



## Qatar University

College of Education: Psychological Sciences Department

Course Syllabus Infants, Toddlers, and Young Children with Disabilities

### ➤ Course Information:

**Course Title:** Infants, Toddlers, and Young Children with Disabilities SPED 410

**Course Number and CRN:** SPED 410

**Prerequisite:** Required

**- Credit Hours (CR HRS):** 3 Hours

**Department:** Psychological Sciences

**Program:** Special Education / Early Childhood Special Education Services

**Class meeting time:**

**- Location:** B04 CED

### Instructor Information:

**Instructor's name:**

**- Email:**

**Office Hours:**

**- Office Number:**

### ➤ College of Education Conceptual Framework:

“Together We Shape the Future through Excellence in Teaching, Scholarship, and Leadership”.

### College of Education Unit Learning Outcomes (Checked if addressed in this course):

#### Teaching:

- 1. **Content:** Demonstrate understanding of the key theories and concepts of the subject matter.
- 2. **Pedagogy:** Plan effective instruction to maximize student learning.
- 3. **Technology:** Use current and emerging technologies in instructionally powerful ways.
- 4. **Diversity:** Foster successful learning experiences for all students by addressing individual differences.

#### Scholarship:

- 5. **Scholarly Inquiry:** Actively engage in scholarship by learning from and contributing to the knowledge base in education.
- 6. **Problem Solving:** Arrive at data-informed decisions by systematically examining a variety of factors and resources.

#### Leadership:

- 7. **Ethical Values:** Apply professional ethics in all educational contexts.
- 8. **Initiative:** Lead positive change in education.

### ➤ Course Description:

This survey course examines typical and atypical child development from conception through the early years; all developmental domains, cognitive, social/emotional, physical and communicative will be addressed. The course will draw on theory and relevant clinical and empirical literature in the examination of the development of infants and children with sensory, motor, cognitive and/or affective disabilities.

➤ **Course Objectives:**

1. Demonstrate awareness of the critical development that occurs prenatal through early childhood.
2. Demonstrate knowledge of the major theories of human growth and development and interrelatedness of developmental domains in relation to children with disabilities.
3. Demonstrate knowledge of developmental disabilities and disorders, etiology, symptoms, impact on the child and family and on the child's learning.
4. Demonstrate knowledge of a bio-ecological perspective in relation to growth, development and learning.

➤ **Course Learning Outcomes:**

1. Discuss prenatal, perinatal, and postnatal risk factors and the resulting effects on child development, prenatal through early childhood.
2. Apply major theoretical concepts to expectations for child development and implications for developing educational programs for young children with disabilities.
3. Describe characteristics, causes and symptoms of sensory impairments, sensory integration disorders, speech and language delays, neurological and motor disabilities, physical/orthopedic disorders, health conditions, mental disabilities, multiple handicaps.
4. Utilize a bio-ecological perspective in understanding the context, complexity, etiology, and outcome in relation to specific disorders and disabilities.

➤ **Textbooks & Readings:**

• **Required textbook:**

- Batshaw, M. L., Roizen, N. J., & Lotrecchiano, G. R. L. (2013). *Children with Disabilities* (7th Edition). Baltimore, Maryland: Paul Brook Publishing.
- Additional readings provided by the instructor to contextualize the course.

الخطيب، جمال، والحديدي، منى. (2018). *التدخل المبكر: التربية الخاصة في الطفولة المبكرة*. عمان: دار الفكر للنشر والتوزيع.

➤ **Supportive Textbooks and references**

- إيسا، إيفا (2017). *مدخل إلى التعليم في مرحلة الطفولة المبكرة*. (كتاب مترجم). دار الفكر، عمان، الأردن.
- كوك، روث؛ كلين، ديان؛ وشين ديورا (2015). *تكييف مناهج الطفولة المبكرة للأطفال ذوي الحاجات الخاصة*. (كتاب مترجم). دار الفكر، عمان – الأردن.
- رافير، شارون. (2011). *التربية الخاصة في مرحلة الطفولة المبكرة من الولادة وحتى ثمانية سنوات: استراتيجيات لنتائج إيجابية*. (كتاب مترجم).
- Bailey, D. M. & Wolery, M. (2013). *Teaching infants and pre-schoolers with disabilities*. Columbus, OH: Macmillan.
- Batshaw, M. L., Roizen, N. J., & Lotrecchiano, G. R. L. (2013). *Children with Disabilities* (7th Edition). Baltimore, Maryland: Paul Brook Publishing.
- Ensher, G.L., & Clark, D.A. (2011). *Relationship-centered practices in early childhood: Working with families, infants, and young children at risk*. Baltimore, MD: Brookes. [ISBN 978-1-59857-059-5]
- Shonkoff, J., & Meisels, S.J. (2000). *Handbook of early childhood intervention*. United Kingdom: Cambridge University Press. <http://catdir.loc.gov/catdir/samples/cam032/99025362.pdf>
- Shonkoff, J., & Phillips, D.A. (2000). *From neurons to neighborhoods: The science of early childhood development*. Washington, DC: National Academy Press.

