



EDU6065- EDT4065 – School of Education
Notes to the Professor from Jenn Kritsch (Syllabus Lead)
jkritsch@pointloma.edu

****Be sure to remove this page upon distribution to students. If you have any questions about these requirements, please ask the program director****

This course requires you to assign a:

- _____ Signature Assessment, uploaded to Taskstream by the candidate
- X** _____ Disposition Assessment, completed by both candidates and professor in Taskstream
- X** _____ 20 hours of fieldwork as a course requirement

*please see the syllabus for details about each assignment above marked by an “X”.

An Important Feature of this course:

This course may have candidates who are completing the ISEE (degree completion program) as well as candidates in the graduate program.
 This course is designed to prepare Multiple Subject and Education Specialist candidates for the RICA.

When covering the syllabus with the class:

- 1) Be sure to read together the attendance policy in order to avoid misunderstanding later in the quad. We ask that each professor adhere to the attendance policy reflected in the syllabus. See notes in syllabi regarding the attendance policy and include the below information that is applicable to your course in the syllabi:

Note: Face-to-face courses

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Graduate and Professional Studies Catalog for additional detail.

Note: Fully online courses (synchronous or asynchronous)

Students taking online courses are expected to attend each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes posting in a graded activity in the course. (Note: Logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.)

Students who do not attend at least once in any 3 consecutive days will be issued an attendance warning. Students who do not attend at least once in any 7 consecutive days will be dropped from the course retroactive to the last date of recorded attendance.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and make arrangements to complete the required coursework and/or alternative assignments assigned at the discretion of the instructor.

Note: Hybrid courses

At Point Loma Nazarene University, attendance is required at all scheduled classes. Adult Degree Completion courses are taught in the hybrid format, which means some class meetings will be face-to-face and some will be online. Attendance in the face-to-face classes is to be for the entire time of the class. Arriving late or leaving early will be considered a partial absence. A day of attendance in an online class is determined as contributing a substantive note, assignment, discussion, or submission that adds value to the course as determined by the instructor. Three days of attendance are required each week.



Face-to-face Portion of the Hybrid course

In blended or hybrid courses, if a student misses one face-to-face class then the faculty member will send an email to the student and the Director of Student Success warning of attendance jeopardy. There are no exceptions to this policy.

If a student misses two face-to-face classes, the faculty member or Vice Provost for Academic Administration (VPAA) will initiate the student's de-enrollment from the course without further advanced notice to the student. If the date of de-enrollment is past the last date to withdraw from a class, the student will be assigned a grade of "F" and there will be no refund of tuition for that course.

Online Portion of the Hybrid Course

If a student misses two online classes (fails to contribute to a discussion board) during the course, then the faculty member will send an email to the student and the Director of Student Success warning of attendance jeopardy. There are no exceptions to this policy.

If a student misses three online classes (fails to contribute to a discussion board by the due date) during the course, then the faculty member or Vice Provost for Academic Administration (VPAA) will initiate the student's de-enrollment from the course without further advanced notice to the student. If the date of de-enrollment is past the last date to withdraw from a class, the student will be assigned a grade of "F" and there will be no refund of tuition for that course.

1 missed F2F class = warning

2 missed F2F classes = de-enrollment

2 missed online classes = warning

3 missed online classes = de-enrollment

Note: Hybrid/Online Courses 14 to 15 Weeks 1 Unit

Students taking hybrid/blended courses lasting over 14 weeks are expected to attend each week of the course. Attendance is defined as logging into the course each calendar week to check on updates and announcements. In addition, students must participate in the academic graded activities during the calendar week the assignments/activities are due. Students must also attend all scheduled face-to-face meetings. Students who do not attend at least once in any given calendar week will be issued an attendance warning. Students who do not attend at least once in any two consecutive weeks in the online will be dropped from the course retroactive to the last date of recorded attendance.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and make arrangements to complete the required coursework and/or alternative assignments assigned at the discretion of the instructor.

2) Review your class participation policy and late work policy, being clear about any point value loss associated with those situations.

3) Call attention to the PLNU Catalog Policy Links in case candidates want to read policies directly from the PLNU Catalog.

4) Make it clear that EVERY candidate in the School of Education, regardless of which degree program they are in, must have a Taskstream account. Each student will be issued a Taskstream account, any questions about your Taskstream account should be directed to soeassessment@pointloma.edu.

5) If this is an online course, reiterate on the opening page, and with an initial announcement **one week before the course begins**, the attendance policy for online courses.

Reading the Syllabus

Items in **green** can be changed.

Signature assessment is in **yellow**. Remove from syllabus before distributing.



EDU6065: Social Emotional, Communicative Strategies and Behavior Supports (3 Units)

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3 unit course delivered over 8 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 112.5 total hours meeting the course learning outcomes. The time estimations are provided in the Canvas module overviews.

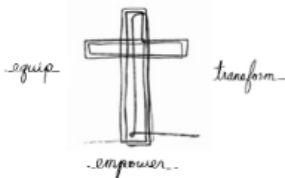
PLNU Mission Statement

To Teach • To Shape • To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

School of Education Mission Statement

Equip • Transform • Empower



PLNU School of Education is a vital Christian learning community that exists to develop high-performing, reflective educators of noble character who impact the lives of learners to influence the broader community.

Conceptual Framework

- **Equip** the candidate with a deep and coordinated understanding of the knowledge, skills, and dispositions demonstrated by effective educators.
- **Transform** the candidate's ongoing development and competence to apply the knowledge, skills, and dispositions of effective educators in supportive diverse environments.
- **Empower** the candidate to sustain a high level of mastery and demonstration of continual transformation in their professional practice.

