



NEW JERSEY CENTER  
FOR TEACHING & LEARNING

**Progressive Science Initiative® (PSI®)**  
**Progressive Mathematics Initiative® (PMI®)**

**SPED6210: Introduction to the Exceptional Child**

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**Course Credit:** 3.0 NJCTL credits

**Dates & Times:**

This is a 3-credit, self-paced course, covering 8 modules of content. The exact number of hours that you can expect to spend on each module will vary based upon the module coursework, as well as your study style and preferences. You should plan to spend approximately 15 hours per credit working online, and up to 30 hours per credit working offline.

**LMS Link:** <https://moodle.njctl.org/course/view.php?id=290>

**COURSE DESCRIPTION:**

This course is an overview of the educational and psychological aspects of exceptional children. Specific topics include human exceptionality, the philosophical, historical, and legal foundations of special education, education and psychology of students with disabilities, characteristics of students with disabilities, and legislation and implementation of policies and procedures.

**Prerequisite:** None

## **STUDENT LEARNING OUTCOMES:**

Upon completion of the course, the student will be able to:

1. Understand the complex educational needs of exceptional children and adolescents.
2. Recognize and participate in the general special education process.
3. Describe the lengthy and complicated social and legal history of disability in the Western world, especially the U.S.
4. Begin to collect resources and techniques to individualize educational programs for exceptional students.

## **TEXTS, READINGS, INSTRUCTIONAL RESOURCES:**

### **Required Text(s):**

The open-source textbook below is used throughout this program.

Lombardi, P. (2023). The Roles and Responsibilities of the Special Educator. University System of New Hampshire Pressbooks. Retrieved from <https://pressbooks.usnh.edu/edc703-803/>

This course uses a free, digital textbook and ancillary materials accessible at:

<https://moodle.njctl.org/course/view.php?id=290>

When viewing each module's PowerPoint slideshow, you should review all external links in white boxes *unless* they are denoted as optional. Other links within the slideshow and inserted into the "notes" section are for reference or further information only.

### **COURSE REQUIREMENTS:**

Consistent attendance in your online courses is essential for your success. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact the Dean of Students.

Students should interact with fellow students and course instructor via the discussion boards within the course modules. These discussion boards are monitored by your course instructor, and you can post questions or thoughts on module learning here.

Online classes have assignments and participation requirements just like on-campus classes. Budget your time carefully. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

**GRADE DISTRIBUTION AND SCALE:**

In order to receive a Passing grade, the participant must complete the following course requirements: all short answer assignments, critical thinking assignments, and the final reflection outlined in the *Assignments* section of the Class Schedule (below).

**Grade Distribution:**

Proctored Assessments	60%
Critical Thinking Assignments	30%
Final Critical Thinking Assignment	5%
Short Answer Assignments	5%

**Grade Scale:**

A	93 – 100
A-	90 – 92
B+	86 – 89
B	83 – 86
B-	80 – 82
C+	77 – 79
C	73 – 76
C-	70 – 72
D	60.0 – 69.9
F	59.9 or below

**GRADING RUBRICS:**

The following rubric is used to score:

- Short Answer Discussion Board Assignments – 5% of grade

	10	8-9	6-7	0-5
Content	Thoroughly addresses all components of the prompt(s) using accurate information from the module.	Addresses the prompt(s) using some accurate information from the module. Prompts may not be fully addressed or may include information that is not fully accurate.	Superficially addresses the prompt(s) including limited or inaccurate information from the module and/or details from personal/professional experience	Does not respond or address the prompt(s) or does so with inaccurate or incomplete information.

<b>Application</b>	Response includes relevant details from personal or professional experiences.	Response includes limited relevant details from personal or professional experiences.	Response includes superficially relevant details from personal or professional experiences.	Response does not include relevant details or does so inaccurately or incompletely.
<b>Clarity</b>	Written response is grammatically correct and formatted using APA Style. Properly formatted citations are included as necessary.	Written response is grammatically correct with minimal errors. APA Style is followed with some slight errors. Citations, as necessary, are included but may not be properly formatted.	Written response is grammatically incorrect. APA Style is not followed or is followed with errors. Citations may or may not be included and/or properly formatted.	Written response includes significant errors in grammar. APA Style is not followed or is followed with errors. Citations may or may not be included and/or properly formatted.

Rubrics used on the short answer and free response questions of Proctored Assessments (30% of grade) are located on the course page and within the assessment itself.

The following rubric is used to score:

- Critical Thinking Assignments – 30% of grade

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>	<b>Limited Evidence</b>
		<i>15 points</i>	<i>12 points</i>	<i>9 points</i>	<i>6 points</i>
<b>Requirements</b>	N/A	<ul style="list-style-type: none"> <li>Includes all of the required components as specified in the assignments</li> </ul>	<ul style="list-style-type: none"> <li>Includes most of the required components as specified in the assignments</li> </ul>	<ul style="list-style-type: none"> <li>Includes some of the required components as specified in the assignments</li> </ul>	<ul style="list-style-type: none"> <li>Includes few of the required components as specified in the assignments</li> </ul>
	<i>14 to 15 points</i>	<i>13 points</i>	<i>10 to 12 points</i>	<i>7 to 9 points</i>	<i>4 to 6 points</i>
<b>Content</b>	<ul style="list-style-type: none"> <li>Demonstrates strong or excellent knowledge of the materials; correctly includes and represents knowledge from the readings and sources.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates adequate knowledge of the materials; represents some knowledge from the readings and sources.</li> </ul>	<ul style="list-style-type: none"> <li>Some significant but not major errors or omissions in demonstration of knowledge or expresses your personal experience without reference to the readings and sources.</li> </ul>	<ul style="list-style-type: none"> <li>Major errors or omissions in demonstration of knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Fails to demonstrate knowledge of the materials.</li> </ul>
	<i>19 to 20 points</i>	<i>16-18 points</i>	<i>13 to 15 points</i>	<i>9-12 points</i>	<i>5 to 8 points</i>
<b>Critical Thinking</b>	<ul style="list-style-type: none"> <li>Demonstrates strong or excellent critical thinking and analysis of concepts and applications, integrating module materials, professional practice and real world experiences to support your thinking. This may include a more global conversation about pedagogical implications and is not limited only to their classroom</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates good or adequate critical thinking and analysis of concepts and applications, integrating module materials, professional practice and classroom application.</li> </ul>	<ul style="list-style-type: none"> <li>Some significant but not major errors or omissions in critical thinking and analysis.</li> </ul>	<ul style="list-style-type: none"> <li>Major errors or omissions in critical thinking and analysis.</li> </ul>	<ul style="list-style-type: none"> <li>Fails to demonstrate critical thinking and analysis.</li> </ul>
		<i>9 to 10 points</i>	<i>7 to 8 points</i>	<i>5 to 6 points</i>	<i>3 to 4 points</i>
<b>Grammar, Style, and Organization</b>	N/A	<ul style="list-style-type: none"> <li>Project is clearly organized and well-written. Strong sentence and paragraph structure; few errors in grammar and spelling. Proper APA formatting.</li> </ul>	<ul style="list-style-type: none"> <li>Project is fairly well organized and written; it is in proper format (including APA). Reasonably good sentence and paragraph structure; significant errors in grammar and spelling.</li> </ul>	<ul style="list-style-type: none"> <li>Project is poorly organized; does not follow proper paper format (including APA). Inconsistent to inadequate sentence and paragraph development; numerous grammar/spelling errors.</li> </ul>	<ul style="list-style-type: none"> <li>Project is not organized or well written and is not in proper format (including APA). Poor quality work; unacceptable grammar/spelling.</li> </ul>

The following rubric is used to score:

- Final Reflection Critical Thinking Assignment – 5% of grade

The minimum possible score for this rubric is 4 points, and the score will be converted to the minimum grade available in this module (which is zero unless the scale is used). The maximum score of 25 points will be converted to the maximum grade.

Intermediate scores will be converted respectively and rounded to the nearest available grade. If a scale is used instead of a grade, the score will be converted to the scale elements as if they were consecutive integers.

	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>	<b>Limited Evidence</b>
	<i>7 points</i>	<i>5 points</i>	<i>3 points</i>	<i>1 point</i>
<b>Content</b>	<ul style="list-style-type: none"> <li>• Demonstrates excellent knowledge of concepts, skills, and theories relevant to the topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates fair knowledge of concepts, skills, and theories.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates incomplete or insubstantial knowledge of concepts, skills, and theories.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates little or no knowledge of concepts, skills, and theories.</li> </ul>
<b>Depth of Reflection</b>	<ul style="list-style-type: none"> <li>• Content is well supported and addresses all required components of the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>• Content is partially supported; addresses most of the required components of the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>• Content contains major deficiencies; addresses some of the required components of the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>• Content is not supported and/or includes few of the required components of the assignment.</li> </ul>
<b>Evidence and Practice</b>	<ul style="list-style-type: none"> <li>• Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are thoroughly detailed, as applicable.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment are not addressed. Some attachments and additional documents, if required, are missing or unsuitable for the purpose of the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>• Response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all.</li> </ul>
	<i>4 points</i>	<i>3 points</i>	<i>2 points</i>	<i>1 point</i>
<b>Writing Quality</b>	<ul style="list-style-type: none"> <li>• Writing is well-organized, clear, concise, and focused; no errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Some minor errors or omissions in writing organization, focus, and clarity.</li> </ul>	<ul style="list-style-type: none"> <li>• Some significant errors or omissions in writing organization, focus, and clarity.</li> </ul>	<ul style="list-style-type: none"> <li>• Numerous errors in writing organization, focus, and/or clarity.</li> </ul>

**ACADEMIC STANDING:**

NJCTL has established standards for academic good standing within a student's academic program. Students enrolled in any NJCTL online course must receive an 80 or higher to successfully complete a course and receive credit for that course. An 80 is equivalent to a GPA of 2.7 or B-. Additionally, students in an endorsement program must receive a cumulative GPA of 3.0 for all courses combined in order to successfully complete the program.

**ACADEMIC INTEGRITY:**

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /repurposing your own work, unauthorized possession of academic materials, and unauthorized collaboration.

**CITING SOURCES WITH APA STYLE:**

All students are expected to follow proper writing and APA requirements when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. Resources for doing so can be found [here](#).

**DISABILITY SERVICES STATEMENT:**

We are committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Dean of Students, Melissa Axelsson, for additional information to coordinate reasonable accommodations for students with documented disabilities ([melissa@njctl.org](mailto:melissa@njctl.org)).

**NETIQUETTE:**

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom.

If you have concerns about something that has been said, please let your instructor know.

## SCHEDULE:

Required readings are available within each module by clicking the links where materials are listed under the “Required readings:” tab. *Links are subject to change. The most up-to-date URLs are available within the course Moodle.*

