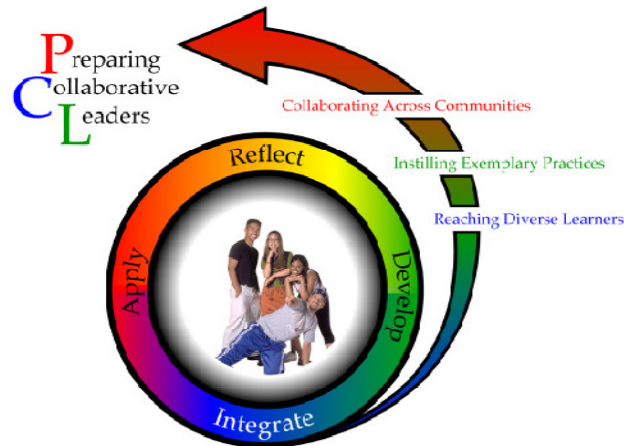


**Department of Special Education
University of Wisconsin-Eau Claire**

SPED 421/621: Methods in Early Intervention
Spring 2009 In-Class Meeting times: Wednesday 6-8:00PM
Weekly Lab hour requirement: 2 hours per week in an approved site



EXCELLENCE AS A JOURNEY

Instructor: Cathy Thorsen

Office: HSS 240

Hours: T 3-5 PM; W 2-3 PM; R 12-2 PM; Other hours by appointment

Email: 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, communication, social-emotional, fine motor (self-help), gross motor development and pre-academic learning.

Objectives:	Standards:	Artifacts:
Students will possess knowledge and skill to insure child and staff safety and health through proper handling of body fluids, carry and transfer techniques.	WTS 1,2, 3, 4, 5, 6, 7, Level (1)	In-class activities, quiz/exam
Students will demonstrate ability to teach children through direct and indirect one-on-one and group activities that have been initiated by children and adults.		Field Work evaluations, Group/Individual Embedding Schedules, Class Intervention Matrices, Work Boxes, & Unit Planning
Students will identify student needs based on analysis of differences between normal and present level of development and develop plans to address them in developmentally appropriate manner.	WTS 7 Level (1)	Assessment/IEP development, Group/Individual Embedding Schedules, Class Intervention Matrices, Work Boxes, & Unit Planning
Students will list, describe and apply methods to facilitate development and insure participation of learners	WTS 1,4, 10 Level (1)	Field work, quiz/exams, in-class activities

Students will identify, describe, match and apply adaptations in teaching situations that demonstrate understanding of ways to help learners perform and acquire skills.		Reading Logs, Group/Individual Embedding Schedules, & Class Intervention Matrices
Students will compare and contrast the roles and responsibilities of team members functioning on an intra and transdisciplinary basis	WTS 9 Level (1)	In-class activities, supplemental readings, and observation/interview of professionals in their field placement
Students will define contraindicated practice, give examples and describe their potential influence when ignored.		
Students will demonstrate critical thinking skills		Throughout the course through in-class activities, field work, and planning and reflection of teaching and student learning.
Students will use library and Internet to locate relevant research		Work Boxes, Graduate Projects,
Students will demonstrate professional oral and written expression skills		Oral Presentations and written assignments

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.

Required Textbooks:

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

Pretti-Frontczak, K. & Bricker, D. *An Activity-Based Approach to Early Intervention*, 3rd 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**

Recommended Supplemental Textbooks & Readings:

Brazelton, T.B., & Greenspan, S.I. (2000). *The Irreducible of 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

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 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, 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.
- Begin working on projects as soon as they are assigned as they are comprehensive of course content, require deep thinking and application of synthesized, research-based information reflecting current best practices in ECSE/ECE.
- 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.
- Always read assignment descriptions thoroughly and frequently to be sure that all competencies are being met.
- Approach class sessions, field experiences, and the required readings and activities with respect for what you can learn and share, regardless of your prior experiences or lack there-of.

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 **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.

