



FACULTY OF SOCIAL SCIENCES  
MASTER IN SPECIAL NEEDS EDUCATION  
MSN1054 EARLY IDENTIFICATION AND INTERVENTION IN  
SPECIAL EDUCATION  
JULY 2026 SEMESTER

INDIVIDUAL ASSIGNMENT BRIEF:  
DEVELOPING A COLLABORATIVE EARLY INTERVENTION PLAN  
FOR A CHILD WITH SPECIAL EDUCATIONAL NEEDS

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## OVERVIEW

The brief for the coursework component **MSN1054 Early Identification and Intervention in Special Education** provides information related to the Individual Assignment. For this individual assignment titled '**Developing a collaborative early intervention plan for a child with special educational needs**', students will assume the role of an **early intervention coordinator** and develop a comprehensive intervention plan for a child with special educational needs.

This individual assignment requires students to demonstrate the ways to identify a child's developmental needs and strengths, involve the child's family in decision making, collaborate with relevant parties, establishes measurable goals, select appropriate evidence-based strategies, plan intervention activities across settings, and monitor and evaluate the child's progress. Students are expected to integrate theory and practice in developing a collaborative intervention plan suitable across settings for a child with special educational needs.

## COURSE LEARNING OUTCOME

This assignment is aimed to meet the following course learning outcome:

**CLO 3: Develop early intervention plans collaboratively with families, educators, and specialists, integrating diverse professional perspectives and evidence-based strategies.**

## PURPOSE

The purpose of this assignment is to enable students to integrate theory and practice in early identification and intervention through the development of a practical collaborative intervention plan suitable across settings for a child with special educational needs. By completing this assignment, students will demonstrate analytical and critical thinking, problem-solving skills, and the ability to select appropriate evidence-based strategies in the collaborative intervention plan.

## ASSIGNMENT TASK

Students are required to select **ONE case scenario** involving a child aged approximately **0–8 years** who is experiencing developmental or learning difficulties such as Autism Spectrum

Disorder (ASD), Attention Deficit Hyperactive Disorder (ADHD), intellectual disability, developmental language delay or others.

Students may use:

**Option A:** A fictional case developed by the student

**Option B:** An anonymised real-life case, provided that confidentiality and ethical considerations are strictly maintained.

**Students are required to include the following components in their assignment:**

### **A: Child and Family Profile**

Provide a brief profile of the child, including:

- age and developmental stage;
- identified disability/difficulty or developmental concern;
- developmental history;
- strengths and interests;
- areas of difficulty;
- communication profile;
- social-emotional characteristics;
- learning characteristics;
- family priorities and concerns;
- current educational/intervention setting.

### **B: Developmental Needs Assessment**

Students should analyze the child's needs across developmental domains as follows:

| <b>Domain</b>      | <b>Strengths</b> | <b>Areas of Need</b> | <b>Priority</b> |
|--------------------|------------------|----------------------|-----------------|
| Communication      |                  |                      |                 |
| Cognitive/Learning |                  |                      |                 |
| Social-Emotional   |                  |                      |                 |
| Adaptive/Self-help |                  |                      |                 |
| Motor/Physical     |                  |                      |                 |
| Behavior           |                  |                      |                 |
| Sensory            |                  |                      |                 |

- Students should identify **priority intervention needs** rather than attempting to address everything simultaneously.

### **C: Collaborative Team**

Students must construct a multidisciplinary team appropriate to their suggested case.

Students should explain:

1. Who should be involved?
2. What is each member's role?
3. What information can each professional contribute?
4. How will decisions be made collaboratively?

### Suggested table

| Team Member        | Role                      | Contribution                      | Collaboration Method      |
|--------------------|---------------------------|-----------------------------------|---------------------------|
| Parents/Caregivers | Family partner            | Priorities, routines, preferences | Family meetings           |
| Teacher            | Educational support       | Classroom performance             | Observation/team meetings |
| Speech Therapist   | Communication             | Language assessment/intervention  | Joint planning            |
| OT                 | Functional/sensory skills | Motor/self-care needs             | Consultation              |
| Psychologist       | Development/behavior      | Assessment and behavioral support | Case conference           |

**Important:** The family should be presented as an **equal partner**, not simply as a recipient of professional recommendations.

### D: Family-Centered Priorities

Identify at least **3 priorities** agreed upon by the family and intervention team.

