M2 Disability Presentation

## Course

Introduction to Special Education

## Location(s)

Online/In person

## Alignments to Specific InTASC Standards

| **InTASC** | **Type** | **Specific Standard** |
| --- | --- | --- |
| 1h | Disposition | The teacher respects learners’ differing strengths and needs and is committed to using this information to further each learner’s development. |
| 2f | Performance | The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs. |
| 2m | Disposition | The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests. |
| 6g | Performance | The teacher effectively uses multiple and appropriate types of assessment data to identify each student’s learning needs and to develop differentiated learning experiences. |
| 7k | Knowledge | The teacher knows a range of evidence-based instructional strategies, resources, and technology tools and how to use them effectively to plan instruction that meets diverse learning needs. |
| 7n | Disposition | The teacher respects learners’ diverse strengths and needs and is committed to using this information to plan effective instruction. |
| 10h | Performance | The teacher uses and generates meaningful research on education issues and policies. |

## Assignment Instructions

### Purpose

As a teacher, you have a unique insight into the daily practices of your students…

limits to what you can do to help an undiagnosed student…

Analyze definition, characteristics, and educational implications for each disability type described by the Minnesota State Department of Education.

### Task

Read all material placed in the content area for Week 2 Characteristics of specific disability types.

**LO1**

Explain ways the 13 major types of disability manifest in k12 students and what related learning challenges may occur.

**LO2**

Analyze definitions, characteristics, and educational implications for each disability type described by the Minnesota State Department of Education

### Criteria

The grading criteria will be based on the presentation and study guide presented. The scores will come from the rubric (80%) and from the assessment of your presentation and study guide from your peers (20%). Each team will be graded on the presentation’s information/content, how well it was presented by each team member, use of correct writing mechanics and grammar, proper APA formatting, and aesthetics. Online learners will upload their presentation and study guide to the discussion area of D2L by 11:59 pm. Thursday night for peer review. All learners will have until 11:59 pm. Sunday to upload peer reviews/assessments on other teams’ presentations and study guides in the assignment area of D2L. Twelve different assessments (you do not need to fill one out for your presentation) for each person should be uploaded. Rubrics will be provided in the week 2 content area for each learners’ use. Be sure to download and save this rubric so it can be used for each presentation.

## Rubric

Table 1: Assignment Rubric

| **Criterion** | **InTASC** | **A(4)** | **B(3)** | **C(2)** | **D(1)** | **F(0)** |
| --- | --- | --- | --- | --- | --- | --- |
| Overview of the disability category | **InTASC Standards:** | Provides the audience with a clear and comprehensive overview of the disability | Provides the audience with a somewhat clear and comprehensive overview of the disability | Provides the audience with an overview of the disability but is not clear or comprehensive | Somewhat inadequate or inaccurate overview information about the disability | Inadequately presented an overview of the disability |
| Comprehensive definition of the characteristics is included |  | Provides the audience with a clear and comprehensive definition of characteristics | Provides the audience with a somewhat clear and comprehensive definition of characteristics | Provides the audience with a definition of the characteristics but is not clear or comprehensive | Somewhat inadequate or inaccurate definition of the characteristics of the disability | Inadequately presented a definition of the characteristics |
| Special social-emotional needs for students with this disability are fully analyzed and explained |  | Provides the audience with a clear and comprehensive explanation of the social-emotional needs of students with this disability | Provides the audience with a somewhat clear and comprehensive explanation of the social-emotional needs of students with this disability | Provides the audience with an explanation of the social-emotional needs of students with this disability  but is not clear or comprehensive | Somewhat inadequate or inaccurate explanation of the social-emotional needs of students with this disability | Inadequately  provides an explanation of the social-emotional needs of students with this disability |
| Explanation of how a student with this disability qualifies for SPED |  | Provides the audience with a clear and comprehensive explanation of how a student with this disability qualifies for SPED services | Provides the audience with a somewhat clear and comprehensive explanation of how a student with this disability qualifies for SPED services | Provides the audience with an explanation of how a student with this disability qualifies for SPED services but it is not clear or comprehensive | Somewhat inadequate or inaccurate explanation of how a student with this disability qualifies for SPED services | Inadequately provides an explanation of how a student with this disability qualifies for SPED services |
| Research-based technology aids for this disability type |  | Provides the audience with a clear and comprehensive evaluation of research-based technology that can aid this disability type and provides at least 3 examples | Provides the audience with a somewhat clear and comprehensive evaluation of research-based technology that can aid this disability type and provides at least 3 examples | Provides the audience with an evaluation of research-based technology that can aid this disability type that is not clear or comprehensive and only includes 1 to 2 examples | Somewhat inadequate or inaccurate evaluation of research-based technology can aid this disability type and provides at least 3 examples | Inadequately provides an evaluation of research-based technology and provides no examples |
| Educational implications for general and special education teachers |  | Provides the audience with clear and comprehensive  analysis of the educational implications for general and special education teachers | Provides a somewhat clear and comprehensive  analysis of the educational implications for general and special education teachers | Provides an  analysis of the educational implications for general and special education teachers but it is not clear or comprehensive | Somewhat inadequate or inaccurate analysis of the implications for teachers | Inadequately provides an analysis of the implications for teachers |
| Roles and responsibilities of general and special education teachers |  | Provides the audience with clear and comprehensive appraisal of the Roles and responsibilities of general and special education teachers | Provides a somewhat clear and comprehensive  appraisal of the roles and responsibilities of general and special education teachers | Provides an  appraisal of the roles and responsibilities of general and special education teachers  But it is not clear or comprehensive | Somewhat inadequate or inaccurate appraisal of the roles and responsibilities of general and special education teachers | Inadequately provides an appraisal of the roles and responsibilities of general and special education teachers |
| Research-based best-practice teaching strategies |  | Provides the audience with clear and comprehensive Research-based best-practice teaching strategies | Provides a somewhat clear and comprehensive a Research-based best-practice teaching strategies | Provides Research-based best-practice teaching strategies  But it is not clear or comprehensive | Somewhat inadequate or inaccurate Research-based best-practice teaching strategies | Inadequately provides Research-based best-practice teaching strategies |
| Transition needs for this disability |  | Provides the audience with clear and comprehensive Transition needs for this disability | Provides a somewhat clear and comprehensive Transition needs for this disability | Provides transition needs for this disability but they are not clear or comprehensive | Somewhat inadequate or inaccurate list of Transition needs for this disability with no explanation of the strategies | Inadequately provides Transition needs for this disability |
| Provides a list and explanation of parent and family support services |  | Provides the audience with a clear and comprehensive explanation of parent and family support services | Provides a somewhat clear and comprehensive explanation of parent and family support services | Provides an explanation of parent and family support services but it is not clear or comprehensive | Somewhat inadequate or inaccurate explanation of parent and family support services | Inadequately provides an explanation of parent and family support services |