Module	Required Readings & Videos	Assignments
<b>1 – Introduction to Human Exceptionality and Neurodiversity</b>	<ul style="list-style-type: none"><li>Module PowerPoint via Moodle</li><li>Rahman, L. (2019). <i>Disability Language Guide</i>. <a href="https://disability.stanford.edu/sites/g/files/sbiybj26391/files/media/file/disability-language-guide-stanford_1.pdf">https://disability.stanford.edu/sites/g/files/sbiybj26391/files/media/file/disability-language-guide-stanford_1.pdf</a></li><li>Words Matter! Disability Language Etiquette   NEA. (n.d.). <a href="https://www.nea.org/words-matter-disability-language-etiquette#:~:text=Examples%20include%20%E2%80%9Cpeople%20with%20disabilities">www.nea.org/words-matter-disability-language-etiquette#:~:text=Examples%20include%20%E2%80%9Cpeople%20with%20disabilities</a></li><li>McCabe, J. (2022, January 18). <i>What Exactly is Neurodiversity?</i> <a href="https://njctl.org/video/?v=ALJ3CFRRZpo">https://njctl.org/video/?v=ALJ3CFRRZpo</a></li></ul> <p><b>Optional:</b></p> <ul style="list-style-type: none"><li>Blume, H. (1998, September 30). <i>On the neurological underpinnings of geekdom</i>. Retrieved from The Atlantic website: <a href="https://www.theatlantic.com/magazine/archive/1998/09/neurodiversity/305909/">https://www.theatlantic.com/magazine/archive/1998/09/neurodiversity/305909/</a></li><li>Palumbo, J. "Jay. (2022, December 31). How to Build an Inclusive Recruitment Process That Supports Neurodiversity in the Workplace. Retrieved July 17, 2024, from <i>Forbes</i> website: <a href="https://www.forbes.com/sites/jenniferpalumbo/2022/12/31/how-to-build-an-inclusive-recruitment-process-that-supports-neurodiversity-in-the-workplace/?sh=276175533a04">https://www.forbes.com/sites/jenniferpalumbo/2022/12/31/how-to-build-an-inclusive-recruitment-process-that-supports-neurodiversity-in-the-workplace/?sh=276175533a04</a></li><li>Goldberg, H. (2023). Unraveling neurodiversity: Insights from neuroscientific perspectives. <i>Encyclopedia</i>, 3(3), 972. <a href="https://doi.org/10.3390/encyclopedia3030070">https://doi.org/10.3390/encyclopedia3030070</a></li><li>Bridget, L., Gibson, M. F., Douglas, P., Leo, S., &amp; Gruson-Wood, J. (2023/12//). Weighing in: Academic writers on</li></ul>	<p><b>Short Answer (Q&amp;A):</b> Introduce yourself, describe your teaching experience and your goals with the program.</p> <p><b>Critical Thinking:</b> In this module’s presentation, we introduce the term “neurodiversity.” What does this term mean to you? How can those with neurodiversity enhance their classroom communities? How can teachers help neurodiverse children thrive?</p>

	<p>neurodiversity. <i>International Journal of Disability and Social Justice</i>, 3(3), 72-98.  <a href="https://doi.org/10.13169/intljofdissocjus.3.3.0072">https://doi.org/10.13169/intljofdissocjus.3.3.0072</a></p>	
<p><b>2 – Introduction to Special Education</b></p>	<ul style="list-style-type: none"> <li>● Module PowerPoint via Moodle</li> <li>● PBLWorks. (2021, May 27). Curb Cut. Buck Institute for Education via YouTube:  <a href="https://njctl.org/video/?v=a3_Rb86wiH4&amp;t=256s">https://njctl.org/video/?v=a3_Rb86wiH4&amp;t=256s</a></li> <li>● Martin, B. (2020, March 28). Modifications vs. Accommodations - Special Education. Retrieved via YouTube  <a href="https://njctl.org/video/?v=kBwJ5OMrwtM">https://njctl.org/video/?v=kBwJ5OMrwtM</a></li> <li>● Iris Center. (2019). <i>Introduction to LRE</i>. In IRIS Center. Retrieved from  <a href="https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_info_briefs/IRIS_Least Restrictive Environment InfoBrief_092519.pdf">https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_info_briefs/IRIS_Least Restrictive Environment InfoBrief_092519.pdf</a></li> <li>● Chapters 1 “Defining and Understanding Special Education” &amp; 2 “Roles and Responsibilities of the Special Educator/Case Manager”:  Lombardi, P. (2023). <i>The Roles and Responsibilities of the Special Educator</i>. University System of New Hampshire Pressbooks. Retrieved from  <a href="https://pressbooks.usnh.edu/edc703-803/">https://pressbooks.usnh.edu/edc703-803/</a></li> </ul>	<p><b>Short Answer (Q&amp;A):</b> In this module, we introduce the seven <a href="#">Field and Clinical Experience Standards for Special Education Teacher Preparation</a> developed by the Council for Exceptional Children (CEC). Review these standards, and discuss your thoughts on these standards.</p> <p><b>Critical Thinking:</b> Read chapters one and two of <a href="#">The Roles and Responsibilities of the Special Educator</a>: “Defining and Understanding Special Education” and “Roles and Responsibilities of the Special Educator/Case Manager.” Chapter two discussed the principles of the CEC Code of Ethics. Select one of these principles and discuss how you've applied this principle in your teaching practice (or might in the future). Consider the challenges you faced, long term impact on the student and any</p>

		<p>other implications this principle may have in the profession.</p>
<p><b>3 – Philosophical, Historical, and Legal Foundations of Special Education</b></p>	<ul style="list-style-type: none"> <li>● Module PowerPoint via Moodle</li> <li>● HISTORY. (2021, February 18). <i>Civil Rights Turning Points in Every Decade</i>   History by The Decade. via YouTube: <a href="https://njctl.org/video/?v=0UOTLqmRr2U">https://njctl.org/video/?v=0UOTLqmRr2U</a></li> <li>● Harvard University. (2021, May 17). <i>Brown v. Board of Education explained</i>. via YouTube: <a href="https://njctl.org/video/?v=FwxprgouAYU">https://njctl.org/video/?v=FwxprgouAYU</a></li> <li>● Disability Justice. (2014). <i>The Right to Education</i>   Disability Justice. Retrieved from Disability Justice website: <a href="https://disabilityjustice.org/right-to-education/">https://disabilityjustice.org/right-to-education/</a></li> <li>● SpecialEdResource.com. (2019, July 24). <i>FAPE   Free Appropriate Public Education</i>   Special Education Decoded. via YouTube: <a href="https://njctl.org/video/?v=3XzRs22WrGE">https://njctl.org/video/?v=3XzRs22WrGE</a></li> <li>● Daniellability. (2020, March 29). <i>The ADA Explained</i>. via YouTube: <a href="https://njctl.org/video/?v=g1Q1BgpJnWI">https://njctl.org/video/?v=g1Q1BgpJnWI</a></li> <li>● Netflix: Behind the Streams. (2020, July 25). <i>How the ADA Changed the Built World</i>   Crip Camp   Netflix. via YouTube: <a href="https://njctl.org/video/?v=5aiFVhXSvge">https://njctl.org/video/?v=5aiFVhXSvge</a></li> </ul> <p><b>Optional:</b></p> <ul style="list-style-type: none"> <li>● Vermont Humanities. (2023, May 15). <i>First Wednesdays: A History of Disability</i>. via YouTube: <a href="https://njctl.org/video/?v=PpZLG0uIvIE">https://njctl.org/video/?v=PpZLG0uIvIE</a></li> <li>● Portland Community College. (2015, August 18). Disability History Video Exhibit Timeline.</li> </ul>	<p><b>Short Answer (Q&amp;A):</b> The job of a special education teacher is to help the students in their classroom based on the most current research of best practices. If we should be working to “stay current”, why is it important for teachers of students with disabilities to understand the history discussed in this module?</p> <p><b>Critical Thinking:</b> Select one of the pieces of legislation or a case law that was discussed in the presentation (or another of your own choosing) and discuss how this law led to improvement in education for students with disabilities. You may choose to discuss a specific student (or students) that you have taught who were impacted by this law.</p>

