

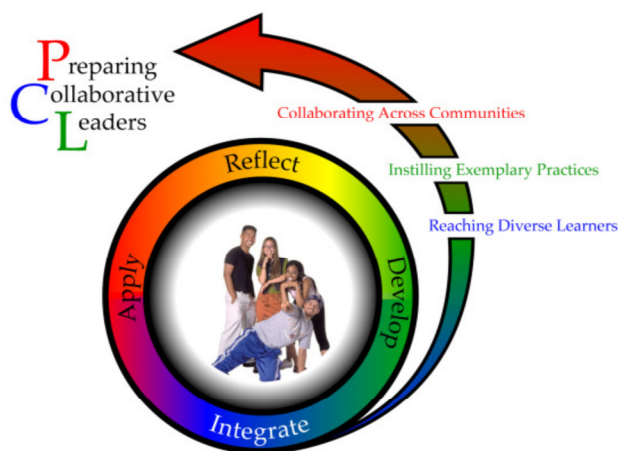
**Department of Special Education  
University of Wisconsin-Eau Claire**

SPED 421/621: *Early Childhood Special Education Methods of Intervention; 3-6 year olds*

Class Meeting times: Mondays from 6-8:45 PM

Concurrent enrollment in SPED 631/431 & SPED 604/404 required. \*Graduate students and those with enrollment exceptions will be required to fulfill a field placement requirement of 30 hours in an approved ECSE/Head Start/ EC4T combo placement during the school day.

SPED 404 students will be in their placements February 20<sup>th</sup> through March 9<sup>th</sup> and April 26<sup>th</sup> through May 11<sup>th</sup>. Unit and Activity Boxes will be implemented during second block of time). If you are not enrolled in SPED 404, an alternate schedule may apply.



EXCELLENCE AS A JOURNEY

**Instructor:** Dr. Cathy Thorsen

**Office:** HSS 240

**Office Hours:** M 12-3; W 10-12 PM; Other hours by appointment

**Email:** [Thorseca@uwec.edu](mailto:Thorseca@uwec.edu)

**Phone:** 715.836.2575

**Course Description:** Methods in Early Childhood Special Education focus is on curriculum and inter/trans disciplinary instructional practices that facilitate cognitive, language/ communication, social-emotional, physical, adaptive skill development and pre-academic learning. (*Emphasis is on instructional practices and intervention strategies for 3-6 year old children with atypical development*)

Objectives:	Standards:	Artifacts:
Students will possess the knowledge and skill to apply the principles and theories of child development and learning theory as well as current trends in early childhood/ early childhood special education to meet the needs of all young children	WTS 2, 3, & 8	Activity box, data collection, unit plan, activity plans

<b>Objectives:</b>	<b>Standards:</b>	<b>Artifacts:</b>
Students will insure child and staff safety and health through environmental arrangements, universal precautions, and proper nutrition/feeding, positioning, and transfer techniques.	WTS 1,2, 3, 4,5, 6, 7,	In-class activities
Students will demonstrate ability to plan and implement developmentally/ individually/functionally appropriate curriculum and intervention strategies through individual and group activities including play, environmental routines, group projects, cooperative learning, inquiry experiences and systematic instruction.	WTS 2, 3	Field Work evaluations, Group/ Individual Embedding Schedules, Class Matrices, Activity Boxes, & Unit Planning
Students will identify student needs based on analysis of differences between normal and present level of development and develop individual and group intervention plans to address them in a developmentally2/individually appropriate manner.	WTS 7	Group/Individual Embedding Schedules, Individual Intervention Plan, Class Matrices, Activity Boxes, & Unit Planning
Students will research, describe and apply methods to facilitate development and insure participation of learners, with an emphasis on play, sensory exploration, social interaction, and enhancing communication skills and independence	WTS 1,4, 10	in-class activities, Individual Intervention Plan
Students will identify, describe, match and apply adaptations in teaching situations that demonstrate understanding of ways to help learners perform and acquire skills.	WTS 2, 3	Group/Individual Embedding Schedules, Individual Intervention Plan& Class Matrices
Students will apply collaboration and intra and transdisciplinary team processes while planning and implementing interventions and monitoring student progress	WTS 9	In-class activities, supplemental readings, and observation of professionals in their field placement
Students will evaluate instruction and monitor progress of young children with atypical development		
Students will participate in ECSE environments including facilitating classroom activities, planning lessons and interventions, and maintain confidentiality of students' personal and educational information		In-class activities, field work, Unit Planning, Individual Intervention Plan, Activity Box, and planning and reflection of teaching and student learning.

