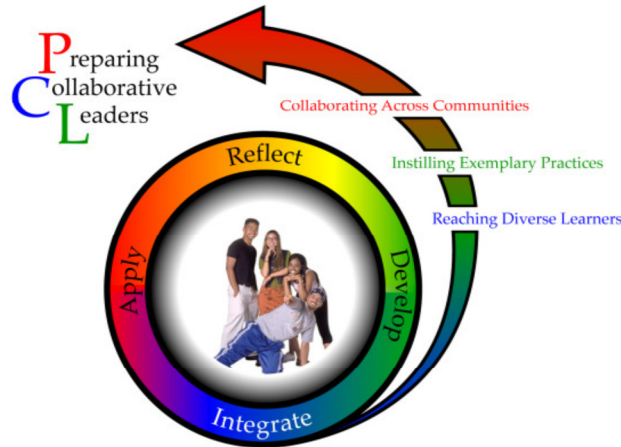


**Department of Special Education
University of Wisconsin-Eau Claire
SPED 220.01**

Introduction to Special Education: Early Childhood
Fall 2011 Meeting times: Thursday 6-8:00 PM HSS 204
Weekly Field Experience Required (2 hours per week)



EXCELLENCE AS A JOURNEY

Instructor: Dr. Cathy Thorsen
Office: HSS 240
Office Hours: W 1-3 PM & R 1-5 PM
Other hours by appointment

Email: Thorseca@uwec.edu
Phone: 715.836.2575

Course Description:

Introduction to early intervention/education for children birth to nine, with developmental delays /disabilities, or are at-risk. Emphasizes history/rationale of ECSE, teacher roles & responsibilities, orientation to eligibility, intervention practices, and parent involvement.
Weekly Field Placement.

Course Objectives:

Objectives	Standards	Liberal Education Learning Goals	Artifacts
Students will differentiate between service delivery and the role of the special educator in birth-to-three and ECSE (3-8)	WTS 1, 2, 3, 4, 5, 6, 7	Creative and Critical Thinking	Exams, class activities
Students will understand the process of Child Find, special education laws, and the identification of children needing ECSE services		Individual and Social Responsibility	Exams, class activities

Students will possess a basic understanding of appropriate means of screening, assessing and evaluation that qualify children for ECSE services	<i>WTS 7</i>	Creative and Critical Thinking	Class activities, course readings, Assessment Module
Students will recognize the difference between typical and atypical development and the variability of normal development, and the implications of delay or disability on the educational process and family systems	<i>WTS 1,4,10</i>	Respect for Diversity among People	Exam, class activities, field experience
Students will understand history, rationale, and current trends in ECSE including play, DAP/IAP, and the use of research-based intervention	<i>WTS 9</i>	Knowledge of Human Culture and the Natural World	Class activities, Field experience & reflection, exams
Students will become familiar with cultural and familial differences with regard to disability and the influence that sociocultural and political contexts have on services and family participation	<i>WTS 1,4,10</i>	Knowledge of Human Culture and the Natural World Effective Communication	class activities, & exams
Students will identify strategies that are effective for working with young children with delays, who are at-risk, or disabling conditions and their families	<i>WTS 9</i>	Respect for Diversity among People Creative and Critical Thinking	Exams, course readings, Disability Awareness children's book

UW-Eau Claire Liberal Education Learning Goals and Learning Outcomes:

- Respect for Diversity Among People
- UW-Eau Claire students will develop skills and knowledge for living in a culturally pluralistic and globally interdependent world
- Knowledge of Human Culture and the Natural World
- UW-Eau Claire students will demonstrate a depth of knowledge about human culture and/or about the natural world. This outcome includes majors in the professional colleges
- UW Eau Claire students will demonstrate a breadth of knowledge about human culture and about the natural world. This outcome will be grounded in general education studies in sciences, mathematics, social sciences, humanities, languages, and the arts
- Creative and Critical Thinking
- UW-Eau Claire students will develop critical thinking skills that can be applied to a range of academic and social contexts. Critical thinking includes general and discipline specific skills and procedures for inquiry, analysis, and synthesis. Critical thinking also includes information literacy and quantitative literacy
- UW-Eau Claire students will develop creative thinking skills that include creative expression and/or creative approaches to problem posing and problem solving
- Effective Communication