	<p>via YouTube:  <a href="https://njctl.org/video/?v=NQcncTn4rBw">https://njctl.org/video/?v=NQcncTn4rBw</a></p> <ul style="list-style-type: none"> <li>● CrashCourse. (2022, February 11). School Segregation and Brown v Board: Crash Course Black American History #33. via YouTube  <a href="https://njctl.org/video/?v=NBlqcAEv4nk">https://njctl.org/video/?v=NBlqcAEv4nk</a></li> </ul>	
<p><b>4 – Legislation and Implementation of Special Education Policy and Procedure</b></p>	<ul style="list-style-type: none"> <li>● Module PowerPoint via Moodle</li> <li>● U.S. Department of Education. (2013). <i>Student Privacy 101: FERPA for Parents and Students</i> [YouTube Video].  <a href="https://njctl.org/video/?v=nhlDkS8hvMU">https://njctl.org/video/?v=nhlDkS8hvMU</a></li> <li>● Understood for All, Inc. (2024). <i>IEP vs. 504 plan</i>. Retrieved from  <a href="https://assets.ctfassets.net/p0qf7j048i0q/5Cac7CHwygWQlo9g9U64UI/277e451279a17396ca13adcb4ce11163/IEP_vs_504_plan_Understood_Accessible.pdf">https://assets.ctfassets.net/p0qf7j048i0q/5Cac7CHwygWQlo9g9U64UI/277e451279a17396ca13adcb4ce11163/IEP_vs_504_plan_Understood_Accessible.pdf</a></li> <li>● Understood.org. (2015, November 23). <i>IEP vs. 504 Plan: What Is the Difference Between IEP and 504 Plan?</i> via YouTube:  <a href="https://njctl.org/video/?v=A9TgDgHfdlY">https://njctl.org/video/?v=A9TgDgHfdlY</a></li> <li>● Understood. (2024, April 17). Understood Explains   IEPs: <i>The 13 disability categories</i>. via YouTube:  <a href="https://njctl.org/video/?v=HOHsOkUKuhQ">https://njctl.org/video/?v=HOHsOkUKuhQ</a></li> <li>● University of Kansas Center for Research on Learning. (n.d.). <i>Comparison of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act (Section 504), &amp; The Americans with Disabilities Act (ADA)</i>. Retrieved from  <a href="https://access.ku.edu/sites/access/files/2021-07/Comparison%20of%20the%20IDEA%20Section%20504%20ADA%20%281%29%20Updated%2007-07-21.pdf">https://access.ku.edu/sites/access/files/2021-07/Comparison%20of%20the%20IDEA%20Section%20504%20ADA%20%281%29%20Updated%2007-07-21.pdf</a></li> </ul>	<p><b>Critical Thinking:</b>  Special Education interview (see Moodle for details)</p> <p><b>Proctored Midterm Assessment</b></p>

- School of Education at Webster University. (2022, June 9). A Brief Comparison: General Education and Special Education Teachers. via YouTube: <https://njctl.org/video/?v=tiVqQtdh6tg>
- Additional resources are included in the module's PowerPoint "notes" section if desired.*

**5 – IDEA's 13 Categories of Disability**

- Module PowerPoint via Moodle
- CDC. (2024, April 22). *About Hearing Loss in Children*. Retrieved from Hearing Loss in Children website: <https://www.cdc.gov/hearing-loss-children/about/index.html>
- Peterborough City Council. (2020, September 15). *Understanding Deafness and Hearing Impairment*. via YouTube: <https://njctl.org/video/?v=I-cQWkTR4I8>
- Sprouts. (2021, June 20). *Autism Spectrum: Atypical Minds in a Stereotypical World*. via YouTube: <https://njctl.org/video/?v=j3PrAqJ-H9k&t=103s>
- Duke Center for Autism and Brain Development. (2021, April 5). *What is Autism? | Quick Learner*. via YouTube: <https://njctl.org/video/?v=TJuwhCIQQTs>
- Ferrari, R. (2023, June 29). *What Is an Intellectual Disability?* Cleveland Clinic via YouTube: <https://njctl.org/video/?v=3zAE5Yh3URY>
- Penn Medicine. (2022). *Speech and Language Disorders - Symptoms and Causes*. Penn Medicine: <https://www.pennmedicine.org/for-patients-and-visitors/patient-information/conditions-treated-a-to-z/speech-and-language-disorders>
- National Center on Deaf-Blindness. (2013). *National Center on Deaf-Blindness (NCDB): Deaf-Blindness Perspectives*. via YouTube: <https://njctl.org/video/?v=4pFf9-id3V4>
- National Association of Special Education Teachers. (2024). *National Association of*

**Short Answer (Q&A):** Reflect upon your class makeup or use one of the whole group instruction video clips of the Council for Exceptional Children's [High-Leverage Practice videos](#).

What diagnoses—whether known or imagined—are most prevalent in the class? How can you tell? Which needs must be accounted for in order to develop an inclusive classroom? Share an example of how you have or might respond.