### Required Textbooks:

Cook, R. E., Klein, M. D., & Tessier, A. (2008). *Adapting Early Childhood Curricula for Children with Special Needs*, 7<sup>th</sup> ed. Pearson: Upper Saddle River, NJ. **(ADAPT)**

Pretti-Frontczak, K. & Bricker, D. *An Activity-Based Approach to Early Intervention*, 3<sup>rd</sup> Ed. Brookes Publishing: Baltimore, MD. **(ACTIVITY)**

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. **(DEC)**

Wisconsin Model Early Learning Standards **(MELS) FOUND ON D2L**

SPED 421 Course Packet available in the Bookstore for purchase

**Preschool Developmental Expectations (on D2L) (Print and bring to class)**

**Early Childhood building Blocks: Making Math Memorable and Enjoyable. An on-line resource for Ohio Educators. Resources for Early Childhood. Retrieved from [http://rec.ohiorc.org/orc\\_documents/orc/recv2/briefs/pdf/0010.pdf](http://rec.ohiorc.org/orc_documents/orc/recv2/briefs/pdf/0010.pdf) Housed in the Links on D2L. (print and bring to class)**

### **Recommended Supplemental Textbooks & Readings:**

Brazelton, T.B., & Greenspan, S.I. (2000). *The Irreducible Needs of Children: What every Child must have to Grow, Learn, and Flourish*. Perseus Publishing

Hart, B., & Risley, T.R. (1995). *Meaningful Differences in the Everyday Experience of Young American Children*. Brookes Publishing Co.,

Journal of Early Intervention, Division of Early Childhood, the Council for Exceptional Children

MacDonald, J., & Stoika, P. (2007). *Play to talk: A practical guide to help your late-talking child to join the conversation*. Kiddo Publishing, Madison, WI.

Wurm, J.P. (2005). *Working in the Reggio Way: A Beginner's Guide for American Teachers*. Red leaf Press and NAEYC.

Weiss, H., Kreider, H., Lopez, M., Chatman, C. (eds). (2005). *Preparing Educators to Involve Families*. Sage, Thousand Oaks, CA.

Young Exceptional Children, Division of Early Childhood, the Council for Exceptional Children

### **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 (Artifacts: ELL presentation, class matrix, activity plans, activity box, and unit plan).

#### 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 (Artifacts: class matrix, activity plans, activity box, and unit plan).

#### 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 (Artifacts: class matrix, activity plans, activity box, and unit plan).
- UW-Eau Claire students will develop creative thinking skills that include creative expression and/or creative approaches to problem posing and problem solving (Artifacts class matrix, activity plans, activity box, and unit plan).

### 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 (Artifacts: class discussions and presentations).

### Individual and Social Responsibility

- UW-Eau Claire students will develop skills and values for ethical reasoning and life-long learning (Artifacts: progress monitoring, activity box, unit plan).

### **Future teachers, at the end of this class, should hopefully be able to reflect back on their field experience and feel that it has addressed the following Wisconsin Teaching Standards:**

- The teacher understands the central concepts, tool of inquiry, and the structures of the disciplines he or she teaches and create learning experiences that make these aspects of subject matter meaningful for pupils (#1).
- The teacher understands how children with broad ranges of ability learn and to have been able to provide instruction that supports their intellectual, social, and personal development (#2).
- The teacher has the beginning knowledge of various instructional strategies (#4). (Unit Plan, Activity Plans, Intervention and embedding plans).
- Teacher organizes and plans a systematic instruction based upon knowledge of subject matter, pupils, and curriculum goals (#7) Planning and implementing a Unit and intervention plans
- Teacher is a reflective practitioner who continually evaluates the effort of his or her choices and actions on pupils in a learning community (#9). Journal and final reflections

### **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, except for directed observation/reflections 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 **academic English** following APA 6<sup>th</sup> Edition guidelines

- error-free in sentence construction, grammar, punctuation, spelling, and Person 1<sup>st</sup> Language.
- student name and the date should appear at the top of the page (even if there is not a line for it).