➤ **Supportive Websites:**

- English Dictionary of Special Education Terminologies
- <https://www.specialeducationguide.com/special-education-dictionary/>

➤ **Course Requirements:**

1. Commitment for QU dress code on campus.
2. Each candidate is expected to attend class on time, not to be late, and to remain in class the entire session.
3. Each candidate is expected not to exchange the electronic attendance secret code.
4. The student is considered “F Barred” if his absence exceeds 25%. This percentage includes sick leaves.
5. Each candidate is expected not to use his mobile phone during lectures, and not to record lectures without the instructor’s permission.
6. Each candidate is expected not to be absent for the tests and quizzes except with acceptable official papers.
7. The student is considered “F Absent” if he is absent for the final exam and does not provide an acceptable official excuse for his absence.
8. Each candidate is expected to participate in class discussions and group activities, and collect his textbook on specified date.
9. Each candidate is expected to hand in the required assignments on time. Assignments turned in later are subject to points’ deduction.
10. Each candidate is expected to check his assignments for any spelling or linguistic mistakes, and to consider the standards of academic integrity.
11. Each candidate is expected to consider academic honesty when copying and documenting the sources.
12. All submitted assignments must have a cover page, which includes the name of the assignment, the course name and number, the student’s name, his ID, the instructor’s name, the semester, and the submission date. Assignments should be typed in font Simplified Arabic size 12 and the headings should be typed in font size 14.
13. All required assignments must be uploaded on Safe Assign system. The Safe Assign percentage for each assignment must not exceed 25%.
14. The professor will upload the scores for all required assignments on Blackboard before the final exam.

➤ **Use of Blackboard:**

1. All students must access the Blackboard system at least three times a week, to check for updates, including the full course description and scoring rubrics for all assignments.
2. All assignments should be uploaded on Blackboard. CED students only will upload some of these assignments on Task Stream too.

➤ **Course Matrix:**

<b>CED Unit Learning Outcomes</b>	<b>QNPS</b>	<b>Course Objectives</b>	<b>Course Learning Outcomes</b>	<b>Course Assessments (Assignments)</b>
1, 2,4	1,2,3	CO 1	SLO 1	– Exams
4	2,3,4	CO 2	SLO 1,2,4	
5-6	4-6	CO 3	SLO 1	
		<i>CO-4</i>	SLO 1,4	

➤ **Course Outline:**

Week	Topic	Assignment
1	Course Overview	Interview Class participation Blackboard Discussion Thread Exams
2	Typical and atypical development	
3	Developmental processes and factors affecting development	
4	Developmental disabilities	
5	Sensory disabilities	
6	Physical and health impairments	
7	Midterm Exam	
8	Learning and behavior	Aspects of the developmental characteristics of growth in early childhood  Individualized Family Services Plan Exams
9	The learning environment	
10	Child development in context: a bio-ecological perspective	
11	Facilitating social development	
12	Facilitating communication development	
13		
14	Facilitating pre-academics and physical, self-care and adaptive development	
15	Review student's work	
16	Final Exam	