**Critical Thinking:** Choose one of the categories of disability and create a 1-page basic fact sheet for general educators of students diagnosed with that disability. You are welcome to include photographs and infographics, as long

*Special Education Teachers: Orthopedic and Musculoskeletal Impairments*. Retrieved from [www.naset.org](http://www.naset.org) website:

<https://www.naset.org/professional-resources/exceptional-students-and-disability-information/orthopedic-and-musculoskeletal-impairments>

- Center for Parent Information and Resources. (2015). *Other Health Impairment* | Center for Parent Information and Resources. Retrieved from [Parentcenterhub.org](http://Parentcenterhub.org) website: <https://www.parentcenterhub.org/ohi/>
- The National Center for Learning Disabilities. (2012). *Learning Disabilities, What Are the Different Types?* via YouTube: [https://njctl.org/video/?v=yG\\_xSBsFMPQ](https://njctl.org/video/?v=yG_xSBsFMPQ)
- AUSPELD. (2019). *Specific Learning Disorders Flow Chart What are Specific Learning Disorders (SLDs)?* In Auspeld: Dyslexia-SPELD Foundation. Retrieved from [https://auspeld.org.au/wp-content/uploads/2019/08/DSF9214\\_SLD-Flow-Chart\\_4P-Flyer-V4\\_Print-Version.pdf](https://auspeld.org.au/wp-content/uploads/2019/08/DSF9214_SLD-Flow-Chart_4P-Flyer-V4_Print-Version.pdf)
- Roberts, C. (2017, July 17). *What happens when you have a concussion?* - Clifford Robbins - YouTube. <https://njctl.org/video/?v=xvjK-4NXRsM>
- Dr. Cara, Enlighten Lounge. (2021, March 20). *Overview of Visual Impairments*. via YouTube: <https://njctl.org/video/?v=7B61zWKKmsM>

**Optional:**

- Chapter 4: “Categories of Disability Under IDEA” Lombardi, P. (2023). *The Roles and Responsibilities of the Special Educator*. University System of New Hampshire Pressbooks. Retrieved from <https://pressbooks.usnh.edu/edc703-803/>
- CDC. (2024b, May 14). About Autism Spectrum Disorder. Retrieved from Autism Spectrum Disorder (ASD) website: <https://www.cdc.gov/autism/about/index.html>

**Proctored Assessment 1 follows Module 5.**

as you have at least 1 page of written information.

Include:

- \*General information about the disability including national and school specific incidence.
- \*Common challenges of students diagnosed with the disability.
- \*Any possible influences or other potential impacts on students with this disability

You may wish to use these fact sheets as examples.

IRIS Center:

<https://iris.peabody.vanderbilt.edu/about/what-we-do/resources/>

CDC:

<https://www.cdc.gov/ncbddd/disabilityandhealth/materials/factsheets.html>

Center for Parent Information & Resources

<https://www.parentcenterhub.org/specific-disabilities/>

## 6 – Educational and Psychologically Exceptional Children

- Module PowerPoint via Moodle
  - Weisner, T. (2016, August 15). *What is the most important influence on child development* | Tom Weisner | TEDxUCLA. via YouTube:  
<https://njctl.org/video/?v=gIZ8PkLMMUo>
  - Center for the Developing Child at Harvard University. (2016). *8 Things to Remember about Child Development*. Center on the Developing Child at Harvard University.  
<https://developingchild.harvard.edu/resources/8-things-remember-child-development/>
  - Sprouts. (2018, August 1). *Piaget's Theory of Cognitive Development*. via YouTube.  
<https://njctl.org/video/?v=IhcgYgx7aAA>
  - Sprouts. (2020, February 28). *Vygotsky's Theory of Cognitive Development in Social Relationships*. via YouTube.  
<https://njctl.org/video/?v=8I2hrSRbmHE>
  - Sprouts. (2021b, December 1). *Bronfenbrenner's Ecological Systems: 5 Forces Impacting Our Lives*. via YouTube.  
<https://youtu.be/g6pUQ4EDHeQ?si=W2ivKZ8TrUgKkua>
  - Robert Wood Johnson Foundation. (n.d.). The Truth about ACEs. Retrieved from  
<https://www.tfec.org/wp-content/uploads/The-Truth-About-ACES-Infographic.pdf>
  - Centers for Disease Control and Prevention (CDC). (2018, April 5). *We Can Prevent ACEs*. via YouTube:  
<https://njctl.org/video/?v=8gm-lNpzU4g>
- Optional:**
- Paris, J., Ricardo, A., & Rymond, D. (2019, October 1). *Child Growth and Development* (A. Johnson, Ed.). Retrieved from Social Sci LibreTexts website:  
[https://socialsci.libretexts.org/Bookshelves/Early\\_Childhood\\_Education/Book%3A\\_Child\\_Growth\\_and\\_Development\\_\(Paris\\_Ricardo\\_Rymond\\_and\\_Johnson\)](https://socialsci.libretexts.org/Bookshelves/Early_Childhood_Education/Book%3A_Child_Growth_and_Development_(Paris_Ricardo_Rymond_and_Johnson))
  - Buckley, D., & Budzyna, D. (2023). *The Whole Child: Development in the Early*

### Short Answer

#### (Q&A):

Think about a student that is in your class this year or one you taught in the past. Without identifying the student by name, briefly describe the student and their special needs. How did the information learned in this module help you better understand how to meet the needs of this student?

#### Critical Thinking:

CEC Standard 1.2 determines that “beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.” Bearing this standard and the concerns of child development in mind, identify a student’s developmental influences and the considerations that must be addressed to help the student find success. Each domain should be included in your response, even if that domain is not impacted.