**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 Dr. 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.**

**Attendance:** While attendance is expected, 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 some instances, significant personal issues result in the need to seek additional assistance (see *Authorized Absences*). Missing more than two class sessions or any portion of sessions that equal two full sessions may result in a lowered grade or additional work to make sure that content is adequately covered.

#### **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, injury, or emergency of such severity as to prevent the student from being able to attend class.

**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 accommodations in accordance with the requirements for the profession. Adaptations to the curriculum or assignment requirements including reading, presenting, and technical writing expectations **will not** be made.

**Religious Accommodations:** Any student with sincerely held religious beliefs with regard to religious observances and celebrations that take place on class days should notify the instructor in writing as soon as possible.

**Professional Disposition:** As a teacher education student, it is crucial that you learn to think and behave like a teacher in multiple contexts, including course seminars and field placements. As highlighted in the Conceptual Framework you must exhibit collaborative leadership through collaboration across communities, use exemplary practices and reach diverse learners. Part of what this means is that you are conscientious about your words in both content and tone. You demonstrate respect for your peers, the instructor of this course, and the personnel, students and families at the school where you are placed for SPED 404, as well as the course and its content. You read the course materials, apply course content into your teaching, reflect on theory and your ability to impact student learning, and you are prepared daily for creating/modifying an environment in which children can learn, thrive and succeed. Your professional disposition will be assessed throughout the semester through attention to the respectfulness, relevance, and timeliness of all your contributions to the course.

*In addition, classroom decorum for this course **and** give their full attention to the course and the content being presented by the professor, guests, and/or peers. Therefore, **cell phones must be off. Texting, talking while others are talking, or other distracting behaviors will not be tolerated** and will be reflected in the final grade for the*

course. Professional dress is expected for class presentations.

### 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 Sixth 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 (**which may be impacted by professional disposition concerns or inappropriate classroom behavior**). Grades for each assignment will be based on 1. attention to instructions and integration of course content 2. thoroughness and accuracy of content, 3. presentation (i.e., written expression, mechanics, spelling, neatness), and 4. submission on date required. **Many assignments will include a grading rubric to guide the student, however, my constructivist nature requires that I allow you to “create your own learning” which means that I will not tell you exactly what to do, but give you descriptions and criteria for many of the assignments. Others will be very prescribed which will keep the assignment manageable and in a uniform format for ease of evaluation. Either way, it is expected that you have read the course materials and will be guided by best practice presented within them.**

**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 January 24 through May 17.

### 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%

\*grades will not be rounded up, but will be reported as the actual final grade.

### Course Requirements:

1. **Class Matrix (Ongoing; 1 initial and final based on progress and developmental changes)**
  - a. Each student that participates in the classroom while you are present, must be listed. Each student must have at least one **specific** strength listed and updated as the semester progresses.
  - b. As needed, and in comparison with age appropriate general education expectations, list specific needs for each student. If you are in an ECSE or Head Start classroom, you will find that there will be needs in many if not most domains. You will want to **be specific** for full credit since the specifics are what you will use for your planning. You work on needs by using student strengths. Remember, these **needs are based on typical development and what age-mates without disabilities or delays are able to do**. Do not compare the students in and ECSE classroom to each other, but those in a 4-K classroom. Look at the most sophisticated skills in WMELS as well as the other developmental expectations in course materials for guidance.

