



Syllabus for Special Education (SPED) 504 (3 credits):

SPED 504: Introduction to Preschool Children with Disabilities

Fall 2015 August 25th to December 18th, 2015

Instructor:	Heather Lee, M.S
Office:	210 H Memorial Hall
E-mail Address:	heather.lee@minotstateu.edu
Phone:	701-858-3050
Office Hours:	Mondays, Wednesdays and Fridays 11:00-3:00 (drop in, no appointment needed) or by appointment on other days.

Required Text:

Deiner, P. L. (2013). *Inclusive Early Childhood Education: Development, Resources and Practice, 6th edition*. Belmont, CA: Wadsworth.

Required Articles

Cerros, C. (2009, August). *Group friendship activities to support membership* (Research Brief Vol 1, No. 1). Seattle: WA: University of Washington, Head Start Center for Inclusion. Retrieved from <http://depts.washington.edu/hscenter/resources/research-briefs>

Division for Early Childhood [DEC]. (2007). *DEC code of ethics*. Retrieved from http://www.dec-sped.org/About_DEC/Position_Statements_and_Papers

National Association for the Education of Young Children [NAEYC]. (2003). *Code of ethical conduct and statement of commitment*. Retrieved from <http://www.naeyc.org/positionstatements>

Catalogue Description:

Students in this course receive an overview of the characteristics of young children who have or are suspected of having developmental delays. Definitional issues, legislative issues, developmental characteristics, and educational impacts are described. A variety of services delivery models are presented.

Course Goal:

The purpose of this course is to give an introduction to and an overview of intervention for young children with disabilities. Course content identifies the main purposes, unique features, service delivery approaches, and issues that characterize this field. The importance of a team approach is emphasized throughout all components of early intervention.

Course Competencies:

1. Knowledge and understanding of the theoretical, empirical, and social-political basis for early intervention of young children at-risk or with a disability ages birth through age six. This includes familiarity with classic research literature regarding the pros and cons of early intervention. (K), CEC = 1, INTASC = 1. Assessment of student performance will include interview questions, comprehensive test, reflection articles.
2. Knowledge of unique features of ECSE as a field and new areas of services involving professionals across disciplines. (K), CEC = 1&3, INTASC = 1&3. Assessment of student performance will include interview questions, comprehensive test, in-class content activities.
3. Knowledge of federal and state legislation/regulations that affect service planning and delivery in the field as well as professional job roles and responsibilities. (K), CEC = 1&9, INTASC = 1&9. Assessment of student performance will include interview questions, comprehensive test, reflection articles, in-class content activities.
4. Knowledge of various conditions considered to put a child "at-risk" for developmental disabilities or be "disabling" in young children and how states establish eligibility criteria for young children in need of early intervention. (K), CEC = 2&3, INTASC = 2&3. Assessment of student performance will include interview questions, comprehensive test, written paper, class presentation.
5. Knowledge of various assessment strategies that can be employed. (ARK), CEC = 7&8, INTASC = 7&8. Assessment of student performance will include interview questions, comprehensive test, in-class activities.
6. Knowledge of various approaches to deliver intervention services. (ARK), CEC = 3, 4, 5, 6, 7, 8, & 10 INTASC = 3, 4, 5, 6, 7, 8, & 10. Assessment of student performance will include interview questions, in-class activities.
7. Knowledge of various curricular models for serving young children with disabilities. (ARK), CEC = 4,6&8, INTASC = 4,6&7. Assessment of student performance will include interview questions, comprehensive test, in-class activities.
8. Understanding the role of parents in intervention services for young children with disabilities. (ARK), CEC = 3&10, INTASC = 3&10. Assessment of student performance will include interview questions, comprehensive test, in-class activities.
9. Knowledge of effective collaborative teaming approaches for working with a variety of professionals in meeting the needs of children and families. (ARK), CEC = 10, INTASC =

10. Assessment of student performance will include interview questions, comprehensive test, written paper, in-class activities. (K), CEC = 2&3, INTASC = 2&3. Assessment of student performance will include interview questions, comprehensive test, written paper, class presentation.

