



**Division of Special Education and Counseling
California State University, Los Angeles
Fall, 2024**

**EDSP 5760: - Seminar in Visual Impairment and Additional Disabilities (2 units)
Section 01**

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Class Location: [Zoom](#)
Class Day/Time: Mon. 7:25-9:00
Office Hours: Tuesday 4:00-6:00 PM
[Sign Up for Office Hours Here](#)
[Office Hours Link](#)

I. Catalog Description:

Pre/Co-requisite: EDSP 4000

Seminar for addressing the impact of additional disabilities when teaching students who have visual impairments. Emphasis is on modifications, accommodations, task analysis, positive behavior support, communication strategies, and use of adaptive devices.

II. Professional Statements:

A. Theme and Conceptual Framework for Professional Preparation

The faculty members of the College of Education have adopted the organizing theme of "Preparing Educators to Serve the Culturally and Linguistically Diverse Population of Urban Schools and Related Institutions of the 21st Century" for all programs for professional educators at California State University, Los Angeles. This theme is reflected in this course by course content and performance standards; lecture topics; suggested readings; and rubrics described in this syllabus. The diagram at the end of the syllabus provides the conceptual framework for the theme and supports the preparation of professional educators by the members of the Cal State LA College of Education faculty.

B. Statement of Reasonable Accommodation

The College of Education faculty members fully support the Americans with Disabilities Act (ADA). The members of the faculty will provide reasonable accommodation to any student with a disability who is registered with the Office of Students with Disabilities (OSD) who needs and requests accommodation. The faculty member may wish to contact the OSD to verify the presence of a disability and confirm that accommodation is necessary. The OSD will arrange and provide for the accommodation.

Reasonable accommodation may involve allowing a student to use an interpreter, note taker, or reader; accommodation may be needed during class sessions and for administration of examinations. The intent of the ADA in requiring reasonable accommodation is not to give a particular student an unfair advantage over other students, but simply to allow a student with a disability to have an equal opportunity to be successful.

OSD is located on the first floor of the Student Services Building Room #1320 (near Financial Aid and Registrar). The office can be contacted at OSD@calstatela.edu or (323)343-3140.

Other student supports on the Cal State L.A. Campus:

- **Student Health Services:** <http://www.calstatela.edu/studenthealthcenter>
- **Food Pantry:** University Student Union Room 308
- **CalFresh Outreach Center:** <http://www.calstatela.edu/student-services/cal-fresh>
- **Graduate Writing Support Program:** <http://www.calstatela.edu/graduate-resource-center/graduate-writing-support-program>
- **Glazer Family Dreamers' Resource Center:** <http://www.calstatela.edu/ab540>

All Gender Restrooms:

- La Kretz Hall, Floors 1, 2, and 3
- Library Palmer Wing, LPW 1065 and LPW 1067
- Salazar Hall, Applied Gerontology, SH 107 and SH 108
- Simpson Tower, ST 821 and ST 822
- Student Union, Second Floor
- Theater Arts, TA 126

Lactation Rooms

Please contact the Title IX Coordinator at 323.343.3041 to request access.

- Administration, ADM 304
- King Hall, KH 154A
- Salazar Hall, SH 129A
- University Student Union, USU 206

C. Student Conduct

Student conduct is viewed as a serious matter by the faculty members in the College of Education. The School faculty members assume that all students will conduct themselves as mature citizens of the campus community and will conduct themselves in a manner congruent with university policies and regulations. Inappropriate conduct is subject to discipline as provided for in Title 5, California Code of Regulations (see Student Conduct: Rights and Responsibilities, and Student Discipline, Cal State LA eCatalog). Academic honesty is expected of all students in the College, in accordance with University policy. There are established university reporting procedures if a student is suspected of committing an academically dishonest act.

****Please read relevant sections of the APA manual regarding plagiarism and academic scholarship****

D. Technology

Courses in the College of Education require a high level of technological literacy along with access to current technology in order to assure student success. In all undergraduate, credential, certificate and graduate courses, students in the COE are expected to:

- Have access to an internet accessible device that will meet the technology requirements of the course in which the student is enrolled.
- Have sufficient working knowledge of this device, its applications and operating system to use it for their classes, as well as how to keep its operating system and applications up to date.
- Use a Cal State LA email account for all course and university-related communication.
- Access the current campus learning management system (e.g., Canvas) on a regular basis as required by the course in which they are enrolled.
- Use campus technology resources including the Cal State LA portal, Open Access labs and ITS Help Desk as needed.

Students should anticipate that their use of these skills will be integrated into courses within their programs. Students who are unable to meet any of the above expectations are strongly advised to take an introductory technology course or ITS workshop upon enrollment in the College of Education.

Land Acknowledgment

Every community owes its existence and vitality to generations from around the world who contributed their hopes, dreams, and energy to making the history that led to this moment. Some were brought here against their will, some were drawn to leave their distant homes in hope of a better life, and some have lived on this land for more generations than can be counted. Truth and acknowledgment are critical to building mutual respect and connection across all barriers of heritage and difference. We begin this effort to acknowledge

what has been buried by honoring the truth. We are currently occupying ancestral land of the Tongva people. In our work to promote social justice in education we must always consider the many legacies of violence, displacement, migration, and settlement that bring us together here today.

This statement is drawn from the U.S. Department of Arts and Culture #HonorNativeLand initiative. You can learn more here (<https://usdac.us/nativeland>) and through additional resources posted on our course Canvas page.

III. Professional Standards addressed in this course

Student Learning Outcomes

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

- **SLO 1:** Identify and differentiate amongst a range of appropriate assessment and instructional strategies for students with visual impairments who have additional disabilities, including autism, deaf-blindness, mild/moderate/severe/ profound disabilities, traumatic brain injury, and physical disabilities.
- **SLO 2:** Select and develop learning and mobility devices and communication systems used for students with visual impairments who have additional disabilities.
- **SLO 3:** Describe and apply the principles for positive behavior support systems that are meaningful for students with visual impairments who have additional disabilities.

- **SLO 4:** Describe the collaborative roles of teachers of the visually impaired, orientation and mobility specialists in schools, other specialists, and agencies serving individuals with visual impairments and additional disabilities.