➤ **Course assessments (Assignments):**

- **Interview(10%) with Parents of infants or young children with disabilities**  
The student have to interview parent of child with disability according to standards provide
- **Class Participation(5%)**The student works cooperatively with other students when work in groups, completes all required individual activities in the class on time and responds to other students participations' respectfully
- **Blackboard Discussion Thread(5%)**The students share their the opinion related to course issues through Bb. And sends his or her responses on time for each discussions
- **Aspects of the developmental characteristics of growth in early childhood (5%)**The student presented and designed newsletter in an attractive and creative way. The newsletter's Information are clear and concise about the developmental characteristics of children
- **Individualized Family Services Plan (15%)** The student have to design of the developmental characteristics of growth in early Childhood according to the rubric provide
- **Midterm Exam (25%).** A mid-term exam will be given to assess candidates' comprehension of the information presented in weeks during the first half of the course. The exam will have multiple-choice questions and short answer questions.
- **Final Exam (30%).** A final exam will be administered at the end of the term. It will be comprehensive; assessing the candidate is comprehensive of all topics discussed in class or in the assigned reading. It will be a combination of multiple-choice questions, short answer questions, and possibly one or more essays.

➤ **Grades distribution:**

N	Assignment	Points	Due Date
1	Interview with Parents of infants or young children with disabilities	10	
2	Blackboard Discussion Thread	5	
3	Individualized Family Services Plan	15	
4	Class Participation	5	
5	Aspects of the developmental characteristics of growth in early childhood	5	
6	Midterm Exam	25	
7	Final Exam	35	
<b>Total</b>		<b>100</b>	

➤ **Grading System:**

Grade Symbol	Description	Percentage
A	Excellent	90 to 100
B+	Very Good	85 to < 90
B	Very Good	80 to < 85
C+	Good	75 to < 80
C	Good	70 to < 75
D+	Pass	65 to < 70
D	Pass	60 to < 65
F	Fail	Less than 60

➤ **Academic Integrity:**

The University Code of Conduct aims at providing all students at QU with clear standards of behavior. By registering as a student, all students acknowledge their awareness and knowledge of the University Code of Conduct and its procedures. Moreover, they understand the consequences of the violation of these standards; violations may be of an academic or non-academic nature. Any attempt by students to present the work of others as their own or to pass an examination by improper means is regarded as a most serious offense and renders those students who do so liable to disciplinary action. Assisting another student in any such dishonesty, or knowing of this dishonesty and not reporting it, is also considered a grave breach of honesty. For more information about academic dishonesty and plagiarism, you may refer to: The Qatar University Student Catalog:

[http://www.qu.edu.qa/static\\_file/qu/students/documents/students-undergraduate-catalog-2017-2018-en.pdf](http://www.qu.edu.qa/static_file/qu/students/documents/students-undergraduate-catalog-2017-2018-en.pdf) The Qatar University Code of conduct: <http://www.qu.edu.qa/students/code-of-conduct>

➤ **Intellectual Property (IP) violations / Plagiarism:**

Respect for original intellectual creativity is vital to academic discourse. This principle applies to works of all authors and publishers in all forms. This encompasses respect for the right to acknowledgement, the right to privacy and the right to determine the form, manner and terms of publication and distribution. As a general rule, copying, distributing, making derivative

work, displaying, or performing copyright-protected work requires the permission of the copyright owner. Plagiarism applies to all student assignments or submitted work and it includes the use of the work, ideas, images or words of someone else without his/her permission; use of someone else's wording, name, phrase, sentence, paragraph or essay without referring to the source, and misrepresentation of the sources that were used. For more information, you may refer to the Qatar University Student Catalog, ps. 55 - 56.

➤ **Dishonesty:**

“Cheating is an academic offense in accordance with the laws and regulations of Qatar University. In some cases, this violation may result in student’s dismissal from the university. Students must refrain from taking part in or participating in any work that contravenes the University's code of conduct and academic integrity and testing procedures”. Cheating may include any attempt of cheating or disruption during testing sessions, submitting any material prepared by or purchased from another person or company including reports and research papers, or work completed for one course and submitted to another. For more information, you may refer to the Qatar University Student Catalog, p. 55.

➤ **Student Learning Support:**

The Student Learning Support Center (SLSC) provides comprehensive academic support services to all students at Qatar University. The SLSC has a nurturing environment where students can seek assistance with academic coursework, writing assignments, transitioning to college life, and many other academic aspects. SLSC programs and services include tutoring sessions, supplemental instruction, writing support along with academic coaching and workshops. Information about the Learning Center may be found at:

<http://www.qu.edu.qa/students/support-and-development/student-learning-support>

➤ **Success Oasis at the College of Education:**

The Success Oasis at the College of Education aims at strengthening and supporting the students to continue the success and excellence in their courses and overcome the obstacles that face them. In addition, it creates a supportive climate and encourages growth and development. This is achieved in several ways, such as peer tutoring programs which emphasize the key role of the students to support their peers continuously during their undergraduate studies, as well as providing other forms of support which may include basic personal academic skills workshops, and other services. For more information, please contact us by the official e-mail: [cedso@qu.edu.qa](mailto:cedso@qu.edu.qa)

➤ **Special Needs Support:**

In accordance with Law No 2 of the year 2004, and Article 49 in the Constitution of Qatar: "Education is the right of all.", and "the State shall extend efforts to achieve fair and appropriate access in education for all". Qatar University welcomes students with special needs in all educational programs. We urge students with special needs, including visible and invisible special needs, such as physical disability, temporary injuries, chronic diseases, learning disabilities, brain and nerves injuries, attention deficit / hyperactivity disorder, or psychiatric disorders, to contact the Inclusion and Special Needs Support Center and provide

their documented disabilities. Information about the Inclusion and Special Needs Support Center may be found at: <http://www.qu.edu.qa/students/support-and-development/special-needs>

➤ **Student Complaints Policy:**

Qatar University is committed to a policy of fair treatment for its students/faculty/staff in their relationships with student, administration, faculty, staff and other members of the University community. The purpose of this policy is to establish and implement a complaint procedure. For more information about the policy and processes related to this policy, you may refer to the following link: <http://www.qu.edu.qa/students/services/complaints>

A student teacher who has difficulty in learning, or needs some assistance, such as clarifying some information, implementing some tasks, or any other assistance, may contact his professor to get the appropriate support.

## Appendices

➤ **Qatar National Professional Standards for Teachers:**

- 1.Planning for student progress and achievement.
- 2.Engaging students and developing them as learners.
- 3.Creating safe, supportive and challenging learning environments.
- 4.Assessing students' learning and uses assessment data to improve achievement.
- 5.Demonstrating high professional practices and engaging in continuous professional Development.
- 6.Maintaining effective partnerships with parents and community.

