**Developmental Milestones**

REVIEW ASSIGNMENT

Requires LopesWrite

Start Date

Sep 16, 2021, 12:00 AM

Due Date

Sep 22, 2021, 11:59 PM

Points

60

Rubric

View Rubric

Status

**Published**

Assessment Description

Special education teachers often consult and train staff members. Consideration of typical development and achievement of developmental milestones can help staff determine if a student needs a referral for a special education evaluation. This information is often used to select assessments and identify the effects of a possible disability. If eligibility is determined, an Individualized Education Plan (IEP) is developed. IEP teams describe an individual’s strengths, interests, preferences, and needs, while considering the characteristics of a given disability and its effect on a student. The IEP defines the specially designed instruction, accommodations, related services, and supplementary aids and services that will best support a student in accessing and achieving goals aligned with the general education curriculum. When teachers understand the effect of a disability on learning, they are able to prepare the classroom environment and use specially designed instructions to support students with disabilities.

Imagine that your principal has asked you to conduct a professional development session for staff members about developmental milestones for students. Referring to the topic Resources and your research, use the “Developmental Milestones In-Service Template” to create a 15-20 slide digital presentation that describes the typical cognitive, linguistic, physical, social, and emotional developmental milestones of children in the grade levels associated with your field of study.

The presentation should address the following:

* Describe developmental milestones and explain why they are important.
* For each disability category, describe typical cognitive, linguistic, physical, social, and emotional development and the atypical development of a student with the specified disability. Include examples of how the milestones may present differently for students with and without each disability.
* For each disability category, explain at least one specially designed instructional strategy that could be used to enhance academic achievement.
* For each disability category, explain at least one environmental strategy (how you would change the classroom environment) to increase success in the classroom setting.
* Title slide, reference slide, and speaker notes.

Support the assignment with a minimum of three scholarly resources.

Refer to "Creating Effective PowerPoint Presentations," located in the Student Success Center, for additional guidance on completing this assignment in the appropriate style.

While APA style format is not required for the body of this assignment, solid academic writing is expected, and in-text citations and references should be presented using documentation guidelines, which can be found in the APA Style Guide, located in the Student Success Center.

This assignment uses a rubric. Review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Class Resources if you need assistance.

1. Explain how language, culture, and family background influence the learning of individuals with disabilities. [CEC 1.1, ICSI.1.K4, ICSI.1.K5, ICSI.1.K6, ICSI.1.K7, ICSI.1.K12, ICSI.1.K13, ICSI.2.K8, ICSI.4.S6, ICSI.5.S6, ICSI.6.S6; KPS 1.5; InTASC 1(e), 2(d), 2(j), 2(k), 2(m); MC3, MC5; COE 1.1]
2. Use understanding of development and individual differences to respond to the needs of individuals with disabilities. [CEC 1.2, ICSI.1.K3, ICSI.1.K4, ICSI.1.K7, ICSI.1.K12, ICSI.1.K13, IGC.1.K4, IGC.1.S1; KPS 1.4, 1.8; InTASC 1(a), 1(€ 1(d), 1(e), 1(f), 1(h), 1(j), 2(a), 2(b), 2(g), 2(h), 2(l); MC1, MC2, MC3, MC5; COE 1.2]
3. Use research on education issues to develop professional practice

An educator overhears a conversation between two students. One of the students is talking about witnessing other students picking on a student with an intellectual disability during the daily walk home. The behavior described includes teaching, pushing, and taking personal possessions. The educator hears the student say that he feels bad for the student who is being picked on but is afraid to confront his peers or report the behavior, particularly since the activity is not happening on school grounds. Discuss how the educator can address this issue. Include evidence from the "Model Code of Ethics for Educators (MCEE)" and "Professional Dispositions of Learners" to support your ideas.

You have just finished a lesson on solving inequalities and handed students a worksheet to complete silently. While the students were working independently, you decided to check your email, not realizing that your computer screen was still being projected to the class.  You open an email from the principal Mrs. Russell, who is following up on a student, Rebecca Johnson, who was recently referred to receive services on an Individual Education Program. You realized what had occurred once you heard the students giggling at the screen. You quickly unplugged the computer from the projector and told the students to get back to work.  What should you do next to protect the student’s privacy? Include evidence from "Model Code of Ethics for Educators (MCEE)" and "Professional Dispositions of Learners."

