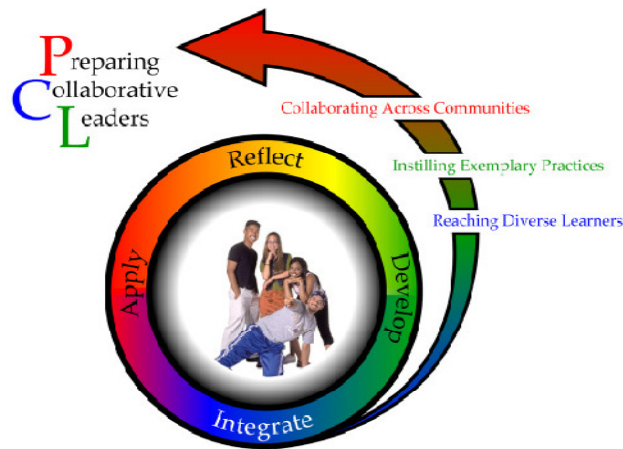


Department of Special Education
University of Wisconsin-Eau Claire
SPED 220: Introduction to Special Education: Early Childhood
 Fall 2008 Meeting times: Thursday 6-8:45 PM



EXCELLENCE AS A JOURNEY

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Course Description:

Introduction to early intervention/early education for young children, birth to nine years of age who are at-risk for or disabled. Focus is on rationale, philosophy, goals, teacher role & responsibilities and orientation to team measurement, curriculum and intervention practices and parent involvement.

*****Requires 20 hours of observation**

Course Objectives:

Objectives	Standards	Artifacts
Students will differentiate between early intervention 0-3 and early education 3-8 best practices for children at-risk or disabled	WTS 1, 2, 3, 4, 5, 6, 7 Level (1)	Exam, intervention resources
Students will demonstrate understanding of history and rationale for early intervention and education.		Exam, class activities
Students will know the difference between screening, evaluation, and assessment	(WTS 7) Level (1)	Exam, class activities
Students will describe the rationale for parent involvement and family centered practice	(WTS 1,4,10) Level (1)	Parent/family Involvement project, exam
Students will demonstrate understanding of the role and responsibilities of teachers of young children at-risk or disabled.	WTS 9) Level (1)	Field experience log and reflection, intervention and resource project

Objectives cont.	Standards	Artifacts
Students will demonstrate critical thinking skills		Article reviews, Parent/family Involvement project, Intervention & Resource project, exam
Students will use library and Internet to locate relevant research		Article reviews, Parent/family Involvement project, Intervention & Resource project
Students will demonstrate oral and written expression skills		Article reviews, Parent/family Involvement project, Intervention & Resource project, exam

Goals of the UWEC Baccalaureate Degree

A Faculty Senate action on 5-8-01 requires that you are informed of which of the 11 goals of the UWEC baccalaureate experience are related to this course. The goals include:

- 3. An ability to inquire, think, analyze.
- 4. An ability to write, read, speak, and listen.

Text Books:

Bowe, F. G. (2007). *Early Childhood Special Education: Birth to Eight 4th Ed.* Thompson Delmar Learning: Clifton, NY.

Sandall, S. Hemmeter, M. L., Smith, B. J., & McLean, M. (2005). *DEC Recommended Practices: A Comprehensive Guide for Practical Application in Early Intervention/ Early Childhood Special Education.* Division for Early Childhood of the Council for Exceptional Children: Missoula, MT.

My role:

I will use a variety of teaching methods including lecture, questions for small group and whole class discussion/activities or individual written responses, and videos or case samples. Power point handouts will be available via D2L, following class sessions. Since I DO NOT cover all of the content from the readings in lecture, and I view class sessions as time to explore the higher learning levels of compression, application, and synthesis of content, it is vital that you attend to the suggestions below. I will inform you at least a week in advance of any changes in the course (e.g., due dates). I typically try to return graded assignments the class session which follows the due date, with the exception of comprehensive projects. All assignments are graded thoroughly and are evaluated on assignment objectives and comprehensiveness as well as technical writing and formal communication skills.

Your role:

Learning will be maximized in this course with the following plan of action:

- **Complete the assigned reading(s) before class.**
- **Think about the most important points of the topic before class.**
- Come to class with questions or comments about previous or new content.
- Ask the questions and/or share the comments.

- Use small group/whole class discussions maximally to clarify and practice content skill application.
- Share any concerns you have about learning with the instructor.
- Begin studying for exams from the first day of the class by reviewing weekly being sure to be able to answer the comprehension questions at the end of the readings.
- Being able to integrate the content from both texts with what you are seeing in your fieldwork.
- Approach all writing (including email or D2L response) as formal exercises and respond as a professional in the field would to parents, their colleagues or TD team.
 - Attend class regularly.