## Assignment Rubric

### Interview Rubric

	outstanding	very good	above average	generally satisfactory	barely acceptable	unacceptable
Format	<ul style="list-style-type: none"> <li>•Cover page</li> <li>•References conform to APA format, no errors</li> <li>•Conforms to proper use of Arabic and writing mechanics (No errors in spelling, grammar, punctuation, or use and mechanics of Arabic )</li> <li>•5+ citations cited as supporting evidence at least 3 are recent (&lt;5 yrs old) journal articles</li> </ul>	<ul style="list-style-type: none"> <li>•Cover page</li> <li>•References conform to APA format, 1 error</li> <li>•Conforms to proper use of Arabic and writing mechanics Few [&lt;3] errors in spelling, grammar, punctuation, or use and mechanics of Arabic.</li> <li>•4-5 citations cited as supporting evidence at least 2 are recent (&lt;5 yrs old) journal articles</li> <li>•Proofreading needs some improvement</li> </ul>	<ul style="list-style-type: none"> <li>•Cover page</li> <li>•References conform to APA format, 2-3 errors</li> <li>•Conforms to proper use of Arabic and writing mechanics Few [&lt;5] errors in spelling, grammar, punctuation, or use and mechanics of Arabic.</li> <li>•3-4 citations cited as supporting evidence, at least 2 are recent (&lt;5 yrs old) journal articles</li> <li>•Proofreading needs improvement</li> </ul>	<ul style="list-style-type: none"> <li>•Cover page.</li> <li>•4-5 errors in APA referencing format</li> <li>•Conforms to proper use of Arabic and writing mechanics. Several [5-6] errors in spelling, grammar, punctuation, or use and mechanics of Arabic.</li> <li>•2-3 citations for evidence support, none are journals.</li> <li>•Proofreading needs considerable improvement</li> </ul>	<ul style="list-style-type: none"> <li>•Cover page.</li> <li>•&gt;6 errors in APA referencing format</li> <li>•Conforms to proper use of Arabic and writing mechanics. Several [&gt;7] errors in spelling, grammar, punctuation, or use and mechanics of Arabic.</li> <li>•1-2 citations for evidence support.</li> <li>•Proofreading needs considerable improvement</li> </ul>	<ul style="list-style-type: none"> <li>•No cover page.</li> <li>•Does not follow APA format.</li> <li>•Does not conform to proper use of Arabic and writing mechanics. Numerous errors in spelling, grammar, punctuation, or use and mechanics of Arabic.</li> <li>•No citations to support evidence</li> <li>•No evidence of proofreading before submission</li> </ul>
Content and application to nursing	<ul style="list-style-type: none"> <li>•Introduction well written and clearly tells the reader the purpose of the paper.</li> <li>•Permission requested to share information.</li> <li>•Summary paragraph is included.</li> <li>•Conclusion flows logically. Includes 3 implications for nurse as patient educator.</li> </ul>	<ul style="list-style-type: none"> <li>•Introduction well written and tells the reader the purpose of the paper.</li> <li>•Permission requested to share information.</li> <li>•Summary paragraph is included but overlooks 1 important point.</li> <li>•Conclusion flows logically. Includes 2 implications for nurse as patient educator.</li> </ul>	<ul style="list-style-type: none"> <li>•Introduction well written and tells the reader the purpose of the paper.</li> <li>•Permission requested to share information.</li> <li>•Summary paragraph is included but overlooks 2 important points.</li> <li>•Conclusion flows logically. Includes 2 implications for nurse as patient educator.</li> </ul>	<ul style="list-style-type: none"> <li>•No introductory paragraph.</li> <li>•Permission to share of information alluded to but not explicit.</li> <li>•Summary paragraph is included but misses 3 or more significant points, new information is introduced.</li> <li>•Conclusion flows logically. Includes 1 implications for nurse as patient educator.</li> </ul>	<ul style="list-style-type: none"> <li>•No introductory paragraph.</li> <li>•Permission to share of information alluded to but not explicit.</li> <li>•Summary paragraph is included but is off topic. New information is introduced.</li> <li>•Conclusion does not flow logically from critique. Includes 1 implications for nurse as patient educator.</li> </ul>	<ul style="list-style-type: none"> <li>•No introductory paragraph.</li> <li>•No permission requested to share information.</li> <li>•No summary</li> <li>•No conclusion or implications for nurse as patient educator</li> </ul>
Analysis	<ul style="list-style-type: none"> <li>•The student clearly identifies 3 things they did well in the interview and 3 things they would like to do differently.</li> <li>•The student identifies the time mark in the interview or uses direct quotes or accurate</li> </ul>	<ul style="list-style-type: none"> <li>•The student clearly identifies 3 things they did well in the interview and 2 things they would like to do differently.</li> <li>•The student identifies the time mark in the interview and</li> </ul>	<ul style="list-style-type: none"> <li>•The student clearly identifies 3 things they did well in the interview and 2 things they would like to do differently.</li> <li>•The student misses identifying 1 time mark in the interview or misses</li> </ul>	<ul style="list-style-type: none"> <li>•The student identifies 2 things they did well in the interview and 1 thing they would like to do differently.</li> <li>•The student misses identifying 2 time marks in the interview or misses</li> </ul>	<ul style="list-style-type: none"> <li>•The student identifies 1 things they did well in the interview and 1 thing they would like to do differently.</li> <li>•The student misses identifying &gt;3</li> </ul>	<ul style="list-style-type: none"> <li>•The student identifies 2 or fewer things they did well in the interview and nothing they would like to do differently.</li> <li>•The student misses identifying &gt; 4 time marks in</li> </ul>