Teacher Performance Expectations Addressed in this Class (Highlighted TPE's in Blue that are covered in this course)

TPE's	
Engaging and Supporting Students in Learning	<ol style="list-style-type: none"> 1. Apply knowledge of students... 2. Maintain ongoing communication with students and families... 3. Connect subject matter to real-life contexts and provide active learning experiences to engage students... 4. Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum... 5. Promote students' critical and creative thinking and analysis... 6. Provide a supportive learning environment for students' first and/or second language acquisition... 7. Provide students with opportunities to access the curriculum by incorporating the visual and performing arts... 8. Monitor student learning and adjust instruction...
Creating and Maintaining Effective Environments for Student Learning	<ol style="list-style-type: none"> 1. Promote students' social-emotional growth, development... 2. Create learning environments (i.e., traditional, blended, and online) that promote productive student learning 3. Establish, maintain, and monitor inclusive learning environments... 4. Know how to access resources to support students 5. Maintain high expectations for learning with appropriate support... 6. Establish and maintain clear expectations for positive classroom behavior ...
Understanding and Organizing Subject Matter for Student Learning	<ol style="list-style-type: none"> 1. Demonstrate knowledge of subject matter... 2. Use knowledge about students and learning goals to organize the... 3. Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy... 4. Individually and through consultation and collaboration..., plan for effective subject matter instruction... 5. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning ... 6. Use and adapt resources, standards-aligned instructional materials... 7. Model and develop digital literacy by using technology to engage students and support their learning... 8. Demonstrate knowledge of effective teaching strategies w technology standards
Planning Instruction and Designing	<ol style="list-style-type: none"> 1. Locate and apply information about students' current academic status, content- and standards-related learning needs and goals...

<p>Learning Experiences for Students</p>	<ol style="list-style-type: none"> 2. Understand and apply knowledge of the range and characteristics of typical and atypical child development to help inform instructional planning... 3. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas... 4. Plan, design, implement and monitor instruction, making effective use of instructional time... 5. Promote student success by providing opportunities for students... 6. Access resources for planning and instruction... 7. Plan instruction that promotes a range of communication strategies and activity modes ... 8. Use digital tools and learning technologies across learning environments....
<p>Assessing Student Learning</p>	<ol style="list-style-type: none"> 1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments* 2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction... 3. Involve all students in self-assessment and reflection on their learning goals and progress... 4. Use technology as appropriate to support assessment administration, conduct data analysis... 5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals... 6. Work with specialists to interpret assessment results from formative and summative assessments... 7. Interpret English learners' assessment data to identify their level of academic proficiency in English... 8. Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.
<p>Developing as a Professional Educator</p>	<ol style="list-style-type: none"> 1. Reflect on own teaching practice and level of subject matter and pedagogical knowledge... 2. Recognize own values and implicit and explicit biases... 3. Establish professional learning goals and make progress to improve practice.... 4. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families... 5. Demonstrate professional responsibility for all aspects of student learning and classroom management... 6. Understand and enact professional roles and responsibilities as mandated reporters... 7. Critically analyze how the context, structure, and history of public education in California affects and influences...

Course Schedule

Date/ Week	Learning Topics	Activities	Assignments/Readings Due	TPEs
Course Prep	<ul style="list-style-type: none"> Course Orientation 	<ul style="list-style-type: none"> Browse the Canvas Site Review the Syllabus Complete the Syllabus Scavenger Hunt Complete the class Meet and Greet discussion 	N/A	N/A
1 ZOOM 2/12	<ul style="list-style-type: none"> Course Overview Overview of MDVI Common causes MDVI The role of the TVI or O&M Collaboration and service delivery 	DUE: Module Activities...Syllabus Scavenger Hunt and Meet & Greet Your Colleagues	<ul style="list-style-type: none"> VI and O&M read KES: Chapter 1 & 2 Post to the Meet and Greet by class time! 	VI 4.26, 4.27
2 Asynchronous 2/19	<ul style="list-style-type: none"> Asynchronous Module: The Referral Process Basic considerations for students with MDVI Understanding a functional Curriculum Gathering information from student files 	Complete the asynchronous module, including and discussion activities or quizzes	<ul style="list-style-type: none"> VI – FOE Chapter 10 O&M – Read FOM Chapter 19 Supplemental reading Chen and Downing Chapters 1 & 2 	VI 6.2, 6.4, 6.8
3 ZOOM 2/26	<ul style="list-style-type: none"> Determining Needs and the Assessment Process Assessment of MDVI students . Interviews (pgs. 46-54 Chen and Downing) Task analysis, discrepancy analysis, 	DUE: Module Activity...Meet & Greet Your Team	<ul style="list-style-type: none"> VI and O&M read KES: Chapter 3 Supplemental reading Chen and Downing Chapter 3 <p>Additional supplemental reading.</p>	VI 1.2, 2.1, 5.3, 5.4, 5.15, 5.19, 6.3

	<p>and prompting hierarchies (pg.69)</p> <ul style="list-style-type: none"> Specialized assessments (e.g. FVA, LMA, AT, CVI) <p>Special Topics Highlighting Deaf blindness communication. Communication and Behavior</p> <ol style="list-style-type: none"> Development of communication Forms of communication Impact of being an EL Communication partners Behavior as communication Behavioral supports Functional behavior assessment Identifying and adjusting antecedents <p>Assignment #2 Communication Project - Guest Lecturer – Julie Meier</p>		<ul style="list-style-type: none"> Evaluating autism diagnostic and screening tools for cultural and linguistic responsiveness Discrete Trial Functional Analysis and Functional Communication Training with three individuals with autism and severe problem behavior. VI and O&M read KES Chapters 7 & 13 	
4 Asynchronous 3/4	<p>Asynchronous Module:</p> <ul style="list-style-type: none"> Eligibility and the IEP Process Determining data-based needs Understanding the IEP Process Writing SMART Goals Module questions, assessment plan. 	<p>Complete the asynchronous module, including any discussion questions or quizzes.</p> <p>DUE: Assignment #1: Task Analysis and Ecological Inventory</p> <p>DUE: Module Activities...Assessment Plan & Assessment Quiz</p>	<ul style="list-style-type: none"> VI and O&M read KES: Chapters 4 Supplemental reading Chen and Downing Chapters 4-6 	<p>VI 1.2, 3.6, 4.26, 4.27, 5.2, 5.4, 5.8, 5.12, 5.15, 5.19, 6.3</p>
5	<ul style="list-style-type: none"> IEP Implementation Recommendations 		<p>VI & O&M Read and Watch:</p>	<p>VI 3.8, 3.10, 4.27, 5.1, 5.7,</p>

<p>Asynchronous 3/11</p>	<ul style="list-style-type: none"> • Instructional strategies • Accommodations • Documenting progress (part 1) • Module questions and goals/team recommendations • Mock SST meeting 	<p>Complete the asynchronous module, including any discussion questions or quizzes.</p> <p>DUE: Module Activities...Interviews and IEP Goals</p>	<ul style="list-style-type: none"> • KES: Chapter 5: Curriculum and Chapter 6: Instruction • Progress Monitoring • Universal Design for Learning 	<p>5.9, 5.11, 5.12, 5.14, 5.27</p>
<p>6 ZOOM! 3/18</p>	<p>Special Topics – Highlighting instructional strategies for special populations including students with Autism and facilitating incidental learning within functional environments - Guest Lecturer Jinger Valenzuela</p> <p>Special Topics – Highlighting O&M strategies of working with kids and adults (Online)</p> <ul style="list-style-type: none"> • Curriculum and Instructional Strategies • Strategies: natural environments, functional routines, age and developmentally appropriate, partial participation, etc. • UDL • Documenting progress (part 2) 	<p>DUE: Module Activity...Data Collection Sheets</p>	<ul style="list-style-type: none"> • VI and O&M read KES: Chapter 10 <p>Additional readings:</p> <ul style="list-style-type: none"> • Read! <i>Identification and Intervention for Students who are Visually Impaired and Who Have Autism Spectrum Disorders</i> • Read! <i>Autistic-Like Features in Visually Impaired Children</i> • DSMV – Autism Spectrum Disorders • Read! 4 “Tip Sheets” for working with students with autism. 	<p>VI 1.4, 2.5</p>
<p>7 ZOOM 3/25</p>	<p>Special Topics Highlighting students with CVI and multiple disabilities - Guest Lecturer Laurie Cottrell</p>		<p>Readings will be available in Canvas</p>	<p>VI 3.7, 3.8, 5.11</p>
<p>4/1</p>	<p>SPRING BREAK</p>	<p>NO SCHOOL</p>	<p>NO ASSIGNMENTS</p>	<p>ENJOY!</p>