Definition of Collaborative Leadership:

- *Collaborative leadership* is the intentional and skillful management of relationships that enables others to succeed individually while accomplishing a collective outcome.
- *Collaborative leaders* ably facilitate the involvement of two or more people in a group working toward a shared outcome in a manner that reflects collective ownership, authorship, use, or responsibility.
- *Collaboration is not the outcome or goal. Collaborations are processes* that, when successful, align people's actions to accomplish a goal or solve a problem.
- *Collaborative leaders possess knowledge, skills, and dispositions* that enable them to carry out leaderful actions such as optimizing assets, seeking new solutions, sustaining focus, promoting trust, or setting and monitoring goals and progress.

Course Policies

Written Assignment Expectations: All assignments completed out of class are to be (note the grade for the assignment will be substantially lowered if these instructions are not met):

- typed/word-processed, font size 12, double spaced (Arial, Arial Narrow or Times New Roman only)
- written using formal **standard English** following APA 5th Edition guidelines
- error-free in sentence construction, grammar, punctuation, spelling, and Person 1st Language.
- student name and the date should appear at the top of the page.

Late Work: Unless prior permission has been given to the candidate, late work will not be accepted/ no credit will be given for that assignment: Exceptions are Hospitalization of student 24-48 hours prior to class, Death of Immediate Family member, Fire, and possibly others, however, this is on an individual basis and personal discussion with Professor Thorsen is required. **DON'T ASSUME ANYTHING—no discussion AND written approval of late assignment penalty, you may earn an unsatisfactory evaluation for the assignment.**

ACCOMMODATIONS: Accommodations will be made to allow for all students to succeed to the best of their ability in this class. All accommodations must be pre-approved by the instructor, be requested in cooperation with the Services for Students with Disabilities Office, and be the result of genuine need. It is the responsibility of the student to contact the instructor **within the first week of class** to make arrangements for granting of extra time, or other accommodations. Adaptations to the curriculum or assignment requirements including technical writing expectations **will not** be made.

RELIGIOUS ACCOMMODATIONS: Any student with sincerely held religious beliefs with regard to examinations and other academic requirements should notify the instructor in writing as soon as possible. Adaptations to the curriculum or assignment requirements including technical writing expectations **will not** be made.

Academic Standards:

“Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others’ academic endeavors.” (U of WI system). *** Additionally, you may not use prior assignments (field experience hours, notes or reflections, research, papers, or other documents), in part or whole, to complete assignments for this course. All assignments are to be completed in formal APA format using the guidelines found in the Fifth Edition of the APA Manual. Unless otherwise specified in the assignment, all work is to be assumed to be a new and an individual assignment.

Grading:

Points will be award for each of the listed requirements. All grades will be added together for a semester point total and divided by the total points possible in the course to arrive at a % which will then determine the final letter grade. Grades for each assignment will be based on 1. attention to instructions, 2. thoroughness and accuracy of content, 3. presentation (i.e., written expression, mechanics, spelling, neatness), and 4. submission on date required.

Final grades: Grades will be based on percentage of total points earned. I do not “give” grades, but award what you have earned based on the course requirements. Please remember that “A” is an indicator of outstanding or exceptional work throughout the semester; B = above average and so forth. Therefore your final grade will reflect your overall effort and attention to the learning process from September 2 through December 19.

Grading Scale:

A 94-100%	B+ 88-90%	C+ 78-80%	D+ 68-70%
A- 91-93%	B 84-87%	C 74-77%	D 64-67%
	B- 81-83%	C- 71-73%	D- 61-63%
			F below 61

LEARNING ACTIVITIES/ASSIGNMENTS AND ASSESSMENTS:

****All written assignments must be typed (12 pt font in Times New Roman, Arial or Arial Narrow), double spaced documents that are clearly labeled with the assignment title. The use of Person First Language is an absolute must and any paper that does not conform to this requirement will be marked down one letter grade.**

- **#1 Field Experience (20 hour minimum) This three-part project is worth 250 pts.**
 - **Part 1: Field Experience Observation.** Students will participate in **30 hours** of field experience in observing a student from birth to age eight, inclusive with a developmental/delay or identified disability. This observation may be in a group of children or an individual in an inclusive environment. This may be done within the public schools or early intervention programs. Professor Thorsen will help you locate field experience sites, but is open to self-placement in approved settings. Acceptable sites include EI providers, OT, PT, SLP, and ECSE classrooms. *(150 points with appropriate documentation and co-op evaluation)*
 - **Part 2: Field Experience Log & Reflective Journal Entries** (1 Direct Observation form *(provided in D2L)* and 2 Field Experience Logs and Reflection submissions *(use FE Log & Reflection description as a guide for the format and required components)* X 50 pts. = 150 points)
 - **Part 3: Overall FE Summary & Reflection:** Each student will provide a summary of the entire field experiences that they had and specifically talk about how the course content was integrated into what they experienced, how the experience impacted their

understanding of working with young children with developmental delays/exceptional learning needs (ELN), and finally, how this information will be integrated into their professional and personal life now and in the future. (25 points)

