College of Education and Human Development

Early Childhood Education Program
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https://gse.gmu.edu/programs/earlychildhood/

ECED 505: Introduction to Early Childhood Special Education (3:3:0)
Summer B 2013
Monday & Wednesday 4:30-7:10
West Hall, Room 101

Instructor: Sarika S. Gupta, Ph.D.
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Course Description
Surveys current knowledge about young children with disabilities within the context of human growth and development and learning expectations during the preschool years. Includes historical factors and legislation affecting service delivery.
Notes: Field experience required.

Nature of Course Delivery
This course utilizes a Blackboard online learning format requiring timely and active participation of all students throughout the semester. Activities to support student achievement of the learner outcomes include instructor presentations, videos, student team presentations, collaborative student work in small groups, assigned readings, and projects leading to written products. Students engage in timely critical reflection and accountable talk related to the learning activities.

Learner Outcomes
This course is designed to enable students to do the following:
1. Explore the philosophical, social, cultural and legal factors that have shaped and continue to affect education, and specifically early childhood special education, in the United States.

2. Describe the legal and historical development of the field of special education and in education in general.

3. Discuss issues and trends in special education, including legislation and litigation, including legislative and judicial mandates related to education and special education (e.g., the Individuals with Disabilities Education Act, § 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, the No Child Left Behind Act of 2001, Assistive Technology Act) and use of innovative technology.
4. Demonstrate an understanding of evidence-based principles that influence education, including early childhood special education.
5. Describe factors that place young children at-risk for disabilities.
6. Describe characteristics of major handicapping conditions.

7. Describe the role of assessment in identification, eligibility, and service delivery for young children and their families.
8. Describe current regulations and procedures governing special education to include individualized education program (IEP) development and individualized family service plan (IFSP).
9. Describe disciplinary practices, policies, and procedures and alternative placements in schools.
10. Describe typical settings and service delivery models appropriate for work with infants, toddlers, and young children who are at-risk or who have disabilities and their families.
11. Demonstrate an understanding of models of interpersonal and inter-professional collaboration in working with families on behalf of their young children.
12. Explore the role of students' own personal, social, and cultural experiences and perspectives in their professional decision-making.
13. Demonstrate person-first respect and understanding of young children and their families.
14. Consider course topics and readings through the lens of services for children and families from diverse cultural and linguistic communities.
15. Explore social development issues related to major disabling and at-risk conditions.
16. Explain the standards of professionalism related to serving young children with disabilities and at-risk conditions.
17. Analyze current research in the field.

Professional Standards
This course is aligned with the standards established by the Council for Exceptional Children (CEC).

Required Text
Dunlap, L. L. (2009). *An introduction to early childhood special education: Birth to age five*. Saddlebrook, NJ: Pearson. ISBN: 9780205488728

Required Articles:
Cerros, C., (2009, August). *Group friendship activities to support membership* (Research Brief Vol 1, No. 1). Seattle: WA: University of Washington, Head Start Center for Inclusion. Retrieved from http://depts.washington.edu/hscenter/resources/research-briefs

Division for Early Childhood [DEC]. (2007). *DEC code of ethics.* Retrieved from http://www.dec-sped.org/About_DEC/Position_Statements_and_Papers

Gupta, S. S. (2011, January). *Strategies to facilitate and sustain the inclusion of young children with disabilities* (Policy Brief). Denver, CO: University of Denver Colorado, Pyramid Plus: The Colorado Center for Social and Emotional Competence and Inclusion. Available from http://www.pyramidplus.org/policywork/advisory

National Association for the Education of Young Children [NAEYC]. (2003). *Code of ethical conduct and statement of commitment.* Retrieved from http://www.naeyc.org/positionstatements

Recommended Text
Anderson, W., Chitwood, S., Hayden, D., & Takemoto, C. (2008). *Negotiating the special education maze: A guide for parents and teachers.* Woodbine House. ISBN: 1890627461

George Mason University Policies and Resources for Students

- Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See http:// oai.gmu.edu/honor-code/]
- Mason Email – Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, division, and program will be sent to students solely through their Mason email account. Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301ge.html].
- Counseling and Psychological Services – The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops, and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].
- Office of Disability Services – Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor in writing at the beginning of the semester http://ods.gmu.edu/].
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- The Writing Center (Optional Resource) – The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].
- University Libraries (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See http://library.gmu.edu/].