	<p>paraphrasing from the interview to illustrate and analyze these areas.</p> <ul style="list-style-type: none"> <li>•To substantiate that they did these areas well, or how they would improve these areas, reference to the texts or the literature is made in all instances.</li> </ul>	<p>misses using 1 direct quotes or accurate paraphrasing from the interview to illustrate and analyze these areas.</p> <ul style="list-style-type: none"> <li>•To substantiate that they did these areas well, or how they would improve these areas, reference to the texts or the literature is made in all but 1 instances.</li> </ul>	<p>using 2 direct quotes or accurate paraphrasing from the interview to illustrate and analyze these areas.</p> <ul style="list-style-type: none"> <li>•To substantiate that they did these areas well, or how they would improve these areas, reference to the texts or the literature is made in all but 2 instances.</li> </ul>	<p>using 3 direct quotes or accurate paraphrasing from the interview to illustrate and analyze these areas.</p> <ul style="list-style-type: none"> <li>•To substantiate that they did these areas well, or how they would improve these areas, reference to the texts or the literature is made in all but 3-4 instances.</li> </ul>	<p>time marks in the interview or misses using 3 direct quotes or accurate paraphrasing from the interview to illustrate and analyze these areas.</p> <ul style="list-style-type: none"> <li>•To substantiate that they did these areas well, or how they would improve these areas, reference to the texts or the literature is made in all but 3-4 instances.</li> </ul>	<p>the interview or misses using &gt; 4 direct quotes or accurate paraphrasing from the interview to illustrate and analyze these areas.</p> <ul style="list-style-type: none"> <li>•There was no substantiation that they did any of the areas well, or how they could improve them. There are no references to the texts or the literature.</li> </ul>
Problem identification	<ul style="list-style-type: none"> <li>•2 Pt learning needs and 8 teaching-learning considerations are clearly identified and demonstrate a comprehensive assessment</li> </ul>	<ul style="list-style-type: none"> <li>2 •Pt learning needs and 6-7 teaching-learning considerations are clearly identified and demonstrate a comprehensive assessment</li> </ul>	<ul style="list-style-type: none"> <li>•2 Pt learning needs and 5-6 teaching-learning considerations are clearly identified and demonstrate a satisfactory assessment</li> </ul>	<ul style="list-style-type: none"> <li>•1 Pt learning needs and 4-5 teaching-learning considerations are clearly identified and demonstrate an adequate assessment</li> </ul>	<ul style="list-style-type: none"> <li>•1 Pt learning needs and 2-3 teaching-learning considerations are clearly identified and demonstrate an adequate assessment</li> </ul>	<ul style="list-style-type: none"> <li>•No pt learning needs and &lt; 4 teaching-learning considerations are clearly identified and demonstrate a comprehensive assessment</li> </ul>
Interview	<ul style="list-style-type: none"> <li>•More than 20 questions asked.</li> <li>•The questions are in logical sequence and they lead to a natural conversation.</li> <li>•It is evident the student has prepared using the required and recommended readings and information covered in the seminar.</li> <li>•Student interviewer employs all aspects of SOLER and all relevant TCTs.</li> </ul>	<ul style="list-style-type: none"> <li>•More than 18 questions asked.</li> <li>•The questions are in logical sequence and they lead to a natural conversation.</li> <li>•It is evident the student has prepared using most the required and recommended readings and information covered in the seminar.</li> <li>•Student interviewer employs 4 aspects of SOLER and all relevant TCTs.</li> </ul>	<ul style="list-style-type: none"> <li>•More than 16-17 questions asked.</li> <li>•The questions are in logical sequence and they lead to a natural conversation.</li> <li>•It is evident the student has prepared using most the required and recommended readings and information covered in the seminar.</li> <li>•Student interviewer employs all 4 aspects of SOLER and all relevant TCTs.</li> </ul>	<ul style="list-style-type: none"> <li>• 15 questions asked.</li> <li>•The questions are in mostly logical sequence and they lead to a fairly natural conversation.</li> <li>•The student has prepared using a few of the required and recommended readings and information covered in the seminar.</li> <li>•Student interviewer employs 3 aspects of SOLER and 50% of relevant TCTs.</li> </ul>	<ul style="list-style-type: none"> <li>• 12 questions asked.</li> <li>•The questions are in mostly logical sequence and they lead to a fairly natural conversation.</li> <li>•The student has prepared using a few of the required and recommended readings and information covered in the seminar.</li> <li>•Student interviewer employs 3 aspects of SOLER and 50% of relevant TCTs.</li> </ul>	<ul style="list-style-type: none"> <li>•Fewer than 12 questions asked.</li> <li>•The questions are in not logical sequence and they do not lead to a natural conversation.</li> <li>There is little to no evidence the student has prepared using most the required and recommended readings and information covered in the seminar.</li> <li>•Student interviewer employs &lt;2 aspects of SOLER and &lt; 50% relevant TCTs.</li> </ul>

