“Preparing Professionals for Changing Educational Contexts”
University of Nevada, Las Vegas
Department of Special Education

Syllabus

I. Prefix & Number: ESP 492
II. Title: Career Education for Students with Disabilities
III. Credit: 3 Hours
IV. Semester: March 19, 20, 26, 27 and April 1, 2, 3, 2004
V. Class Location: CCSN Cheyenne Campus, Room CY2008
VI. Time: 3/19,26 & 4/2 4-9pm 3/20,27 & 4/3 8-5pm
VII. Instructor: Jane M. Williams, Ph.D.
VIII. Office / Phone / Email: CEB 154 / 895-3329 / janew@unlv.nevada.edu
IX. Office Hours: By appointment
X. Prerequisite Courses: None

XI. Course Description:
This course will provide an overview of contemporary legislation, polices, methods and service
delivery for secondary education and transitional programming for students with mild and moderate
disabilities at the secondary level.

Council for Exceptional Children Program Standards Addressed in this Course
• Philosophical, Historical, and Legal Foundations of Special Education (Common Core 1; Transition Specialists 1)
• Characteristics of Learners (Common Core 2; Transition Specialists 2)
• Assessment, Diagnosis, and Evaluation (Common Core 3; Transition Specialists 3)
• Instructional Content and Practice (Common Core 4; Transition Specialists 4)
• Planning and Managing the Teaching and Learning Environment (Common Core 5; Transition Specialists 5)
• Managing Student Behavior and Social Interactions Skills (Common Core 6; Transition Specialists 6)
• Communication and Collaborative Partnerships (Common Core 7; Transition Specialists 7)
• Professionalism and Ethical Practices (Common Core 8; Transition Specialists 8)
• GC1: Philosophical, Historical and Legal Foundations of Special Education
• GC2: Characteristics of Learners
• GC3: Assessment, Diagnosis, & Evaluation
• GC4: Instructional Content and Practice
• GC5: Planning and Managing the Teaching and Learning Environment
• GC7: Communication and Collaborative Partnerships

XII. Course Objectives:

Knowledge
1. Continuum of placement and services, including alternative programs available for individuals with disabilities* (CEC GC1:K6).
2. Sources of specialized materials for individuals with disabilities* (CEC GC4:K1).
3. Model career, vocational, and transition programs for individuals with disabilities* (CEC GC5:K1).
4. Common environmental and personal barriers that hinder accessibility and acceptance of individuals with disabilities* (CEC GC5:K4).
5. Sources of unique services, networks, and organizations for individuals with disabilities, including career, vocational, and transition support (CEC GC7:K1).
6. Roles and responsibilities of school-based medical and related services personnel, professional groups, and community organizations in identifying, assessing, and providing services to individuals with disabilities* (CEC GC7:K5).
7. Describe the continuum of placement and services available for students with disabilities, particularly in relation to secondary education alternatives and services available after high school (GC 1/6).
8. Understand legal provisions, regulations, and program standards regarding assessment of individuals with disabilities, particularly in relation to transition assessment (CC 3.3).
9. Learn about curricula used to develop career and functional life skills for individuals with exceptional learning needs (CC 4.3).
10. Describe the importance of life skills instruction to independent, community, and personal living and employment (CC 4.6).
11. Outline the steps necessary in developing individual student programs working in collaboration with team members (CC 7.3).

Performance (Skills)

