflection Due Video 1 Reflection Due	9/4
Week 3 9/5 to 9/11	Chapter 2 Reflection Due Video 2 Reflection Due	9/11
Week 4 9/12 to 9/18	Chapter 3 Reflection Due Video 3 Reflection Due	9/18
Week 5 9/19 to 9/25	Chapter 4 Reflection Due Video 4 Reflection Due	9/25
Week 6 9/26 to 10/2	Chapter 5 Reflection Due Video 5 Reflection Due	10/2
Week 7 10/3 to 10/9	Chapter 6 Reflection Due Video 6 Reflection Due	10/9
Week 8 10/10 to 10/16	IEP Activity Due Watch Zoom and submit PLAAFP & Goal	10/16
Week 9 10/17 to 10/23	Midterm, opens 10/17 at 12:01am, closes 10/23 at 11:59pm	10/17 through 10/23
Week 10 10/24 to 10/30	Chapter 7 Reflection Due Video 7 Reflection Due	10/30
Week 11 10/31 to 11/6	Chapter 8 Reflection Due Video 8 Reflection Due	11/6
Week 12 11/7 to 11/13	Chapter 9 Reflection Due Video 9 Reflection Due	11/13
Week 13 11/14 to 11/20	Chapter 10 Reflection Due Video 10 Reflection Due	11/20
Week 14 11/21 to 11/27	No assignments this week - enjoy quality time with friends and family Thanksgiving Break starts 11/22 @ 10pm	N/A
Week 15 11/28 to 12/4	Early Childhood Teacher Interview Due Family/Parent/Caregiver Interview Due	12/4

Week or Module	Activities/Assignments/Exams	Due Date
Week 16 12/5 to 12/9	Final Exam, opens on 12/5 at 12:01am closes on 12/9 at 11:59pm	12/5 through 12/9

References/Scientifically-Based Research/Additional Readings:
Cook, R. E., Klein, M. D., & Chen, D. (2020). Adapting early childhood curricula for children with special needs (10th ed.). Pearson.

Appendix A: Standards/Competencies
Required alignment to all applicable state/national standards (including INTASC/TExES test framework competencies for certification courses-grad and undergrad.

Course Objectives or Student Learning Outcomes	Standard or Competency
The student will understand and apply knowledge of the philosophical, historical, and legal foundations of special education.	1.1k the historic foundations, classic studies including the major contributors, and major state and federal legislation that has affected knowledge and practice of the education of individuals with disabilities; 1.6k variations in beliefs, traditions, and values across cultures and their effects on the relationship among child, family, school, and community; 1.7k the continuum of placement and services available for individuals with disabilities; 1.10k the roles of and relationships among federal, state, and local entities with regard to the regulation and provision of special education and related services, including specialized health care services.
The student will know how to communicate and collaborate effectively in a variety of professional settings.	3.1 k factors that promote effective communication and collaboration with individuals, parents/guardians, and school and community personnel; 3.2k typical concerns of parents/guardians of individuals with disabilities and appropriate resources and strategies to help parents/guardians deal with these concerns; 3.3k the collaborative roles of individuals with disabilities, parents/guardians, teachers, and other school and community personnel in planning an individualized program;

Course Objectives or Student Learning Outcomes	Standard or Competency
	3.6k ethical practices for confidential communication about individuals with disabilities.
The student will understand and apply knowledge of the characteristics and needs of individuals with disabilities.	4.2k human development and the effects of disabilities on developmental processes across domains (e.g., cognition, communication, motor, behavior); 4.3k cognitive, physical, cultural, social, environmental, psychological, and emotional needs of individuals with and without disabilities; 4.8k the educational implications of various disabilities; 4.9k various ways to adapt instruction to meet unique learning needs of individuals with disabilities;
The student will understand formal and informal assessment procedures and will know how to evaluate student competencies to make instructional decisions.	5.1k state and federal laws (e.g., IDEA, Title I) that require the assessment of the progress of all students toward state standards; 5.8k methods for monitoring the daily progress of individuals with disabilities; 5.9k the reciprocal nature of assessment and instruction and how to evaluate assessment results to design, monitor, and modify instruction for individuals with disabilities.
The student will understand and apply knowledge of procedures for planning instruction and managing teaching and learning environments.	6.3k research-based best practices for effective management of teaching and learning; 6.5k curricula for the development of cognitive, academic, social, language, affective, motor, career, and functional life skills for individuals with disabilities; 6.9k how to use Individual Educational Plan (IEP) objectives to plan educational setting and instruction.
The student will understand and apply knowledge of issues and procedures for	7.3k theories underlying behavior management techniques (e.g., reinforcement, proactive strategies, strategies that decrease inappropriate behavior) and their applications for teaching individuals with disabilities; 7.8k strategies for preparing individuals to live cooperatively and productively in