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

Core Values Commitment: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.
Collaboration
Collaboration is an important human activity that involves shared responsibility in promoting healthy, productive lives, and educational success. We commit ourselves to work toward these goals in genuine partnerships with individuals, families, community agencies, schools, businesses, foundations, and other groups at the local, regional, national, and international levels.
Ethical Leadership
In all professions represented by the college, leadership is an essential component denoting ability and willingness to help lead professional practice to higher levels. We commit ourselves

to practice ethical leadership through deliberate and systematic attention to the ethical principles that guide all leaders in a moral society.

Innovation
We have a history of creating dynamic, innovative programs, and we are dedicated to continue creating innovative approaches in all areas of our work. We commit ourselves to seeking new ways to advance knowledge, solve problems, improve our professional practice, and expand on our successes.

Research-Based Practice
The best practice in any discipline is based upon sound research and professional judgment. We commit ourselves to basing our instruction, scholarship, and policy recommendations on well-established principles that, wherever possible, emerge from research and reflection on its implications for professional practice.

Social Justice
Social justice embodies essential principles of equity and access to all opportunities in society, in accordance with democratic principles and respect for all persons and points of view. We commit ourselves to promoting equity, opportunity, and social justice through the college's operations and its missions related to teaching, research, and service.

Course Requirements

General Requirements of this Online Course

1. The completion of all readings and viewing of all materials posted on Blackboard assigned for the course is assumed. The online environment includes discussions, blogs, and wikis so it is imperative that students keep up with the readings and participate weekly.
2. Students are expected to complete the modules within the designated timeframe. At a minimum, weekly participation in the modules is expected. Incompletion of a module in the designated timeframe may negatively affect course grades. If, due to an emergency, students will not be able to meet the timeline, they must call the instructor and leave a message or send an email before the module expires. The following policy is from the university course catalog:

   Students are expected to attend the class periods of the courses for which they register. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation. Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus.
3. In line with Mason's policy that students should not be penalized because of observances of their religious holidays, students shall be given an opportunity to make up, within a reasonable time, any academic assignment that is missed due to individual participation in religious observances. It is the student's responsibility to inform the instructor of any intended absences for religious observations in advance of the class that will be missed. Notice should be provided in writing as soon as possible.
4. During face-to-face/live online meetings, cell phones, pagers, and other communicative devices are not allowed in this class. Students must keep them stowed away and out of sight. Laptops or tablets (e.g., iPads) may be permitted for the purpose of taking notes only, but students must submit a request in writing to do so. Engaging in activities not related to the

course (e.g. gaming, email, chat, etc.) will result in a significant deduction in their participation grade.

5. It is expected that assignments will be turned in on time (the beginning of the class in which they are due). However, it is recognized that students occasionally have serious problems that prevent work completion. If such a dilemma arises, students should speak to the instructor prior to the assignment due date (when possible). If the student does not communicate with the instructor, a late penalty will be applied.

6. Mason is an Honor Code university; please see the Office for Academic Integrity for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when responsible for a task, students will perform that task. When students rely on someone else's work in an aspect of the performance of that task, they will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind), students will ask for guidance and clarification.

Written Assignments

All written assignments prepared outside of class will be evaluated for content and presentation. The American Psychological Association, Sixth Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Portions of the APA manual appear at the Style Manuals link on the Mason library web guide at http://library.gmu.edu/resources/edu/. Students may consult the Writing Center for additional writing support.
Students will do the following:
1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
2. Develop points coherently, definitively, and thoroughly.
3. Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
4. Use correct capitalization, punctuation, spelling, and grammar.

Grading Criteria

A = 95 – 100	A- = 90 – 94	B+ = 87 – 89	B = 83 – 86
B- = 80 – 82	C = 70 – 79	F = < 70	

Grading Policy

All CEHD undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at http://catalog.gmu.edu. Those students enrolled in a CEHD Licensure Graduate Certificate program, however, must earn a B- or better in all licensure coursework. A degree-seeking graduate student will be dismissed after accumulating grades of F in two courses or 9 credits of unsatisfactory grades (C or F) in graduate courses. A 3.0 grade point average is required for completion of the graduate degree.