1. Describe and define general developmental, academic, social, career, and functional characteristics of individuals with disabilities* as they relate to levels of support needed (CEC GC2:S1).
2. Adapt and modify ecological inventories, portfolio assessments, functional assessments, and future-based assessments to accommodate the unique abilities and needs of individuals with disabilities* (CEC GC3:S3).
3. Use effective, research-based instructional strategies and practices to meet the needs of individuals with disabilities* (CEC GC4:S1).
4. Integrate student-initiated learning experiences into ongoing instruction (CEC GC4:S8).
5. Utilize research-supported instructional strategies and practices, including the functional embedded skills approach, community-based instruction, task analysis, multisensory, and concrete/ manipulative techniques (CEC GC4:S14).
7. Design and implement an instructional program that addresses instruction in independent living skills, vocational skills, and career education for students with physical and health disabilities emphasizing positive self-concepts and realistic goals (CEC GC4:S23).
8. Design learning environments that are multisensory and that facilitate active participation, self-advocacy, and independence of individuals with disabilities* in a variety of group and individual learning activities (CEC GC5:S5).
9. Assist students, in collaboration with parents and other professionals, in planning for transition to post-school settings with maximum opportunities for decision-making and full participation in the community (CEC GC7:S2).
10. Collaborate with families and other professionals involved in the assessment of individuals with exceptional learning needs (CC 3.1).
11. Use task analysis (CC 4.7).
12. Involve the individual and family in setting instructional goals and charting progress (CC 4.6).
13. Integrate affective, social, and career/vocational skills with academic curricula (CC 4.10).
14. Choose and implement instructional techniques and strategies that promote successful transitions for individuals with exceptional learning needs (CC 4.14).
15. Design learning environments that are multisensory and that facilitate active participation, self-advocacy, and independence of individuals with disabilities in a variety of group and individual learning environments (CC 5.8).
16. Communicate and consult with individuals, parents, teachers, and other school and community personnel (CC 7.2).
17. Plan and conduct collaborative conferences with individuals with disabilities and their families or primary caregivers (CC 7.5).
Dispositions

1. Demonstrate commitment to developing the highest educational and quality-of-life potential of individuals with exceptional learning needs (CC 8.1)
2. Values and respects the role of students as partners (and directors, if possible) in making choices about their education
3. Respects the legal and ethical issues in transition planning.
4. Values student strengths
5. Holds high expectations for all learners
6. Values respectful communication with others
7. Values the role of assessment data for making educational and transition decisions
8. Values the importance of professional growth through inquiry, research, and membership in professional organizations.

The activities and readings of this course will also address the following CEC competencies addressed in the Transition Specialists core. They are cross-referenced, when appropriate, to the Common Core.

Upon completion of this course, the student will have acquired knowledge related to:

1. Theoretical and applied models of transition. (CEC-TS1-K1) (CEC-CC1-K1)
2. Transition-related legislation in fields of special and vocational education, rehabilitation, labor, and civil rights. (CEC-TS1-K2)
3. Roles of federal, state, provincial, and local legislation and implications for providing transition services at the local levels. (CEC-TS1-K3)
4. History of national transition initiatives. (CEC-TS1-K4)
5. Research on student outcomes and effective transition practices. (CEC-TS1-K5)
6. Implications of student characteristics with respect to post-school outcomes, environments, and support needs. (CEC-TS2-K1)
7. School and post-school services available to specific populations of individuals with exceptional learning needs. (CEC-TS2-K2) (CEC-CC2-K7)
8. Formal and informal career and vocational assessment approaches. (CEC-TS3-K1)
9. Formal and informal approaches for identifying students’ interests and preferences related to post-school goals and educational experiences. (CEC-TS3-K2) (CEC-CC3-K6)
10. Job seeking and job retention skills identified by employers as essential for successful employment. (CEC-TS4-K1)
11. Vocational education methods, models, and curricula. (CEC-TS4-K2) (CEC-CC4-K3)
12. Range of post-school options within specific outcome areas. (CEC-TS4-K3) (CEC-CC4-K6)
13. Transition planning strategies that facilitate information collection and input from appropriate participants. (CEC-TS4-K4)
14. Methods for providing work-based and other community-based education for individuals with exceptional learning needs. (CEC-TS5-K1) (CEC-CC5-K1)
15. Methods for linking appropriate academic content to transition-related goals. (CEC-TS5-K2) (CEC-CC5-K2)
16. Methods and strategies for increasing families’ knowledge and skills about transition-related issues and topics, including transition-focused educational program development. (CEC-TS7-K1) (CEC-CC7-K2)
17. Procedures and requirements for referring students to community service agencies. (CEC-TS7-K2)
18. Methods to increase collaborative transition service delivery through interagency agreements and collaborative funding. (CEC-TS7-K3)
19. Strategies for involving individuals with exceptional learning needs in all levels of collaborative transition program planning and evaluation. (CEC-TS7-K4) (CEC-CC7-K4)
20. Scope and role of a transition specialist. (CEC-TS8-K1) (CEC-CC8-K1)
21. Scope and role of agency personnel related to transition-focused education and services. (CEC-TS8-K2)
Skills
Upon completion of this course, the student will be able to:

1. Match skills and interests of the student to skills and demands required by vocational or employment settings, community residential situation, and other community participation options. (CEC-TS3-S1)
2. Interpret results of career and vocational assessment for individuals, families, and professionals. (CEC-TS3-S2) (CEC-CC3-S5)
3. In collaboration with individuals with exceptional learning needs, families, and agencies, design, implement, and use program evaluation procedures to assess and improve the effectiveness of transition education and services, including evaluation of students’ post-school outcomes. (CEC-TS3-S3) (CEC-CC3-S7)
4. Use a variety of formal and informal career, transition, and vocational assessment procedures. (CEC-TS3-S4) (CEC-CC3-S4)
5. Identify a variety of outcomes and instructional options specific to the community for each post-school outcome area. (CEC-TS4-S1)
6. Assist teachers to identify, in conjunction with the student, appropriate educational program planning team members. (CEC-TS4-S2)
7. Evaluate students’ educational program with respect to measurable post-school goals and alignment of those goals with instructional activities. (CEC-TS4-S3) (CEC-CC4-S3)
8. Monitor student, family, and agency participation in transition planning and implementation. (CEC-TS4-S4) (CEC-CC4-S6)
9. Demonstrate procedures to ensure the inclusion of specific transition-related goals in the educational program plan. (CEC-TS4-S5) (CEC-CC4-S10)
10. Evaluate and modify transition goals on an ongoing basis. (CEC-TS4-S6) (CEC-CC4-S9)
11. Use interests and preferences of the individual with exceptional learning needs to develop post-school goals and educational objectives. (CEC-TS4-S7)
12. Identify and facilitate appropriate modifications within work, residential, vocational training, and other community environments. (CEC-TS5-S1) (CEC-CC5-S4)
13. Assess and develop natural support systems to facilitate transition to specific post-school environments. (CEC-TS5-S2) (CEC-CC5-S8)
14. Develop residential, work-based, and other community-based educational programs for individuals with exceptional learning needs. (CEC-TS5-S3)
15. Demonstrate procedures for student involvement in the post-school transition process. (CEC-TS6-S1) (CEC-CC6-S7)
16. Provide information to families about transition-related education and services, and post-school options in specific outcome areas. (CEC-TS7-S1) (CEC-CC7-S4)
17. Systematically identify family service needs related to transition outcomes and assist families to connect with support networks. (CEC-TS7-S2) (CEC-CC7-S5)
18. Assess and use student support systems to facilitate the post-school transition of individuals with exceptional learning needs. (CEC-TS7-S4)
19. Provide transition-focused technical assistance and professional development in collaboration with family members for educators, community agency personnel, and other relevant transition stakeholders. (CEC-TS7-S5)
20. Collaborate with and participate in transition-focused interagency coordinating bodies. (CEC-TS7-S6)
21. Demonstrate positive regard for the capacity and operating constraints of community organizations involved in transition-focused education and services. (CEC-TS8-S1) (CEC-CC8-S9)

Dispositions
Upon completion of this course, the student will display the following dispositions:

1. Use interests and preferences of the individual with exceptional learning needs to develop post-school goals and educational objectives. (CEC-TS4-S7)
2. Provide transition-focused technical assistance and professional development in collaboration with family members for educators, community agency personnel, and other relevant transition stakeholders. (CEC-TS7-S5)

XIII. Resources

Required Texts:

Required Readings:
Required readings from the texts are indicated in the syllabus. Readings/texts that are marked with an asterisk (*) are available through e-reserves. Access online at www.unlv.edu. Texts that are marked with an asterisk (*) are available at the Curriculum Materials Library in the Education Building. The student must download articles that are available through the Internet.

Optional Texts:

XIV. Course Assignments and Grades

<table>
<thead>
<tr>
<th>Activities</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attendance and participation</td>
<td>150</td>
</tr>
<tr>
<td>2. Article reviews (10)</td>
<td>50</td>
</tr>
<tr>
<td>3. Resource file (10)</td>
<td>50</td>
</tr>
<tr>
<td>4. Case studies (1)</td>
<td>50</td>
</tr>
<tr>
<td>5. Final Project: IEP meeting and Document</td>
<td>150</td>
</tr>
</tbody>
</table>

TOTAL 450

1. Class attendance and participation. Each student is expected to prepare for, attend, and participate actively in each class session. Punctuality is also expected. There are no acceptable reasons for missing any class session. Missing any class session, or a portion of a class session, will automatically reduce a student’s grade by one letter grade.