Course Description (from the PLNU Catalog)

This course utilizes evidence-based strategies for promoting social and emotional development and preventing and addressing challenging behaviors. Candidates will demonstrate knowledge of the communicative intent of behavior, implement strategies that support social emotional learning, demonstrate the ability to identify if a student's behavior is a manifestation of his or her disability and, if so, to develop positive behavior intervention plans inclusive of the types of interventions and multi-tiered systems of supports that may be needed to address these behavior issues, implement systems to assess, plan, and provide academic and social skills instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs, and elicit their ability to provide positive behavioral support, taking advantage of informal and formal opportunities to engage in instruction. Participants will create supportive partnerships with parents, families, teachers and employers to provide instructional, behavioral,



social, communication, sensory, and pragmatically appropriate supports to students with mild support to extensive support needs. Field-based experiences are threaded throughout the course where candidates will engage in translating research and theory into practice. Candidates will complete 20-hours of field observations over the 8-week course. Candidates may not begin field observations until they have provided all required pre-requisite documentation and have been cleared by the field coordinator.

Taskstream Submissions:

REQUIRED?	<u>ASSIGNMENT:</u>	<u>INSTRUCTIONS:</u>	<u>SUBMIT TO:</u>
No	Signature Assessment	Candidate uploads in Taskstream as well as Canvas	Professor of this course
No	Disposition Assessment	Candidate completes electronic form in Taskstream and professor assesses candidate dispositions in Taskstream	Professor of this course
Yes	<ul style="list-style-type: none">• Fieldwork Forms• Clinical Practice Forms• Coaching Logs• Other course requirements...	READ the instructions in Taskstream as forms may be attachment uploads, electronic forms or both	READ the instructions in Taskstream to find appropriate evaluator for submission (ie. Fieldwork Coordinator, Mentor or Supervisor, etc.)



Course Expectations and PLNU Policies

Method of Evaluation

Assignments in this class are assigned a point value. Point values are shown on the assignment chart. At the end of the semester, a letter grade for the course will be based on the following scale:

A	A-	B+	B	B-	C+	C	C-	D	F
93-100 %	90- 92%	87- 89%	83- 86%	80- 82%	76- 79%	73- 75%	70- 72%	60- 69%	Below 59%

State Authorization (For fully online courses only)

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

Incomplete and Late Assignments

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

Incomplete Grades

All work is due by the last day of the quad. Grades will be calculated accordingly. A grade of incomplete is given for work which has been partially completed in a satisfactory manner, but which, for valid reasons such as illness or death in the family, is not finished. (Instructor must be notified and an action plan for completion is developed.) The grade of incomplete must be made up by the end of the next regular semester. Until the work is completed, a grade of Incomplete is considered an F in determining the student's grade point average and eligibility for financial assistance.

PLNU Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See the [Academic Honesty Policy](#) in the Graduate and Professional Studies Catalog for definitions of kinds of academic dishonesty and for further policy information.



Course Modality Definitions

- 1. In-Person:** Course meetings are face-to-face with no more than 25% online delivery.
- 2. Online:** Coursework is completed 100% online and asynchronously.
- 3. Online Synchronous:** Coursework is completed 100% online with required weekly online class meetings.
- 4. Hybrid:** Courses that meet face-to-face with required online components.

PLNU Attendance and Participation Policy

Regular and punctual attendance at all **synchronous** class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions (virtual or face-to-face), the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. In some courses, a portion of the credit hour content will be delivered **asynchronously** and attendance will be determined by submitting the assignments by the posted due dates. See [Academic Policies](#) in the Graduate and Professional Studies Catalog. If absences exceed these limits but are due to university excused health issues, an exception will be granted.

Asynchronous Attendance/Participation Definition

A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

Use of Technology (*Note: Add this section if teaching an Online or Hybrid course*)

In order to be successful in the online or hybrid environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that any course with online proctored exams require a computer with a camera (tablets are not compatible) to complete exams online. Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

Sexual Misconduct and Discrimination

Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. If you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, it is required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix



PLNU Spiritual Care

Bakersfield Campus:

PLNU strives to be a place where you grow as a whole person. To this end we provide resources for our Graduate students to encounter God and grow in their Christian faith. At the Bakersfield campus we have an onsite chaplain, Rev. Brent Kall, who is available during class break times across the week. If you have questions, desire to meet or share a prayer request with Rev. Brent Kall, you can contact him directly at bkall@pointloma.edu. Also, there is a weekly Email Newsletter called “The Encourager” that provides a brief devotional and all his contact information.

Balboa Campus:

PLNU strives to be a place where you grow as whole persons. To this end we provide resources for our graduate students to encounter God and grow in their Christian faith. At the Balboa campus we have an onsite chaplain, Rev. Kevin Portillo who is available during class break times across the week. If you have questions, desire to meet with Rev. Portillo or prayer requests you can contact him directly at KevinPortillo@pointloma.edu.

Liberty Station Campus:

PLNU strives to be a place where you grow as a whole person. To this end we provide resources for our Graduate students to encounter God and grow in their Christian faith. At the Liberty Station campus we have an onsite chaplain, Rev. Dave Hazel, who is available during class break times across the week. If you have questions, desire to meet or share a prayer request with Rev. Hazel you can contact him directly at dhazel@pointloma.edu or feel free to call or text (913-231-3975).

Mission Valley:

PLNU strives to be a place where you grow as a whole person. To this end we provide resources for our Graduate students to encounter God and grow in their Christian faith. At the Mission Valley (MV) campus we have an onsite chaplain, Rev. Gordon Wong, who is available during class break times across the week. If you have questions for, desire to meet or share a prayer request with Rev. Wong you can contact him directly at mevhaplain@pointloma.edu or gordonwong@pointloma.edu. Rev. Wong’s cell number is 808-429-1129 if you need a more immediate response.

In addition, on the MV campus there is a prayer chapel on the third floor which is open for use as a space set apart for quiet reflection and prayer.



