College of Education and Human Development

ECED 505.B01: Introduction to Early Childhood Special Education
(3:3:0)
Summer 2015 (6/1 to 7/23)

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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 distributed learning format requiring active participation of all students. Students are expected to complete all class readings prior to each session so as to engage in active dialogue, productive learning, and critical reflection. Activities will include instructor presentation, small-group and large-group discussions and work, videos, and whole class sharing to support course content. In addition, a Blackboard (Bb) online component of coursework is required.

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

Deiner, P. L. (2013). *Inclusive early childhood education: Development, resources and practice, 6th edition.* Wadsworth, Cengage Learning, Belmont, CA. ISBN-13: 978-1-111-83715-0, ISBN-10: 1-111-83715-5.

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

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

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

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/the-mason-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/policies/responsible-use-of-computing/].
- 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/].

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

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.

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

Course Requirements

General Requirements

1. The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities, it is imperative that students keep up with the readings and participate in class.

2. Attendance online is important to students' learning; therefore, students are expected to make every effort to complete online modules within the designated timeframe. Absences, tardiness, leaving early, and not completing online modules in the designated timeframe may negatively affect course grades. If, due to an emergency, students will not be in class, they must call the instructor and leave a message or send an email before class. 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 and 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. 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. 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 formal written assignments 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://infoguides.gmu.edu/content.php?pid=39979. 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.

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.

Submission of Performance-Based Assessment

Every student registered for any Early Childhood Education course with a required performance-based assessment is required to submit this assessment, CAEP 1: 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 the performance-based assessment by the course instructor will also be completed in 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.

Specific Course Assignments

Assignments	Due Dates	Points
Online Participation	Ongoing	15
Current Research Presentation: Exploration and Resources Presentation	As Assigned	25
Curriculum Content Area Hand-out		10
CAEP 1: Early Childhood Special Education Take-Home Final Examination	July 23	50
TOTAL		100

Points Associated With Assignment-Based Course Classes 7, 9, 15

Class 7 – Current Research Presentation – 25 points

Students will respond to a current topic/issue in the field of early intervention and early childhood special education. Pairs of graduate students will research the topic and prepare a Parent Information Session, to help the class better understand the nature of this issue and how it is currently being viewed.

Graduate students only will post a teacher/parent friendly article in the Class 7 discussion board relevant to their topic as well as an annotated resource list containing 10 references. Five of the 10 resources will be peer-reviewed research based articles/book about research. The remaining 5 will be teacher/parent-friendly articles/books.

All students (graduates and undergraduates) are expected to read the posted article for each topic and **participate in an online discussion after the group presents their research to the class online.**

Critical issues examples include the following: Over-representation of African American children in special education; services to children whose home language is other than English; services for young children with autism; inclusive services in early education; challenging behaviors; response to intervention (RTI); transition; assistive technology.

Class 9 -- Curriculum Content Area Handout – 10 points

The handout should relate to the area researched by the group and should incorporate the concepts and ideas within the research, in a parent-friendly format that can be presented to the group.

Class 15 – Performance Based Assessment: Early Childhood Special Education Take-Home Final Examination – 50 points

This is the CAEP 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 posted on Blackboard.*

Graduate students will also be responsible for submitting:

Professional Ethics Paper: 10 points
Students will review the GMU CEHD Professional Dispositions at
http://cehd.gmu.edu/assets/docs/cehd/Dispositions%20for%20a%20Career%20Educator.pdf and Professional Standards from NAEYC and DEC, as well as the Code of Ethics of each of these professional organizations. Reflecting on readings, class discussions, and their own knowledge about children, families, instruction, and early childhood practices, undergraduates will develop one (1) professional ethic/ standard of professionalism related to serving culturally, linguistically, and ability diverse young children with disabilities and their families that they will strive to honor and abide by as they work in the field of early childhood special education. The ethic should have a brief but thorough rationale accompanying it. Students do not need to cite specific research, but it should be clear to the reader that the student's values are informed by his/her studies and professional experiences. This paper should have an introduction and conclusion in narrative format. The paper should be less than two (2) pages in length.

Reflection of Field Experience - 10 points total (5 points for reflection and 5 points documentation of field experience) on Blackboard link

Students will respond to the following questions about the early childhood special education classroom setting they observed during their field experience:

1. What is the classroom routine?

2. What is the classroom environment? Please include the following:

    a. How is the room physically arranged?

    b. What centers are present?

    c. What visual information is present? Is it too little or too much?

3. How does the classroom provide opportunities to develop cognitive, language, social-emotional, fine motor and gross motor skills?