For example:

- improve functional communication;
- increase participation in classroom activities;
- develop independent self-care skills;
- improve peer interaction;
- reduce challenging behaviour;
- improve attention during learning activities.

Students should explain **why these priorities are meaningful to the child and family**.

### E: SMART Early Intervention Goals

Develop **five measurable intervention goals** using the SMART framework:

**S – Specific**

**M – Measurable**

**A – Achievable**

**R – Relevant**

**T – Time-bound**

### Example

**✗ Weak goal:**

“Improve communication.”

☒ **Better goal:**

“Within 12 weeks, the child will independently use functional words, signs, pictures, or an AAC communication system to request preferred items or activities in **4 out of 5 opportunities** across classroom and home routines.”

## **F: Evidence-Based Intervention Strategies**

Students must select appropriate **evidence-based strategies** for achieving the goals.

For each strategy, students should explain:

- what the strategy is;
- why it is appropriate;
- who will implement it;
- where it will be implemented;
- how frequently it will occur;
- what evidence supports its' use.

### **Suggested format and example:**

| <b>Goal</b>        | <b>Intervention Strategy</b> | <b>Person Responsible</b> | <b>Setting</b> | <b>Frequency</b> | <b>Evidence</b>   |
|--------------------|------------------------------|---------------------------|----------------|------------------|-------------------|
| Communication      | Visual supports/AAC          | Teacher + SLP + family    | Home/classroom | Daily            | Research evidence |
| Social interaction | Peer-mediated intervention   | Teacher                   | Classroom      | 3× weekly        | Research evidence |
| Self-help          | Task analysis                | Teacher + family          | Home/school    | Daily            | Research evidence |

Students should use **recent scholarly sources**, preferably peer-reviewed research, systematic reviews, professional guidelines, and authoritative organizations.

## **G: Collaborative Intervention Plan**

Students should develop the collaborative intervention plan.

A useful framework is:

### **HOME + SCHOOL + COMMUNITY**

#### **Home**

- routines;
- parent-implemented strategies;
- communication opportunities;
- self-help activities.

#### **School and Early Childhood Setting**

- classroom adaptations;

- teaching strategies;
- peer interaction;
- visual supports;
- environmental modifications.

### **Community**

- therapy;
- community participation;
- social activities;
- relevant support services.

The plan should demonstrate that early intervention occur within the child's **natural environments and everyday routines**, where appropriate.

### **H: Progress Monitoring and Evaluation**

Develop a monitoring system to determine whether the intervention is working.

Students should identify:

- baseline;
- performance indicators;
- data collection method;
- frequency of monitoring;
- person responsible;
- review dates;
- criteria for modifying intervention.

### **Example**

**Goal:** Child will initiate interaction with peers.

**Measurement:** Frequency count of spontaneous peer initiations.

**Baseline:** 1 initiation per 30-minute activity.

**Target:** 4 initiations per 30-minute activity.

**Review:** Every two weeks.

**Decision rule:** If progress remains below 50% of target for three consecutive reviews, the team revisits the strategy.

### **I: Collaboration and Communication Plan**

Students should explain how the team will maintain effective collaboration that include:

- family meetings;
- teacher–parent communication;
- multidisciplinary meetings;

- progress reports;
- shared documentation;
- digital communication where appropriate;
- culturally responsive communication;
- mechanisms for resolving disagreements.

Students should also explain how **family preferences and cultural values** will influence intervention decisions.

Write your report using the guide and format provided at **Appendix 1**.

### SCORING CRITERIA

- This assignment contributes **40%** of the total marks for this course.
- The assignment will be graded using the sample **Assessment Rubric** attached at **Appendix 2**. You are advised to study the rubrics closely before and while you work on this assignment.
- The **word limit** for this assignment is **2500 ± 10% words**.