<p>8 Asynchronous 4/8</p>	<p>SST#2: Implementing goals Assignment #2 Work Week: O&M - AMD Assignment VI - Functional Communication</p>	<p>Work with your SST DUE: SST Meeting Summary DUE: Module Activity...CVI, VI and Autism Quiz</p>	<p>VI – KES Chapter 8; additional readings found on course website O&M – FOM: Chapter 18</p>	
<p>9 ZOOM 4/15</p>	<p>Special Topics – Highlighting characteristics of special populations including adults and transition from the school system to adult programs and vocations Guest Lecturer Wayfinder Family Services</p>	<p>DUE: Assignment #2 O&M - AMD Assignment VI - Functional Communication</p>	<p>VI and O&M read KES Chapter 13 (Additional readings on course website) O&M – KES Chapter 9</p>	<p>VI 1.6, 6.1</p>
<p>10 ZOOM 4/22</p>	<p>Special Topics Functional behavior and behavior analysis for students who are visually impaired and Deaf Blind Including: behavior strategies Social competence Levels of social development Executive function Social competence and emotional stability Self determination Motivation Guest Lecturer Julie Maier Working with Para- professionals - structuring and supervising activities (Online)</p>	<p>DUE: Assignment #3 Behavior Project (all students)</p>	<p>VI and O&M read KES Chapters 5, 6 & 15</p>	<p>VI 2.12</p>
<p>Asynchronous 4/29</p>		<p>DUE: Module Activities...Behavior Quizzes DUE: Assignment #4 - SST Case Study: background statement, IEP goal,</p>		

		and 5 strategies (all students)		
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Required Texts and Articles

- Sacks, S. Z. & Zatta, M. C., (Eds.) (2016). *Keys to Educational Success: Teaching Students with Visual impairments and multiple disabilities*. New York: AFB Press. ISBN **978-0891285519**
[APH Press](#)
[Amazon](#)
- Gense, M. H. & Gense, J. D. (2005). *Autism Spectrum Disorder and Visual Impairment: Meeting Student's Needs*. New York: AFB Press. ISND
[APH Press](#)
[Amazon](#)
- Additional readings will be posted online via Canvas.

Orientation and Mobility Students must also have:

- Weiner, W. B., Welsh, R. L, & Blasch, B. B. (2010). *Foundations of Orientation and Mobility, Volume 2: Instructional strategies and practical applications (3rd Ed.)*. New York: AFB Press. ISBN: **978-0-89128-562-5**
[APH Press](#)
[Amazon](#)

Recommended course textbook:

Chen, D. & Downing, J., (2006). *Tactile Strategies for Children who have Visual Impairments and Multiple Disabilities: Promoting Communication and Learning*. New York: AFB Press. ISBN: **978-0-89128-610-3**
[APH Press](#)
[Amazon](#)

Grading

For students in the Ed. Sp. Credential Program in VI

Assignments	Due	Points
Participation	See course schedule	75
Assignment #1 Task Analysis	See course schedule	50
Assignment #2 Communication Project	See course schedule	50
Assignment #3 Behavior Assignment (VI)	See course schedule	50
Assignment #4 SST Case Study Project	See course schedule	50
TOTAL POINTS		275

For students in the O&M Program

Assignments	Due	Points
Participation	See course schedule	75
Assignment #1 Task Analysis	See course schedule	50
Assignment #2 AMD (O&M)	See course schedule	50

Assignment #3 Behavior Assignment (O&M)	See course schedule	50
Assignment #4 SST Case Study Project	See course schedule	50
TOTAL POINTS		275

Division Grading Scale

Points	Percentage	Grade
258-275	94% -100%	A
247-257	90% - 93.99%	A-
239-246	87% - 89.99%	B+
231-238	84% - 86.99%	B
220-230	80% - 83.99%	B-
211-219	77% - 79.99%	C+
203-210	74% - 76.99%	C
192-202	70% - 73.99%	C-
184-291	67% - 69.99%	D+
176-283	64% - 66.99%	D
167-275	61% – 63.99%	D-
< 167	0% – 60.99%	F

Instructor Policy about Late Assignments:

Late assignments will not be accepted or graded. Please contact the instructor for extenuating circumstances. If an extenuating circumstance occurs, the instructor may accept a late assignment with a minimum late penalty deduction of 10 points per assignment.

Incompletes will be granted only in accordance with university policy.

Assignment Descriptions and Rubrics

1. **Participation Points** – As you complete the assigned weekly coursework, monitor Canvas closely for assigned readings/media, questions, and activities (e.g. quizzes, Flipgrid posts, discussions, etc.).

Assignment #1: Task Analysis & Ecological Inventory (all students)

Assignment Directions and Grading Rubric

Purpose

Task Analysis & Ecological Inventory. The purposes of this assignment are for you to create a task analysis, use your task analysis to collect data, and to create an ecological inventory.

Skills

VI 1.2 Select and develop assessment and teaching strategies for core and expanded core curriculum areas including accommodations and modifications that address age (birth-22 years old), visual

impairment, family values and priorities, visual prognosis, and other individual characteristics across settings and tasks, including addressing learner needs for individuals with a wide range of abilities and functional vision (including ocular and cerebral visual impairments), and individuals with co-occurring disabilities (including autism and deaf blindness).

VI 2.1 Identify and implement environmental accommodations and modifications to facilitate optimal sensory use and multisensory access to, and active participation in, individual and group activities in general and expanded core curriculum environments, including addressing learner needs for individuals with a wide range of abilities and functional vision (including ocular and cerebral visual impairments) and co-occurring disabilities (including autism and Deaf-Blindness).

VI 3.10 Develop, implement, and continuously monitor learning objectives and goals for optimizing sensory use, developing concepts, and accessing the general and ECC across settings.

VI 5.2 Use multiple sources of valid information/data, including data from formal/informal assessments such as discrepancy analysis, interview data, checklists, to evaluate the effectiveness of intervention, instruction, specialized media, materials, equipment, and the physical environment for learners with visual impairments with a wide range of abilities and functional vision (including ocular and cerebral visual impairments) and co-occurring disabilities, including autism and Deaf-Blindness.