Course Learning Outcomes

At the conclusion of this course, candidates will be able to demonstrate the following:

Course Learning Outcome (CLO)	Standards	Assessment	Conceptual Framework
<p>Module One: Introduction to Language and communication</p> <p>1. Candidates will demonstrate knowledge of atypical development associated with various disabilities and risk conditions (e.g. orthopedic impairment, autism spectrum disorders, cerebral palsy), as well as resilience and protective factors (e.g. attachment, temperament), and their implications for learning.</p> <p>2. Candidates will demonstrate knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, language skills (e.g. executive functioning) and/or vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills.</p> <p>3. Candidates will demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.</p>	<p>MM3.3 EX 3.5</p>	<p>I: Chapter 1 Kudor Text Readings and Reflections</p> <p>P: Case Study Discussion</p>	<p>Module One: Introduction to Language and communication</p> <p>Concepts to be Covered:</p> <ul style="list-style-type: none"> ● Course Introductions ● Overview of Course Syllabus ● Define and differentiate speech language and communication. ● Explain the characteristics of a language. ● Identify characteristics of language disorder through a case study.
<p>Module Two: Elements of Language, Language Acquisition and Development</p> <p>1. Candidates will demonstrate knowledge of atypical development associated with various disabilities and risk conditions (e.g. orthopedic impairment, autism spectrum disorders, cerebral palsy), as well as resilience and protective factors (e.g. attachment, temperament), and their implications for learning.</p> <p>2. Candidates will demonstrate knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, language skills (e.g. executive functioning) and/or vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills.</p>	<p>MM1,3 & 3,3 EX 1.8 & 3-5</p>	<p>I: Chapter 2, 3, & 4 Kudor Text Readings and Reflections</p> <p>P: Infographic language acquisition</p> <p>P:Fieldwork - Interview SLP</p>	<p>Module Two: Elements of Language, Language Acquisition and Development</p> <p><u>Concepts to be Covered:</u></p> <ul style="list-style-type: none"> ● The role of phonemes, morphemes, syntax, semantics and pragmatics in communication ● Describe the physical structures that produce speech, explain the relationships between cognition and language, and describe the role that social interaction plays in language acquisition. ● Explain the principles of the behavioral, nativist, semantic, social, and contemporary models of language acquisition.



Course Learning Outcome (CLO)	Standards	Assessment	Conceptual Framework
<p>Module Three: Second Language Development & Language Differences</p> <p>1. Candidates will demonstrate knowledge of atypical development associated with various disabilities and risk conditions (e.g. orthopedic impairment, autism spectrum disorders, cerebral palsy), as well as resilience and protective factors (e.g. attachment, temperament), and their implications for learning.</p> <p>4. Candidates will demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.</p>	<p>MM.5.5</p> <p>EX.5.6</p>	<p>I: Chapter 5, 6 & 16 Kudor Text Readings and Reflections</p> <p>I: Read Article “Differentiating Language Difference and Language Disorder: Information for Teachers Working with English Language Learners in the Schools”</p> <p>P: English Language Learners with Disabilities Module</p> <p>A: Venn Diagram Discussion</p>	<p>Module Three: Second Language Development & Language Differences</p> <p>Concepts to be Covered:</p> <ul style="list-style-type: none"> • Similarities and differences of language disorders, disabilities, and language differences. • the development of communicative skills during the prelinguistic stage of development and the role of parents and other caregivers in the development of early communicative interactions. • methods for identifying language and communication difficulties and identify classroom-based methods that can be used to enhance language skills in children across different ages and ability levels.
<p>Module Four: Enhancing Communication</p> <p>1. Candidates will demonstrate knowledge of atypical development associated with various disabilities and risk conditions (e.g. orthopedic impairment, autism spectrum disorders, cerebral palsy), as well as resilience and protective factors (e.g. attachment, temperament), and their implications for learning.</p> <p>5. Candidates will demonstrate the ability to identify the appropriate supports of students with complex communication needs and design strategies in order to foster access and build comprehension, and develop appropriate language development goals within the IEPs for those students.</p>	<p>MM 1.2 & 3.3</p> <p>EX 1.7 & 3.5</p> <p>Introduced, Practiced, Assessed</p>	<p>I: Chapter 7, 8, 9, 10, 11 & 12 Kudor Text Readings and Reflections</p> <p>I: Chapter 10 in Assistive Technology in the Classroom Text</p> <p>P: Divide up chapters (review disabilities and language needs)</p> <p>P: Communication Observation Fieldwork</p> <p>A: Communication Board</p>	<p>Module Four: Enhancing Communication</p> <p>Concepts to be Covered:</p> <ul style="list-style-type: none"> • Atypical language development associated with various disabilities and best practices to support language needs in the classroom. • Augmentative communication with a focus on considerations in system selection and design, including symbols, vocabulary, and access methods. • Augmentative communication skills, such as integrating communication objectives into classroom activities and daily routines, and providing multiple opportunities for students to use their augmentative communication systems during the school day.



Course Learning Outcome (CLO)	Standards	Assessment	Conceptual Framework
<p>Module Five: Functions of Behavior</p> <p>6. Candidates will demonstrate the ability to identify if a student's behavior is a manifestation of his or her disability and, if so, to develop positive behavior intervention plans inclusive of the types of interventions and multi-tiered systems of support that may be needed to address these behavior issues.</p>	<p>MM 2.6 EX 2.9</p> <p>Introduced, Practiced Assessed</p>	<p>I: Chapter 7 in Assistive Technology in the Classroom Text</p> <p>I: AFIRM Modules: Visual Supports Functional Behavior Assessment</p> <p>P: Practice Taking ABC Data P: Pinterest PBS & Visual Supports</p> <p>P: Practice Analyzing Function From Data</p> <p>A: Fieldwork: FBA Planning Form</p>	<p>Module Five: Functions of Behavior</p> <p>Concepts to be Covered:</p> <ul style="list-style-type: none"> Identify if a student's behavior is a manifestation of his or her disability and, if so, develop positive behavior intervention plans inclusive of the types of visual supports and interventions. Explore how to create picture schedules, activity sequences, and visual supports that promote positive behavior
<p>Module Six: PECS and FCT Interventions</p> <p>7. Identify and utilize behaviorally based teaching strategies in the design and implementation of instruction to effectively serve students with extensive support needs with the understanding that behaviors are communicative and serve a function.</p> <p>8. Candidates will demonstrate knowledge of the communicative intent of students' behavior as well as the ability to help students develop positive communication skills and systems to replace negative behavior.</p> <p>9. Candidates will implement systems to assess, plan, and provide academic and social skills instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs.</p>	<p>MM 2.5, 4.3, 2.10 EX 2.10, 4.1, 2.13</p> <p>Introduced, Practiced, Assessed</p>	<p>I: Chapter 11 & 13 in Assistive Technology in the Classroom Text</p> <p>I: AFIRM modules: PECS & Functional Communication Training</p> <p>P: Case Study David (PECS)</p> <p>P: Emergent Literacy</p> <p>A: Fieldwork use implementation guides from PECS or FCT modules</p>	<p>Module Six: PECS and FCT Interventions</p> <p>Concepts to be Learned:</p> <p>Picture Exchange Communication Systems (PECS) Functional Communication Training (FCT) develop positive communication skills and systems to replace negative behavior Implement systems to assess, plan, and provide communication skills instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs.</p>