- c. Matrix should be updated as the semester progresses. Each update must be completed with a different font so that I can tell when/how frequently it was revised. Create a key that shows the different fonts with the dates of the updates.
  - d. As the child makes progress, the needs will change. When one need is no longer a concern, others may be substituted or revised. When this occurs, list the new need as appropriate and cross out the former need using the "strikethrough" feature of Word. DO NOT DELETE IT as this is an indicator of progress.
  - e. The final matrix should be current as of the last day of your placement and include a **minimum of 3 different fonts/dates** when the matrix was updated.
2. **Individual Intervention Guide**
  3. **Individual and Group Embedding Schedules**
    - a. Follow guidelines in ACTIVITY to complete the templates provided
  4. **\*\*\*Unit Plan and Center/Activity Schedule (will be implemented in your Field Placement) Planning grid and Activity Plan drafts, Final draft of Activity Plans, completed implementation and revised plan (turn in revised Unit scope & sequence based on what you actually taught & reflection (Counts in SPED 421/621 & 431/631))**
    - a. Planning grid will be in the form of a chart with the center, domains covered, WI MELS (including ECSE outcomes, domain, subdomain(s) and written indicators), Objectives, and schedule of use (not all centers or activities are available every day, so you need to plan for different center/activities rotating. Some of you will not implement the full unit, but it is part of the assignment is for you to integrate your reading and course content in determining which this applies to and show me that you understand structuring the environment), and the rationale for the schedule (i.e. sequence of skills, available staff to monitor, specials so time doesn't allow, rotation to maintain interest, motor needs, *Plan-Do-Review* sequence, etc).
      - i. Attach a bibliography of at least 10 fiction books, 5 non-fiction books, and one short DVD, one new fingerplay (include description of the movement, words, tune and source (written in *Say-Do Sequence* format as you will be teaching it to the students), and one music CD that is related to the theme and will be used during the unit. **(Chart TEMPLATE AVAILABLE ON D2L, use ADAPT Appendix G as a guide for making things accessible)**
    - b. All domains of development as well as pre-academic skills (numeracy & early literacy as well as those in the *High Scope Curriculum* list on the *Developmental Expectations* handout), must be specifically addressed (bold in Unit scope and sequence indicating skills targeted being sure they follow the progression of skills) throughout the plans and will be cross referenced on your matrix). Creativity, play, movement and music must be embedded into the activities. Activity plans MUST have an overall Unit goal(s) and include objectives and information about individual objectives (from the class matrix and IEP), as well as UDL needs and differentiated instruction/modifications, adaptations, and staff support needs as well as materials needed for implementation. See ADAPT Appendix G
    - c. Implementation will take place in your SPED 404/604 field placement and you will submit 5 complete activity plans and implement the plans between during weeks 4-6 of your field placement.
    - d. Reflection (3I) will be turned in May 11<sup>th</sup>.
  5. **Progress Monitoring for one IEP goal for one child (tied to Individual Intervention Plan and will include the interventions used in the activity boxes and involves developing data collection forms, monitoring progress throughout the routine of the environment and needs to be usable by all staff). 5/11**
    - a. Progress will be monitored based on the interventions implemented and adjustments made to the intervention, environment, materials, and/or staff, as needed based on progress or lack there-of. All data for the semester will be charted and graphed.
    - b. A "3I" Reflection is required to address your understanding of your ability to impact student learning based on data (AKA data-based decision making). Provide a brief description of the project and process followed by the 3Is. The 3Is=**New INFORMATION** learned through this process about your teaching, how the new information has **IMPACTED** your overall understanding of teaching and student learning, and how this has been and will continue to be **INTEGRATED** into your teaching practices).
  6. **Activity Box/Research based interventions organized into Activity Boxes w/picture menu/schedule of activities and data collection system (for 1 child)**
    - a. (You will present your activity box, individual intervention matrix, and assessment in class on the night they are due, so bring everything needed to implement the activities and collect data to class. You will implement them the next time you go to your field placement. Presentations limited to 10 minutes, so be prepared and organized).
  7. **Critical Incident Reflection and presentation (Final Exam) See prompt**

8. Graduate Assignment Each graduate student will research a particular topic related to the course content and will develop and interactive in-service for their peers. This is to be developed as if they are providing a professional development session for their grade level peers or for their ECSE department. The in-service will be 60-75 minutes in length and will include specific criteria \*\*see handout of requirements and what will be turned in, in addition to the in-class presentation)..