VI 5.9 Interpret assessment/evaluation results on issues specific to visual impairment with a wide range of abilities and functional vision (including ocular and cerebral visual impairments) and co-occurring disabilities, including autism and Deaf-Blindness.

Knowledge

Tasks

The class readings and power point will assist you in understanding the process of creating the task analysis and ecological inventory. This assignment has 2 parts:

Create Task Analysis and Collect Data on One's Performance

Create an Ecological Inventory

The directions and grading rubric are included in this document. Please refer to your syllabus for due dates. Email your completed assignment to your instructor.



Directions PART 1: Task Analysis & Data Collection

Consider your readings for the week and the information you read about regarding Task Analysis, Ecological Inventories, and Discrepancy Analysis. Complete the following table based on one task that you choose. Consider one task, such as shoe tying, brushing your teeth, setting the table, baking cookies, making a peanut butter and jelly sandwich, or another simple task that you choose. Then, create a data collection sheet for the activity that you chose. You may format your data collection sheet based on the template below. Follow the detailed steps below to complete the assignment:

Consider a specific task such as tying your shoes, doing the laundry, doing the dishes, brushing your teeth, setting the table, baking cookies, making a peanut butter and jelly sandwich, or any other daily living skills or simple task that you choose.

Using the form below, or one that you create, write down the steps you think you would do to complete the task. Include additional pages, if necessary.

Do the task.

Add any steps that you missed to your data collection form.

Have someone else do the task. Write the date of the trial in one of the columns labeled "Date/s". Use each column for a different trial (you have the potential to do this task 8 times).

Add any other steps that were missing.

Fill in the chart, collecting data on the level of prompting that was needed (see below the chart for abbreviations) that is needed for the person to complete the task. You may use the template below, add additional pages as needed.

Write down additional steps that you may have missed. Mark the added steps by using an "Asterisk" next to the added steps in your list.

Task Analysis

Activity: _____		
Pre-Requisite Skills Required (e.g. Language, gross/fine motor, concepts) be specific and give examples: _____		
Steps in the Routine	Level of Prompting Required with sight (see notes below)	
	trial 1	trial 2
Date:		
Prompting Hierarchy: Abbreviations from PPT in order of least to most assistance: Natural Cue (NC); Indirect Verbal Cue (IV) or Auditory Cue (A); Direct Verbal (DV) or Visual Cue (V); Tactile Modeling (TM); Tactile Prompt (TP); Partial Physical Prompt (PP); Physical Guidance or Full Physical Prompt (FP)		
Reflection (What went well? What needed to be adjusted/changed? What were examples of cues that were used that went well, and what cues needed to be changed? What was the overall level of independence, give examples of all prompts used to do a step, and what was the lowest prompt needed? What needed additional branching? What adaptations would you need to consider for a child who is visually impaired? (continue on		

a separate page if necessary):



PART 2: Ecological Inventory

In an Ecological Inventory or Discrepancy Analysis, a task analysis is used to identify steps of a task that may require additional modifications or accommodations.

Consider your specific student. With your educational team, you will use the following form to complete part 2 of the assignment. Use these procedures:

In column 1 - Write down all of the steps in your task analysis.

At the top of the form, note any modifications or adaptations you have made to the task for your student.

Have someone you know perform the task under a sleepshade or with vision simulation goggles. If you have a student on your caseload that is visually impaired, you may choose to do the task with your student.

In column 2 - As your partner or student does the task, note any discrepancies he/she has when performing the task.

In column 3 - After your partner or student has completed the task, discuss any recommended accommodations, and write down any accommodations needed for each step. (See page 113 of Sacks & Zatta for an example)

At the bottom of the form, write a 5-6 sentence reflection about the task.

Ecological Inventory

Activity: _____

What overall modifications, if any would need to be made to the task or materials used?

Steps in the Routine	Level of prompting without sight	Noted Discrepancy	Recommended Adaptations
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FP = full physical, PP = partial physical, DV= direct verbal, IV = indirect verbal, TV = tactile or visual cue; I = Independent, with no cues

Reflection:

Were there any discrepancies in performance when the steps were done with vision compared with no vision?

Did any of the steps require adaptations? Or did you have to change anything along the way?

Did you need to edit any steps in your original task analysis?

Did anything surprise you about how your partner or student did the task?

Submission format

Give students specifics on what they should submit, for instance:

Please submit your assignment by uploading a Microsoft Word Document or a PDF file to Canvas

Please include your name and the title of your assignment when naming the file

Time required

Please see the course schedule for the due date.

Criteria for Success

The finished product will meet the criteria in the grading rubric.

Grading Rubric:

The following rubric will be used to assign points.

____ (10 points) Analyzed the pre-requisites for the task and created a detailed list of steps required to complete the task. Pre-requisite skills are listed for the activity and are appropriate for the task at hand. Evidence of branching is included in the task analysis. Steps are sequenced in a logical order. Tasks are broken down into measurable steps. A description of each step in the task is clear and measurable using the prompting hierarchy.

____ (20 points) Data Collection evident and reflection was thoughtful. Data collection provides evidence that the task analysis was used to assess a student and their performance on the task. At least one column of the data collection on the chart was completed with levels of prompting for a student. Examples of verbal prompting were given in the reflection or are noted on the chart (write the lowest level of prompt used – see prompting hierarchy from course readings).

A careful and thoughtful reflection was written and included answers to the following questions: What went well? What needed to be adjusted/changed? What were examples of cues that were used that went well, and what cues needed to be changed? What was the overall level of independence of your partner or student, give examples of all prompts used to do a step, and what was the lowest prompt needed? What needed additional branching? What adaptations do you think you need to consider for a child who is visually impaired?

_____(20 points) Created an ecological inventory for the same task given the student with a disability. Ecological Inventory table was completed using the steps from the task analysis. Additional steps/branching were included and reflect the performance of the student. Discrepancies were noted and accommodations were appropriate for the identified discrepancies. The reflection was thorough and responded to the question prompts.

_____(50 points) Total

ASSIGNMENT #2 - Adaptive Mobility Devices (O&M) or Communication Project (TVI)

Adaptive Mobility Devices: For O&M Students

Purpose

The purpose of this assignment is to explore various adaptive mobility devices (AMD), and to design and construct an AMD for a student with visual impairments.

Tasks: Construction of an Adaptive Mobility Device:

Students will design and construct an adaptive mobility device that is appropriate for visually impaired preschool students or visually impaired students with additional disabilities (of any age). Additionally, students will complete a related worksheet (at end of this document), to be turned in with photos or a video post of the AMD by the due date posted in the Syllabus Schedule.

The Appendices in *TAPS* has directions on how to construct several different AMDs, as well as the book *Standing on My Own Two Feet* (two copies of this book can be located in the O&M office).