- UW-Eau Claire students will write, read, speak, and listen effectively including application to civic and discipline specific contexts. Communicating effectively includes effective team work
- Individual and Social Responsibility
- UW-Eau Claire students will develop skills and values for ethical reasoning and life-long learning
- UW-Eau Claire students will connect their knowledge and skills to social and civic contexts

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.

Required 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.

Additional required readings: These will be made available (e.g., D2L or handouts).

Instructor reserves the right to make adjustments to the content or the schedule as needed based on student needs and/or new information within the field, program modifications, or scheduling conflicts.

My role:

Class session expectations and assignment return:

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 comprehension, application, synthesis, and evaluation 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; written work longer than 2 pages, or approved late or revised work will be returned within 2-3 weeks. All assignments are graded thoroughly and are evaluated on assignment objectives and comprehensiveness as well as technical writing and formal communication skills.

Attendance & Professional Behavior:

Attendance: While attendance is expected (physical presence as well as intellectual engagement), it is recognized that absences are at times unavoidable. If an absence is necessary, the student should take responsibility for contacting her/his instructor(s) as soon as possible to discuss the ramifications of being away from class. In such cases, it is the student's responsibility to notify the instructor as soon as possible of the reason for the absence **and get any missed information from peers and applicable handouts from the instructor**. Assignments due the missed class session are still due ON TIME unless PRIOR permission for late submission has been granted. In some instances, significant personal issues result in the need to seek additional assistance (see *Authorized Absences*). Irregular attendance at your field placement Field Placement and/or missing class or any portion of

sessions that equals two full class sessions may result in a lowered grade or additional work to make sure that content is adequately covered. *Notification of an absence DOES NOT equal an excused absence.*

Authorized Absences

The determination of what constitutes an authorized absence involves a joint effort between the offices of the College Dean and the Dean of Students. Authorized absences include: (1) participation in an approved field trip listed in the catalogue as a requirement for a course in which the student is enrolled; or (2) participation in an authorized extra-curricular activity on the regularly approved calendar of university events [such absences are reported by the Dean to each Department at least 48 hours in advance of the trip or event]; or 3) Labor Day employment; or (4) active military service; or (5) illness

Disposition and Electronics Policy:

Students are also expected to display professional behavior which reflects positively on the reputation of UW-EC, their chosen profession, and most importantly the person who they aspire to be. Therefore, it is expected that all students will be punctual, well organized, reliable and display professional demeanor in attitude, dress, speech, & behavior.

- **Please note:** you must be prepared each week and actively engaged in lectures, presentations, and discussions to receive full credit. Participation in class does not include, reading a magazine, talking with peers, listening to music, surfing the Internet, or using any non-academic electronic devices during class.
 - ****Points will be deducted for distracting/disrespectful behaviors –**
 - **3 points per documented occurrence** and will not require notification**

Assignments and Evaluation Policies:

Due Dates: Students are responsible for having read all assigned readings in advance and to have ready any written work assigned for that due date. **Hard copies of all assignments** will be accepted at the beginning of class. Email is not an acceptable means of submitting an assignment without prior permission.

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, Calibri, or Times New Roman only)
- error-free in sentence construction, grammar, punctuation, spelling, and *Person 1st Language.
- **student name, name of assignment, and the date should appear at the top of the page.**

Late Work: Unless prior permission has been given to the student, **late work will not be accepted/ no credit will be given** for that assignment: Approved late work will receive a grade no higher than 80%: 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 Dr. Thorsen is required. **DON'T ASSUME ANYTHING—no discussion AND written waiver of late assignment penalty, you will lose points.**

SPECIAL 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 religious celebrations and/or holidays that will require absence from class should notify the instructor in writing as soon as possible.

