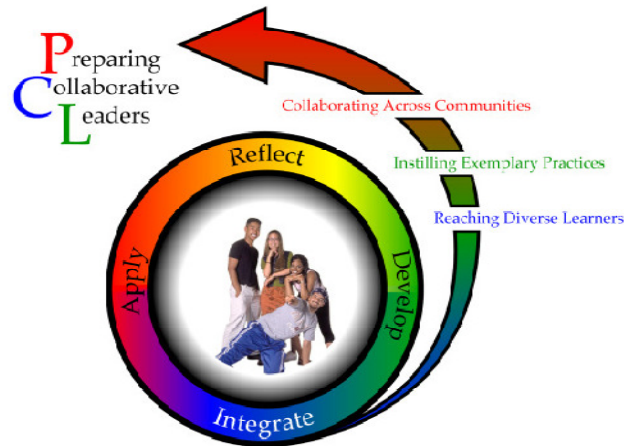


**Department of Special Education  
University of Wisconsin-Eau Claire**

**SPED 426/626: Intervention with Atypical Infants-Toddlers (Birth-to-Three)**

**Spring 2009 In-Class Meeting times: Thursday 6-8:20PM**

**Weekly Lab hour requirement: 1 hour 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**

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**Phone: 715.836.2575**

**Course Description:** Course examines general development of infants and toddlers, screening and assessment methods for detecting significant developmental delays, specific disability areas, best practices for family/caregiver involvement and intervention in infant-toddler programs, service coordination, and transition practices from a Birth to 3 program.

| Objectives:   | Standards:             | Artifacts:   |
|---|------------------------|--|
| Promote understanding of the scientific, moral, and legal rationale for comprehensive community based and family centered early intervention for very young children and their families | WTS 10<br>Level (1)    | In-class activities  |
| Facilitate development of critical thinking, problem solving, scholarship and professional skills and dispositions  | WTS 9                  | Field Work evaluations, Article reviews/discussions, research project, assignment completion |
| Increase knowledge and understanding about disabling conditions, including their etiology, prognosis and "best" early intervention practices  | WTS 2 & 3<br>Level (1) | In-class activities, research project, Article abstracts                                     |
| Demonstrate understanding of components of and practices in the preparation of Individualized Family Service Plans  | WTS 8<br>Level (1)     | IFSP workshop/IFSP   |
| Promote knowledge and understanding of principles and practices associated with effective early intervention in natural and least restrictive environments                              | WTS 4<br>Level (1)     | In-class activities, supplemental readings, and Field Experiences                            |
| Foster the acquisition of knowledge about central early   | WTS 1, 2, 3,           | Research project, article abstracts,   |

|   |                     |  |
|---|---------------------|--|
| intervention practices: a) screening and assessment, b) family centered practice, c) parent/caregiver collaboration, d) embedded intervention, e) natural environments, f) delivery practices, g) service coordination, h) transitions, i) inter-disciplinary and agency cooperation, and j) evaluation of intervention practices | 4, 5, 6, 7, 8, & 10 | in-class activities, field experiences |
|---|---------------------|--|

### 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. Creative & Critical Thinking.
4. Effective Communication.
5. Individual and Social Responsibility

Students may select one or more of the artifacts required to meet the goals of this course to demonstrate their development and performance for the Baccalaureate 3, 4, or 5, and/or Wisconsin Teaching Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

### Required Textbooks:

Chen, Deborah (2008). *Early Intervention in Action: Working Across Disciplines to support Infants with Multiple Disabilities and Their Families*. Brookes Publishing: DVD Textbook

Miller, K. (2005). *Simple Steps: Developmental Activities for Infants, Toddlers, and Two-Year-Olds*. Pearson: Upper Saddle River, NJ.

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)

### 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 5<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.

**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 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. 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:

- 1. 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.
- 2. Field Experience: Mid-term (March 12) and semester final (May 7) documentation of hours & CT evaluations**
- 3. Field Work Reflection (4/19, 4/23 (OT/PT/SLP), 5/7 One for each placement**
- 4. Article Abstracts & Discussions.** Students will create an abstract for an assigned topical article and develop 1-2 potential discussion questions. Instructor will randomly ask students to share their summaries and potential discussion questions to the class when they are due. All students will hand in their write-ups. Assigned articles and write-ups **due 2/12, 2/19, 3/26, 4/2 & 4/ 16**
- 5. IFSP March 12**
- 6. Activity/Play session plans (2: sensory, 2: language, 2: social/emotional, your choice of 2 additional activities in fine/gross motor, cognitive, creative development) Be sure to label each plan by category**
  - Infant & Toddler family play sessions (X4 Activity Plans & ASQ (X2))
    - Implementation will take place in your field placement and you will submit 4 complete activity plans
    - ASQ administration at the beginning and the end (in addition to the play sessions)
  - Center-based Activity plans (target 1 child but plan for all w/ teacher facilitating; X 4 Activity Plans)
    - Implementation will take place in your field placement and you will submit 4 complete activity plans
- 7. Research Paper/presentation/brochure**
  - A research paper will be prepared related early intervention for one of the following identified disabilities or conditions that qualify children and their families for early intervention: Down syndrome, cerebral palsy, autism (ASD), developmental delay (i.e. multiple risk factors including low SES, parent w/disability, or low maternal educational level and low assessments, low birth weight), hearing impairment, visual impairment, Spina Bifida, FAS, SF, orthopedic impairment, language delay, premature birth, prenatal drug exposure, other as approved by instructor or family systems theory and its application to EI.
    - Paper will follow STRICT APA 5<sup>th</sup> ed. formatting including a title page, running head, abstract, literature review and discussion, and appropriate reference page.
    - Minimum of 10 academic, research articles must be used and cited within the text of your paper.