Student Outcomes:

This course is designed to enable students to do the following:

1. Explore the philosophical, social, cultural and legal factors that have shaped and continue to affect education, and specifically early childhood special education, in the United States.
2. Describe the legal and historical development of the field of special education and in education in general.
3. Discuss issues and trends in special education, including legislation and litigation, including legislative and judicial mandates related to education and special education (e.g., the Individuals with Disabilities Education Act, § 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, the No Child Left Behind Act of 2001, Assistive Technology Act) and use of innovative technology.
4. Demonstrate an understanding of evidence-based principles that influence education, including early childhood special education.
5. Describe factors that place young children at-risk for disabilities.
6. Describe characteristics of major handicapping conditions.
7. Describe the role of assessment in identification, eligibility, and service delivery for young children and their families.
8. Describe current regulations and procedures governing special education to include individualized education program (IEP) development and individualized family service plan (IFSP).
9. Describe disciplinary practices, policies, and procedures and alternative placements in schools.
10. Describe typical settings and service delivery models appropriate for work with infants, toddlers, and young children who are at-risk or who have disabilities and their families.
11. Demonstrate an understanding of models of interpersonal and inter-professional collaboration in working with families on behalf of their young children.
12. Explore the role of students' own personal, social, and cultural experiences and perspectives in their professional decision making.
13. Demonstrate person-first respect and understanding of young children and their families.
14. Consider course topics and readings through the lens of services for children and families from diverse cultural and linguistic communities.
15. Explore social development issues related to major disabling and at-risk conditions.
16. Explain the standards of professionalism related to serving young children with disabilities and at-risk conditions.
17. Analyze current research in the field.

Relationship of Courses to Program Goals and Professional Organizations:

Special Education 504 is part of the Minot State University, Graduate School and Department of Special Education Program for teacher education in the area of special education. The program aligns with the standards for teacher licensure established by the Council for Exceptional Children, the major special education professional organization in the United States. As such the curriculum for the course includes competencies for teaching students with disabilities from preschool through grade 12 and across the lifespan. CEC standards that will be addressed in the class include some of the following:

Specific Course Requirements:

1. The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities, it is imperative that students keep up with the readings and participate in class.
2. We will have a mandatory routine monthly online collaborate session. The day of the week and time of day will be determined. Most have indicated Monday nights will work best for the online collaborate session, so this will be the time we meet. Our first online collaborate session will be **Monday, January 25th from 7:00-8:00pm**. There is a link to each collaborate session listed under the modules. You will select this link to enter your collaborate session. For anyone who cannot make these sessions, they will be recorded and available for review immediately after we have completed the chat. A two-three paragraph summary of the discussion will be due by the next Monday. These discussions are meant to supplement readings and act as a venue to check understanding, discuss questions, analyze content, etc. Because we are unable to do so in a classroom setting, this will also give you a chance to collaborate session with the rest of the group. These sessions will be held every other Monday and I will have them added to our course calendar. Please contact me with any questions.
3. Attendance online is important to students' learning; therefore, students are expected to make every effort to complete online modules within the designated timeframe. Absences, tardiness, leaving early, and not completing online modules in the designated timeframe may negatively affect course grades. If, due to an emergency, students will not be in class, they must call the instructor and leave a message or send an email before class. Students are expected to attend the class periods of the courses for which they register.
4. In line with MSU's policy that students should not be penalized because of observances of their religious holidays, students shall be given an opportunity to make up, within a reasonable time, any academic assignment that is missed due to individual participation in religious observances. It is the student's responsibility to inform the instructor of any intended absences for religious observations in advance of the class that will be missed. Notice should be provided in writing as soon as possible.

5. During Blackboard collaborate session, cell phones, pagers, and other communicative devices are not allowed in this class. Students must keep them stowed away and out of sight. Laptops or tablets (e.g., iPads) may be permitted for the purpose of taking notes only. Engaging in activities not related to the course (e.g. gaming, email, chat, etc.) will result in a significant deduction in their participation grade.
6. It is expected that assignments will be turned in on time. However, it is recognized that students occasionally have serious problems that prevent work completion. If such a dilemma arises, students should speak to the instructor prior to the assignment due date (when possible). If the student does not communicate with the instructor, a late penalty will be applied.

Written Assignments:

All formal written assignments will be evaluated for content and presentation. The American Psychological Association, Sixth Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Portions of the APA manual appear at <http://www.minotstateu.edu/writingcenter/pdf/AmericanPsychologicalAs.pdf> Students may consult the Writing Center for additional writing support.