Course Learning Outcome (CLO)	Standards	Assessment	Conceptual Framework
Module Seven: Positive Behavior Supports 8. Candidates will demonstrate knowledge of the communicative intent of students' behavior as well as the ability to help students develop positive communication skills and systems to replace negative behavior. 9. Candidates will implement systems to assess, plan, and provide academic and social skills instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs.	MM2.5 & 2.10 EX2.8 & 2.13 Introduced, Practiced, Assessed	I: Chapter 6 in Assistive Technology in the Classroom Text I: AFIRM Social Narratives module P: Fieldwork: Social Supports & Interventions - create supports based on student / classroom needs	Module Seven: Positive Behavior Supports Social Narratives and other supports such as Comic Book conversations, Power Card strategy, social autopsy, Activity Sequences and Student Schedules Supports for Transitions
Module Eight: Working as a Team 10. Candidates will create supportive partnerships with parents, families, teachers and employers to provide instructional, behavioral, social, communication, sensory, and pragmatically appropriate supports to students with extensive support needs.	EX 6.1 Introduced, Practiced, Assessed	I: Chapter 12 in Assistive Technology in the Classroom text P: Fieldwork Create Infographic to share with families on how to support language at home A: Case Studies highlighting collaboration, behavior and communication development Summative Assignment	Module Eight: Working as a Team Collaboration with families teachers and service providers Supporting augmentative communication in the community

Course Texts

1. Kuder, S. (2018). *Teaching Students with Language and Communication Disabilities, 5th Edition*. Pearson
2. Dell, A., Newton, D., & Petroff, J. (2017). *Assistive Technology in the Classroom: Enhancing the School Experiences of Students with Disabilities, 3rd edition*. Pearson.
3. *AFRIM modules: Visual Supports, Functional Behavior Assessment, Picture Exchange Communication System (PECS), Functional Communication Training (FCT), Social Narratives*
4. *English Language Learners with Disabilities*
<https://mast.ecu.edu/English%20Language%20Learner%20with%20Disabilities/English%20Language%20Learners%20with%20Disabilities/index.html>



Course Assignment Descriptions

This course has several readings that you must complete during each module. You are required to read all assigned pages from course texts as well as all web links and lectures each week.

- 1) **Readings from *Teaching Students with Language and Communication Disabilities*** and reflection prompts:
 - Chapter 1:
 - Chapter 2: Elements of Language
 - Chapter 3: Language Acquisition: Bases
 - Chapter 4: Language Acquisition: Models
 - Chapter 5: Language Development: Birth through the Preschool Years
 - Chapter 6: Language and Literacy in the School Years
 - Chapter 7: Language, Students with Learning Disabilities, and Students with Attention Deficit Hyperactivity Disorder
 - Chapter 8: Language and Students with Intellectual Disabilities
 - Chapter 9: Language and Students with Autism Spectrum Disorders
 - Chapter 10: Language and Students with Emotional and Behavioral Disorders
 - Chapter 11: Language and Students with Sensory Disabilities
 - Chapter 12: Language and Students with Neuromotor Disabilities and Traumatic Brain Injury
 - Chapter 16: Language, Culture, and English Language Learners

- 2) **Readings from your textbook, *Assistive Technology in the Classroom: Enhancing the School Experiences of Students with Disabilities***:
 - Chapter 6: Assistive Technology to Enhance Communication
 - Chapter 7: Assistive Technology to Create Visual Supports and Promote Positive Behavior
 - Chapter 10: Selecting and Designing a Student's Augmentative Communication System
 - Chapter 11: Assistive Technology Approaches to Teaching Early Communication and Emergent Literacy
 - Chapter 12: Integrating Augmentative Communication in the Classroom, Home, and Community
 - Chapter 13: Language Assessment and Instruction in the Classroom

- 3) **AFIRM Modules:** Candidates will be required to complete the following AFIRM modules individually and produce the certificate of completion and any notes taken throughout the module to receive credit for this assignment:
 - Visual Supports
 - Functional Behavior Assessment
 - Picture Exchange Communication System (PECS)
 - Functional Communication Training (FCT)
 - Social Narratives

- 4) **Assignments / Discussion Boards:**
 - a) **Case Study Kevin:** Review the case study below and respond to the questions that follow.