NON-NATIVE ENGLISH SPEAKERS: Eligible students who are non-native speakers of English may request extended test-taking time (time and a half). To determine eligibility, English proficiency is evaluated. Students approved for the accommodation by the Academic Skills Center (for U. S. permanent residents/citizens) or by the Department of Foreign Languages (for international students) must present a verification form to their course instructors. Students must provide verification during each semester at during the first week of that details which accommodation is needed. Verification is valid for one semester.

The accommodation policy does not apply to other forms of evaluation (e.g., papers, projects, group presentations) or to situations in which students must demonstrate clinical or similar skills.

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). ****Unless otherwise specified within the requirements of an assignment, ALL assignments are to be completed individually and be new products created for this course and during the current semester*

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 major assignment** will be based on a rubric developed for that particular assignment, **ALL assignments** will be evaluated upon 1. attention to instructions/detail, 2. thoroughness and accuracy of content, 3. presentation (i.e., written expression, mechanics, spelling, neatness), and 4. submission on date required. Additional grading considerations include attendance (intellectually and physically), late/missing assignments, and inappropriate dispositions or use of electronics.

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 8 through December 23. **Grades will not be rounded up.**

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:

** The use of Person First Language is an absolute must and any paper that does not conform to this requirement will be marked down 10% of the total grade for the assignment.

#1 Field Experience

Field Experience Description

30 hour minimum [2 hours per week] This four-part project is worth 60 pts.

- **Part 1: Field Experience Observation and Assistance.** Students will participate in **30 hours** of field experience in observing and assisting, as appropriate, one or more students from birth through age eight with a developmental delay, identified disability or is in a program for children who are labeled as “at-risk”. This observation may be in a group of children or an individual in an inclusive environment. This will be completed within the public schools or early intervention programs. Dr. Thorsen will locate the field experience sites. Acceptable sites include EI providers, OT, PT, SLP, and ECSE classrooms, APE programs, and Head Start classrooms. *(60 points possible with appropriate documentation of consistent hours throughout the semester and positive co-op evaluations) UP TO 30 points possible (1 point per hour of observation, maximum of 3 points per week of FE).*

- **Part 2: FE summary:** Each student will provide a 2-page summary of the entire field experience (due with FE reflection) (10 points)
- **Part 3: FE 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. TEMPLATE on D2L. (10 points)

#2 Assessment Activity (in-Class & MAY NOT be made up) (20 points) and 3I Reflection (10 points)

- You will participate in a group activity in class related to ethical and appropriate assessment practices and how they impact identification in special education as well as complicating and contextual issues in assessment. You will complete a handout during the activity (activity is collaborative, but **you will turn in an individual handout that YOU complete during the activity**).
- Following the activity, you will write a 3I reflection responding to the following 3 criteria:
 - What new **INFORMATION** did you learn about assessment, Language differences and special education eligibility and ethical decision-making?
 - How has the information in part 1 **IMPACTED** your understanding of the overall topic of ECSE/SPED assessment and eligibility?
 - How will this new information be **INTEGRATED** into your life now and in the future as a teacher/SLP/other professional **and** family member?
 - Each of these sections should be separate and distinct for full credit.