### SUBMISSION GUIDELINES

- Your report should be typed using 12-point Arial / Calibri / Times New Roman font and double spacing.
- You are required to submit a softcopy of your work in e-QIU.
- Prior to submission, the assignment **MUST** be submitted through Turnitin.
  - The Turnitin report should indicate a similarity index of less than 30%.
  - Turnitin details are as follows:
 

**TURNITIN Class ID : 54745640**

**Enrollment Key : KZ93-GY48-57HK-VMS9**
  - The Turnitin report must be attached together with the assignment.
- The softcopy of your assignment **MUST** be labelled in this format:
  - Name\_Matric Number\_Course Code\_Semester
  - Eg: Osman\_QIU 202504-001234\_MSN1054\_July 2026

**Submission Deadline: WEEK 11 (14 September 2026, Monday by 5.00pm)**

**PLAGIARISM CAUTION**

Plagiarism is strictly prohibited to maintain academic integrity. Students should not copy another student's/group's work or from any other source, including AI tools like Chat GPT and submit it as their own. The maximum similarity allowed is 30%. When students use content from other sources, Students need to cite their sources properly. Please note that the penalty for plagiarism is severe. Students' marks can be significantly reduced or even be awarded a **ZERO (0)** if students copy verbatim without proper acknowledgement.

**END OF INDIVIDUAL ASSIGNMENT**

MSN1054 EARLY IDENTIFICATION AND INTERVENTION IN SPECIAL EDUCATION  
INDIVIDUAL ASSIGNMENT

**GUIDE & FORMAT**

1. Cover page (Appendix 3)
2. Table of Contents (Academic Style)
3. Introduction\*
4. Content \*
5. Conclusion\*
6. References (APA 7<sup>th</sup> Edition Format) \*
7. Appendix
8. Turnitin Report
9. Rubric (Report)

Students should include the suggested components provides above and use the following **recommended assignment structure**:

**Collaborative Early Intervention Plan**

1. Introduction
2. Child and Family Profile
3. Developmental Needs Assessment
4. Strengths and Priorities
5. Collaborative Intervention Team
6. Family-Centred Priorities
7. SMART Goals and Objectives
8. Evidence-Based Intervention Strategies
9. Home–School–Community Intervention Plan
10. Progress Monitoring and Evaluation
11. Collaboration and Communication Plan
12. Reflection
13. Conclusion
14. References
15. Appendices

**Reference**

- You are encouraged to refer to current authentic materials. Between year 2021 – 2026.
- Please adhere to the APA format
  - i. Alphabetical Order
  - ii. No numbering
  - iii. Format. You may refer to this site:  
[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/apa\\_changes\\_7th\\_edition.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_changes_7th_edition.html)  
  
<https://www.mendeley.com/guides/apa-citation-guide>

- All points must be supported by relevant text citations. The sources used to cite or support your justification must be reflected in the reference.

In-text citation example:

- According to a study by Snow (2020, as cited in Brown, 2024), 75% of students believe that teachers should not assign nightly homework.
- In fact, 75% of students believe that teachers should not assign nightly homework (Snow, 2020, as cited in Brown, 2024).
- Snow (2024) concluded that "nightly homework is a great stressor for many students".
- Regardless of the medium of the source, all sources with three authors or more are now attributed using the name of the first author followed by "et al."  
**For example:**  
Fannon, Chan, Ramirez, Johnson, and Grimsdottir (2023) can be cited as (Fannon, Chan, Ramirez, et al., 2023).

- For example:
  - Book Reference  
Foster, D. L.(2023). *Front Office Operations and Administration*. Singapore. McGraw-Hill Book Co.
  - E-book Reference  
Evers, B. (2024). *The Turn-taking System*: Seminar Paper. [Online]  
[http://books.google.com.my/books?id=Zlf1eXpq1PkC&printsec=frontcover&dq=turn+taking&hl=en&redir\\_esc=y](http://books.google.com.my/books?id=Zlf1eXpq1PkC&printsec=frontcover&dq=turn+taking&hl=en&redir_esc=y). (Accessed on 8<sup>th</sup> April 2025).
  - Articles  
Low, H. M., Lee, L. W., & Che Ahmad, A. (2019). Knowledge and Attitudes of Special Education Teachers Towards the Inclusion of Students with Autism Spectrum Disorder. *International Journal of Disability, Development and Education*, 67(5), 497–514. <https://doi.org/10.1080/1034912X.2019.1626005>

### **Turnitin**

Please submit the **Final Assignment: Developing a collaborative early intervention plan for a child with special educational needs** for plagiarism check.