	<p>Years. In rotel.pressbooks.pub. ROTEL (Remixing Open Textbooks with an Equity Lens) Project.  <a href="https://rotel.pressbooks.pub/whole-child/">https://rotel.pressbooks.pub/whole-child/</a></p> <ul style="list-style-type: none"> <li>U.S. Department of Health and Human Services. (2021). <i>Youth Mental Health—Current Priorities of the U.S. Surgeon General</i>.  <a href="https://www.hhs.gov/surgeongeneral/priorities/youth-mental-health/index.html">https://www.hhs.gov/surgeongeneral/priorities/youth-mental-health/index.html</a></li> <li>U.S. Department of Health and Human Services. (2023). <i>Social Media and Youth Mental Health — Current Priorities of the U.S. Surgeon General</i>.  <a href="https://www.hhs.gov/surgeongeneral/priorities/youth-mental-health/social-media/index.html">https://www.hhs.gov/surgeongeneral/priorities/youth-mental-health/social-media/index.html</a></li> <li>Centers for Disease Control and Prevention. (2021). Youth risk behavior survey. In cdc.gov. Retrieved from  <a href="https://www.cdc.gov/healthyyouth/data/yrbs/pdf/YRBS_Data-Summary-Trends_Report2023_508.pdf">https://www.cdc.gov/healthyyouth/data/yrbs/pdf/YRBS_Data-Summary-Trends_Report2023_508.pdf</a></li> </ul>	<p>If you are not teaching, choose one of the students identified in the <a href="#">Connecticut Assistive Technology Guidelines</a>. These case studies target the need for and use of assistive technology. Disregard that facet of the case study and describe the impacted developmental domains. Which aspects of the student’s life, either explicit or implicit in the case study, may add to their exceptionality? What should you, the special education teacher, consider to help the student find success?</p>
<p><b>7 – Education and Psychology of Students with Disabilities</b></p>	<ul style="list-style-type: none"> <li>Module PowerPoint via Moodle</li> <li>American Psychological Association, Coalition for Psychology in Schools and Education. (2023). <i>Top 20 principles from psychology for early childhood teaching and learning</i>. Retrieved from www.apa.org website:  <a href="https://www.apa.org/ed/schools/%20teaching-learning/top-twenty-special-education.pdf">https://www.apa.org/ed/schools/%20teaching-learning/top-twenty-special-education.pdf</a></li> <li>Schneiderwind, J. (2021, September 23). <i>Normalizing Disability Begins in School</i>   TEDxMSUDenver. via YouTube:  <a href="https://njctl.org/video/?v=gscAjUIKc7Y">https://njctl.org/video/?v=gscAjUIKc7Y</a></li> <li>Sprouts. (2016, April 15). <i>Growth Mindset vs. Fixed Mindset</i>. via YouTube:  <a href="https://njctl.org/video/?v=KUWn_TJTrnU">https://njctl.org/video/?v=KUWn_TJTrnU</a></li> <li>Sprouts. (2017, March 31). <i>GRIT: Traits that Matter for School, Work, and Life</i>. via</li> </ul>	<p><b>Critical Thinking:</b> Engaging in the practices discussed in the module presentation support the Council for Exceptional Children’s standards 2 and 6.</p> <p>To practice and develop those standards, choose one of the students with exceptionalities from your class. Use what you already know and/or intentionally learn more about the</p>

	<p>YouTube:  <a href="https://njctl.org/video/?v=vzle_Puyg5o">https://njctl.org/video/?v=vzle_Puyg5o</a></p> <ul style="list-style-type: none"> <li>• Duckworth, A. L. (2013). Grit: the power of passion and perseverance   TED. via YouTube:  <a href="https://njctl.org/video/?v=H14bBuluwB8">https://njctl.org/video/?v=H14bBuluwB8</a></li> </ul> <p><b>Optional:</b></p> <ul style="list-style-type: none"> <li>• Mineo, Liz. “Good Genes Are Nice, but Joy Is Better.” Harvard Gazette, Harvard University, 11 Apr. 2017,  <a href="https://news.harvard.edu/gazette/story/2017/04/over-nearly-80-years-harvard-study-has-been-showing-how-to-live-a-healthy-and-happy-life/">https://news.harvard.edu/gazette/story/2017/04/over-nearly-80-years-harvard-study-has-been-showing-how-to-live-a-healthy-and-happy-life/</a></li> <li>• Harvard Second Generation Study. (2015). <i>Grant &amp; Glueck Study of Adult Development</i>. Retrieved from Harvard Second Generation Study website:  <a href="https://www.adultdevelopmentstudy.org/grantandglueckstudy">https://www.adultdevelopmentstudy.org/grantandglueckstudy</a></li> </ul> <p><b><i>Proctored Assessment 2 follows Module 7.</i></b></p>	<p>interconnected social systems, socio-emotional practices and well-being to develop a graphic organizer of the student’s socio-emotional, behavioral, and psychological influences.</p> <p>If you are not teaching, choose a fictional child from any work of literature, film, or television series. This character may or may not have an explicit exceptionality. Build a graphic organizer of the character’s socio-emotional, behavioral, and psychological influences.</p>
<p><b>8 – Developing and Implementing IEPs</b></p>	<p><i>Please note that these readings, podcasts, and videos are inclusive. Students will have significant choice in their supplementary materials.</i></p> <ul style="list-style-type: none"> <li>• Module PowerPoint via Moodle</li> <li>• Lombardi, P. (2022b). The Special Education Process. In <i>The Roles &amp; Responsibilities of the Special Educator</i>. pressbooks.usnh.edu. Retrieved from  <a href="https://pressbooks.usnh.edu/edc703-803/chapter/the-special-education-process/">https://pressbooks.usnh.edu/edc703-803/chapter/the-special-education-process/</a></li> <li>• Let’s Introduce You to the IEP Team (PaTTAN)  <a href="https://youtube.com/playlist?list=PLCkBP2cSbOsup3QQeF0YLJzb2AEqJaXmj&amp;si=eLkyoFyBx2T_mXXS">https://youtube.com/playlist?list=PLCkBP2cSbOsup3QQeF0YLJzb2AEqJaXmj&amp;si=eLkyoFyBx2T_mXXS</a></li> <li>• George, P. (2020, April 26). Components of an IEP. Retrieved from YouTube website:</li> </ul>	<p><b>Critical Thinking:</b>  The purpose of this assignment is to gain a thorough understanding of the various components of an Individualized Education Program (IEP) and to critically reflect upon implementation in the classroom setting. Review of IEP Components: Obtain an IEP from your school district. Adhere to confidentiality and district protocol.</p>