Assignments	Undergrad	Graduate
Individual Intervention Plan	25	25
Intervention Activity Boxes/materials/data collection system	50	50
Activity Box Presentations	15	15
Progress Monitoring & Reflection	50	50
Class Matrix (X3) 1X20; 2X 10)	40	40
Individual Embedding Schedule	10	10
Group Embedding Schedule	15	15
Unit Plan and Center/Activity Schedule/resource list	40	40
Unit Activity Plans (X5)	50	50
Critical Incident Reflection & Presentation	50	50
In-class activities and Unit brainstorming/Concept Map	35	35
Graduate Assignment		75
<b>Total Possible Points</b>	<b>500</b>	<b>575</b>

**Tentative Class Schedule\*** The instructor retains the option of revising the schedule and/or requirements of this course based on student needs.

Date of Class meeting	Topics for Discussion & Analysis	Reading to be completed PRIOR to class	Assignments to turn in at the beginning of class
<b>Unit 1: Planning for the Needs of the Learner</b>			
January 23	<ul style="list-style-type: none"> <li>Course Introduction &amp; Orientation</li> <li>Course Map</li> <li>Person 1<sup>st</sup> Language</li> <li>Confidentiality &amp; writing about your experiences.</li> <li>Universal Precautions &amp; Personal and Child Safety</li> <li>Expectations of a beginning ECSE teacher</li> <li>Developmental Expectations of preschoolers prior to kindergarten</li> <li>MELS review</li> </ul>	ADAPT Appendix A, B, C, E Developmental Expectations handout (print and bring to class each week) Bring WMELS book to class	
January 30	<ul style="list-style-type: none"> <li>ECSE</li> <li>Special Needs Programming</li> <li>Assessing needs and making referrals</li> <li>Gold Assessment and content</li> <li>Content Knowledge</li> <li>Facilitating Inclusion</li> </ul>	ADAPT Ch 1 & 3; Appendix A, B, C, D, E, G, & F Developmental Expectations Bring WMELS book to class	Completed Handwriting Worksheets Due (Course Pack pgs 43-145 (odd)  *Bring course pack pages 37, 38 & 55 to class
<b>Unit 2: Intervention Strategies</b>			
February 6	<ul style="list-style-type: none"> <li>Individualized Intervention</li> <li>Conceptual framework and issues related to activity-based interventions</li> <li>Linking Assessment with Intervention</li> <li>Understanding routines</li> </ul>	ADAPT Ch. 4 ACTIVITY Chapters 1,2, 3, 4 & 8 DEC p 5-26 & ch. 2 MELS	

	<ul style="list-style-type: none"> <li>Individual Intervention Guide development</li> <li>Embedded Intervention Schedules and planning</li> </ul>		
<b>February 13</b>	<b>No Class: Dr. Thorsen at ATE Conference</b>		
<b>February 20</b> Field Placement Begins (12-15 hours per week)	<ul style="list-style-type: none"> <li>Implementing Individual Intervention Guides</li> <li>Working as a team to promote student outcomes</li> <li>Issues related to implementation (Activity Plan Format)</li> <li>Writing objectives for lessons/activities</li> </ul>	ADAPT Ch 4 & 5 ACTIVITY Ch 5, 6, & 7 DEC Ch 2 MELS	Bring a copy of the activity plan and matrix from D2L to class.  Bring a functional IEP goal to class for one of the children in your placement (for intervention Guide and Activity/Work Box assignment)
<b>Unit 3: Long- and Short-Term Curriculum Planning</b>			
<b>February 27</b>	<ul style="list-style-type: none"> <li>Unit Planning</li> <li>Scope &amp; Sequence</li> <li>Understanding Routines</li> <li>Child-directed activities</li> <li>Teacher-Directed activities</li> </ul>	ADAPT Ch. 5, 6, & 7 ACTIVITY Ch 2 & 3	<b>Class Matrix #1 due</b> <b>Bring in a Theme for your Unit.</b> Be sure to Collaborate with your CT so you do not have to plan twice. Your final Scope and Sequence and Activity Plans must be for the Unit Theme that you actually implement in April and May.
<b>March 5</b> Week 3 of field placement (12-15 hours per week)	<ul style="list-style-type: none"> <li>Unit Planning Part II</li> <li>Scope &amp; Sequence</li> <li>Using Routines within the Unit (centers &amp; space)</li> <li>Child-directed activities</li> <li>Teacher-Directed activities</li> <li>Putting structure to the Theme</li> </ul>		<b>Brainstorming sheet</b> for theme and organized <b>concept map of Theme</b> based on practice session from last week
<b>Unit 4: Instructional Models</b>			
<b>March 11</b>	<ul style="list-style-type: none"> <li>Milieu</li> <li>Direct/Explicit, embedded explicit</li> <li>Dialogic reading</li> <li>Project Approach</li> </ul>	ADAPT Ch 5 ACTIVITY : Ch 2 & 3 DEC Ch 3, 4, 5, & 6 MELS	
<b>March 19</b>	<b>Spring Break NO Class</b>		<b>March 19</b>
	Classroom Management Establishing Routines Effective Transitions & Universal Design for Learning Music, finger plays, & Movement (Say & Do Sequence review)	ADAPT ACTIVITY DEC Ch 4 MELS Course Packet pages 33- 36 &-41 155	
<b>Unit 5: Promoting Development within the Domains</b>			
<b>March 26</b>	Promoting Social Emotional Development &	ADAPT Ch 6 & 7 ACTIVITY	Unit Plan grid (scope and sequence) & Activity/Center