4. What accommodations or adaptations are used for children with disabilities?

5. What would you do differently as a teacher? Consider the following areas: the classroom routine, the environment's arrangement, the provision of opportunities to develop skills in all the domains and in the availability of accommodations and adaptations for children with disabilities?

ECED 505: Class Schedule and Topics

Class Open Date	Topic	Reading Due
1: June 1	Early Childhood Special Education and Early Intervention – History and Legislation	
2: June 3	Collaboration in ECSE / EI	Deiner chapter 1 and 2
3: June 8	Evaluation, Assessment, and Eligibility	Deiner chapter 3
4: June 10	Intervention Process, Curriculum and Standards in Inclusive Settings IEP & IFSP – Team, Meetings, Content, Outcomes, and LRE	Deiner chapter 4
5: June 15	IDEA: Discipline, Procedural Safeguards, Due Process, Individualizing Planning	Deiner chapter 5
6: June 17	Prenatal development: Typical and Atypical Infants and Toddlers at Risk, and Early Intervention, Transitions	Deiner chapter 6 and 7
7: June 22	Current Research Issues Children with Specific Learning Disabilities	Blackboard readings Deiner chapter 8 Research due: 25 points
8: June 24	Children with Social Emotional and Behavioral Disorders Professional Ethics and Evidence Based Practice	Deiner chapter 9 Blackboard readings Handouts due: 10 points
9: June 29	Children with Attention-Deficit/Hyperactivity Disorder Children with Communication / Language Disorders	Deiner chapters 10 and 11
10: July 1	Children who are English Language Learners Children with Autism Spectrum Disorders	Deiner chapter 12 and 13
11: July 6	Children with Intellectual Delays and Disabilities Children who are Gifted and Talented, or Twice-Gifted	Deiner chapter 14 and 15
12: July 8	Children with Special Health Care Needs Children with Orthopedic and Neurological Impairments Content Review Discussion of Issues in ECSE **Performance Based Assessment – Case Study	Deiner chapter 16 and 17 Final open: 50 points
13: July 13	Children with Hearing Impairments Children with Visual Impairments Evaluation	Deiner chapter 18 and 19

14: July 15 – July 23	Work on Final Exam	Taskstream submission of Take Home Final DUE 11:59 p.m., July 23, 2015

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

Early Childhood Education CAEP Assessment 1 Content-Based Assessment is the Early Childhood Education Take-Home Final Examination in ECED 505 Introduction to Early Childhood Special Education. This assessment shows evidence of meeting components of CEC Initial Standard 6 *Professionalism and Collaboration.*

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 how they will deliver educational services to young children with disabilities. Candidates will do the following:
- Review two case studies and select one to analyze.
- Provide reactions to the case.
- Discuss issues and perspectives that may influence the case.
- Provide recommendations and next steps.

CEC Standards Assessed

6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.
6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.
6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.

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 (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 should consider their knowledge of early childhood development, disabilities, and recommended and evidence-based practices. Candidates should also consider ethical and professional issues and practices of leading professional organizations in the field. Candidates will support their responses with specific references to course readings, course discussions, course lectures, films, and in-class presentations. Candidates should prepare the paper using the following headings and in 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 key educational 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: Foundations. Candidates will describe larger issues and practices in the field that might influence the selected case, specifically addressing the following:
   a. Describe the historical, philosophical, and legal issues that may have or continue to affect educational services for this child in both a school setting and the community.
   b. Identify any developmental issues and the effects of the exceptional condition on the individual's ongoing learning throughout school and life.
   c. Describe the identification and evaluation process in which the child and family would participate, if the child is found eligible for special education services.
   d. Describe any assessment, instructional, and classroom environmental considerations that should be addressed based on the family's priorities and the child's learning needs.

Section III: Perspectives. Candidates will consider and discuss the perspectives of organizations and individuals that may support the selected case, addressing the following at a minimum:
   a. Describe the professional and ethical practices that will drive their interactions with this family.
   b. Discuss the family's priorities and expectations for the child's development and learning.
   c. Describe two organizations that could support this child, and what role you would play in these organizations.
   d. Discuss the contrasting perspectives of these two special education organizations' approaches to supporting the selected child and his family, as well as interrelationships with the school, school system, and other agency requirements needed to provide resources and services.

Section IV: Recommendations. Candidates will identify, based on their discussion of their reactions, foundations, and perspectives, what they recommend as appropriate next steps in this case related to working with the family as well as their own professional development. Candidates will include the following in their recommendations:
   a. two or more appropriate considerations for working with this child and family;
   b. one or more guiding ethical or professional practice(s) related to identified considerations;
   c. one or more identified area(s) related to the case where it is important for the candidate to seek additional knowledge or training;
   d. one or more resource(s) in local or national learning communities that will help the candidate gain skills and perspectives to effectively work with the case child and his family.