## Individualized Family Services Plan

	value: 1.00	value: 2.00	value: 3.00	value: 4.00	Score/Level
Family awareness of their child's knowledge, skills, and needs	Information question is not legible and/or not addressed.	One or more information questions are not completed. The information provided is vague or unclear.	All applicable sections are filed in. information provided by family is stated in descriptive items.	All items from response are checked. Responses to questions provide descriptive information.	
Health information	Areas are not completed.	One or more section/questions not completed or illegible. No description of the developmental screening activity is included for the initial IFSP	Some sections are completed and legible. Health information is relevant to the referral.	All items from response are checked. All health information is relevant to the referral and is briefly stated	
Present levels of development and child's needs	This area was not addressed	One or more of the functional areas are not completed or illegible. Information about all areas of development is not evident.	All functional areas are completed and legible. Reports of the child's functional abilities are described as they relate to family routines and activities	The child's functional abilities, strengths, and needs are fully described. Assessment information is clearly gathered from more than one source	
Outcomes	This section was not clearly written or answered.	Outcomes are vague, and too broadly state. They are not linked to family concern and priorities.	Outcomes are clearly written, and address the family's desire.	Outcome are specific and functional. Outcomes meet the family's desire.	
Objectives	Long- and short-term objectives were not clearly written, or unmeasurable, or not linked to the outcomes.	Long- and short-term objectives are not specific and/or unmeasurable. Some of them are linked to the outcomes.	Long- and short-term objectives are clearly written. Some of these objectives are measurable. They are linked to the outcomes.	All long- and short-term objectives are clearly written measurable. They are linked to the outcomes.	
Strategies	Strategies does not reflect child or family interests, routines, or activities. They are developmentally inappropriate and not linked to the outcomes.	Strategies are written so generally. Only reflect what professionals will do with the child. Few objectives are linked to the outcomes.	Some strategies reflect child or family interests, routines, or activities. Some of these strategies are developmentally appropriate and are linked to the outcomes.	All strategies reflect child or family interests, routines, or activities. They are developmentally appropriate and are linked to the outcomes.	
Procedures	Procedures do not match criterion and do not indicate who will carry out the procedure(s)	Some procedures were not identified for measuring the criterion. Procedures do not involve parents.	Identify who will carry out each procedure and when. Procedures involve parents/caregivers.	Clearly Identify who will carry out each procedure and when. Procedures involve parents/caregivers.	
Success	Criterion is vague or not Functional. Or this area was not addressed	Criterion is not functional. Criterion does not incorporate child and family activities. Or success criteria are not linked to objectives, strategies and procedures.	Criterion is functional. Criterion incorporates child and family interests/routines/activities. Success criteria are to somehow, linked to objectives, strategies and procedures.	Criterion is functional and is a measure of achievement of the outcome. All criterion incorporates child and family interests/routines/activities. All success criteria are linked to objectives, strategies and procedures.	

**Nnewsletter of the developmental characteristics of growth in early childhood Rubric**

N	Criterion	Criterion Description	Yes (1)	No (0)
1-	Format and Design	The newsletter is presented and designed in an attractive and creative way. It should be original and not repetitive.		
2-	Content	The newsletter’s information are clear and concise about the developmental characteristics of children		
3-	References	Using at least 2 references from trusted resources. Adding completed citation by using APA		
4-	Organizing of Information	Thoughts and insights are organized and related to each other		
5-	Organizing of Information	Language is clear and no grammatical mistakes		

**Blackboard Discussion Thread Rubric**

N	Criterion	Criterion Description	Yes (1)	No (0)
1-	Submission Time	The student sends his or her responses on time for each discussions.		
2-	Respect of learning community	The student respects other students’ participations when they respond verbally to each other		
3-	Follow the discussion rules and regulation	The student understand the description of each discussion guidelines and follow them carefully		
4-	Quality of responses	Thoughts and insights are informative		
5-	Responding to other classmates	The student responds to at least 2 other students’ participations		

**Class Participation Rubric :**

N	Criterion	Criterion Description	Yes (1)	No (0)
1-	Class attendance	Attending each class on time.		
2-	Cooperation with students	The student works cooperatively with other students when work in groups		
3-	Complete the activities on time	The student completes all required individual activities in the class on time		
4-	Quality of responses	Thoughts and insights are informative		
5-	Responding to other classmates respectfully	The student responds to other students participations’ respectfully		



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**Pledge**

I am the student: -----

Course Title: -----

I have reviewed the content of the course syllabus, I pledge to commit myself to all policies and procedures, and I pledge to take complete responsibility in case of violating any one of them.

- Student’s name: -----

- ID: -----

- Signature: -----

- Date: -----

(Please sign this part and hand it in to your instructor).