M2: Explain Your Strategy

## Course

Introduction to Special Education

## Location

Module 2

## Alignments

### Course Outcomes

CLO II: Identify the 13 disability categories recognized by the Individuals with Disabilities Education Act (IDEA).

### Module Outcomes

MLO 2.1: Explain common student characteristics, strengths, and needs for the 13 major categories of disability.

MLO 2.2: Determine appropriate instructional and other support strategies educators might employ after observing these characteristics in students.

### 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. |
| 2h | Knowledge | The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs. |
| 7j | Knowledge | The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs. |

## Assignment Instructions

### Purpose

It is not uncommon for K-12 teachers to have students in their classrooms who have undiagnosed disabilities, but because it is not in their professional purview to diagnose students, teachers must be careful not to assume the abilities of their students. Instead, teachers can express the strengths and needs, and identify instructional strategies that support the needs of their students without misdiagnosing their students. This assignment invites you to explain to a parent/guardian how you would address their child’s needs by capitalizing on the strengths of the child. Then, you will identify an instructional strategy that aligns with the student’s need.

### Task

This assignment allows you to explain to a parent/guardian how you would support their child. For this assignment, you will record a video where you explain to a parent/guardian an instructional strategy you would use to support their child based on the strengths and needs you are observing. Referring to the scenarios below (following the rubric), you will select one scenario to respond to. In your response, include how you will use the student's strengths to meet their needs through your selected instructional strategy. Feel free to incorporate visual aids as you see fit, though this is not a requirement of the assignment. However, you will need to make sure to that your video is three minutes or less and includes accurate captions.

#### Technical Details

Submit a link to the video (not the video file!). You can choose any video platform available to you; some examples include

* YouTube
* Flip (formerly known as Flipgrid)
* Vimeo
* TikTok
* Your institution’s video platform (common examples include Kaltura Mediaspace and Panopto)

Captioning is available through all of the platforms mentioned above. Be sure to review the captions for accuracy; you will also want to make sure the person you are sharing the video with can access your video and enable the captions. Keep each video’s length to three minutes or less.

### Criteria

You will be evaluated based on the accuracy of the information you provide, the comprehensiveness of your response, and your ability to remain neutral as you discuss the instructional strategies you plan to employ. For your video, you will:

* Describe how an instructional strategy supports an undiagnosed student’s needs.
* Design an explanation appropriate for the intended audience.
* Recognize the strengths and needs of individual learners to inform instruction.

## Rubric

Table 1: Assignment Rubric

| **Criterion** | **InTASC** | **A(4)** | **B(3)** | **C(2)** | **D(1)** | **F(0)** |
| --- | --- | --- | --- | --- | --- | --- |
| Describe how an instructional strategy supports an undiagnosed student’s needs. | 1h | Describes how an instructional strategy supports an undiagnosed student’s needs; explanation connects the strengths and needs of the learner to the instructional strategy used. | Describes how an instructional strategy supports an undiagnosed student’s needs. | Describes how an instructional strategy supports an undiagnosed student’s needs; explanation does not connect the strengths and needs of the learner to the instructional strategy used. | Inaccurately describes how an instructional strategy supports an undiagnosed student’s needs. | Does not describe how an instructional strategy supports an undiagnosed student’s needs. |
| Design an explanation appropriate for the intended audience. | 2h  | Designs an explanation appropriate for the intended audience; uses examples of the student’s strengths and needs to rationalize the instructional strategy. | Designs an explanation that is appropriate for the intended audience. | Designs an explanation that is appropriate for the intended audience; explanation is not as comprehensive as needed for understanding. | Designs an explanation that is appropriate but inadequate for the intended audience. | Does not design an explanation that is appropriate for the intended audience. |
| Recognize the strengths and needs of individual learners to inform instruction. | 7j | Recognizes the strengths and needs of individual learners to inform instruction; explanation includes examples of the strengths and needs of students. | Recognizes the strengths and needs of individual learners to inform instruction. | Recognizes the strengths and needs of individual learners to inform instruction; explanation does not include examples of the strengths and needs of students.  | Inaccurately recognizes the strengths and needs of individual learners to inform instruction.  | Does not recognize the strengths and needs of individual learners to inform instruction. |

## Scenarios

The following scenarios were generated from Microsoft Copilot (2024).

### Scenario 1

Claire is an eight-year-old second grader from New Jersey. Claire’s empathetic nature allows her to connect with peers emotionally. Despite academic setbacks, her resilience shines through. During silent reading, her imagination blossoms, creating rich mental landscapes. However, she struggles with reading aloud, as it negatively impacts her fluency. She also grapples with math concepts and doesn’t understand them without additional guidance.

As Claire’s teacher, you notice that she is struggling but does not have an IEP. How do you reconsider your strategies for teaching so that Claire can thrive in your classroom?

### Scenario 2:

Karl is a jovial eleven-year-old sixth grader from Florida. In class, students gravitate to Karl because he has a good sense of humor and tends to be outgoing in his interactions with friends. Despite having a pronounced stutter and difficulty pronouncing certain words, Karl talks a lot and participates during class discussions.

As Karl’s teacher, you notice that he is struggling but does not have an IEP. How do you reconsider your strategies for teaching so that Karl can thrive in your classroom?

### Scenario 3:

Landon is a quiet six-year-old first grader from Washington. Landon has excellent musical abilities and has been playing piano since he was three. His parents attribute this to his acute pitch detection, though sometimes his elevated hearing can make learning challenging. When things in the classroom become too loud, Landon tends to cover his ears to focus.

As Landon’s teacher, you notice that he is struggling but does not have an IEP. How do you reconsider your strategies for teaching so that Landon can thrive in your classroom?

## Reference

Microsoft. (2024). *Copilot.* [www.bing.com/chat.](http://www.bing.com/chat)