 - b) **Language Acquisition Infographic:** Choose one of the models below and create an infographic or other infographic tool) summarizing a model of language acquisition:
 - (1) Behavioral Model
 - (2) Syntactic Model
 - (3) Semantic-Cognitive Model
 - (4) Social Interactionist Model
 - (5) Information Processing Model



(6) Emergentist Model

- ii) Make sure you add definitions, key terms, limitations, examples, and implications for language development.
- c) **Communication Board:** In your fieldwork setting, either take a picture of a communication board already in use **OR** design a communication board for the activity using the GoTalk 20+ template in [Boardmaker](#) **Record a Video or write a narrative discussing:**
- WHO is this for? Briefly describe the person for whom you are designing this communication board. Include some information about his/her age, disability, means of communication, current environments, etc. (If this set-up is for a hypothetical person, describe his/her characteristics.)
 - What is the PURPOSE of this communication board and the PROBLEM to be overcome? What specifically will it enable the user to do? What is the need you hope to address with this communication board? (e.g., current communication board is limited to x, or student seems frustrated during certain activities, or student has no reliable means to communicate, or the class is about to begin a new unit on recycling and student does not have the vocabulary to participate.) What special issues did you have to consider
 - Message Selection: In detail, describe the vocabulary of the messages. What words/phrases/sentences needed to be included?
 - Symbol System: What symbol system (e.g., line drawings, generic pictures, photographs) did you decide to use and why?
 - Design Considerations: Discuss your selection and arrangement of buttons. Include your decision-making regarding the size of displays, groupings, colors if appropriate, spacing, etc.
 - Benefits/Problems: Discuss the overall advantages of this communication board. Also, consider possible problems or questions you might have about its effectiveness.
 - Save your board as a PDF and submit it with your narrative to this discussion board.
- d) **Venn Diagram:** Create a Venn diagram or graphic organizer that displays the similarities and differences of language disorders, disabilities, and language differences.
- e) **Practice Taking ABC data:** View the YouTube video below, "Crying Game" (1:35 min) to conduct an A-B-C analysis of this child's tantrums. How many instances of the problem behavior (tantrums) did you observe? What were the antecedents to this behavior? What were the consequences to this behavior? What is your hypothesis regarding the function of this behavior?
- f) **Pinterest PBS & Visual Supports:** Create *Pinterest Visual Supports and Positive Behavior Supports boards*. Search for AT for examples of visual supports on Google; save useful sites to your Pinterest account. Have at least 20 pins in your post. Provide your Pinterest link to this board and identify one or two of your favorite pins. Explain the behavior / visual support. Why are they your favorite and what can you use in your classroom?
- g) **Practice Analyzing Function From Data:** Using the three scenarios below: create a hypothesis statement, identify a functionally equivalent replacement behavior and identify an additional skill to teach that will replace the interfering behavior
- h) **Emergent Literacy:** After reading the text chapters this week, think about how you might create communication opportunities with emergent literacy in your classroom. Explore some of the following websites:
- [Center for Literacy and Disability Studies](#)
 - [Do2Learn](#)
 - [Storyline Online](#)
 - [Tar Heel Reader](#)
 - [Literacy Instruction for Students with Significant Disabilities](#)
 - [AAC Intervention.com](#)
- Then:**



1. Select two children's books appropriate for elementary school students and make a list of objects that can be used as the books are being read aloud.
 2. Explain what types of questions and activities would go along with the read-aloud.
- i) **Case Study David:** read the case study about David and then answer the questions below:
- i) What are David's main concerns?
 - ii) How would you set up a PECS system for him?
 - iii) What goals might you write in his IEP?
 - iv) What suggestions would you give his teacher to create opportunities in the classroom to practice the language?
- j) **Visual and Social Supports:** After watching these two (2) lectures below, answer the following prompts:
1. What are the four (4) takeaways from these presentations?
 2. What supports would you like to try in your own future classroom or fieldwork setting?
 3. How would you implement or incorporate these with students?
 4. How might you share these resources with families?
- k) **Activity Sequence: Create an Activity Sequence:** Choose a child/adult you have known who had a hard time making transitions or completing daily routines independently. Using BoardmakerOnline or an appropriate app for a mobile device create an activity sequence. Use the following outline and record a video or write a narrative that explains your decision-making.
- Who is this for? Briefly describe the person for whom you are designing these visual supports. It can be someone you are working with now, someone you have taught in the past, or someone you know personally. Include some information about his/her age, disability, means of communication, current environments, behaviors, etc.
 - What kind of visual supports are you creating and what is its purpose? What specific behavior will it address? What do you hope it will accomplish?
 - What symbol system (e.g., photos, line drawings, text) did you decide to use and why? Include your decision-making regarding symbol arrangement, size of displays, colors, spacing, etc.
 - Technical Details: Describe the app you used to develop the visual support using appropriate terminology.
 - Take screenshots of the visual supports and submit them with your narrative
- l) **Social Narratives:** For this activity, you can either create OR share a social narrative in use in your fieldwork classroom.

If you want to create one, using PowerPoint, ClickerBooks, StoryKit, Pictello, or another appropriate iPad app, create a talking social story/accessible e-book for a student or adult who may have displayed some kind of inappropriate behavior.

- Use the above outline to write a narrative that explains your decision-making and design process.
- Include it in your portfolio.

Or, If you provide a social narrative in use in the fieldwork classroom or off of the internet, please analyze it. How many types of sentences: descriptive, perspective, directive, and affirmative are included in the narrative? How often is it used? What would you add or change to make it more successful?

5) **Small Group Activities:**



- a) **Chapter Group Presentation:** In your small groups, divide up the following chapters in your textbook, *Teaching Students with Language and Communication Disabilities*:
- Chapter 7: Language, Students with Learning Disabilities, and Students with Attention Deficit Hyperactivity Disorder
 - Chapter 8: Language and Students with Intellectual Disabilities
 - Chapter 9: Language and Students with Autism Spectrum Disorders
 - Chapter 10: Language and Students with Emotional and Behavioral Disorders
 - Chapter 11: Language and Students with Sensory Disabilities
 - Chapter 12: Language and Students with Neuromotor Disabilities and Traumatic Brain Injury

For EACH chapter, organize the following:

- 10 important facts about language and the disability category
- 5 instructional supports/strategies/interventions/best practices for supporting language needs in the classroom
- Groups will organize all of the chapters and the requested information in a deliverable of their choosing (Padlet, Powerpoint or Google Slides, Infographic, etc) for submission.

Choose one member of the group to submit your collaborative work. Make sure to include of all your team's names on the first page/slide.