Assignment Guidelines:

- 1) This assignment should be completed individually.
- 2) Ideally (not required), this module could be used for a student that you are working with in your student teaching practicum. Consult with your master teachers to identify a potential candidate for this device.
- 3) Any of the following AMDs may be constructed for this assignment:
 - Hoop Cane (Healy)

- PVC Cane (Healy)
- L-Bar Mounted on Cane – (Healy or Standing on My Own Two Feet) –
- *L-Bar Mounted on Cane– okay for individual assignment only – not group assignment – due to the simplicity of this design
- Pusher – (Standing on My Own Two Feet)
- MoveAbout – (Standing on My Own Two Feet)
- Other Ideas Are Welcome!! Please confirm with Brenda prior to initiating development of a different or new type of AMD

4) The device should clearly indicate that the traveler is visually impaired (be white with red markings) and be constructed with acceptable social appearance in mind.

5) The device should be sturdily constructed.

6) Complete the Worksheet posted in the content module.

7) Describe the AMD in a video or photos

Submission Format

Turn the completed Worksheet in to Canvas by the posted due date in the syllabus. **Include a copy of the Worksheet for your Portfolio!!**

Time required

Please see the course schedule for the due date.

Criteria for Success and Grading Rubric

AMD Grading Rubric (Max. 50 Points)

49-50 Points	<p><u>The Device:</u> is completed on time; sturdy and well-constructed; effective for the purpose of its design; and has acceptable social appearance while indicating that the user is visually impaired. <u>The Worksheet:</u> provides detailed information relating to the information identified on the project description; is well organized, clearly written, and well edited for grammar, spelling, and punctuation. <u>The Video or Photos:</u> provides detailed information about how the device was constructed and information about the characteristics of the device and match to the students' needs.</p>
39-40 Points	<p><u>The Device:</u> is generally well-constructed, however would benefit from modifications to increase sturdiness, appearance, and/or effectiveness of purpose. <u>The Worksheet:</u> describes the information detailed in the project format instructions but requires some editing for organization, grammar, spelling, and punctuation. <u>The Video or Photos:</u> provides some information about how the device was constructed, the characteristics of the device and its match to the students' needs.</p>

29-30 Points	<u>The Device</u> : is not completed by due dates; requires significant modifications for effectiveness of use, sturdiness, and appearance. <u>The Worksheet</u> : does not address the information detailed on the project format instructions and/or requires significant editing for clarity, organization, and grammar. <u>The Video or Photos</u> : provides limited or partial information about how the device was constructed, the characteristics of the device, and/or its match to the students' needs.
0 – 30 Points	<u>The Device</u> : is turned in late or not at all; is not functional for intended use. <u>The Worksheet</u> : is not complete or is not turned in; requires significant editing for clarity, organization, and grammar. <u>The Video or Photos</u> : information about how the device was constructed, the characteristics of the device, and/or its match to the students' needs is lacking.

AMD ASSIGNMENT WORKSHEET

NAME: _____ Date: _____

Worksheet Tasks	Descriptions
What is this device? (hint: see TAPS)	
Who is it made for?	1) Height and width of student 2) Age of student
What are the characteristics of the student that make you consider they are a candidate for an AMD?	
Rationale: What are the features of the device and how do these features match to the characteristics of the student using the device? (hint: see Early Focus)	
Benefits of this device? (vs. use of long cane)	
Limitations of this device?	

Safety Considerations when using this device?	
How might an O&M instructor transition from this device to a long cane?	
After completing the AMD worksheet, prepare a 60-90 second video description of the AMD that you created or submit a series of photos with the following: Describe the materials you used and how you constructed it. Then, describe its characteristics and how the student will use it. Specifically, What are the features of the device and how do these features match to the characteristics of the student using the device? Upload the video or photos to your assignment portal.	

Communication Project for TVI Students

Functional Communication Systems

Purpose

The purpose of this assignment is to explore and design various communication systems.

Skills

VI 1.3 Use alternate visual and nonvisual strategies to promote attachment, early communication, and independence to address the effects of visual impairment and unique learning and developmental differences on families and the reciprocal impact on individuals' self-esteem.

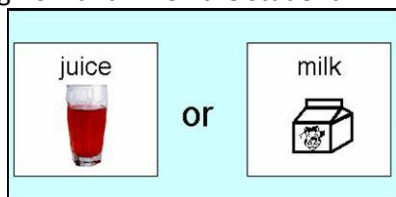
VI 3.6 Develop, collaboratively implement, and continuously monitor communication goals, objectives, and systems for students with visual impairments with a wide range of abilities and functional vision (including ocular and cerebral visual impairments) and co-occurring disabilities, including autism and Deaf-Blindness.

Knowledge

Tasks:

Communication Systems. Design a tactile/object or pictorial communication system for one of your students. If you are a TVI, you will develop a communication book, choice board, a schedule board, or a calendar box. If you are an O&M Specialist, you will create a route book or symbol map. You must create your own communication system, and write a description

explaining how and when the student will use the communication



system.

The directions and grading rubric are included in this document. Please refer to your syllabus for due dates. Upon completion of your assignment, create a video description of the communication system (with all of its parts/objects).

Directions:

STEP 1: First, with a specific student in mind, select a communicative function that needs to be addressed. Next, determine the nature (receptive communication, expressive communication, or both) and purpose of the student's communication (e.g. to make a request, to make a choice, understand what is next, remember a route provide route cues on a route). Decide what type of communication system best meets the student's needs. This can be a:

- communication book
- choice board
- schedule board
- calendar box
- route book
- tactile route

Create the communication system using objects/pictures. Include a mounting system used to present the objects/pictures (e.g. a book, a binder, a box, a piece of cardboard designed to mount objects using Velcro or magnetic strips). Be sure that objects/pictures are functional, identifiable, age appropriate, portable, and representative of the words being communicated. Organize the objects/pictures in a book, binder, or box. You must include a minimum of 5 objects/pictures in your communication system.

STEP 2: Complete the written component of the project using the worksheet below.

STEP 3: After completing the Communication Project Worksheet, prepare a 60-90 second video description of the communication project that you created. Describe the materials you used and how you constructed it. Then, describe its characteristics and how the student will use it. Specifically, what are the features of the device and how do these features match to the characteristics and needs of the student using the device? Finally, demonstrate how it will be used.

COMMUNICATION PROJECT WORKSHEET



Written Components of the Project

Complete the table below, by responding to each prompt.

Describe the student and his/her language development (prelingual, symbolic)	
Describe how the student communicates both expressively and receptively	
Describe how, where, and when the student will use the system	
Determine and describe the communicative function (e.g. to make a choice, to understand the schedule, to follow a route)	
Describe why you selected the system and how you chose the objects/pictures.	
Describe any special adaptations that you had to make to the communication system (e.g. braille, linear format, washable materials)	
Describe how you will provide instruction to the student on how to use the system	
Describe your success with teaching the student to use the system, if you have begun instruction	
<p>VIDEO: Prepare a 60-90 second video description of the communication project that you created. Describe the materials you used and how you constructed it. Then, describe its characteristics and how the student will use it. Specifically, what are the features of the device and how do these features match to the characteristics and needs of the student using the device? Finally, demonstrate how it will be used. Upload the video to your assignment portal.</p>	

Submission format

- Please submit your assignment by uploading a Microsoft Word Document or a PDF file to Canvas
- Please include your name and the title of your assignment when naming the file

Time required

Please see the course schedule for the due date.