	Motor and self-help skill Development (sensory integration and adaptive behavior)	DEC Ch 4, 6, & 8 MELS	schedule planning web (Appendix G)
April 2	Communication Skills & Encouraging Cognitive Skills and Literacy  Facilitating Functional Communication skills	ADAPT Ch 8 & 9 ACTIVITY DEC Ch 6, 7, & 8 MELS Supplemental Reading: Functional Communication Supplemental Reading on D2L  Course Pack pgs 11-12	*Graduate project due
April 9	Graduate Presentation related to ELL strategies for preschool age student and ECSE (90 minutes)  Catch-up		5 Unit lesson plans due for review along with copy of up-to-date class matrix  <i>*Matrix as well as individual IEP goals should be reflected in the activity plans in the right hand column and embedding sections</i>
April 16	Activity Box Presentations	Course packet pages pgs. 147-154	Individual Intervention Guide Due  Individual & Group Embedding schedules due
April 23 Week 4 of field placement (12-15 hours per week)	Students with more significant or specific disabilities/delays  Autism, Challenging behavior, ABA, Sensory Integration, PECS, feeding/nutrition, vulnerable populations (homeless, illegal alien, migrant, incarcerated, mental health issues, domestic violence/abuse)	ADAPT p 305-306 DEC Ch 4 MELS Supplemental Readings TBA	Unit Plan implementation begins with revised activity plans based on feedback  Implement Activity Boxes & Collect Data until May 11
<b>Unit 3: Collaboration, Consultation, and Reflective Practice</b>			
April 30 Week 5 of field placement (12-15 hours per week)	Families, caregivers, and Advocates Coaching families Paraprofessionals Facilitating integrated therapy	ADAPT Ch 2 & 10 & Appendix F ACTIVITY Ch 6 & 7 DEC Ch 4, 5, 6 MELS	Revised Activity Plans due (attach 1 <sup>st</sup> draft ). Final Unit Scope & Sequence due with updated information (attach 1 <sup>st</sup> draft )
May 7 Last week of field placement (12-15 hours	Scheduling with peers Meeting with parents Writing progress reports  Critical Incident Reflection Reports (your final		Critical Incident Reflection Due

per week)	exam) see prompt		
<b>May 14 Final Exam Session</b>	<b>Critical Incident Reflection Reports (your final exam) see prompt</b>		<p><b>Intervention Guide Data and progress monitoring (includes graphic of data and professional decision regarding continuing, modifying, or end intervention plan with logical and data-based rationale.</b></p> <p><b>Final Class matrix Progress Monitoring Project due</b></p> <p><b>Unit implementation reflection and assessment of student learning due</b></p>