- b) **Brainstorm for Vocabulary Selection:** In this post, your small group will brainstorm together and develop a list of vocabulary that would be needed for an augmentative communication user to participate actively in the activity. Remember to include vocabulary that is age appropriate and that provides a variety of communicative functions.
1. Kindergarten, lunch time
 2. Fourth and fifth-grade, nature hike
 3. High school, at the mall

6) **Fieldwork Activities:**

- a) **Interview with a Speech and Language Pathologist:** Conduct a field interview with a Speech and Language Pathologist (SLP). Write a 1-page, double-spaced summary of the interview. The activity should be completed within the fieldwork experience and should focus on understanding the perspectives of SLP professionals and their work with students in communication and language development. In addition to your personally developed interview questions, please ensure and report on the following:
1. Describe how a student's language needs can be met during inclusion and general education instructional activities.
 2. Provide an outline of how structural oral interaction in building academic English proficiency and fluency was met.
 3. How does SLP determine if a student has a language difference or disorder?
- b) **English Language Learners with Disabilities:** Complete the module: [English Language Learners with Disabilities](#) Screenshot the assessment results (should be 70% or above) for points (completed or not completed).
- c) **Communication Observation:** Conduct a 1-2 hour observation of a child who has significant disabilities and is nonspeaking.

During this observation, **collect data regarding the following:**

1. the frequency and types of expressive communication of the child;
2. the frequency with which the child has an opportunity to communicate with others;



3. the content of the communication that is presented (for example, how often is the child given the opportunity to comment or protest?); and
4. the number and types of people who are available and who interact with the child.

Based on this data, develop recommendations for the classroom teacher to enhance communication for this student.

- d) Implementing FCT or PECS: Using the implementation guides provided in the AFIRM modules, write a summary of the student's current communication skills, why they would benefit and how you would go about implementing either PECS or FCT.

4) Summative Assignment:

Part 1: Candidates will examine and analyze this [case study](#) highlighting collaboration, behavior supports, and communication development.

Candidates will develop a written summary for each case study that addresses components of language acquisition, assessment, the IEP goals and objectives linking communication and behavior, collaboration between general education and special education teachers, and issues relating to the student and family.

Part 2: Post to your classroom management portfolio.

Utilizing all of the information gained throughout your special education coursework, you will develop your Classroom Management Portfolio to support students and staff.

You will be compiling drafts of each component of the Classroom Management Plan throughout your special education courses. ***Keep all documents!***

Portfolio Requirements

- Include clear and specific descriptions along with visuals.
- Describe the what, the how, and the why for selecting the particular processes, practices, strategies, and materials.
- Photo examples and rationales should primarily come from your own experience and/or fieldwork classroom placement.
- You may include linked resources as appropriate. This is meant to help you gather the information that you can reference when you are in your clinical practice placement and/or your own classroom.

This portfolio will be initiated in EDU6065, where you will create a Google folder titled, “**Last name, First initial Classroom Management Portfolio**”. Within this folder, you may choose to develop either (a) a 20-25 slide presentation or (b) a 15 -20 page chart/diagram/graphic organizer. Different components of this portfolio will be completed as you complete each of your special education courses.

You will submit a **shareable link to each of your course instructors for this assignment**. Each instructor will grade the specific components of each course.

Google Folder Requirements

- Include a brief description of each component.
- Describe the what, the how, and the why for selecting the particular processes, practices, strategies, and materials.
- A focus should be on why this might be beneficial for students, staff, the classroom, and you as the teacher.

EDU6065: Social-Emotional, Communicative Strategies, and Behavior Supports

- Weekly class schedule (include picture of visual schedule)



- Assistive technology support materials for communication (include pictures and pertinent information in a visually appealing manner)
- Communication Supports
- Behavior Supports
- Case studies

Share your Google folder link in Canvas (be sure to share with your professor so the link is accessible).



Course Overview

The following suggested timeline shows the main themes, readings, topics, activities, and assignments that may be planned for each class session. The schedule is subject to modifications at the discretion of the professor to meet the needs of the class.

Session / Date:	Theme & Topics:	Assignment/ Reading:	What is due:
Module 1	<p><u>Intro to Language & Communication</u></p> <p>Define and differentiate speech language and communication. (CLO 3, MM. 5.5, EX.5.6)</p> <p>Explain the characteristics of a language. (CLO 2, MM1,3 & 3.3, EX. 1.8 & 3.5)</p> <p>Identify characteristics of language disorder through a case study. (CLO 1, MM3.3, EX 3.5)</p>	<p>Read Chapter 1 “Language and Language Disorders” in <i>Teaching Students with Language and Communication Disabilities</i></p> <p>Speech Language & Communication - An Introduction Article</p>	<p>Intro & connect discussion</p> <p>Chapter 1 Review Reflections</p> <p>Kevin Case Study Discussion</p> <p>Fieldwork: Demographics Form</p>
Module 2	<p><u>Elements of Language</u></p> <p><u>Language Acquisition & Development</u></p> <p>Define and explain the role of phonemes, morphemes, syntax, semantics, and pragmatics in communication. (CLOs 1 & 2, MM 1.3 & 3.3, EX 1.8 & 3.5)</p> <p>Describe the physical structures that produce speech, explain the relationships between cognition and language, and describe the role that social interaction plays in language acquisition. (CLOs 1 & 2, MM 1.3 & 3.3, EX 1.8 & 3.5)</p> <p>Explain the principles of the behavioral, nativist, semantic, social, and contemporary models of language acquisition. (CLOs 1 & 2, MM 1.3 & 3.3, EX 1.8 & 3.5)</p>	<p>Read Chapter 2, 3 & 4 “Language and Language Disorders” in <i>Teaching Students with Language and Communication Disabilities</i></p>	<p>Reading Review Questions</p> <p>Language Acquisition Infographic</p> <p>Fieldwork: Field Interview with a SLP</p>
Module 3	<p><u>Second Language Development and Language Differences</u></p> <p>Describe the development of communicative skills during the prelinguistic stage of development and the role of parents and other caregivers in the development of early communicative interactions. (CLO 3, MM. 5.5, EX.5.6)</p> <p>Describe methods for identifying language and communication difficulties and identify classroom-based methods that can be used to enhance language skills in children across different ages and ability levels. (CLO 3, MM. 5.5, EX.5.6)</p> <p>Review similarities and differences of language disorders, disabilities, and language differences.</p>	<p>Read Chapter 5, 6 & 16 in “Language and Language Disorders” in <i>Teaching Students with Language and Communication Disabilities</i></p> <p>Read the article: <i>Differentiating Language Difference and Language Disorder: Information for Teachers Working with English Language Learners in the Schools</i></p>	<p>Reading Review Questions</p> <p>Venn Diagram Discussion</p> <p>Fieldwork: English Language Learners with Disabilities Module</p>



