**Denver Teacher Residency**

**CUI 4450** Education and Psychology of Exceptional Children

Text Responses



Text Responses Assignment

You will have 4 text response assignments during the second week of this class. All text responses are due the next day in class, except for the final assignment, which will be due to your instructor, electronically through their email. All assignments are designed for you to synthesize the readings and learning’s in class through practical application. Each text response is 10 points.

All the content to respond to these questions can be found in the text readings and the classroom presentation for session 2. These questions are very similar to the style of questions found on the PLACE/Praxis test for Special Education Generalist. Although there are correct answers that need to be addressed in each question, each question should be explained in a way that a parent will understand the answer. Your task is to not only to know the answer but to explain it in clear, concise and simple terms. Never use acronyms or technical terms with parents unless you explain them. Always state the facts, avoiding subjectivity and be nurturing without sounding condescending. Try to keep your answer to no more than a couple paragraphs per answer. Please use citations from your text readings in your answer. See the rubric at the bottom of the paper for guidance on what is required and how it will be graded.

Due June 19, 2012

*1. Joey, a second grade student, has been having difficulty in school since kindergarten. His biggest challenge, which has only recently become significant, is his lack of progress in learning how to read. His parents are wary of having their son involved with special education. How would you explain to Joey’s parents what is involved in qualifying for special education and their basic rights?*

Due June 20, 2012

1. Sheila is a student with a suspected learning disability. Her parents are very unsure of special education, based on their experiences in school. The IEP team scheduled an IEP meeting in the next three weeks. What are some strategies you might implement to build a partnership with Shelia Parents that might help them with the IEP process?

Due June 21, 2012

*1. James has a terrible time with spelling, usually failing his weekly spelling tests. He is an excellent reader and is on grade level. Because he struggles with spelling, he hates Writer’s Workshop. The teacher approaches you as a special educator and asks, “Can he qualify for special education in spelling? If so how do I start the referral process?” What is your response to this teacher?*

*2. Oscar’s parents had him tested for dyslexia. They give you a copy of the testing results and the private psychologist gave his a label of phonological dyslexia. They would like him tested for special education. How would you explain to Oscar’s parents, the process for testing him for a specific learning disability in basic reading?*

*Due June 22, 2012*

*1. Juanita, a pleasant second grader who recently arrived from Mexico with rudimentary English skills, was referred for a special education assessment after displaying sustained poor academic performance in the classroom. With permission from her parents, the team began the assessment process. All assessments were provided in Juniata’s native language. Juanita’s scores on the intelligence exam (WISC-III) demonstrated an IQ similar to students within the average range. She also performed poorly on the school’s standard reading, spelling, and writing tests. However, her adaptive and social living skills were above average. She was provided a research based intervention in the language of instruction and compared to a student with a similar profile, she did not respond to this instruction. The body of evidence indicates that Juanita has a processing speed concern, which is greatly impacting her access to the general education core curriculum. You need to explain the results of the testing as well as the IEP process to the parents. How will you explain this to the parents, keeping in mind culturally responsiveness?*

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|  | 0 points | 1 points | 2 points |
| Each answer addresses the key concept correctly | The answer is incorrect. | The answer(s) is partially correct (see comments) | Each answer addressed the correct concept |
| The answer is simple, clear and concise | The answer is too long and difficult for a parent to understand | The answer is more than 2 paragraphs  The answer might be difficult for a parent to understand | The answer is less than 2 paragraphs  The answer would be understood by a typical parent/teacher with no background in “Special Education” |
| Each answer contains citations from the assigned text | No citations present |  | Each answer contained one citation from the text (indicated page number) |
| The answer is void of technical terms and acronyms | The answer is laced full of technical terms and acronyms with no explanation | The answer contains a few technical terms/acronyms that don’t have explanation | The answer is void of technical terms or acronyms or has an explanation of the technical term/acronyms |
| Each answer is objective, yet nurturing | The answer is laced full of opinions and is not parent friendly | The answer has a hint of personal opinions  The parent might be “put off” by this answer | Answer contains no personal opinions  A typical parent will feel supported by this answer |