Submission of Performance-Based Assessment
Every student registered for any Early Childhood Education course with a required performance-based assessment (will be designated as such in the syllabus) is required to submit this assessment, Early Childhood Special Education Take-Home Final Examination to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor.) Evaluation of your performance-based assessment will also be provided using TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

Performance Based Assessment: Early Childhood Special Education Take-Home Final Examination
This is the NCATE 1 Content-Based Assessment that shows evidence of meeting CEC Standards. This assignment must be submitted on TaskStream. *See the assessment description and scoring rubric provided in the module.*

ECED 505 Course Assignments

Assignments	Due Dates	Points
Attendance & Participation	Ongoing	15
Policy Resources	Jun 10 at 7:10 PM EST	5
Professional Code of Ethics	Draft: Jun 12 (bring to class) Final: Jul 1	10
Group Disability Blog	Part 1: Jun 19 at 7:10 PM EST Part 2: Jun 24	15
Classroom Observation and Reflection	Jul 1 – in class	5
Evidence-Based Practices Summary*	Jul 8	10
Group Parent Information Session: Evidence Based Practices in ECSE	Jul 15	15
Early Childhood Special Education Take-Home Final Examination	Jul 22 11:59 PM EST to TaskStream	25
TOTAL		100

* 505 students only

Attendance and Participation (15 points)
Because active participation and engagement are imperative for optimal learning, preparation for and participation in in-class activities will be evaluated based on the following criteria:
- Students attend class, arrive on time, and stay for the entire class period.

- Students complete readings and prepare for class activities prior to class as is evidenced by their ability to discuss and write about the concepts presented and examined in the texts as well as participate fully in related activities.
- Students are actively involved in in-class and online learning experiences as is evidenced by (1) participating in all activities, (2) engaging in small and large group discussions, (3) using laptops and other electronic devices only to support discussion and learning and not for non-academic uses during class time, (4) completing written work related to the activities, and (5) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.

Note: To determine whether the campus is closed due to inclement weather, call 703-993-1000 or go to www.gmu.edu.

Policy Resources (5 points)
Students will spend one class session researching three online policy resources that describe federal, state, or district policies (e.g., legislation, regulations) relevant to early childhood education, early intervention, and/or early childhood special education. One resource must be parent-friendly (e.g., helps parents understand legislation, directs parents to resources). Students will prepare a summary for each resource that includes the resource title, the URL, the intended audience (e.g., parents, practitioners, policymakers), and a brief summary of why the resource is useful. To encourage information sharing, students will post resources to a discussion board on BlackBoard.

Professional Code of Ethics (10 points)
Students will review the *NAEYC Code of Ethical Conduct and Statement of Commitment* and the *Code of Ethics of the Division for Early Childhood (DEC) of the Council for Exceptional Children* (see Required Articles) and develop five standards for professionalism that they will strive to honor and abide by in their work with culturally, linguistically, and ability diverse young children and their families. Students will support each standard with a thoughtful rationale. This paper should include a title page, running head, introduction, headings, a conclusion, and a reference page, all prepared in APA format. Students will bring initial drafts to a designated class session for APA review. Students will be required to submit final drafts to Blackboard.

Group Disability Blog (15 points)
This is a two-part assignment.
Part 1: Students will be grouped and assigned specific readings about development and disabilities. Each group will collaboratively develop a blog about the characteristics of their assigned disabilities/disorders, the factors that place young children at risk for these disabilities/disorders, and intervention services and strategies shown to be effective in addressing disability-related behaviors. Students will search for websites, news stories, research articles, videos, podcasts, and other materials related to the two factors above and will use class time to post the following: 1) two relevant links; 2) a summary of information available from each link,

3) a rationale for posting this information, including its usefulness for parents, practitioners, and/or administrators. Students must complete this by the end of a designated class period.