ECE PROGRAM OUTCOME STANDARDS (Aligned With State and CEC Standards)	Assessment Measure Descriptions			
	Exceeds Criteria	**Meets Criteria**	**Partially Meets Criteria**	**No Evidence**
6.2 Understand how foundational knowledge and current issues influence professional practice.	Provided a thorough discussion of special education philosophies, policies, diverse and historical points of view and human issues on the education and treatment of individuals with exceptional needs, including the following: (a) three or more historical or diverse philosophical issues relevant to the case study, AND (b) three or more applicable laws and policies, AND (c) two or more evidence-based principles or theories AND (d) all steps in the identification and evaluation cycle (assessment, instructional planning, implementation, program evaluation) AND (e) how all identified components influence professional behaviors and actions in working with the child and his family	Discussed the influence of special education philosophies, policies, diverse and historical points of view and human issues on the education and treatment of individuals with exceptional needs, including: (a) two or more historical or diverse philosophical issues relevant to the case study, AND (b) two or more applicable laws and policies, AND (c) one or more evidence-based principles or theories AND (d) all steps in the identification and evaluation cycle (assessment, instructional planning, implementation, program evaluation) AND (e) how all identified components influence professional behaviors and actions in working with the child and his family	Discussed the influence of special education philosophies, policies, diverse and historical points of view and human issues on the education and treatment of individuals with exceptional needs, including: (a) one historical or diverse philosophical issues relevant to the case study, AND/OR (b) one applicable laws and policies, AND/OR (c) one evidence-based principle or theory AND/OR (d) some, but not all steps in the identification and evaluation cycle (assessment, instructional planning, implementation, program evaluation) AND/OR (e) how all addressed components influence your professional behaviors and actions in working with the child and his family	Did not identify historical or diverse philosophical issues relevant to the case study, AND applicable laws and policies, AND an evidence-based principle or theory AND steps in the identification and evaluation cycle (assessment, instructional planning, implementation, program evaluation) AND how all addressed components influence your professional behaviors and actions in working with the child and his family

6.3 Understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.	Provided a thorough discussion of the influence of diversity and perspectives at each systems level that may impact special education service delivery, including the following: child (e.g., exceptional condition) AND family (e.g., priorities) AND two organizational perspectives AND federal policy AND more	Discussed the influence of diversity at each systems level that may impact special education service delivery, including the following: child (e.g., exceptional condition) AND family (e.g., priorities) AND two organizational perspectives AND federal policy	Discussed the influence of diversity at each systems level that may impact special education service delivery, including the following: child (e.g., exceptional condition) AND/OR family (e.g., priorities) AND/OR two organizational perspectives AND/OR federal policy	Did not discuss the influence of diversity at any of the systems level that may impact special education service delivery, including the following: child (e.g., exceptional condition) AND family (e.g., priorities) AND two organizational perspectives AND federal policy
6.4 Understand the significance of lifelong learning and participate in professional activities and learning communities.	Identified the following across the initial reactions and recommendations sections: (a) three or more appropriate, well-defined considerations for working with this child and family that show in-depth understanding of learning from children and families AND (b) two or more guiding ethical or professional practices closely related to identified considerations AND (c) two or more identified areas closely related to the case where the candidate feels it is important to seek additional knowledge or training AND (d) two or more appropriate resources in local or national learning communities that will help the candidate gain skills and perspectives to effectively work with the case child and his family	Identified the following across the initial reactions and recommendations sections: (a) two or more appropriate, well-defined considerations for working with this child and family that show understanding of learning from children and families AND (b) one or more guiding ethical or professional practices related to identified considerations AND (c) one or more identified area related to the case where the candidate feels it is important to seek additional knowledge or training AND (d) one or more appropriate resource in local or national learning communities that will help the candidate gain skills and perspectives to effectively work with the case child and his family	Identified the following across the initial reactions and recommendations sections: (a) one or more appropriate considerations for working with this child and family AND (b) one or more guiding ethical or professional practices related to identified considerations AND/OR (c) one or more identified area related to the case where the candidate feels it is important to seek additional knowledge or training AND/OR (d) one appropriate resource in local or national learning communities that will help the candidate gain skills and perspectives to effectively work with the case child and his family	Did not address the following in either the initial reactions or recommendations sections: (a) one consideration for working with this child and family AND (b) one guiding ethical or professional practices related to identified considerations AND (c) one identified area related to the case where the candidate feels it is important to seek additional knowledge or training AND (d) one resource in local or national learning communities that will help the candidate gain skills and perspectives to effectively work with the case child and his family