2. Article Reviews. Each student is expected to read the articles listed for each class session. For a total of 10 readings, an article review must be submitted. It must include: (a) bibliographic information prepared in accordance with American Psychological Association (APA) fifth edition guidelines; (b) a summary of the major points of the article; (c) instructional implications; and (d) importance/relevance of the material presented to you as a service provider. Each article review must be typed, double-spaced, in
12-point font. Each article review should be between 1-3 pages. **Five article reviews are due on March 26; five article reviews are due on April 2, 2004.**

3. **Resource File.** Given the variety of instructional and curricular materials available in the field of transition services, both print and video, and the range of different interest areas, the student must create a resource file which will be valuable to the student as a practitioner. A list of resources that will be provided during the class will be provided under separate cover. Other resources available to the student may also be used. Each entry in the resource file must be typed, double-spaced, and in 12-point font. The content may focus on one area of interest such as self-determination, vocational assessment, student involvement in IEP meetings, etc., or a combination of different interest areas.

For each entry into the resource file, the following information must be included: (a) bibliographic information (e.g., author, date, publisher); (b) subject area(s); (c) target audience (e.g., in-service instruction, student use); (d) content area addressed; (e) expected outcomes (e.g., interview skills enhanced, courses of study addressed consistent with IDEA requirements, components of interagency plan outlined); (f) time required (e.g., video: 25 minutes; workbook format - 20 class sessions); (g) cost; and (h) usability/practicality (e.g., are you likely to use this material?; is the cost feasible?). The intent of this activity is to review materials that will enhance your competencies in planning and implementing transition services. **Ten resources must be reviewed, catalogued, and critiqued during the course.** **Five resources are due March 27, 2004; five resources are due April 2, 2004.**

4. **Case Studies.** During class sessions, the students will be provided with case studies of students for whom they will be required to develop statements of needed transition services and transition service needs. One case study will be graded according to the transition requirements of IDEA. The case study must be typed, double-spaced, 12-point font, and a minimum of 3-5 pages. The intent of the case study is to synthesize the information, materials, strategies, and resources provided during the classes. Therefore, the case study must include **specific** information in response to the questions: e.g., a statement of transition service needs must include **specific** courses and educational experiences that will facilitate the attainment of the student’s post-school goal or vision; examples of **specific** transition assessments and career exploration strategies must be provided. **The case study is due on April 3, 2004.**

5. **Final Project: IEP meeting and Document.** For the last class session (April 3, 2004), each student will fulfill a role, as an IEP team member, in designing an IEP for a specific student with the required transition services components. This activity is designed to serve as a synthesis of all the previous class sessions. **Specific requirements will be provided during the class.** A rubric is included at the end of the syllabus.

<table>
<thead>
<tr>
<th>Grading Scale:</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points</td>
<td></td>
</tr>
<tr>
<td>417-450</td>
<td>A (93-100%)</td>
</tr>
<tr>
<td>381-416</td>
<td>B (85-92%)</td>
</tr>
<tr>
<td>336-380</td>
<td>C (75-84%)</td>
</tr>
<tr>
<td>291-335</td>
<td>D (65-74%)</td>
</tr>
<tr>
<td>&lt;290</td>
<td>F (&lt; 64%)</td>
</tr>
</tbody>
</table>

**There are no provisions for late work.** Assignments will be evaluated on both content and language usage. Assignments must be typed with correct syntax, grammar, spelling, and punctuation. Points will be deducted for errors in any of these areas.
SPECIAL NOTES

Disability Resource Center
The Americans with Disabilities Act mandates accessibility in all aspects of the learning environment. "If you have a documented disability that may require assistance, you will need to contact the Disability Resource Center (DRC) for coordination in your academic accommodations. The Disability Resource Center is located in the Reynolds Student Services Complex, room 137. The DRC phone number is 895-0866 or TDD 895-0652.

Academic Integrity Statement
UNLV and its College of Education demand a high level of scholarly behavior and academic honesty on the part of students. Violations by students exhibiting honesty while carrying out academic assignments and procedural steps for dealing with academic integrity are delineated in the Handbook of Regulations Governing Probation and Suspension Within The College of Education. This publication may be found in the curriculum Materials Library (CML – CEB 101), the Department of Educational Leadership (CEB 320), or the Office of the Dean of the College Education (CEB 301).

Religious Holidays
It is UNLV’s policy to give students who miss class because of observance of religious holidays the opportunity to make up missed work. Students are responsible for notifying the instructor no later than the last day of registration for the semester or summer term of plans to observe the holiday.