Part 2: Following class and prior to the next class session, students will review the blogs of other groups and, on at least two different posts, answer the following questions: What did this post help me learn about the disability/disorder? What did I find most interesting about the information provided? What questions do I have?

Classroom Observation and Reflection (5 points)
This is a two-part assignment. First, students will spend class time conducting an observation at the Child Development Center on GMU's Fairfax Campus that addresses the following:
1. Describe how the classroom is set up.
   a. How is the room physically arranged?
   b. What centers are present?
   c. What materials are available?
   d. What visual information is present?
2. Describe the daily schedule.
3. Describe how teachers transition the children from one activity to the next.
4. Describe how the classroom provides opportunities to develop cognitive, language, social-emotional, fine motor, and gross motor skills.
5. Describe any accommodations or adaptations used to support diverse learners.

To complete the assignment, students will participate in an in-class activity. Students will be asked to reflect on their observations, and drawing from their personal experience and knowledge learned through course discussions and readings, will address what changes, if any, they might make to include children of varying abilities, cultures, and linguistic backgrounds.

Evidence-Based Practices Summary * (10 points) (*505 students only)
Students will read and critique one article, published in a peer-reviewed journal, about a practice or intervention that promotes outcomes in young diverse learners. Students will prepare a two-page summary that includes 1) article title and APA reference, 2) a description of the intervention studied, 2) the targeted developmental domains and age-range, 3) research findings, and 3) implications for diverse learners. Students will post summaries to Blackboard.

Group Parent Information Sessions: Evidence-Based Practices in ECSE (15 points)
In groups, students will research one evidence-based practice that promotes positive outcomes in young children and prepare a 20-minute information session designed to help families understand the intervention and its impact on culturally, linguistically, and ability diverse young children. Ideally, this session could be presented at a Back to School Night.

One week prior to their presentations, students will post to Blackboard an agenda, one parent-friendly article for their peers to read, a reference list, and any handouts useful in understanding the evidence-based practice. The reference list should contain 10 references and follow APA

format. Five references should be parent- or family-friendly resources and the other five should be research articles published in peer-reviewed journals.

For the presentation, students will present an overview of the practice, its relevance to diverse young learners and their families, a summary of the research supporting the practice, one meaningful and memorable activity to help the audience understand the intervention, strategies to implement the practice in the home or classroom, and allow time for questions. Following the class and prior to the next class, students will post feedback for each group on a designated site on Blackboard.

Approved evidence-based practices include:
Response to intervention (RTI)
Peer-mediated instruction and interventions (PMII)
Routines-based interventions (RBI)
Preventing challenging behaviors
Facilitated communication
Dialogic reading
Pivotal response training (PRT)
Students may select an additional practice with instructor approval.

Early Childhood Special Education Take-Home Final Examination (25 points)

This is the NCATE 1 Content-Based Assessment that shows evidence of meeting CEC Standards. This assignment must be submitted on TaskStream. *See the assessment description and scoring rubric attached.*

ECED 505: Course Schedule and Topics*

Class	Date	Topic	Readings & Assignments Due
1	June 3	Intro to Early Childhood Special Education (ECSE) Foundation, History, and Legislation Overview of Policy Resources Assignment	Dunlap, Ch 1
2	June 5	**NO CLASS - Complete Policy Resources Assignment**	**DUE: Policy Resources**
3	June 10	Reflection of Policy Resources Assignment Policies in ECSE: The Assessment Process, the Individualized Education Program (IEP), and Intervention Services Overview of Code of Ethics Assignment	Dunlap, Ch 2 and 3
4	June 12	Reflection of Code of Ethics Assignment Role of Collaboration: Parents and Professionals Working Together	Dunlap, Ch 4 **DUE: Professional Code of Ethics DRAFT**
5	June 17	Development: Communication, Cognitive, Motor, and Social-Emotional, Sensory, Adaptive Abilities, and Health Impairments Overview of Disability Blog Assignment	Dunlap readings Group 1: Ch 5, 6 Group 2: Ch 7, 8 Group 3: Ch 9, 10 Group 4: 11
6	June 19	Exploring Disabilities **NO CLASS – Complete Group Disability Blog, Part 1**	**DUE: Group Disability Blog, Part 1**
7	June 24	Exploring Disabilities Disability Blog Reflections APA Review Midpoint Evaluation	**DUE: Group Disability Blog, Part 2** Readings TBD**
8	June 29	The Importance of Play Conducting Observations Overview of Article Critique	Cerros (2009) Dunlap, Ch 12
9	Jul 1	**Class at Child Development Center*** Classroom Observation and Reflection	**DUE: Professional Code of Ethics FINAL**