Course Objectives or Student Learning Outcomes	Standard or Competency
teaching appropriate student behavior and social skills.	society, including social skills needed for educational and functional living environments;
The student will promote students' academic performance in all content areas by facilitating their achievement in a variety of settings and situations.	10.1k instructional, compensatory, and remedial methods, techniques, and curriculum materials; 10.2k techniques for modifying instructional methods and materials based on differing learning styles and the specific needs of individuals with disabilities; 10.3k how to evaluate and use assessment results to design, monitor, and modify instruction to improve student learning; 10.5k varied cultural perspectives that affect the relationship among parents/ guardians, schools, and communities with regard to effective instruction for individuals with disabilities; 10.9k the role of the Texas Essential Knowledge and Skills (TEKS) in the development of the Individual Educational Plan (IEP) for individuals with disabilities;
The student will promote students' performance in English language arts and reading.	11.1k the developmental process of communication systems (e.g., listening, speaking, writing), including emergent and pre-literacy skills; 11.4k the nature and stages of literacy development and various contexts and methods to promote students' literacy development;
The student will promote students' performance in mathematics.	12.1k how children learn and develop mathematical skills, procedures, and concepts;
The student will understand how exceptionalities may interact with development and learning and use this	1.2 use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

Course Objectives or Student Learning Outcomes	Standard or Competency
knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.	
The student will create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.	2.1 through collaboration with general educators and other colleagues, create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions. 2.2 use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.
The student will use multiple methods of assessment and data sources in making educational decisions.	4.4 engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.
The student will select, adapt,	5.4 use strategies to enhance language development and communication skills of individuals with exceptionalities.

Course Objectives or Student Learning Outcomes	Standard or Competency
and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities	
The student will use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.	6.2 understand how foundational knowledge and current issues influence professional practice.
The student will collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the	7.1 use the theory and elements of effective collaboration. 7.2 serve as a collaborative resource to colleagues. 7.3 use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.

Course Objectives or Student Learning Outcomes	Standard or Competency
needs of individuals with disabilities.	

Appendix B:

Assignment/Module/ Course Activities	Standard or Competency
Chapter 1 Reflection Video 1 Reflection	1.1k the historic foundations, classic studies including the major contributors, and major state and federal legislation that has affected knowledge and practice of the education of individuals with disabilities; 1.6k variations in beliefs, traditions, and values across cultures and their effects on the relationship among child, family, school, and community; 1.7k the continuum of placement and services available for individuals with disabilities; 1.10k the roles of and relationships among federal, state, and local entities with regard to the regulation and provision of special education and related services, including specialized health care services. 6.2 understand how foundational knowledge and current issues influence professional practice.
Chapter 2 Reflection Video 2 Reflection	3.1 k factors that promote effective communication and collaboration with individuals, parents/guardians, and school and community personnel; 3.2k typical concerns of parents/guardians of individuals with disabilities and appropriate resources and strategies to help parents/guardians deal with these concerns; 3.3k the collaborative roles of individuals with disabilities, parents/guardians, teachers, and other school and community personnel in planning an individualized program; 3.6k ethical practices for confidential communication about individuals with disabilities.
Chapter 3 Reflection Video 3 Reflection	5.1k state and federal laws (e.g., IDEA, Title I) that require the assessment of the progress of all students toward state standards; 5.8k methods for monitoring the

Assignment/Module/ Course Activities	Standard or Competency
	daily progress of individuals with disabilities; 5.9k the reciprocal nature of assessment and instruction and how to evaluate assessment results to design, monitor, and modify instruction for individuals with disabilities.
Chapter 4 Reflection Video 4 Reflection	6.3k research-based best practices for effective management of teaching and learning; 6.5k curricula for the development of cognitive, academic, social, language, affective, motor, career, and functional life skills for individuals with disabilities; 6.9k how to use Individual Educational Plan (IEP) objectives to plan educational setting and instruction.
Chapter 5 Reflection Video 5 Reflection	1.2 use understanding of development and individual differences to respond to the needs of individuals with exceptionalities. 2.1 through collaboration with general educators and other colleagues, create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions. 2.2 use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.
Chapter 6 Reflection Video 6 Reflection	4.2k human development and the effects of disabilities on developmental processes across domains (e.g., cognition, communication, motor, behavior); 4.3k cognitive, physical, cultural, social, environmental, psychological, and emotional needs of individuals with and without disabilities; 4.8k the educational implications of various disabilities; 4.9k various ways to adapt instruction to meet unique learning needs of individuals with disabilities; 7.3k theories underlying behavior management techniques (e.g., reinforcement, proactive strategies, strategies that decrease inappropriate behavior) and their applications for teaching individuals with disabilities; 7.8k strategies for preparing individuals to live cooperatively and productively in society, including social skills needed for educational and functional living environments;
Chapter 7 Reflection Video 7 Reflection	4.2k human development and the effects of disabilities on developmental processes across domains (e.g., cognition, communication, motor, behavior); 4.3k cognitive, physical, cultural, social, environmental, psychological, and emotional needs of individuals with and without disabilities; 4.8k the educational implications of various disabilities; 4.9k various ways to adapt instruction to