Professional Disposition: As an ECSE teacher education student, it is crucial that you learn to think and behave like a teacher in multiple contexts, including this course and field placement. 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, 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 the field placement require that ECSE students attend class and consistently go to their field placement (throughout the entire semester) 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 in vibrate mode and attended to only during breaks. Texting, talking while others are talking, or other distracting behaviors will not be tolerated** and will be reflected in the professional disposition grade for the course. It also means that ECSE students will be **dressed appropriately in field placements** (professional attire is expected and you must be able to move quickly, get messy, and not expose cleavage, stomachs, backs, upper thighs, or under garments) **and 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 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 awarded 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. 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.

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 26 through May 16.

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%

Course Requirements:

- Professional Disposition (includes attendance) See above description of Professional Disposition in addition to the attendance requirement listed here.** Missing every one hour of class beyond one (1) evening (i.e., two hours or one full evening session) will result in a reduction in final grade of one letter grade per absence. Weather (ice and snow) and teacher work responsibilities (parent conferences) will not affect final grade. Students are however required to notify instructor before class. They are required to complete assignments and submit assignments on time.
- Field Experience: Mid-term (March 11) and semester final (May 6) documentation of hours & CT evaluations**
- Full-day Itinerant job-shadowing & service (depending upon need) Scheduled throughout the semester (3 Reflection following job-shadowing)**
- Reading Logs/Field Work Integration (2/18, 3/4, 3/25, 4/8, 4/22, 5/6)**
- Class Intervention Matrix (X3; 1 initial and 2 revisions based on progress and developmental changes) 2/18, 4/1, & 4/29**
- Individual Intervention Matrix & research based interventions organized into Work Boxes w/picture menu/schedule of activities and data collection system (X2 for 1 child) 3/25 & 4/15**
 - (You will present your work boxes, individual intervention matrix, and assessment in class on the night they are due, so bring everything to class and then implement them the next time you go to your field placement. Presentations limited to 5 minutes, so be prepared and organized).
- Individual and Group Embedding Matrices (includes assessment component; initial and revised matrices based on progress and developmental changes) 2/18 & 4/1**
- Unit Plan and Center/Activity Schedule (will be implemented in your Field Placement and may be collaborative) Planning web 2/25, completed plan 3/25 reflection due 5/6**
 - Plan will be in the form of a matrix with the center, domains, WI MELS, 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 you will have available every day, but it is part of the assignment for you to integrate your reading and course content in determining which this apply to), 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, etc). Attached will be a bibliography of at least 10 fiction, 5 non-fiction books, and one short DVD, one new fingerplay, and one music CD that is related to the theme and will be used during the unit. **(MATRIX TEMPLATE WILL BE AVAILABLE ON D2L BY 2/4, use ADAPT Appendix G as a guide for making things accessible)**

- b. All domains of development must be specifically addressed 5 times each (not necessarily in each plan, but throughout the plans and will be cross referenced on your matrix), plus creativity, play, movement and music must be embedded into the activities. Activity plans MUST have an overall goal and include objectives and information about individual objectives (from the class intervention matrix), 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 field placement and you will submit 10 complete activity plans March 25th and implement the plan over the remaining 6 weeks of your field work.
 - d. Reflection (3I) will be turned in May 6 that
9. **Progress Monitoring for one IEP goal for one child (tied to work boxes and involves developing data collection forms, monitoring progress throughout the routine of the environment and will be used by all staff. 4/29)**
- 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.
 - b. A “3I” Reflection is required to address your understanding of your ability to impact student learning based on data. 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 **INTEGEATED** into your teaching practices).
10. **Quiz 2/11 (others as indicated by poor participation or lack of reading)**
11. **Final Exam 5/13**
12. **Graduate Assignment (each graduate student will develop a hands-on in-service related to feeding and oral motor function & pre-linguistic speech or safe lifting and transferring procedures. Each session will be research-based, include a multi-media presentation, video, and handouts and assessment of participant learning and satisfaction with the session, which you develop. The in-service will be 1 hour 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
Professional Disposition	25	25
Field Experience (attendance, evaluations, and documentation of hours)	100	100
Itinerant Job shadowing & 3I Reflection	50	50
Reading Logs/Field Work Integration (X5)	5X25=125	4X25=125
Progress Monitoring & Reflection	50	50
Class Intervention Matrix (X3) 1X20; 2X 10)	40	40
Unit Planning Matrix	40	40
Unit Activity Plans (X10)	100	100
Quiz	20	20
Final Exam	50	50
Graduate Assignment		100
Total Possible Points	600	700