10	Jul 3	Evidence-Based Intervention in ECSE Inclusion and Least Restrictive Environment (LRE) Overview of Parent Information Sessions: Evidence-Based Interventions in ECSE Assignment	*Bring to class one website resource about inclusion* Gupta (2011)
11	Jul 8	Managing Your Classroom: Challenging Behaviors and Positive Behavioral Supports In-class Parent Information Session planning time	Dunlap, Ch 13 **DUE: Evidence-Based Practices Summary**
12	Jul 10	Transitions: Preparing for the Next Step In-class Parent Information Session planning time	Dunlap, Ch 14
13	Jul 15	**Group Parent Information Sessions: Evidence-Based Interventions in ECSE*** Overview of Final Exam	**DUE: Group Parent Information Session**
14	July 17	Course wrap up and overview Final Evaluation	
15	Jul 22	No class	**DUE: Final Exam to TaskStream by 11:59 PM EST**

*Schedule subject to change based on class needs and at discretion of the instructor.
** Additional readings may be added.

Early Childhood Special Education NCATE Assessment 1 Content-Based Assessment
Early Childhood Special Education Take-Home Final Examination

Early Childhood Special Education NCATE Assessment 1 Content-Based Assessment is the Early Childhood Special Education Take-Home Final Examination in ECED 505 Introduction to Early Childhood Special Education. This assessment shows evidence of meeting CEC Standard Elements 1a, 1b, 1d, and 3a.

Assessment Overview

In this assessment, candidates will analyze and respond to questions about a selected case study to demonstrate understanding of philosophies and theories, laws and policies, diverse points of views, and human issues and their impact on educational services for and treatment of individuals with disabilities. Candidates will do the following:

- Review two case studies and select one to analyze.
- Provide reactions to the case study and identify issues and important aspects to consider.
- Discuss historical, philosophical, and legal issues.
- Discuss developmental issues and expectations and the effects of the child's exceptional condition.
- Discuss assessment, instruction, and classroom environmental issues to consider.
- Discuss cultural and familial issues to consider.
- Discuss contrasting perspectives, including views of the family, school, school system, and other agencies.
- Provide recommendations and next steps.

CEC Standard Elements Assessed

CEC 1a Impact of philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues on the education and treatment of individuals with exceptional needs both in school and society

CEC 1b Impact of philosophies, principles, theories, laws, policies, points of view, and human issues on professional practice, including assessment, instructional planning, implementation, and program evaluation

CEC 1d Relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies

CEC 3a Effects that an exceptional condition can have on an individual's learning in school and throughout life

Assessment Procedures

Candidates will select one of two provided case studies to analyze and provide a paper that responds to the questions identified in Step Two below. This written response to the case study questions serves as the Early Childhood Special Education Take-Home Final Exam.

Step One: Candidates will review two case studies and select one of the two cases (Raymondo or Carlos) to analyze.

Step Two: Candidates will provide an in-depth analysis of this case based on the information provided, course readings, course sessions, and individual and group presentations. Candidates may extend beyond what is written to what they might expect, based on their understanding of typically developing children, of disabilities, and of recommended and evidence-based practices. They will provide support with specific references to course readings, course discussions, course lectures, films, and the presentations of other candidates. The paper will be written using APA format.

- **Section I: Reactions** Candidates will respond to the following:
    a. What is your initial reaction to this case and why?
    b. What do you see as the key issues?
    c. What are important familial and cultural issues to consider?
    d. If you were a new teacher and were going to be working with this child, what do you think is important to consider?