#3 Collaborative Children's Book (Created in pairs)

Book Rationale and Criteria (80 points)

- Communicating to adults and children alike about different disabilities/delays can be a difficult. Children are very open to learning about their classmates and a great way to share information is through children's literature. Your assignment is to write and illustrate a children's book that can be shared with children up to 3rd grade and their families as well as other teachers. The goal of the book is to share information about your assigned disability or delay, as well as to provide resources for interested parents and colleagues.
- Requirements include:
 - a fact-filled story that is between 10-15 pages of story and illustrations;
 - Myths and Facts related to the disability/delay (at least 3);
 - Overview of Person 1st Language;
 - A clinical definition but re-phrased in parent and teacher-friendly language;
 - A glossary of terms related to your topic that includes at least 10 words;
 - 4 informational web sites (URL, name, and brief description [*may not be used for the organization below*]);
 - 3 books for parents or teachers **and** 3 resources for children (books, movies, etc. that feature a person with your assigned disability/delay or a related/co-occurring characteristic);
 - and at least one organization (name, contact information, intended audience, and URL [*must not be included in the informational web sites*]) .
- **Text** must be child-friendly (birth through age 8) and sensitive to their level of understanding
- **Illustrations** may be from clip art, personal drawings, Ellison die cut, photographs, magazine pictures, etc. You will not be evaluated on your artistic ability, but the ability to communicate to young children, parents, and colleagues and that the images correlate with your story and include characteristics of your assigned disability/delay.
- **Book** must have a cover and be durable for classroom use. If you are envisioning the book to read to a small group of children, make sure the images and book-size are appropriate for them to see and interpret. I recommend 8 ½ X 11 but this is not required.
 - **These books WILL NOT be returned as they will be used to build disability awareness libraries for area schools and to be used as examples for future students.**

Book Sharing (20 points)

- The pairs that created the children’s books will be divided into two groups each group member will share the book with ½ of the class. Student will read their informational children’s book to half smaller group and will have 10 minutes to read the story, briefly share their resources, and answer questions.

****Professional attire is required during your presentation and each member of the group should bring a copy of the book to use while reading PLUS the copy that they will turn in.**

Collaboration and assignment process (10 points)

- Each student will identify their participation in the book’s creation and publishing. Basically I want to know what you did to make the book happen. You are to also identify what your peers did to create the book and how the collaboration process worked. You will do this by rating the roles each person played (Likert scale with comments) in several categories as well as briefly clarify any information that the rating scale may not address. I will use this information to assess the collaborative efforts and outcome of the project

#4 Four Unit Quizzes and a Comprehensive Final Exam. (Unit exams are worth 30 points each; The comprehensive Final will be worth 50 points)

- Unit exams will be administered at the beginning of class and will consist of 15 Multiple choice questions. The final exam will include 25 multiple choice questions. Multiple choice questions are written so that students must synthesize and apply the content (much like certification exams) and cover key information from class notes and readings. All exams are **closed book/note exams and unit exams will be only one activity for the class session.**

Grading:

Field Experience (Activity #1) 60 pts

- FE Summary 1 @ 10 = 10 points
- FE Reflection 1 @ 10 = 10 points
- Field Experience hours & evaluation 1 @ 40 = 40 points

Assessment Activity/reflection (Activity #2) 30 pts

- Assessment Act. 1 @ 20 = 20 points
- Assessment Act. 3I Reflection 1 @ 10 = 10 points

Collaborative Children’s Book (Activity #3) 110 pts

- Collaborative Children’s book 1 @ 80 = 80 points
- Book sharing 1 @ 20 = 20 points
- Collaboration ratings 1 @ 10 = 10 points