Criteria for Success

The finished product will meet the criteria in the grading rubric.

Grading Rubric:

The following rubric will be used to assign points.

____ (20 points) **Worksheet: Determined communicative function and selected an appropriate system using representative objects/pictures needed for communication.**

Graduate student selected a communication system that could be used to communicate specific intents/purposes. The communicative function was explicitly described in the written assignment and the objects reflect the purpose. The communicative intent is described, and a rationale for selecting the objects is described.

____ (20 points) **Video demonstration of the communication system.** The video demonstrates the construction and durability of the communication system. Graduate student created a communication system that included necessary pictures/objects. The system was innovatively and functionally designed. Time, thought, energy, and effort was spent on the project and is reflected in the professionalism and overall appearance of the system. Chosen objects/pictures were representative of the communicative needs (i.e. functional, identifiable, age appropriate, tactually/visually discriminate and representative of the words being communicated). Symbols are functional, portable, and durable.

____ (10 points) **Summary, reflection, and professionalism.** Succinct summary and reflection was written, including all components listed above. Response is written in a professional manner, free of spelling and grammar errors and in complete sentences.

____ (50 points) **Total**

Assignment #3: Behavior Assignment (all students)

Purpose:

The purpose of the case study is to identify a behavior and respond to key questions regarding the function of the behavior and designing an intervention.

Skills

VI 2.6 Evaluate social interaction skills and design behavior management strategies appropriate for learners with visual impairments to maximize positive social engagement/interaction across all environments.

VI 5.8 Collaborate with team members and families to plan and implement assessments/evaluations, including functional behavior assessments.

VI 5.13 Interpret assessment/evaluation results to determine individual needs to support acquisition of skills in both the general and expanded core curriculum, and interpret how a visual impairment may impact behavior.

Knowledge

Tasks: Instructions

The case study presents a student who has been referred for a functional behavior assessment. In this assignment, you will read the case study and respond to questions, given the information provided. Your responses should be written in complete sentences and paragraph format. Also, spend some time researching strategies for extinguishing the behavior and/or providing intervention. You may use your textbook or any online resources to respond to the question. Be sure to cite your sources within the narrative using APA format. Then, list out any resources that you used at the end of the assignment in an APA formatted reference list. Some links to suggested resources have been provided in the table at the end of the assignment. You may use these and others that you find in your research to create your list of strategies.

Case Study - Sungho

Background

Sungho is a 9 year old young boy with Optic Nerve Hypoplasia and autism. He is currently in second grade at a Charter School that specializes in STEAM education, where there is a special day class for students for students with autism. He is particularly interested in technology. He uses a "Joy Player" to listen to music or Disney stories that his classroom teacher has downloaded MP3 files onto, using a flash drive. He also repetitively watches Disney movies and will fast forward videos to his favorite scene and watch it over and over. Sungho began talking when he was three years old. His vocal language was limited to familiar phrases and some vocalizations. He likes to initiate conversation by repeatedly asking the same question. He also uses simple phrases and repetitive talk when he interacts with adults and peers. He is particularly interested in synthesized speech and will mimic the synthesized speech of his technology devices. Sometimes when others try to initiate conversation with Sungho he is delayed in his response or will respond off topic and perseverate on a topic of interest. He has trouble following directions in small group interactions and often does not comply with the instructions. He is not interested in what his peers are doing and never initiates conversations or activities with his peers.

Sungho is sensitive to loud noises or unpleasant odors. His mother stated that when he was a toddler she had to remove all fragrant odors like perfume smelling shelf liners and room sprays. She said that it took a while for her to figure out that it was the smell of the shelf liner in the cupboard that he was recating to, and that he would scream everytime she walked past the cupboard when she was carrying him. She also reported that Sungho covers his ears and screams when the vacuum cleaner or lawn mower is on. This behavior has been seen at school during fire drills, and the behavior will escalate to him throwing objects that are within his reach and banging his head against a desk or wall.

He currently has a pre-braille IEP goal to learn to track lines of braille text and locate target letters/symbols. When asked to sit down to work on the goal he often expresses his dislike for the task by whining and saying, "no, I don't want to." On some occasions he has even

pushed the papers off the desk in protest. This is a common behavior exhibited during any table task or small group activity, including storytime, calendar, counting, and anything to do with reading/language arts. As the teacher of students with visual impairments, you are worried about meeting the goal, and as the next annual IEP is coming up in two months, Sungho's mother has been pressuring you to increase service time in order to meet the goal. You have referred Sungho to the school psychologist and are asking for additional support to help engage him in learning and possibly provide strategies for his behavior.

Respond to the following questions:

1. Given the description, what negative behavior is the student exhibiting? (5 points)
2. Is the behavior impacting his/her learning or the learning of others? If so please explain. (5 points)
3. Is the behavior physically harmful to himself or others? If so please explain. (5 points)
4. Using an ABC analysis, describe the target behavior, including possible antecedent/s and natural consequences. Be concise and specific so anyone could recognize the antecedent and target behavior when observing the student. (10 points)
5. Is the target behavior measurable? How would you measure the behavior? (5 points)
6. Given the information provided, what do you think the function of the behavior is? (5 points)
7. Given the description, what positive reinforcers could be used with Sungho? (5 points)
8. Spend some time researching online some strategies for positive behavior supports and interventions. List 3-5 strategies for addressing and/or eliminating the behavior. (10 points)

Submission format

- Please submit your assignment by uploading a Microsoft Word Document or a PDF file to Canvas
- Please include your name and the title of your assignment when naming the file

Time required

Please see the course schedule for the due date.

Criteria for Success

The finished product will meet the criteria in the grading rubric.

Grading Rubric:

The following rubric will be used to assign points.

____ (5 points per question; 40 points total) **Responses.** The written assignment is detailed and responds to all parts of each question.

____ (10 points) **Professionalism.** Responses are written in a professional manner, free of spelling and grammar errors and in complete sentences.