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JULY 2026 SEMESTER**

**INDIVIDUAL ASSIGNMENT RUBRIC  
DEVELOPING A COLLABORATIVE EARLY INTERVENTION PLAN FOR A CHILD WITH SPECIAL EDUCATIONAL NEEDS**

|                  |  |
|------------------|--|
| <b>NAME</b>      |  |
| <b>MATRIC NO</b> |  |

| Criteria                                              | Superior<br>(5)                                                                                                                                | Above Average<br>(4)                                                                      | Average<br>(3)                                                        | Below Average<br>(2)                                                              | Not Meeting Standard<br>(1)                                                        | Mark |
|-------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|------|
| <b>Child and Family<br/>Needs' Analysis<br/>(20%)</b> | Provides comprehensive, insightful analysis of child's strengths, developmental needs and family priorities; highly child- and family-centred. | Provides clear and detailed analysis with strong attention to strengths and family needs. | Provides adequate analysis of major needs and some family priorities. | Limited analysis; focuses mainly on difficulties with minimal family perspective. | Inaccurate, superficial or incomplete analysis; family perspective largely absent. | X 4  |

| Criteria                                                                          | Superior<br>(5)                                                                                                                                 | Above Average<br>(4)                                                                               | Average<br>(3)                                                                             | Below Average<br>(2)                                                             | Not Meeting Standard<br>(1)                                                      | Mark |
|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------|------|
| <b>Collaborative Team<br/>&amp; Professional<br/>Perspectives<br/>(25%)</b>       | Integrates multiple professional perspectives exceptionally well and clearly defines collaborative roles, responsibilities and decision-making. | Demonstrates strong multidisciplinary collaboration and clearly explains team roles.               | Identifies relevant professionals and provides adequate explanation of roles.              | Limited professional perspectives or unclear collaboration mechanisms.           | Little or no meaningful collaboration; roles are inappropriate or unclear.       | X 5  |
| <b>Intervention Goals<br/>&amp; Evidence-Based<br/>Strategies<br/>(25%)</b>       | Develops highly relevant, measurable SMART goals and selects well-justified evidence-based strategies strongly aligned with identified needs.   | Develops clear measurable goals and appropriate evidence-based strategies with good justification. | Goals and strategies are generally appropriate but some lack precision or strong evidence. | Goals are vague and/or strategies show limited alignment with needs or evidence. | Goals are inappropriate, unmeasurable and strategies lack evidence or relevance. | X 5  |
| <b>Implementation,<br/>Progress<br/>Monitoring &amp;<br/>Evaluation<br/>(15%)</b> | Provides highly practical, systematic implementation plan with clear settings,                                                                  | Provides detailed implementation and monitoring procedures with appropriate                        | Provides workable implementation and monitoring plan but some details are missing.         | Monitoring and evaluation are limited, unclear or difficult to implement         | Little or no realistic implementation or evaluation plan.                        | X 3  |

| Criteria                                                                   | Superior<br>(5)                                                                                                                                                          | Above Average<br>(4)                                                                | Average<br>(3)                                                                | Below Average<br>(2)                                                  | Not Meeting Standard<br>(1)                                                          | Mark        |
|----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|-----------------------------------------------------------------------|--------------------------------------------------------------------------------------|-------------|
|                                                                            | responsibilities, timelines, data collection and decision rules for adaptation.                                                                                          | evaluation methods.                                                                 |                                                                               |                                                                       |                                                                                      |             |
| <b>Professional Reflection, Organization &amp; Academic Practice (15%)</b> | Demonstrates excellent critical reflection, professional judgement, coherent organization and extensive use of high-quality scholarly sources with accurate referencing. | Demonstrates strong reflection, organization and use of relevant academic evidence. | Adequate reflection, organization and academic support with minor weaknesses. | Limited reflection and inconsistent academic support or organization. | Minimal reflection, poor organization and inadequate/incorrect academic referencing. | X 3         |
| <b>TOTAL MARKS</b>                                                         |                                                                                                                                                                          |                                                                                     |                                                                               |                                                                       |                                                                                      | <b>/100</b> |



**QUEST INTERNATIONAL UNIVERSITY (QIU)**  
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**INDIVIDUAL ASSIGNMENT**  
**JULY 2026 SEMESTER**

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**ASSIGNMENT COVER SHEET**

**Course Details**

Subject Code :

Course :

Programme :

Year & Semester :

Lecturer's Name :

**Assignment Details**

Due Date :

**Student's Details**

Name & Matric No. :

**Assignment Overall Marks: \_\_\_\_\_ Marks**