Session / Date:	Theme & Topics:	Assignment/ Reading:	What is due:
Module 4	<p><u>Enhancing Communication</u></p> <p>Demonstrate knowledge of atypical language development associated with various disabilities and best practices to support language needs in the classroom. (CLO 1, MM3.3 & EX3.5)</p> <p>Read and apply background information on augmentative communication with a focus on considerations in system selection and design, including symbols, vocabulary, and access methods. (CLO 4, MM1.2 & EX1.7)</p> <p>Develop strategies that teachers can use to encourage students to develop and refine their augmentative communication skills, such as integrating communication objectives into classroom activities and daily routines, and providing multiple opportunities for students to use their augmentative communication systems during the school day. (CLO 4, MM1.2 & EX1.7)</p>	<p>Read Chapter 5, 6 & 16 in “Language and Language Disorders” in <i>Teaching Students with Language and Communication Disabilities</i></p> <p>Read Chapter 10 from your textbook, <i>Assistive Technology in the Classroom: Enhancing the School Experiences of Students with Disabilities</i></p>	<p>Communication Board</p> <p>Chapter Group Presentation</p> <p>Fieldwork: Communication Observation</p>
Module 5	<p><u>Functional Behavior Assessments & Visual Supports</u></p> <p>Identify if a student’s behavior is a manifestation of his or her disability and, if so, develop positive behavior intervention plans inclusive of the types of visual supports and interventions. (CLO 5, MM.2.6 & EX. 2.9)</p> <p>Explore how to create picture schedules, activity sequences, and visual supports that promote positive behavior. (CLO 5, MM.2.6 & EX. 2.9)</p>	<p>Read Chapter 7 from your textbook, <i>Assistive Technology in the Classroom: Enhancing the School Experiences of Students with Disabilities</i>.</p> <p>AFIRM Modules:</p> <p><i>Visual Supports</i></p> <p><i>Functional Behavior Assessment</i></p>	<p>Practice Taking ABC Data</p> <p>Pinterest PBS & Visual Supports</p> <p>Practice Analyzing Function From Data</p> <p>Fieldwork: AFIRM Modules</p>
Module 6	<p><u>PECS & FCT</u></p> <p>Demonstrate knowledge of PECS and FCT to help students develop positive communication skills and systems to replace negative behavior examining a Case Study.</p> <p>Implement systems to assess, plan, and provide communication skills instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs. (CLO 7 MM2.10 & EX2.13)</p>	<p>Read Chapter 11 & 13 from your textbook, <i>Assistive Technology in the Classroom: Enhancing the School Experiences of Students with Disabilities</i>.</p> <p>AFIRM Modules:</p> <p><i>Picture Exchange Communication System (PECS)</i></p> <p><i>Functional Communication Training (FCT)</i></p>	<p>Emergent Literacy</p> <p>Case Study: David</p> <p>Fieldwork: PECS & FCT</p> <p>Implementation FCT or PECS</p>



Session / Date:	Theme & Topics:	Assignment/ Reading:	What is due:
Module 7	<p><u>Positive Behavior Supports</u></p> <p>Demonstrate knowledge of the communicative intent of students' behavior as well as the ability to help students develop positive communication skills and systems to replace negative behavior by examining social narratives. (CLO 6 MM2.5 & EX2.8)</p> <p>Implement systems to assess, plan, and provide academic and social skills instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs. (CLO 7 MM2.10 & EX2.13)</p>	<p>Read Chapter 6 from your textbook, <i>Assistive Technology in the Classroom: Enhancing the School Experiences of Students with Disabilities</i>.</p> <p>AFIRM Module: <i>Social Narratives</i></p>	<p>Visual and Social Supports</p> <p>Activity Sequence Discussion</p> <p>Social Narratives</p> <p>Fieldwork: Social Narratives</p>
Module 8	<p><u>Working as a TEAM!</u></p> <p>Create supportive partnerships with parents, families, teachers, and employers to provide instructional, behavioral, social, communication, sensory, and pragmatically appropriate support to students with extensive support needs. (CLO 9, EX6.1)</p> <p>Examine and analyze case study highlighting collaboration, behavior supports, and communication development. (CLOs 1-9, EX6.1)</p>	<p>Read Chapter 12 from your textbook, <i>Assistive Technology in the Classroom: Enhancing the School Experiences of Students with Disabilities</i>.</p>	<p>Small Group: Brainstorm for Vocabulary Selection</p> <p>Honor Discussion</p> <p>End of Course Evaluation</p> <p>Submit Fieldwork Forms to Taskstream</p> <p>Summative Assignment</p>

****Professors may attach any additional information about your particular course to the back of these pages.**



Point Loma Nazarene University Dispositions and Indicators of Noble Character

Candidate: _____ **Date:** _____ **Course:** _____

Check one: Self-assessment Professor/University Supervisor Mentor/Cooperating Teacher

- Use the participation rubric to indicate the performance level earned for each indicator.
- Note behavioral evidence to substantiate rating regardless of score level.