Students will do the following:

1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
2. Develop points coherently, definitively, and thoroughly.
3. Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
4. Use correct capitalization, punctuation, spelling, and grammar.

Academic Honesty:

Honesty and integrity are central to academic life at Minot State University. They create a trust necessary in a community of scholars. When that trust is violated by cheating in any form, the atmosphere of academic freedom is threatened.

Minot State University is committed to academic integrity. Incidents of academic dishonesty may be documented by the faculty member with a copy of the documentation maintained by the department/division chair. A letter of explanation will be sent to the student. Cheating may affect the student in accordance with the faculty member's grading policy. The student may appeal the faculty member's penalty to the department chair. Student disciplinary action may result in accordance with the Student Conduct Policy. Academic dishonesty would include, but is not limited to, the following types of behaviors:

1. Misrepresenting another individual’s work as one’s own, e.g. plagiarism from hard copy or the Internet.
2. Copying from another student during an exam.
3. Altering one’s exam after grading for the purpose of enhancing one’s grade.
4. Submitting the same paper to more than one class.
5. Use of any material or device not approved by the instructor during an exam.
6. Turning in reports intended to be based on field collection data but which are, in fact, not.
7. Failure to respect the confidentiality of persons served or studied and to maintain the professional standards for ethical conduct as set forth in The Handbook of School Psychology published by the national Association of School Psychologists.

Grading Policy:

Grading is on a percentage basis as follows:

- 92-100% = A
- 84-91% = B
- 76-83% = C
- <76%

Sped 504 Specific Course Assignments

Assignments	Due Dates	Points
Attendance and Participation	Ongoing	25
Discussion Participation Questions 10 @ 10 point each (Unit 2 and 7 Blackboard Collaborate sessions)		100
Quizzes 9 @ 10 point each (Unit 8=20 points)		100
Midterm - Current Research Assignment Exploration and Research Assignment	As Assigned	75
Final Assignment		100
TOTAL		400

Attendance and Participation: (25 points)

Because active participation and engagement are imperative for optimal learning, preparation for and participation in in-class activities will be evaluated based on the following criteria:

- Students complete readings and prepare for class activities prior to class as is evidenced by their ability to discuss and write about the concepts presented and examined in the texts as well as participate fully in related activities.
- Students are actively involved in the online learning experiences as is evidenced by (1) participating in all activities, (2) engaging in small and large group discussions, (3) using laptops and other electronic devices only to support discussion and learning and not for non-academic uses during class time, (4) completing written work related to the activities, and (5) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through the online discussions, activities, and written reflections.

Communication Requirements:

The instructor will respond to course communications within 48 hours. Students are expected to meet the same standard. Please pay close attention to due dates; points may be deducted for late assignments. If you are struggling with keeping up in the course, or having any other difficulties, please contact the instructor immediately. Regular communication is essential to solving problems – I cannot help you if I don't hear from you!

Discussion Participation: (10 points each)

Instructions for Participation in Weekly Discussions. In order to expand our understanding of concepts presented in our weekly readings, regular and thoughtful participation in collaborative conversations is required. Whenever appropriate, support your postings with references to our assigned readings or other sources. For each week's topic, you are asked to:

- Post your response to the question/assignment.
- Read a sampling of your classmates' postings.
- Respond to at least 2 of your classmates' postings in one or more of the following ways: suggest why you might see things differently, ask a probing or clarifying question, share an insight from having read the classmate's posting, offer and support an opinion, validate an idea with your own experience, make a suggestion, expand on the classmate's posting, ask for evidence that supports the posting.

*PLEASE NOTE: Class lectures may cover sensitive and controversial information. Students should never hesitate to share ideas and opinions. We will endeavor to carry on with an attitude of acceptance and tolerance. We will focus on team skills and supporting group efforts through various individual strengths. **All personal information exchanged in class must be considered confidential.***

Instructions for Participation in Weekly Discussions:

In order to expand our understanding of concepts presented in our weekly readings, regular and thoughtful participation in collaborative conversations is required. Whenever appropriate, support your postings with references to our assigned readings or other sources. For each week's topic, you are asked to:

1. Post your response to the question/assignment.
2. Read a sampling of your classmates' postings.
3. Respond to at least 1 of your classmates' postings in one or more of the following ways:
 - suggest why you might see things differently
 - ask a probing or clarifying question
 - share an insight from having read the classmate's posting
 - offer and support an opinion
 - validate an idea with your own experience
 - make a suggestion
 - expand on the classmate's posting
 - ask for evidence that supports the posting

Netiquette

- a) Keep paragraphs and messages short and to the point.
- b) Focus on one subject per message and always include a pertinent subject title for the message, that way the user can locate the message quickly.
- c) Use the jargon associated with the course, but otherwise keep your language simple.
- d) Reply to others by using their name and include your signature at the bottom of messages.
- e) Capitalize words only to highlight an important point or to distinguish a title or heading. *Asterisks* surrounding a word also can be used to make a stronger point. Capitalizing whole words that are not titles is generally termed as SHOUTING!
- f) Avoid control (special non-language) characters.
- g) Be professional and respect the views and opinions of others.
- h) Be careful what you say about others. Course mail is easily forwarded.
- i) Cite all quotes, references, and sources and respect copyright and license agreements.

- j) Be careful when using sarcasm and humor. Without face to face communications your joke may be viewed as criticism.
- k) Flaming is an often-angry, mean-spirited attack on another person via email. It is a major breach of netiquette to flame someone. It's rather counterproductive and usually the result of either a quick move to judgment or a sadistic temperament. Unfortunately, there is little you can do when you have been flamed. Responding in kind brings only joy to the flamer and provides you with only momentary satisfaction. My advice is to contact the instructor and register a complaint.

Unit 4– Current Research Assignment: (75 points)

Students will respond to a current topic/issue in the field of early intervention and early childhood special education. Students will research the topic and prepare a Parent Information Session, to include a teacher/parent friendly handout and a narrative script to help the class better understand the nature of this issue and how it is currently being viewed. Students will post a teacher/parent friendly handout and script in the Unit 4 discussion board relevant to their topic as well as an annotated resource list containing 10 references. Five of the 10 resources will be peer-reviewed research based articles/book about research. The remaining 5 will be teacher/parent-friendly articles/books.

All students are expected to read the posted article for each topic and *participate in an online discussion after the group presents their research to the class online.*

Critical issues examples include the following: Over-representation of African American children in special education; services to children whose home language is other than English; services for young children with autism; inclusive services in early education; challenging behaviors; response to intervention (RTI); transition; assistive technology.

Unit 11– Final Examination: (100 points)

This is the Content-Based Assignment shows evidence of meeting CEC Standards. This assignment must be submitted on Blackboard. *See the assessment description and scoring rubric posted on Blackboard.*

Technology Requirements:

To successfully complete this online course, students must have Adobe Reader, and Microsoft Office Word. Assignments will be submitted using the Assignments Tool found in the Course Tools Menu. Students must submit all assignments using Microsoft Word unless otherwise indicated. Remember, it is the student's responsibility to back-up all assignments on their personal computer. In order to participate in Blackboard collaborate sessions, students will need to have access to a computer microphone and webcam.

Help Desk:

MSU online students have access to help with their online technology related questions or problems. The number you call is based on the time of day you need assistance. Use the information below to determine which Help Desk to contact.

MSU Help Desk hours of operation: (All times are CST.)

- Monday - Thursday: 7:30 am to 7:30 pm
- Friday: 7:30 am to 4:30 pm
- Saturday: 10:00 am to 2:00 pm

For assistance during these times, call the MSU online Help Desk at 858-4444 or 1-800-777-0750 extension 4444 or E-mail us your questions at helpdesk@minotstateu.edu The university switchboard is closed on Saturdays and students must dial 1-701-858-4444 or send an E-mail for assistance.

- For additional help desk coverage call the [North Dakota University System Help Desk](#) at: 1-866-HLP-NDUS (457-6387)
- Available 8 AM to Midnight (CST), 7 days a week

ADA Accommodation Statement:

In coordination with the Disability Support Service, reasonable accommodations will be provided for qualified students with disabilities (LD, Orthopedic, Hearing, Visual, Speech, Psychological, ADD/ADHD, Health Related & Other). Please contact the instructor during the first week of class to make arrangements. Accommodations and alternative format print materials (large print, audio, disk or Braille) are available through the Disability Support Service, located in the basement of Lura Manor, phone number 701-858-3371 or evelyn.klimpel@minotstateu.edu.