Part of a special educator’s responsibilities include understanding the characteristics of the major disability categories and how the characteristics affect typical development. When conducting observations and consulting with staff who work with students with disabilities, teachers must be able to articulate the differences in development and prescribe appropriate interventions. Understanding the effect of culture and language development must also be considered in meeting student needs.

**Case Study:  Larissa**

**Grade:  3rd**

**Age:  8**

Larissa is a female third grade student with a specific learning disability in written expression and an executive functioning disorder. She is originally from El Salvador and moved to the U.S. with her mother, father, older sister, and newborn brother when she was 14 months old. In first grade, she was assessed for special education services and was found eligible in the areas of written expression and executive functioning due to a diagnosis of dyslexia and ADHD by an outside psychologist referred by her primary care physician. Larissa’s verbal expression is close to grade level, but when asked to express her thoughts on paper, she often uses lower level vocabulary and fragmented sentences, and her writing lacks organization. This could be due to her inability to focus on longer tasks as well as her difficulty with spelling, written expression, and multiple languages spoken in the home. Larissa also struggles with starting tasks independently, staying on task, and with task completion. She often cannot find her materials when needed such as pencils, paper, assignments, books, etc.

Recently, her mother and father separated. Her mother has since moved the children out of their home and in with family friends. The family friends have three children and two adults living in the home already, so the three bedroom, one bath home is very crowded. Their new home is within walking distance of Rosewood Elementary, where Larissa has recently transferred.

Larissa’s mother, Rita, has a job in which she works long hours and is currently struggling to establish her own line of credit. At home, Larissa’s family speaks both English and Spanish. Rita considers English her primary language; however, Spanish is her first language and she sometimes has difficulty understanding written English, despite speaking it well.

At a recent parent-teacher conference with Larissa’s teacher, Mr. Fleming, Rita shared that she obtained an order of protection against her husband after they separated. Because the order of protection extends to the children, she provided Mr. Fleming legal documentation of the order. The day after the conference, Mr. Fleming notified the office and gave them the documentation in the event that Larissa’s father should come to the school.

Using the information from the case study, address the following in a 1,000-1,250 word essay:

* Discuss how the Christian worldview perspective can be demonstrated in professional practice by explaining why teachers need to be committed to respecting students’ individual strengths, interests, and needs to promote each student’s growth and potential.
* Explain how language, culture, and family background influence the student’s student' learning.
* Describe three research-based, specially designed instructional strategies that can be used to respond to the developmental differences and individual needs of the student.
* Cite research to provide justification for how the selected strategies provide specially designed instruction and access to the general education curriculum and standards as required by IDEA.

Support the assignment with at least three scholarly resources.

Prepare this assignment according to the guidelines found in the APA Style Guide, located in the Student Success Center. An abstract is not required.

This assignment uses a rubric. Review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Class Resources if you need assistance.

*This benchmark assignment assesses the following programmatic competencies and professional standard:*

*MEd in Elementary Education and Special Education ITL/NITL*

*1.1: Explain how language, culture, and family background influence the learning of individuals with disabilities. [CEC 1.1, ICSI.1.K4, ICSI.1.K5, ICSI.1.K6, ICSI.1.K7, ICSI.1.K12, ICSI.1.K13, ICSI.2.K8, ICSI.4.S6, ICSI.5.S6, ICSI.6.S6; InTASC 1(e), 2(d), 2(j), 2(k), 2(m); GCU Mission Criticals 3, 5]*

*1.2: Use understanding of development and individual differences to respond to the needs of individuals with disabilities. [CEC 1.2, ICSI.1.K3, ICSI.1.K4, ICSI.1.K7, ICSI.1.K12, ICSI.1.K13, IGC.1.K4, IGC.1.S1; InTASC 1(a), 1(b), 1(d), 1(e), 1(f), 1(h), 1(j), 2(a), 2(b), 2(g), 2(h), 2(l); GCU Mission Criticals 1, 2, 3, 5]*

**Clinical Field Experience Verification Form**

REVIEW ASSIGNMENT

Start Date

Oct 21, 2021, 12:00 AM

Due Date

Oct 31, 2021, 11:59 PM

Points

60

Status

**Published**

Assessment Description

Candidates must complete all programmatic requirements, including practicum/field experience hours defined in the coursework.  Additional information about practicum/field experience can be found in the Student Success Center.

To earn credit for this assignment, all required course hours must be completed and submitted by the assignment due date.

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