<p>1. Honor The candidate honors and respects the worthiness of all individuals in word and deed based on PLNU's Wesleyan heritage: We are individuals created in the image of God, committed to civility, respect, hospitality, grace and service, demonstrating coherence in attitudes and actions.</p>		<ul style="list-style-type: none"> -Treats all students and adults equally with civility and grace -Retains a non-judgmental demeanor -Displays professionalism in dress, posture and attitude -Committed to social justice, equity and cultural competency -Consistent in word and actions -Practices forgiveness and love for one another. -Follows through with commitments
<p>2. Spirit of Harmony and Collaboration The candidate actively contributes to the learning community with caring, patience and respect for the diversity of learners. The candidate takes responsibility for resolving conflicts or issues with others, and teaches students those skills, in a way that sustains and enhances a healthy and safe learning community. The candidate's flexibility and humility assures that all students have the opportunity to achieve to their potential.</p>		<ul style="list-style-type: none"> -Cooperative and flexible when working in a group, and easily moves between a leadership role and a participant role. -Openly considers the contributions of diverse learners. -Proactive rather than reactive with classmates, teachers, parents, staff and students. -Employs healthy conflict resolution skills in one-on-one and group situations. -Assists in resolving conflict and promotes acceptance of one another. -Shows interest and care for other classmates and their contributions, and equal interest for all students in their classrooms.
<p>3. Reflective Learner The candidate shows awareness of areas of strength, interests, learning style, and areas for continuing growth; generates and follows through on personalized growth plans. The candidate demonstrates that serving as a professional educator is a confirmed calling to equip, to transform and to empower every student to fulfill his or her full potential.</p>		<ul style="list-style-type: none"> -Articulates and models his/her calling to the profession -Understands personal strengths and demonstrates consistent performance in given activities -Takes responsibility for his/her own learning -Develops and monitors a plan that balances personal and professional growth -Looks at an incident/activity to analyze what worked and targets areas for improvement -Asks questions, seeks support and guidance -Uses journals or reflections to record thinking and improve practice
<p>4. Professional and Positive Perseverance The candidate displays passion for teaching and learning by remaining positive, engaged and accountable to the norms and expectations of the learning community, especially when academic or professional assignments are perceived as challenging. The candidate is reflective and receptive to formative feedback.</p>		<ul style="list-style-type: none"> -Enthusiastic, energetic, prepared, constantly reflecting and improving. -Seeks feedback from other professionals with a positive spirit. -Willingly participates in the school community activities outside of the classroom. -Remains involved in the planning and innovation necessary of professionals. -Holds high expectations for all, and scaffolds learning when assignments are challenging. -Remain aware of all the profession requires and makes changes to own practice.

RUBRICS FOR PERFORMANCE LEVEL

- 4 – Exceptional** - Consistently and spontaneously demonstrates indicator with relative ease. Demonstrates the ability to self-correct or demonstrates responsiveness to feedback from peers or teacher if areas for improvement are discussed.
- 3.5 - Advanced** - Demonstrates indicator with relative ease. Demonstrates the ability to self-correct without prompting.
- 3 – Appropriate** - Demonstrates indicator with minimal prompting. Demonstrates an openness to reflect on feedback from peers or teacher.
- 2.5 - Improvement Needed** – Lack of this indicator has been evident to peers or teacher. Demonstrates the ability to accept feedback, reflect and improve.
- 2 – Area of Concern** – Demonstration of this indicator is frequently missing. May have some difficulty in responding openly to feedback from peers or teacher.
- 1 – Inappropriate** - Demonstrates indicator infrequently if at all. No indication of desire to improve.



EDT/EDU Course Number	Common Core Standards Addressed	Lesson Plan Components	TPA Component	Dispositions Addressed	Fieldwork	Signature Assessment?
3002/6000	Introduced	Objectives	Lesson Planning	Assessed	No	Yes
3006/6001 4096/6053	With Regard to English Learners	Language Objective English Learner Potential Barriers for Learning	Focus Student: English Learner	Addressed	20 Hours w/ ELs (Interns: 10 hours video)	Yes
4004/6002	With Regard to Students with Special Needs	Students with Special Need Differentiation	Focus Student: Special Needs	Addressed	20 Hours w/ SWDs (Interns: 10 hours video)	No
4017/6017A	N/A	Barriers for Learning: Socio-Emotional Learning (SEL) Needs	Focus Student: SEL	N/A	No	No
4017/6017B	As Needed for Planning	UDL/All Components	Focus Student: SEL, EL, SWD	N/A	No	No
4017/6017C	As Needed for Planning	UDL/All Components	Technology Focus Student: SEL, EL, SWD	N/A	No	No
4017/6017D	N/A	N/A	Focus Student: SEL, EL, SWD	N/A	No	No
4009/6003	With Regard to Assessment	Assessment	Assessment	Assessed	No	No
4010/6010 4020/6020	With Regard to Literacy	Literacy	Language Arts UDL (MS/SPED)	Addressed	20 Hours of Early Reading /Literacy instruction in a K-3 grade classroom (Interns: 10 hours video)	Yes



3024/6012 4021/6021 4054/6054	3024/6012— With Regard to Math 4021/6021, 4054/6054— With Regard to Literacy and Content Areas	Methods/Instructiona l Design	Math UDL (MS/SPED) Instructional Design and Delivery	Addressed	20 Hours of Content (3024/6012: Math) Instruction (Interns: 20 hours in own classroom if applicable)	No
4092/6050 4093/6051 4094/6052	With Regard to Literacy and Content Areas	Methods/Instructiona l Design	Instructional Design and Delivery	Addressed	No	No EDU 6050 - Yes
4022/6011 4032-4039/ 6022-6029	With Regard to Literacy and Content Areas	Methods/Instructiona l Design/Unit Plan (4022/6011)	Instructional Design and Delivery	Addressed	No	No
4053/6055	N/A				No	No
40CP1/60CP1	All	Implemented	Cycle 1 -Due Wk 7, Thursday Night 11:59 PM	Assessed	8 Weeks, Full Day	No
40CP2/60CP2	All	Implemented	Cycle 2 - Due Wk 7, Thursday Night 11:59 PM	Assessed	8 Weeks, Full Day	No