Minot State University does not discriminate on the basis of sex, religion, creed, national origin, race, age, disability, or any other basis prohibited by law. If you believe you have been discriminated against unlawfully, please bring this matter to the attention of your instructor or the MSU's Human Resource Office at 701-858-3352.

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Final Assignment – 100 Points

This assignment shows evidence of meeting CEC Standards 6 *Professionalism and Collaboration*. This assignment must be submitted on Blackboard. *See the assessment description and scoring rubric posted on Blackboard.*

Assessment Overview

In this assessment, students will analyze and respond to questions about a selected case study to demonstrate understanding of philosophies and theories, laws and policies, diverse points of views, and human issues and their impact on how they will deliver educational services to young children with disabilities. Students will do the following:

- Review two case studies and select one to analyze.
- Provide reactions to the case.
- Discuss issues and perspectives that may influence the case.
- Provide recommendations and next steps.

CEC Standards Assessed

6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.

6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.

6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.

Assessment Procedures

Students will select one of two provided case studies to analyze and provide a paper that responds to the questions identified in Step Two below. This written response to the case study questions serves as the Early Childhood Special Education Take-Home Final Exam.

Step One: Students will review two self-selected case studies and choose one to analyze.

Step Two: Students will provide an in-depth analysis of this case based on the information provided, course readings, course sessions, and individual and group presentations. Students should consider their knowledge of early childhood development, disabilities, and recommended and evidence-based practices. Students should also consider ethical and professional issues and practices of leading professional organizations in the field. Students will support their responses with specific references to course readings, course discussions, course lectures, films, and in-class presentations. Students should prepare the paper using the following headings and in APA format.

Section I: Reactions. Students will respond to the following:

- a. What is your initial reaction to this case and why?
- b. What do you see as key educational issues?
- c. What are important familial and cultural issues to consider?
- d. If you were a new teacher and were going to be working with this child, what do you think is important to consider?

Section II: Foundations. Students will describe larger issues and practices in the field that might influence the selected case, specifically addressing the following:

- a. Describe the historical, philosophical, and legal issues that may have or continue to affect educational services for this child in both a school setting and the community.
- b. Identify any developmental issues and the effects of the exceptional condition on the individual's ongoing learning throughout school and life.
- c. Describe the identification and evaluation process in which the child and family would participate, if the child is found eligible for special education services.
- d. Describe any assessment, instructional, and classroom environmental considerations that should be addressed based on the family's priorities and the child's learning needs.

Section III: Perspectives. Students will consider and discuss the perspectives of organizations and individuals that may support the selected case, addressing the following at a minimum:

- a. Describe the professional and ethical practices that will drive their interactions with this family.
- b. Discuss the family's priorities and expectations for the child's development and learning.
- c. Describe two organizations that could support this child, and what role you would play in these organizations.
- d. Discuss the contrasting perspectives of these two special education organizations' approaches to supporting the selected child and his family, as well as interrelationships with the school, school system, and other agency requirements needed to provide resources and services.

Section IV: Recommendations. Students will identify, based on their discussion of their reactions, foundations, and perspectives, what they recommend as appropriate next steps in this case related to working with the family as well as their own professional development. Students will include the following in their recommendations:

- a. two or more appropriate considerations for working with this child and family;
- b. one or more guiding ethical or professional practice(s) related to identified considerations;
- c. one or more identified area(s) related to the case where it is important for the candidate to seek additional knowledge or training;
- d. one or more resource(s) in local or national learning communities that will help the candidate gain skills and perspectives to effectively work with the case child and his family.