Beepers and Cellular Telephones
It is UNLV’s policy that all beepers and cellular telephones be turned off during class time. In extenuating circumstances exist that this policy not be followed, please consult with the professor.

Accreditation Purposes
Assignments completed for this course may be used as evidence of candidate learning in national, regional, and state accreditation reports of College of Education Programs. Names and other identifying elements of all assignments will be removed from being included in any report. Your participation and cooperation in the review of COE programs is appreciated. If you do not wish to have your coursework used, it is your responsibility to let the professor know.
XV. Class Schedule

3/19/04  Introduction, Course Overview and Expectations
         Transition Services Requirements of IDEA of 1997
         National Longitudinal Transition Study (NLTS) and NLTS-2
         National Assessment of Vocational Education (NAVE) and NAVE-2

3/20/04 Morning  Providing Meaningful Career Awareness and Exploration Activities
         School-to-Work Opportunities Act of 1994 (STWOA)

3/20/04 Afternoon  The Nevada Career Information System (NCIS)

3/26/04  Student Involvement in Transition Planning: Self-Advocacy & Self-Determination
         Parental Involvement in Transition Planning

3/27/04 Morning  Transition Assessment Materials and Strategies

3/27/04 Afternoon  Strategies for Ensuring Interagency Collaboration
         Carl D. Perkins Vocational and Technical Education Act of 1998
         Providing Meaningful Technical and Career Education Opportunities
         The Workforce Investment Act of 1998 (WIA)
         Ticket to Work and Work Incentives Improvement Act (TWWIIA)
         Nevada Department of Employment, Training & Rehabilitation –
         Individualized Plan for Employment (IPE)
         Social Security Administration Work Incentives: SSI, SSDI, PASS

4/2/04  Providing Instruction in Occupationally-Related Social Skills
         Contextual Learning and Supported Employment

4/3/04 Morning  Making Business Connections
         Preparing Students for Postsecondary Education Experiences

4/3/04 Afternoon  Final Project: IEP Meeting Simulation
Required Readings:
*Cameto, R. (2003, October). Findings from The National Longitudinal Transition Study-2 (NLTS): Collecting and utilizing postschool outcome data to improve transition programs and services at the national, state, and local levels. Paper presented at National Capacity Building Institute, Roanoke, VA.


Recommended Readings:


3/20/04 Morning

Required Readings – Text:

Required Reading - Article:


3/20/04 Afternoon

3/26/04
Required Readings – Texts:


Required Readings - Articles:


**Websites:**
- Self-Determination website at UNC- Charlotte: [http://www.uncc.edu/sdsp/hom.asp](http://www.uncc.edu/sdsp/hom.asp)
- U.S. Department of Education Technical Assistance Center for Parents: [tatra@pacer.org](mailto:tatra@pacer.org)

**3/27/04 Morning**

**Required Readings - Text:**

**Recommended Readings - Text:**

**3/27/04 Afternoon**

**Required Readings - Texts:**


**4/2/04**

**Required Readings - Text:**

**Required Readings - Articles:**


**Social Skills References:**


4/3/04 Morning

**Required Reading – Text:**

**Required Reading – Articles:**


**Recommended Readings:**


**Website:** National Clearinghouse on Postsecondary Education for Individuals with Disabilities. [http://www.heath.gwu.edu](http://www.heath.gwu.edu).

Transcen, Inc. [http://www.transcen.org/pub.html](http://www.transcen.org/pub.html)
## Rubric for Written Presentation of Final Project – IEP
**ESP 492**