Types of Data that Can Be Collected through Informal Assessment Techniques

Type of Data	Description	Example
Time	The amount of time one spends doing the targeted behavior (for example, number of seconds or minutes and seconds)	Minutes spent engaged in an activity Seconds it takes to complete 100 multiplication problems
Percentage correct	The number of incorrect responses divided by correct responses, yielding a percentage of correct answers (for example, 98 correct responses/100 problems = 98 percent correct)	Percentage of words read correctly 98 out of 100 words = 98% Percentage of problems solved correctly 20 out of 25 problems or $20/25 = 80\%$
Ratio	The number of times a desired behavior is performed compared to an undesired behavior (for example, three out of five times)	Three out of five times, the student responded to a question with eye contact Four out of five days, homework was turned in on time Number of words correct per minute Number of self-injurious behaviors per day
Frequency data	Total number of occurrences within a given amount of time	Number of words correct per minute Number of self-injurious behaviors per day
Interval data	Occurrences of targeted behavior within predetermined increments of time (for example, every 10 seconds a bell rings and the assessor measures if the student is engaged in the target behavior) usually expressed in a percentage or ratio.	Percentage of intervals during which a student is engaged in working on math problems The student did not eye poke in five out of six 10-minute intervals

<p>Task analysis or discrepancy analysis</p>	<p>Analysis of steps that it takes to complete a task, usually measured using a ratio (for example, the student could do 8 out of 10 steps independently) or percentage (for example, the student independently completed 80 percent of the steps), and including a determination of various levels of independence for each step (for example, with physical guidance, with verbal guidance, or completely independently)</p>	<p>Percentage of steps completed independently in shoe-tying activity Ratio of steps completed with guidance in a cooking lesson Number of prompts needed to complete each step</p>
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- Source unknown

Resources

Erin, J. N., (2017). Chapter 10: Students with visual impairments and additional disabilities. In M. C. Holbrook, T, McCarthy, & C. Kamei-Hannan, (Eds.), *Foundations of education Volume 2: Instructional strategies for teaching children and youths with visual impairments (3rd Ed.)*, (pp. 309-349). New York, NY: American Foundation for the Blind Press.

Lane, K. L., Oakes, W. P., & Butler, C. E., (2017). Chapter 16: Tiered models of behavioral and instructional support. In M. C. Holbrook, T, McCarthy, & C. Kamei-Hannan, (Eds.), *Foundations of education Volume 1: History and theory of teaching children and youths with visual impairments (3rd Ed.)*, (pp. 413-426). New York, NY: American Foundation for the Blind Press.

LearNet, (2007). *What are positive behavior supports?* Retrieved online at: http://www.projectlearn.net/tutorials/positive_behavior_supports.html

Study.com, (2018). *Positive behavior support: Strategies and examples*. Retrieved online at: <https://study.com/academy/lesson/positive-behavior-support-strategies-examples.html>

Assignment #4 – SST Case Study Assignment Description (all students)

Purpose

The purpose of this assignment is to work collaboratively using an interdisciplinary team approach to plan instruction.

Skills

VI 1.4 Select, adapt, and use nonvisual/alternate instructional strategies to address student needs for individuals from birth-22 years old who have a wide range of abilities and functional vision (including ocular and cerebral visual impairments), possibility of co-occurring disabilities (including individuals with autism and/or Deaf-blindness), and other individual characteristics.

VI 2.2 Collaborate with team members including other vision specialists, resource and alternate media specialists, and technology personnel to design and implement environments that promote optimal sensory use, foundational orientation and mobility skills, independence, social engagement, and efficient storage of specialized materials.

VI 4.26 Collaborate with families and orientation and mobility specialists to reinforce orientation and mobility skills and other Expanded Core Curriculum skills across settings.

VI 4.27 Collaborate with families and other team members to plan and implement transitions across the life-span (birth-22 years old) that address needs unique to students with visual impairments with a wide range of abilities and functional vision (including ocular and cerebral visual impairments) and co-occurring disabilities, including autism and DeafBlindness.

VI 5.1 Interpret medical reports and multiple sources of data, including background information and family history, to plan and implement nondiscriminatory assessments/evaluations to meet individualized needs unique to visual impairment with a wide range of abilities and functional vision (including ocular and cerebral visual impairments) and co-occurring disabilities, including autism and Deaf-Blindness.

VI 5.15 Communicate ocular and cerebral visual impairment needs specific to assessment/evaluation data accurately to the educational team, including families, in comprehensive assessment/evaluation reports that address limitations of standard scores and non-standard data.

VI 5.19 Collaborate with educational team, including families, on eligibility, placement, specialized services, implementation of appropriate behavior plans, assessment/evaluation planning and implementation, and service delivery issues unique to visual impairment with a wide range of abilities and functional vision (including ocular and cerebral visual impairments) and co-occurring disabilities, including autism and Deaf-Blindness.

VI 6.3 Articulate and advocate for individual needs regarding placement, service delivery models, type and amount of service, and key components of services unique to visual impairment across ages and settings.

Knowledge

Tasks

You have been assigned a student who attends the ExCEL Academy. For this student, your job will be to **collaborate** with the educational team to document background information about the student, collect interview data, write a goal, and come up with a list of strategies and recommendations to meet the student's needs. You will write a report that has 4 parts as follows:

1. **Background statement** – given all of the information you have on the student, write a 1-2 paragraph summary about the student. Include relevant demographic information, medical history, learning needs, previous educational background statements, and any pertinent information from previous reports.
2. **Assessment data** – in the same report, include a paragraph that summarizes the information gathered from the review of records and the interview you conducted. In particular, report data that specifically documents two areas of need that the Student Study Team (SST) discussed. The identified areas of need should be specific to VI and O&M. Be sure to provide evidence from assessment data that documents the need.
3. **Two IEP Goals** – For each student under the age of 22 write two IEP goals, and for adult students write two personal goals. The goals should have the following components: behavior, conditions, criteria, evaluation (refer to page 161 of Sacks and Zatta for additional information). The goal should be **S**pecific, **M**easurable, **A**ttainable, **R**ealistic, and **T**imely.
4. **Two Data Collection Instruments** – Create a data collection sheet for each of your goals. Consider what type of data should be collected for each goal. Then, determine a method for collecting the data (e.g. time sampling, percentage correct, task analysis) that is aligned with

your measurement criteria, and the type of data that will be collected (e.g. yes versus no, right versus wrong, level of prompting).

5. **Strategies and recommendations** – create a list of 5-10 instructional strategies and future recommendations for the student based on the information gathered. Consider all areas of the expanded core curriculum that were addressed in the background and interview. Instructional strategies should include specific information about how the strategy should be implemented to meet the specific needs of the student. Include examples about how the strategy may be used to facilitate learning of the student’s specific goal/s. Recommendations may include suggestions for future assessment (e.g. you may want to recommend additional assessments be conducted) or that contacts be made with outside agencies or support services (e.g. VA or Department of Rehabilitation). All strategies and recommendations must be tied to your background statement and/or interview (in other words, don’t recommend braille or a cane unless you have documented evidence from a previous report and you have referenced the specific report as part of your recommendation – it is not appropriate to make recommendations for braille without a learning media assessment (LMA) and likewise it is not appropriate to make a recommendation for a cane without an official O&M assessment). Recommendations should be age and skill appropriate. Consider the following domains when making your recommendations:

1. supporting a functional curriculum that develops independence
2. promoting engagement/motivation,
3. ensuring perception and comprehension,
4. encouraging appropriate communication and social skills

Two examples of strategies that are age and skill appropriate are:

1. **Design meaningful activities** – for example if the class is studying oceanography and differences between bony and cartilaginous fish using diagrams and drawings, order “real” fish that are examples of bony (perch) and cartilaginous (dogfish shark) fish and have the student dissect them
2. **Support partial participation** – for example, if the lesson is to prepare a lunch (sandwiches, veggie sticks, and chips), choose one portion of the meal for the student to be in charge of and have the student “prep” that portion of the meal – (here is a case where you will provide an example that is skill appropriate for the student - for one student it may be opening the bag of chips and putting a handful of chips on a plate, while another student may be able to make the sandwich)

NOTE: In this part of the assignment, do not just state the strategy:

- **Activity-based instruction**
- **Natural environments**

You must explain what the strategy is and how to implement it.