Assignment/Module/ Course Activities	Standard or Competency
	meet unique learning needs of individuals with disabilities;
Chapter 8 Reflection Video 8 Reflection	4.2k human development and the effects of disabilities on developmental processes across domains (e.g., cognition, communication, motor, behavior); 4.3k cognitive, physical, cultural, social, environmental, psychological, and emotional needs of individuals with and without disabilities; 4.8k the educational implications of various disabilities; 4.9k various ways to adapt instruction to meet unique learning needs of individuals with disabilities; 5.4 use strategies to enhance language development and communication skills of individuals with exceptionalities.
Chapter 9 Reflection Video 9 Reflection	4.2k human development and the effects of disabilities on developmental processes across domains (e.g., cognition, communication, motor, behavior); 4.3k cognitive, physical, cultural, social, environmental, psychological, and emotional needs of individuals with and without disabilities; 4.8k the educational implications of various disabilities; 4.9k various ways to adapt instruction to meet unique learning needs of individuals with disabilities;10.1k instructional, compensatory, and remedial methods, techniques, and curriculum materials; 10.2k techniques for modifying instructional methods and materials based on differing learning styles and the specific needs of individuals with disabilities; 10.3k how to evaluate and use assessment results to design, monitor, and modify instruction to improve student learning; 10.5k varied cultural perspectives that affect the relationship among parents/ guardians, schools, and communities with regard to effective instruction for individuals with disabilities; 10.9k the role of the Texas Essential Knowledge and Skills (TEKS) in the development of the Individual Educational Plan (IEP) for individuals with disabilities; 11.1k the developmental process of communication systems (e.g., listening, speaking, writing), including emergent and pre-literacy skills; 11.4k the nature and stages of literacy development and various contexts and methods to promote students' literacy development; 12.1k how children learn and develop mathematical skills, procedures, and concepts;
Chapter 10 Reflection Video 10 Reflection	2.1 through collaboration with general educators and other colleagues, create safe, inclusive, culturally responsive learning environments to engage individuals

Assignment/Module/ Course Activities	Standard or Competency
	with exceptionalities in meaningful learning activities and social interactions. 2.2 use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments. 7.1 use the theory and elements of effective collaboration. 7.2 serve as a collaborative resource to colleagues. 7.3 use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.
IEP Activity	5.1k state and federal laws (e.g., IDEA, Title I) that require the assessment of the progress of all students toward state standards; 5.8k methods for monitoring the daily progress of individuals with disabilities; 5.9k the reciprocal nature of assessment and instruction and how to evaluate assessment results to design, monitor, and modify instruction for individuals with disabilities. 6.9k how to use Individual Educational Plan (IEP) objectives to plan educational setting and instruction. 4.4 engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

Assignment/Module/ Course Activities	Standard or Competency
Early Childhood Teacher Interview	7.1 use the theory and elements of effective collaboration. 7.2 serve as a collaborative resource to colleagues. 7.3 use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators. 2.1 through collaboration with general educators and other colleagues, create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions. 3.1 k factors that promote effective communication and collaboration with individuals, parents/guardians, and school and community personnel; 3.2k typical concerns of parents/guardians of individuals with disabilities and appropriate resources and strategies to help parents/guardians deal with these concerns;
Family/Parent/Care giver Interview	7.1 use the theory and elements of effective collaboration. 7.2 serve as a collaborative resource to colleagues. 7.3 use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators. 2.1 through collaboration with general educators and other colleagues, create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions. 3.1 k factors that promote effective communication and collaboration with individuals, parents/guardians, and school and community personnel; 3.2k typical concerns of parents/guardians of individuals with disabilities and appropriate resources and strategies to help parents/guardians deal with these concerns;

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