- **Section II: Discussion** Candidates will discuss this case in the light of larger issues in the field. In particular, they will address the following:
    a. Historical, philosophical, and legal issues that may have affected or continue to affect educational services for this child in both a school setting and the community
    b. Developmental issues and expectations and the effects of the exceptional condition on the individual's ongoing learning throughout school and life
    c. Assessment, instruction, and classroom environmental issues that may need to be considered based on the individual's learning needs
    d. Contrasting perspectives related to serving this child that might be representative of current issues in the field, considering at least two special education organizations' perspectives on these issues as well as the interrelationships with the school, school system, and other agency requirements and resources for services

- **Section III: Recommendations** Candidates will identify, based on their discussion of the issues, what they would recommend as an appropriate response and next steps in this case.

ECE PROGRAM OUTCOME STANDARDS (Aligned With State and CEC Standards)	Assessment Measure Descriptions			
	Exceeds Criteria	Meets Criteria	Partially Meets Criteria	No Evidence
Early Childhood Special Education NCATE ASSESSMENT 1 Content-Based Assessment **Early Childhood Special Education Take-Home Examination** **ECED 505 Introduction to Early Childhood Special Education**				
CEC 1a Impact of philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues on the education and treatment of individuals with exceptional needs both in school and society	Identified the following: more than one applicable law and policy, AND more than one evidence-based principle or theory, AND more than two historical or diverse philosophical issues relevant to the case study, AND how all identified components affect or have affected educational services for the case study child in a school and community setting	Identified the following: an applicable law and policy, AND one evidence-based principle or theory, AND two historical or diverse philosophical issues relevant to the case study, AND how each identified component affects or has affected educational services for the case study child in a school and community setting	Identified at least two of the components listed below: an applicable law and policy, one evidence-based principle or theory, one historical or diverse philosophical issue relevant to the case study, AND/OR how the law and issues affect or have affected educational services for the case study child in a school or community setting	Did not identify applicable policies, laws, evidence-based principles or issues relevant to the case study AND/OR did not identify how the laws and issues affect or have affected educational services for the case study child in a school or community setting
CEC 1b Impact of philosophies, principles, theories, laws, policies, points of view, and human issues on professional practice, including assessment, instructional planning, implementation, and program evaluation	Provided a thorough discussion of the impact of the identified components (listed for standard 1a) on the following: assessment, AND instructional planning, AND implementation, AND program evaluation AND more	Discussed the impact of the identified components (listed for standard 1a) on the following: assessment, AND instructional planning, AND implementation, AND program evaluation	Discussed the impact of the identified components (listed for standard 1a) on the following: assessment, AND/OR instructional planning, AND/OR implementation, AND/OR program evaluation	Did not discuss the impact of any identified components (listed for standard 1a) on the following: assessment, OR instructional planning, OR implementation, OR program evaluation

CEC 1d Relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies	Identified the following: more than two organizations that are involved in the provision of services for the case study child and family, AND more than two contrasting perspectives between the identified organizations, AND how these organizations interrelate with their functions in order to provide free and appropriate public education for the case study child	Identified the following: two organizations that are involved in the provision of services for the case study child and family, AND two contrasting perspectives between the identified organizations, AND how these organizations interrelate with their functions in order to provide free and appropriate public education for the case study child	Identified the following: two organizations that are involved in the provision of services for the case study child and family, OR one contrasting perspectives between the identified organizations, OR how these organizations interrelate with their functions in order to provide free and appropriate public education for the case study child	Did not identify- organizations that are involved in the provision of services for the case study child and family, AND contrasting perspectives between the identified organizations, AND how these organizations interrelate with their functions in order to provide free and appropriate public education for the case study child
CEC 3a Effects that an exceptional condition can have on an individual's learning in school and throughout life	Identified the following: more than two challenges or strengths of the case study child's exceptional condition, AND how they affect the child's learning in school and throughout life	Identified the following: two challenges or strengths of the case study child's exceptional condition, AND how they affect the child's learning in school and throughout life	Identified the following: one challenge or strength of the case study child's exceptional condition, AND/OR how it affects the child's learning in school or throughout life	Did not identify: one challenge or strengths of the case study child's exceptional condition, OR how it affects the child's learning in school or throughout life