- **#2 Article Review related to Parent/Family Involvement (see handout on D2L for exact format). This assignment is worth 20 points.**
 - During the Information Literacy session (September 18th) locate and have approved one scholarly journal article to review.
 - Follow template for creating a correct APA 5th Ed. reference and a 100 word summary of the entire article. This may not be copied or adapted from the abstract in the article.
 - Create a *3I Reflection* for the article and its impact on your development.

- **#3 IRIS Assessment activity will be completed in class and a summary of the discussion as well as a *3I Reflection* will be completed and turned in at the end of class. This will not be a typed assignment, but attention must be paid to organization of thoughts as well as content. This assignment is worth 30 points.**

- **#4 Research-Based Intervention and Resource Development & Group Presentations on topics within the broader areas of Communication, Physical, Cognitive, Social/Emotional and Adaptive Development. This multi-component assignment is worth 300 total points.**
 - **INDIVIDUALLY: 40 points each topic X 6 = 240 points**
 - select a scholarly journal article from the last 5 years, that describes an intervention that addresses the domain of development being presented
 - Compare your selection to each member in your group to make sure each member has a different article
 - Read the article and then write a 100 word summary (as in the initial article review)
 - Create a resource for the class that includes the following:
 - APA 5th Ed. reference for the article
 - 100 word summary
 - Description of the intervention in detail
 - Participants, strategy, progress monitoring or assessment procedures, results and limitations of the intervention as well as the study.
 - Attach hard copy of the article reviewed
 - APA 5th Ed. references for 2 web sites that provide additional information about interventions for the same sub-topic.
 - 100 word description and application to the topic and overall domain of development
 - APA 5th Ed. references for another resource (video, recent book, professional organization, support group or an additional research article)
 - 100 word description and application to the topic and overall domain of development
 - **COLLABORATIVELY: 10 points each presentation & posting X 6 = 60 points**
 - Create and lead a 15 minute discussion about the interventions for your group's sub-topic
 - Each group member must contribute to the discussion
 - Presentations must be professional and informative

- Presenters must be dressed professionally (no words on t-shirts, hats, or revealing clothing. Nice jeans, long shorts, & capris, are appropriate)
*Think in-service at a school or meeting with parents as a guide for what is appropriate.
 - Post your Intervention & Resource pages and the article on D2L under your subtopic in the Domain folder
- **#5 Parent/family involvement creative expression**
 - Students will individually develop and frame/publish/record a creative product which encapsulates their knowledge and understanding of the need and focus of effective partnerships with families in ECSE derived from course readings, 3 scholarly research articles, personal experiences and field placement discussions. **Ultimately the product will clearly communicate to the intended audience (parents and school colleagues) their philosophy and commitments to families and the importance of Family Partnerships and Collaboration efforts in the early childhood special education process.** This may be an original drawing or painting, a poem, song, colloque or other graphic depiction of their beliefs/understanding of the role family members play in the ECSE process. All work incorporated into the artifact must be original candidate products (no pictures cut from magazines or professional production clips/sound-bites are allowed) A 1-2 page description of the symbolism and process is to be turned in with the project and reference page. Thought and depth will be graded as well as aesthetics/sound, not artistic ability. A 5 minute presentation will be given in class to small **(50 points)**
 - **#6 Professional Disposition:** In this class, part of what professional disposition means is that every student is expected to attend every class, display courtesy, dress modestly, clean up their own messes from food/drinks, listen attentively, take notes appropriately, complete assignments honestly, and –in general—behave maturely. (Show me that you care about the class and the topic, your peers, the instructor, the facilities, and yourself). Violations of this class policy can result in a warning, a grade demotion, failure of this class, and a lower professional disposition grade for the course. If classroom participation does not reflect careful reading of the assigned material, class activities will be less effective; therefore, professional disposition grades may be lowered for individual students. **(25 points)**
 - **#7 Mid-term Exam.** A mid-semester examination will be administered. Both examinations will consist of narrative responses to study guide questions provided by the instructor. Students are to integrate information from class notes, readings, field experiences, and library papers as appropriate. Students are encouraged to document classic and highly relevant information in APA style. **(75 points)**

UG Grading:

Exams	1 @ 75 = 75 points
Field Experience	1 @ 250 = 250 points
IRIS Act. & Reflection	1 @ 30 = 30 points
Intervention/Resources	6@ 40 = 240 points
Presentations	6 @ 10 = 60 points
Parent/family project	1 @ 50 = 50 points
Professional Disposition	1 @ 25 = 25 points
1 article review on PI	<u>1 @ 20 = 20 points</u>
TOTAL	750points

GR Grading:

Exams	1 @ 75 = 75 points
Field Experience	1 @ 250 = 250 points
IRIS Act. & Reflection	1 @ 30 = 30 points
Intervention/Resources	6@ 40 = 240 points
Presentations	6 @ 10 = 60 points
Parent/family project	1 @ 50 = 50 points
Professional Disposition	1 @ 25 = 25 points
1 article review on PI	1 @ 20 = 20 points
Lit Review	<u>1 @ 100 = 100 points</u>
TOTAL	850 points

1. Submit FE Directed Observation form – Sept. 25th
2. Submit Article Review related to Parent/Family Involvement – Oct. 2nd
3. Successfully pass mid-semester examination – Oct 9th
4. Submit FE Log & Reflection #1 & Co-operating Teacher/profession evaluation– Oct. 9th
5. IRIS Module – Oct 23rd
6. Parent and Family Involvement Project & Presentation DUE – Oct. 30th
7. Research-based Intervention & Resource #1 –Nov. 6th
8. Group Discussion #1 – Nov 6th
9. Research-based Intervention & Resource #2 –Nov. 13th
10. Group Discussion #1 – Nov 13th
11. Research-based Intervention & Resource #3 –Nov. 20th
12. Group Discussion #3 – Nov 20th
13. Research-based Intervention & Resource #4 –Dec. 4th
14. Group Discussion #4 – Dec. 4th
15. Research-based Intervention & Resource #5 –Dec. 11th
16. Group Discussion #5 – Dec. 11th
17. Submit FE Log & Reflection #2 & Co-operating Teacher/profession eval. – December 13th
18. *Research-based Intervention & Resource #6 –Dec. 18th
19. *Group Discussion #6 – Dec. 18th
20. *Submit Overall FE Reflection – Dec. 18th

* See University final examination schedule for final exam schedule.

Fall 2008 Tentative Schedule:**UNIT #1 Foundations & Philosophy**

9-4

Orientation to Course

Teacher Education Model

Pre-professional hours

Introduction Purpose & Rationale for ECSERead: (Bowe) Introduction p. 1-4 & Chapter 2
(DEC) p. 5-19

9-11

Theories of Development and Overview of the ECSE ProfessionRead: (Bowe) Chapter 1 & 2
(DEC) Chapter 1 & 4

9-18

Methods for Conducting Library Research & Scholarship PracticesRead: (Bowe) Chapter 3
(DEC) Chapter 2
Information Literacy session & search and select article about EI for article review #1**UNIT #2 The Laws**

9-25

The IDEARead: (Bowe) Chapter 4
(DEC) p. 5-19, p.289-293**FE Directed Observation Form DUE**

10-2

Family Rights & ServicesRead: (Bowe) Chapter 5
(DEC) Chapter 5**P & F Involvement Article Review DUE (be sure to attach a copy of the article to the review)**

10-9

Mid-Semester Examination Unit #1 & 2**Submit FE Log #1 & Reflection & Co-operating Teacher/Professional evaluation****UNIT #3 ECSE Appropriate Child-Centered Practices**

10-16

Methods

Read: (Bowe) Chapter 6
(DEC) Chapter 4

10-23

Measurement Practices in ECSE: Screening, Evaluation & Assessment

Read: (Bowe) Chapter 7

(DEC) Chapter 3

http://iris.peabody.vanderbilt.edu/activities/case_based/ica-is_this_child_mislabled.pdf activity

10-30

Individual Planning & Technology

Read: (Bowe) Chapter 8 & 9

(DEC) Chapter 4, 6, & 7

Parent and Family Involvement Project & Presentations DUE**UNIT #4****Domains of Development**

11-6

Practical and Ethical Issues in ECSE

Read: (Bowe) Chapter 10

(DEC) p. 295-296

Student-led group discussions

11-13

Communication Development

Read: (Bowe) Chapter 11

Student-led group discussions

11-20

Physical Development

Read: (Bowe) Chapter 12

Student-led group discussions**11-27 Thanksgiving Break**

12-4

Cognitive Development

Read: (Bowe) Chapter 13

Student-led group discussions**Request Cooperating Teacher/Professional Evaluation**

12-11

Social or Emotional Development

Read: (Bowe) Chapter 14

Student-led group discussions**Submit FE Log #2 & Reflection & Co-operating Teacher/Professional evaluation**

12-18 Final Examination session*

Adaptive Development

Read: (Bowe) Chapter 15

Student-led group discussions**Overall FE Reflection DUE**