<https://njctl.org/video/?v=4e8dGgJ0sfQ>

- Stepping Into Special Education. (2023a, January 16). IEP 101: Part 1 Understanding the Pages of an IEP. Retrieved from iHeart website:  
<https://www.iheart.com/podcast/338-stepping-into-special-educ-99476699/episode/28-iep-101-part-1-understanding-107380372/>
- Stepping Into Special Education. (2023b, January 30). IEP 101: Part 2 Understanding the Pages of an IEP. Retrieved from iHeart website:  
<https://www.iheart.com/podcast/338-stepping-into-special-educ-99476699/episode/30-iep-101-part-2-understanding-108097703/>
- Stepping Into Special Education. (2023c, February 13). IEP 101: Part 3 Understanding the Pages of an IEP. Retrieved from iHeart website:  
<https://www.iheart.com/podcast/338-stepping-into-special-educ-99476699/episode/32-iep-101-part-3-understanding-108897977/>
- Center for Parent Information and Resources. (2022, April). Contents of the IEP | Center for Parent Information and Resources. Retrieved from Parentcenterhub.org website:  
<https://www.parentcenterhub.org/iepcontents/>
- Lombardi, P. (2022). The Special Education Process. In The Roles & Responsibilities of the Special Educator. pressbooks.usnh.edu. Retrieved from  
<https://pressbooks.usnh.edu/edc703-803/chapter/the-special-education-process/>
- Stepping Into Special Education. (2023b, July 10). How to Write Meaningful Impact Statements / Present Levels for IEPs (Individualized Education Plans) With Jennifer Hofferber. Retrieved from iHeart website:  
[Review each of the following components:  
Present Levels of Academic Achievement and Functional Performance \(PLAAFP\)  
Measurable Annual Goals/Objectives/Benchmarks  
Progress Toward Goals  
Related Services  
Supplementary Aids and Services  
Non-Disabled Participation  
Accommodations for State Testing  
Dates and Frequency  
Behavior Interventions and Supports](https://www.iheart.com/podcast/338-</a></li></ul></div><div data-bbox=)

Write a summary of your observations.  
Refrain from including any personal information about the student.  
Consider answering the following questions:  
How do the various components of an IEP work together to support students with disabilities?  
Which component do you believe poses the most significant challenge in practice, and why?

[stepping-into-special-educ-99476699/episode/53-how-to-write-meaningful-impact-118786821/](https://iris.peabody.vanderbilt.edu/module/iep01/cresource/q3/p06/#content)

- IRIS Center Peabody College Vanderbilt University. (2020). IRIS | Page 6: High-Quality PLAAFP Statements. Retrieved from Vanderbilt.edu website:  
<https://iris.peabody.vanderbilt.edu/module/iep01/cresource/q3/p06/#content>
- Center for Parent Information & Resources. (2024). Right to Receive Prior Written Notice | Center for Parent Information and Resources. Retrieved from www.parentcenterhub.org website:  
<https://www.parentcenterhub.org/notice-prior/>
- Lombardi, P. (2020). Prior Written Notice. In The Roles & Responsibilities of the Special Educator. pressbooks.usnh.edu. Retrieved from <https://pressbooks.usnh.edu/edc703-803/chapter/prior-written-notice/>
- Understood. (2024d, May 8). Understood Explains | IEPs: Setting IEP goals. Retrieved from YouTube website:  
[https://njctl.org/video/?v=\\_jtSrDXwkMs](https://njctl.org/video/?v=_jtSrDXwkMs)
- Stepping Into Special Education. (2023c, October 16). Top 4 IEP Goal Questions Answered! Retrieved from iHeart website:  
<https://www.iheart.com/podcast/338-stepping-into-special-educ-99476699/episode/65-top-4-iep-goal-questions-125955184/>
- IRIS Center Peabody College Vanderbilt University. (2017). IRIS | Page 7: Challenging, Ambitious, Measurable Annual Goals. Retrieved from Vanderbilt.edu website:  
<https://iris.peabody.vanderbilt.edu/module/iep01/cresource/q3/p07/#content>
- Stepping Into Special Education. (2024, January 22). Time to Collect IEP Meeting Documents? 5 Steps to Begin Gathering What You Need Now as a Special Ed Teacher! Retrieved from iHeart website:

How can educators, administrators, and support staff collaborate to implement each component of the IEP effectively? Reflect on any personal experiences or observations related to IEPs and how they influenced your understanding of the components.

<https://www.iheart.com/podcast/338-stepping-into-special-educ-99476699/episode/77-time-to-collect-iep-meeting-144967312/>

- Center for Parent Information and Resources. (n.d.). Virtual IEP Meeting Tip Sheets. Retrieved from [https://www.parentcenterhub.org/wp-content/uploads/repo\\_items/virtual-iep-meeting-tipsheets.pdf](https://www.parentcenterhub.org/wp-content/uploads/repo_items/virtual-iep-meeting-tipsheets.pdf)
- Wang, K. (2014, November 25). Friendship Circle / Resources. Retrieved from Friendshipcircle.org website: <https://www.friendshipcircle.org/blog/2014/11/25/10-helpful-and-compassionate-comments-heard-at-an-iep-meeting>
- That Special Educator. (2019). What Can I Expect at An IEP Meeting? Retrieved from <https://njctl.org/video/?v=vjgaTENUbc8>
- MN Commission . (2018, January 31). Mock IEP Meeting: A Middle School Student. Retrieved from <https://njctl.org/video/?v=8wDFS2bkYHA>
- Understood. (2024e, May 1). Understood Explains | IEPs: How to prepare for IEP meetings. Retrieved from YouTube website [https://njctl.org/video/?v=OH93qFY6wpg&list=PL0Kjy0JtEbaSwT4PFpqs\\_qcEtmvvZ7DNh&index=9](https://njctl.org/video/?v=OH93qFY6wpg&list=PL0Kjy0JtEbaSwT4PFpqs_qcEtmvvZ7DNh&index=9)
- Butorac, C. (2015). Are You Collecting Data in the Right Way for Your Students with Special Needs? [YouTube Video]. Retrieved from <https://njctl.org/video/?v=iRBLLsqK6WU>
- That Special Educator. (2020, April 18). My Data Collection - Special Education. Retrieved from www.youtube.com website: <https://njctl.org/video/?v=0uf1ZXxN-SM>
- Noodle Nook. (2019). 6 Ways to Setup Data in a SpEd Classroom [YouTube Video]. Retrieved from <https://njctl.org/video/?v=AE3nDliT3Ww>
- Stepping Into Special Education. (2023, May 15). IEP Progress Reports: Why Do We Do