Quizzes & Exams (activity #4) 170 pts

- Unit Quizzes 4 @ 30 = 120 points
- Final Exam 1 @ 50 = 50 points

TOTAL 360 points

Evaluation of Student Learning	Due Date	Possible Points	Points you earned
FE Observation & Assistance 1 point possible per hour of weekly FE, up to 3 hours of verified attendance per week (includes assistance for entire semester; satisfactory CT evaluation must accompany hour verification log to earn full points. Zero points will be awarded if CT evals. And/or hour log are not turned in and completed correctly including totaling the hours).	Throughout semester <i>*when hours are complete, you <u>do not stop attending until exam week</u>. 2 hours per week is the requirement, not merely 30 hours.</i> *** Class is shortened by 1 hour to allow for 2 hours of FE per week. Evaluation forms due 10/27 and 12/15 Hour log due 12/15	60 Points	/60
FE summary	due 12/15	10 pts	/10
FE reflection	due 12/15	10 pts	/10
Assessment Activity & Reflection **May not be made up	10/20 Activity completed and turned in during	15 pts in-class activity	/15
Assessment Activity 3I Reflection	10/27	10 pts written 3I reflection	/10
Disability Awareness Children's Book	due 12/8	80 pts	/80
Story Sharing	due 12/8	20 pts	/20
Collaboration Rating/eval.	due 12/8	10 pts.	/10
Unit One Quiz	9/29	30 pts	/30
Unit Two Quiz	10/13	30 pts	/30
Unit Three Quiz	11/3	30 pts	/30
Unit Four Quiz	12/8	30 pts	/30
Comprehensive Final Exam	12/22	50 pts	/50
Total Points		360 pts	/360

Fall 2011 Tentative Schedule:

UNIT #1 Foundations & Philosophy

9-8

Orientation to Course

Pre-professional hours (2 hours per week throughout semester)

Introduction Purpose & Rationale for ECSE

Person 1st Language & the “R” word

Read: (Bowe) Introduction p. 1-4 & Chapter 2
(DEC) p. 5-19

9-15

Theories of Development and Overview of the ECSE Profession

Read: (Bowe) Chapter 1 & 2
(DEC) Chapter 1 & 4

9-22

Methods for Conducting Library Research & Scholarship Practices

Read: (Bowe) Chapter 3

9-29

Unit 1 Quiz (covers Bowe chapters 1-3 and DEC Chapters 1, 3, & 4 plus pages 5-19.)

Begin UNIT #2 The Laws The IDEA

Read: (Bowe) Chapter 4

10-6

Family Rights & Services

Read: (Bowe) Chapter 5
(DEC) Chapter 5
P & F readings on D2L

10-13

Unit 2 Quiz (covers Bowe chapters 4-5 and DEC chapter 5)

Begin UNIT #3 ECSE Appropriate Child-Centered Practices

Methods

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

10-20

Measurement Practices in ECSE: Screening, Evaluation & Assessment

Read: (Bowe) Chapter 7
(DEC) Chapter 3

In class assessment activity. BE sure to have read the chapter and be ready to apply the information from the text and supplemental reading provided in class.

Assessment Activity notes due at the end of class (*individuals are responsible for completing the handout and submitting it for an individual grade*) ***This assignment may not be made up.

10-27

Individual Planning & Technology

Read: (Bowe) Chapter 8 & 9
(DEC) Chapter 4, 6, & 7

**Mid-term Co-operating Teacher/Professional evaluation Due
Assessment Activity 3I reflection Due**

11-3

Unit 3 Quiz (covers Bowe chapters 6-9 and DEC chapters 3, 4, 6, & 7)

Begin UNIT #4 Domains of Development

Practical & Ethical Issues

Read: (Bowe) Chapter 10

11-10

Communication, Physical, & Cognitive Development

Read: (Bowe) Chapters 11, 12 & 13

11-17

Collaborative Work time for children's books

11-24

Thanksgiving Break

12-2

Social/Emotional & Adaptive Development

Read: (Bowe) Chapter 14 & 15

12-8

Unit 4 Quiz (Covers Bowe chapters 10-15)

Children's book presentations

All students must present their books. Two groups will be formed for literature circles and each group member will share with ½ of the class. One copy of the book must be turned in to Dr. Thorsen and it will not be returned.

Children's books DUE

Collaborative Process Rating DUE

Teacher/Professional Evaluation and hour log DUE

FE Summary DUE

FE Reflection DUE

Co-operating Teacher/Professional

12-15

Study Day—No Class

12-22 Comprehensive Final Examination—You must pass the exam to pass the course.