Submission format

- Please submit your assignment by uploading a Microsoft Word Document or a PDF file to Canvas
- Please include your name and the title of your assignment when naming the file

Time required

Please see the course schedule for the due date.

Criteria for Success

The finished product will meet the criteria in the grading rubric.

Grading Rubric:

The following rubric will be used to assign points.

Your final paper should be roughly 3-5 pages in length. Use the grading rubric below for further guidelines. The following rubric will be used to assign points.

____ (5 points) **Background statement.** Background statement includes all pertinent demographic information about the student include the student's age, school, and placement for services. Relevant medical information is described in parent friendly language, free of jargon or "educationalese." Educational and learning needs found in previous reports are documented and the reports are referenced accordingly by date and author.

____ (5 points) **Assessment Data.** Assessment data are summarized and detailed. The summary includes information from educational team members and those members are referenced (e.g. according to ____...). Data reflects one or two focus areas that were identified in the case study assessment protocols, and the focus area is addressed in the goals and/or recommendations/strategies (e.g. if the team member wishes that the student learn to comb his/her hair, then that should be reflected in the recommendations).

____ (10 points) **Goals.** Each of the two goals has the following components: behavior, conditions, criteria, evaluation, and it is specific, measurable, attainable, realistic, and timely. Each goal ties to the background statement and assessment data.

____ (10 points) **Data Collection Sheets.** Each of the two goals has a separate data collection sheet. The data being collected is appropriate to meet the evaluation criteria in the goal. The method of data collection is appropriate to measure the progress towards the goal.

____ (10 points) **Strategies/Recommendations.** Careful consideration was given to strategies listed. They are appropriate for the student's learning characteristics and needs. Strategies are listed with functional examples. All strategies and recommendations are pertinent to background and interview statements.

____ (5 points) **Presentation/Formatting.** The report has appropriate headings and is formatted to be easy to read. Content is organized with clearly defined sections.

____ (5 points) **Professionalism.** The report is professional, free of grammatical or spelling errors. Jargon is reduced and educational or medical terms are defined in parent friendly language.

____ (50 points) **Total**



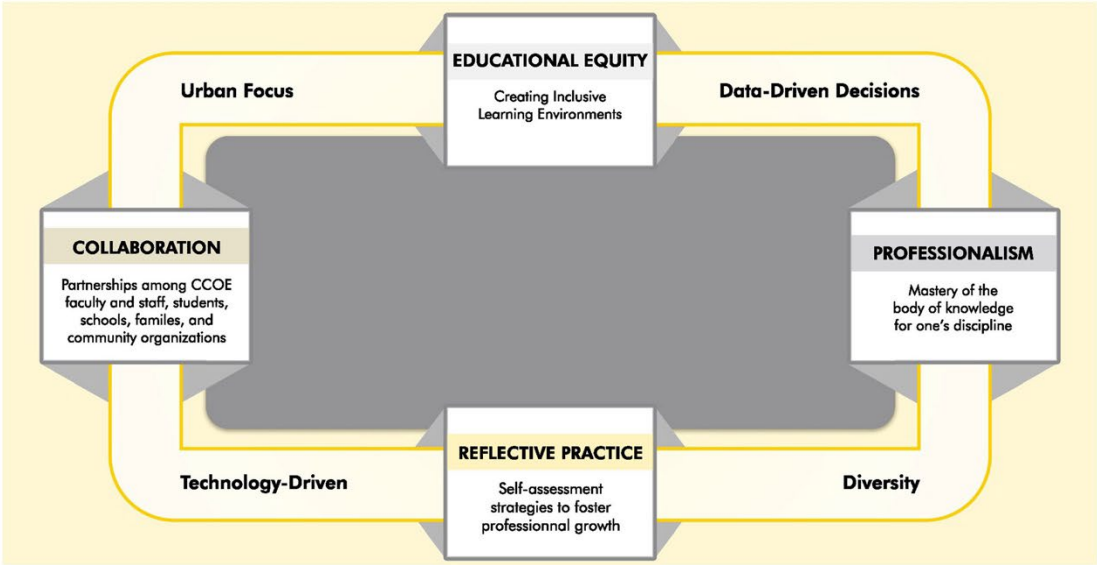
CONCEPTUAL FRAMEWORK

VISION:

The College of Education is a learning community of faculty, administrators, staff, students, and community members that work collaboratively to ensure that all students receive a high-quality education, honor the diversity of all learners, advocate for educational and community reforms, develop reflective practices that promote equity, and facilitate the maximum learning and achievement potential of all children and adults.

MISSION:

The COE mission is to develop in students the professional knowledge, skills, and dispositions to promote the academic, social, and psychological development of diverse learners in urban schools and related agencies. COE graduates become teachers, special educators, school administrators, educational technologists, researchers, program evaluators, school psychologists, counselors, rehabilitation professionals, higher education faculty, and other education specialists. Within an environment of shared governance, COE professional preparation programs utilize data-driven decision-making, technology-integrated instruction, meaningful curricula, and outcome-based assessments to ensure high-quality educational opportunities for all students.



CORE VALUES:

The College of Education prepares outstanding and caring educators, counselors, and leaders to work with diverse learners in urban schools and related agencies guided by the following core values.

EDUCATIONAL EQUITY

We believe in creating inclusive learning environments with equitable educational opportunities for all learners, including those with disabilities and those from diverse cultural, linguistic, and socio-economic backgrounds. We believe everyone can learn if given the opportunity and support. We honor the dignity of every individual and hold high academic expectations for all learners. We value diversity because it enriches the quality of everyone's learning.

REFLECTIVE PRACTICE

We believe that COE students should develop reflective practices, including self-assessment strategies to foster professional growth. We promote the deliberate application of knowledge to practice and the constant reflective analysis of one's practice in relation to school and/or community needs.

PROFESSIONALISM

We believe professionalism is mastery of the body of knowledge for one's discipline and the demonstration of cultural, technological, ethical, and professional competencies. COE courses and professional preparation programs are designed to teach professional dispositions, skills, and/or knowledge.

COLLABORATION

We believe that collaborations and partnerships among COE faculty and staff, students, schools, families, and community organizations enhance educational excellence, urban school and related agency transformations, and educational access and equity for all learners. Meaningful and lasting educational collaborations and partnerships are grounded in understanding the complexity of all stakeholder's needs and their interdependence, and we advocate that all COE professional preparation programs build collaborations and partnerships.