Them? Retrieved from iHeart website:

<https://www.iheart.com/podcast/338-stepping-into-special-educ-99476699/episode/45-iep-progress-reports-why-do-115217407/>

- Stepping Into Special Education. (2022b, November 28). IEP Progress Reports Are DUE! 5 Steps to Update Your Student's Progress & Send Reports Home On-Time to Your Special Needs Parents! Retrieved from iHeart website:  
<https://www.iheart.com/podcast/338-stepping-into-special-educ-99476699/episode/21-iep-progress-reports-are-due-105236944/>
- Understood. (2024, May 22). Understood Explains | IEPs: Resolving IEP disputes. Retrieved from YouTube website:  
<https://njctl.org/video/?v=batBs26rAZQ>
- The Office for Dispute Resolution. (2021, March 24). Due Process. Retrieved from www.youtube.com website:  
[https://njctl.org/video/?v=J-G\\_zbsT7IQ](https://njctl.org/video/?v=J-G_zbsT7IQ)
- The Office for Dispute Resolution. (2021, September 30). Mediation Process. Retrieved from YouTube website:  
<https://njctl.org/video/?v=dk7mxkCHs78>

**Optional:**

- Understood Explains. (2024). Understood Explains | IEPs: Special education terms and your legal rights. Retrieved from YouTu.be website:  
<https://njctl.org/video/?v=9kPbek75MMNc>
- Understood. (2024a, March 20). Understood Explains IEPS | Does my child need an IEP? Retrieved from YouTube website: .  
[https://njctl.org/video/?v=Na0xAQ71N\\_k](https://njctl.org/video/?v=Na0xAQ71N_k)
- Understood. (2024a, February 7). Introducing Understood Explains IEPs. Retrieved from YouTube website:  
[https://njctl.org/video/?v=9jUCYMoMMHE&list=PL0Kjy0JtEbaSwT4PFpqs\\_qcEtmvvZ7DNh&index=1](https://njctl.org/video/?v=9jUCYMoMMHE&list=PL0Kjy0JtEbaSwT4PFpqs_qcEtmvvZ7DNh&index=1)
- Stepping Into Special Education. (2022,

October 3). IEP 101: What Is an IEP? How an Individualized Education Plan Is Used in Special Education! Retrieved from iHeart website:

<https://www.iheart.com/podcast/338-stepping-into-special-educ-99476699/episode/13-iep-101-what-is-an-102793920/>

- Stepping Into Special Education. (2023c, September 11). Special Education Service Providers: How to Collaborate & Work Together as an IEP Team! Retrieved from iHeart website:  
<https://www.iheart.com/podcast/338-stepping-into-special-educ-99476699/episode/60-special-education-service-providers-how-123042428/>
- Lombardi, P. (2022a). Collaboration and Communication. In The Roles & Responsibilities of the Special Educator. pressbooks.usnh.edu. Retrieved from <https://pressbooks.usnh.edu/edc703-803/chapter/collaboration/>
- IRIS Center Peabody College Vanderbilt University. (2024b). IRIS | Page 5: Collaborative Practices. Retrieved from iris.peabody.vanderbilt.edu website:  
<https://iris.peabody.vanderbilt.edu/module/scd/cresource/q2/p05/>
- Center for Parent Information and Resources. (2017). Categories of Disability Under IDEA. Retrieved from Parentcenterhub.org website:  
<https://www.parentcenterhub.org/categories/>
- Understood. (2024c, April 10). Understood Explains | How do kids qualify for IEPs? Retrieved from YouTube website:  
<https://njctl.org/video/?v=gURUkcT5Hrw>
- IRIS Center. (2024). IRIS | Page 9: Monitoring & Reporting Student Progress. Retrieved from iris.peabody.vanderbilt.edu website:  
<https://iris.peabody.vanderbilt.edu/module/iep01/cresource/q3/p09/>

	<ul style="list-style-type: none"> <li>● New Jersey DOE Office of Special Education. (2024). Data and Monitoring. Retrieved from www.nj.gov website: <a href="https://www.nj.gov/education/specialed/monitor/">https://www.nj.gov/education/specialed/monitor/</a></li> <li>● The Office for Dispute Resolution. (2018). Mock Due Process. Retrieved from <a href="https://njctl.org/video/?v=S2HDGJ-Ce-8&amp;t=30s">https://njctl.org/video/?v=S2HDGJ-Ce-8&amp;t=30s</a></li> <li>● New Jersey Department of Education Office of Special Education. (2016). Dispute Resolution. Retrieved from Nj.gov website: <a href="https://www.nj.gov/education/specialed/policy/disputeresolution/">https://www.nj.gov/education/specialed/policy/disputeresolution/</a></li> <li>● Allen-Mcmillan, A., Ehling, K., &amp; Murray, K. (2023). New Jersey Department of Education Parental Rights in Special Education. Retrieved from <a href="https://www.nj.gov/education/specialed/parents/ParentalRightsinSpecialEducation2023.pdf">https://www.nj.gov/education/specialed/parents/ParentalRightsinSpecialEducation2023.pdf</a></li> </ul>	
<p><b>9 – Final Reflection</b></p>	<ul style="list-style-type: none"> <li>● Review course topics in preparation for final writing assignment</li> <li>● Zoom meetings with instructor and discussion board posts</li> </ul>	<p><b>Critical Thinking:</b> Full assignment prompt and requirements are posted in online course.</p> <p><i>Proctored Final Assessment</i></p>