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
January 28	Course Introduction & Orientation Person 1 st Language Confidentiality & writing about your experiences. MELS Introduction Universal Precautions	ADAPT Ch1 ACTIVITY Ch 1 DEC p 5-26 MELS	
February 4	Guest Speakers Routines Based Interview (RBI) Functional IEPs/Activity Based Intervention Itinerant Services	ADAPT Ch 3 & 4 & Appendix I ACTIVITY Ch 2 & 3 DEC Ch 3, 4, 5 MELS	
February 11	IEPs and linking assessment to instruction Writing SMART objectives for IEP and lessons/activities Structuring interventions/activities Structuring the Environment to facilitate learning	ADAPT Ch 5 Appendices A, B, & C ACTIVITY Ch 4 & 5 DEC Ch 3 MELS	Make contact with CT and make at least one visit before class Quiz at the end of class over reading and course content through February 11
February 18	Transdisciplinary Teams: The who, the what, the why, and the how of working with families & professionals	ADAPT Ch 2 & 10 & Appendix F ACTIVITY Ch 6 & 7 DEC Ch 4, 5, 6 MELS	Reading & FE Integration Class matrix #1 Individual/Group Embedding #1
February 25	Research base, conceptual framework and issues related to activity-based interventions & Promoting Social Emotional Development	ADAPT Ch 6 ACTIVITY Ch 8, 9, & 10 DEC Ch 2 MELS	Unit Plan & Activity/Center schedule planning web (Appendix G)
March 4	Communication Skills & Work Box presentations	ADAPT Ch 8 ACTIVITY DEC Ch 4, 6, & 8 MELS	Reading & FE Integration Work Box #1 Presentations
March 11	Communication Skills (part 2) & Motor and self-help skill Development (sensory integration and adaptive behavior)	ADAPT Ch 7 ACTIVITY DEC Ch 6, 7, & 8 MELS	
March 18	SPRING BREAK !!!		
March 25	Graduate Presentations feeding and oral motor function & pre-linguistic speech Safe lifting & transferring in-services	ADAPT Review Ch 7 ACTIVITY DEC Ch 6 & 7 MELS Supplemental Readings TBA	Reading & FE Integration Graduate Projects Unit Plan & Activity/Center schedule (begin implementation next week)
April 1	Encouraging Cognitive Skills and Literacy	ADAPT Ch 9 ACTIVITY	Class matrix #2

		DEC MELS	
April 8	Early Literacy, the Project Approach and meeting learning standards AND IEP goals through emerging curriculum	ADAPT ACTIVITY DEC Ch 4 MELS Supplemental Readings TBA	Reading & FE Integration
April 15	Effective Transitions & Universal Design for Learning	ADAPT Appendix G ACTIVITY DEC Ch 4 MELS Supplemental Readings TBA	Work Box #2 Presentations
April 22	Pre-writing & teaching Handwriting	ADAPT ACTIVITY DEC Ch 4 MELS Supplemental Readings TBA	Reading & FE Integration
April 29	Arranging the Environment, Classroom Management, & pocket charts 101	ADAPT Review Ch 5 ACTIVITY DEC Ch 4 MELS Supplemental Readings TBA	Class matrix #3 Progress Monitoring Project
May 6	The Primary Classroom	ADAPT ACTIVITY DEC Ch 4 MELS Supplemental Readings TBA	Reading & FE Integration Unit implementation reflection and assessment of student learning
May 13			Final Exam