Aligned With State and CEC Standards	Assessment Measure Descriptions			
	Exceeds Criteria	Meets Criteria	Partially Meets Criteria	No Evidence
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6.2 Understand how foundational knowledge and current issues influence professional practice.	<p>Provided a thorough discussion of special education philosophies, policies, diverse and historical points of view and human issues on the education and treatment of individuals with exceptional needs, including the following:</p> <p>(a) three or more historical or diverse philosophical issues relevant to the case study,</p> <p>AND (b) three or more applicable laws and policies, AND (c) two or more evidence-based principles or theories AND (d) all steps in the identification and evaluation cycle (assessment, instructional planning, implementation, program evaluation) AND (e) how all identified components influence</p>	<p>Discussed the influence of special education philosophies, policies, diverse and historical points of view and human issues on the education and treatment of individuals with exceptional needs, including: (a) two or more historical or diverse philosophical issues relevant to the case study, AND (b) two or more applicable laws and policies, AND (c) one or more evidence-based principles or theories AND (d) all steps in the identification and evaluation cycle (assessment, instructional planning, implementation, program evaluation) AND (e) how all identified components influence professional behaviors and actions in working with the child and</p>	<p>Discussed the influence of special education philosophies, policies, diverse and historical points of view and human issues on the education and treatment of individuals with exceptional needs, including: (a) one historical or diverse philosophical issues relevant to the case study, AND/OR (b) one applicable laws and policies, AND/OR (c) one evidence-based principle or theory AND/OR (d) some, but not all steps in the identification and evaluation cycle (assessment, instructional planning, implementation, program evaluation) AND/OR (e) how all addressed components influence your professional behaviors and actions in working with the child and his family</p>	<p>Did not identify historical or diverse philosophical issues relevant to the case study,</p> <p>AND applicable laws and policies, AND an evidence-based principle or theory AND steps in the identification and evaluation cycle (assessment, instructional planning, implementation, program evaluation) AND how all addressed components influence your professional behaviors and actions in working with the child and his family</p>

	professional behaviors and actions in working with the child and his family	his family		
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6.3 Understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.	<p>Provided a thorough discussion of the influence of diversity and perspectives at each systems level that may impact special education service delivery, including the following:</p> <p>child (e.g., exceptional condition) AND family (e.g., priorities) AND two organizational perspectives AND federal policy AND more</p>	<p>Discussed the influence of diversity at each systems level that may impact special education service delivery, including the following: child (e.g., exceptional condition) AND family (e.g., priorities) AND two organizational perspectives AND federal policy</p>	<p>Discussed the influence of diversity at each systems level that may impact special education service delivery, including the following: child (e.g., exceptional condition) AND/OR family (e.g., priorities) AND/OR two organizational perspectives AND/OR federal policy</p>	<p>Did not discuss the influence of diversity at any of the systems level that may impact special education service delivery, including the following:</p> <p>child (e.g., exceptional condition) AND family (e.g., priorities) AND two organizational perspectives AND federal policy</p>
6.4 Understand the significance of lifelong learning and participate in professional activities and learning communities.	<p>Identified the following across the initial reactions and recommendations sections: (a) three or more appropriate, well-defined considerations for working with this child and family that show in-depth understanding of learning from children and families AND (b)</p>	<p>Identified the following across the initial reactions and recommendations sections: (a) two or more appropriate, well-defined considerations for working with this child and family that show understanding of learning from children and families AND (b)</p>	<p>Identified the following across the initial reactions and recommendations sections: (a) one or more appropriate considerations for working with this child and family AND (b) one or more guiding ethical or professional practices related to identified considerations AND/OR (c) one or more identified area</p>	<p>Did not address the following in either the initial reactions or recommendations sections:</p> <p>(a) one consideration for working with this child and family AND</p> <p>(b) one guiding ethical or professional practices related to</p>

	<p>two or more guiding ethical or professional practices closely related to identified considerations AND (c) two or more identified areas closely related to the case where the candidate feels it is important to seek additional knowledge or training AND (d) two or more appropriate resources in local or national learning communities that will help the candidate gain skills and perspectives to effectively work with the case child and his family</p>	<p>one or more guiding ethical or professional practices related to identified considerations AND (c) one or more identified area related to the case where the candidate feels it is important to seek additional knowledge or training AND (d) one or more appropriate resource in local or national learning communities that will help the candidate gain skills and perspectives to effectively work with the case child and his family</p>	<p>related to the case where the candidate feels it is important to seek additional knowledge or training AND/OR (d) one appropriate resource in local or national learning communities that will help the candidate gain skills and perspectives to effectively work with the case child and his family</p>	<p>identified considerations AND (c) one identified area related to the case where the candidate feels it is important to seek additional knowledge or training AND (d) one resource in local or national learning communities that will help the candidate gain skills and perspectives to effectively work with the case child and his family</p>
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