<table>
<thead>
<tr>
<th>Proficiency Levels</th>
<th>Content</th>
<th>Analysis</th>
<th>Organization</th>
<th>Format</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target</strong></td>
<td><em>All sections of IEP completed appropriately according to state and federal guidelines</em> <em>Legally constituted meeting</em></td>
<td><em>Based on pertinent state and federal statutes and regulations with appropriate references to general curriculum</em> <em>Demonstrates strong understanding of student’s needs</em></td>
<td><em>Provides detailed information in logical order to ensure understanding by parent and teachers</em> <em>Present levels adequately addressed in goals, benchmarks, services, and accommodations</em> <em>Well-organized</em></td>
<td><em>Uses Nevada State IEP form</em> <em>Correct syntax, grammar, spelling, &amp; punctuation utilized</em></td>
</tr>
<tr>
<td></td>
<td>30-35 points</td>
<td>30-35 points</td>
<td>13-15 points</td>
<td>13-15 points</td>
</tr>
<tr>
<td><strong>Acceptable</strong></td>
<td><em>Most sections of IEP completed appropriately according to state and federal guidelines</em> <em>Legally constituted meeting</em></td>
<td><em>Based on pertinent state and federal statutes and regulations with some references to general curriculum</em> <em>Demonstrates adequate understanding of student’s needs</em></td>
<td><em>Provides information in logical order</em> <em>Present levels addressed in goals and benchmarks</em> <em>Well-organized</em></td>
<td><em>Uses Nevada State IEP form, but does not complete all sections</em> <em>Minimal errors in syntax, grammar, spelling, &amp; punctuation</em></td>
</tr>
<tr>
<td></td>
<td>23-30 points</td>
<td>23-30 points</td>
<td>10-12 points</td>
<td>10-12 points</td>
</tr>
<tr>
<td><strong>Unacceptable</strong></td>
<td><em>Not all sections of IEP completed appropriately according to state and federal guidelines</em> <em>Not a legally constituted meeting</em></td>
<td><em>Provides no or minimal legal foundation</em> <em>Provides insufficient detail to ensure student’s needs are met</em></td>
<td><em>Does not provide information in logical order</em> <em>Not all present levels addressed in goals, benchmarks, services and accommodations</em> <em>Disorganized</em></td>
<td><em>Does not use Nevada State IEP form</em> <em>Significant errors in syntax, grammar, spelling, &amp; punctuation</em></td>
</tr>
<tr>
<td></td>
<td>&lt; 23 points</td>
<td>&lt; 23 points</td>
<td>&lt; 10 points</td>
<td>&lt; 10 points</td>
</tr>
</tbody>
</table>
# Rubric for Oral Presentation of Final Project – IEP Meeting

**ESP 492**

<table>
<thead>
<tr>
<th>Proficiency Levels</th>
<th>Accuracy</th>
<th>Thoroughness</th>
<th>Organization</th>
<th>Enthusiasm Creativity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target</strong></td>
<td><em>All sections of IEP discussed and completed appropriately according to state and federal guidelines</em> <em>Legally constituted meeting</em></td>
<td><em>Includes all components of IEP</em> <em>Provides detailed information to ensure understanding of student’s needs</em></td>
<td><em>Maintains lively pace without unnecessary pauses</em> <em>Transitions between topic areas quickly &amp; with confidence</em></td>
<td><em>Uses voice to express enthusiasm</em> <em>Uses facial expressions to express enthusiasm</em> <em>Uses creative visual presentation to enhance student learning</em></td>
</tr>
<tr>
<td></td>
<td>12-15 points</td>
<td>12-15 points</td>
<td>8- 10 points</td>
<td>8-10 points</td>
</tr>
<tr>
<td><strong>Acceptable</strong></td>
<td><em>IEP completed &amp; discussed according to state and federal guidelines with 1 to 3 minor errors</em> <em>Legally constituted meeting</em></td>
<td><em>Includes all components of IEP</em> <em>Provides adequate information to ensure understanding of student’s needs</em></td>
<td><em>Maintains adequate pace with a few pauses</em> <em>Transitions between topic areas with hesitation</em></td>
<td><em>Uses voice to express enthusiasm minimally</em> <em>Uses facial expressions to express enthusiasm minimally</em></td>
</tr>
<tr>
<td></td>
<td>10-12 points</td>
<td>10-12 points</td>
<td>6-8 points</td>
<td>6-8 points</td>
</tr>
<tr>
<td><strong>Unacceptable</strong></td>
<td><em>Displays inadequate grasp of IEP process</em> <em>Not a legally constituted meeting</em></td>
<td><em>Omits half or more of the components of the IEP</em> <em>Provides insufficient detail to ensure understanding of student’s needs</em></td>
<td><em>Demonstrates confusion in presentation with slow pace</em> <em>Transitions between topic areas is slow and looses momentum</em></td>
<td><em>Uses monotone voice</em> <em>Uses facial expressions that indicate boredom</em></td>
</tr>
<tr>
<td></td>
<td>&lt; 10 points</td>
<td>&lt; 10 points</td>
<td>&lt; 6 points</td>
<td>&lt; 6 points</td>
</tr>
</tbody>
</table>