- b. Students will prepare a 12-15 minute formal presentation using PowerPoint to present the information from their research. The presentation MUST include references from your articles as well as include information from the discussion.
  - i. Your presentation will be graded on organization, oral presentation, accuracy of the information provided, as well as the quality of the PowerPoint, personal appearance, and the total length of the presentation (>15 minutes deduct 10 points; < 12 minutes deduct 10 points)
- c. The student will present a brochure with key information, 2 web resources (w/brief descriptions), and 2 books that provide information and/or resources for families and professionals. Brochure will be graded on aesthetics, synthesis of key information from your paper (include citations for information), inclusion of graphics to increase interest, and quality of web sites and additional resources.

**8. Graduate Assignment TBA as needed**

| <b>Assignments</b>   | <b>Undergrad</b> | <b>Graduate</b> |
|--|------------------|-----------------|
| Professional Disposition                                       | 25               | 25              |
| Field Experience (attendance and documentation of hours)       | 40               | 40              |
| Field Work Reflections (X3@ 25)                                | 75               | 75              |
| Article Abstracts (X5 @ 25)                                    | 125              | 125             |
| IFSP   | 50               | 50              |
| Infant & Toddler family play sessions Activity Plans (X4 @ 10) | 40               | 40              |
| ASQ (X2)   | 20               | 20              |
| Center based Activity Plans (X4 @ 10)                          | 40               | 40              |
| Research Paper   | 50               | 50              |
| Brochure   | 20               | 20              |
| Research Presentation  | 15               | 15              |
| <b>Graduate Assignment</b>                                     |                  | <b>100</b>      |
| <b>Total Possible Points</b>                                   | <b>500</b>       | <b>600</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 |
|-----------------------|--|--|--|
| January 29            | Course Introduction & Orientation<br>Person 1 <sup>st</sup> Language<br>Confidentiality & writing about your experiences.<br>How to write an abstract & prepare for discussion   |  |  |
| February 5            | Developmental Overview<br>Prenatal to age Three<br><br>Patterns and Reflexes   | Chen NONE<br>Miller NONE<br>DEC Ch 4<br>Supplemental Reading<br>Child development<br>PowerPoint slides on D2L                  |  |
| *February 12          | Birth Complications, Prenatal and Perinatal causes of delay and disabilities   | Chen NONE<br>Miller NONE<br>DEC NONE<br>Supplemental Reading<br>Teratogen Article<br>abstract/discussion #1<br>articles on D2L | abstract/discussion #1:<br>Teratogen Article     |
| *February 19          | What is Birth-to-Three?<br>The Laws<br>Models<br>Birth-to-Three in Wisconsin   | Supplemental Reading El<br>Article abstract/discussion #2<br>articles on D2L   | abstract/discussion #2: El<br>Article            |
| **February 26         | IFSPs and linking assessment to intervention   | DEC Ch 3<br>Guest Speaker IFSP development<br><br>**Absence = reduction of final grade by ONE FULL letter grade                |  |
| March 5               | Assessment of Infants & Toddlers ASQ, AEPS, Brigance, and the Battelle<br><br>Writing SMART objectives for lessons/activities<br><br>Structuring interventions/activities: Creating Activity Plans<br><br>Structuring the Environment to facilitate learning | Chen Module 9<br>Miller Introduction & Chapters 11 & 5<br>DEC Ch 3, 4, & 5<br>Supplemental Reading<br>NONE                     | Begin Field Experience in 1 <sup>st</sup> site   |

|           |   |   |  |
|-----------|---|---|--|
| March 12  | <p>Collaborating with families of infants and toddlers with delays<br/>Family Systems Theory</p> <p>Teaching families to scaffold learning and development</p>  | <p>Chen Module 1<br/>Miller Chapter 14, Appendix<br/>DEC Ch 6<br/><b>Supplemental Reading</b><br/>Weiss et al. pages XXX,<br/>Family Systems Theory<br/>Articles, and Bronfenbrenner<br/>on D2L</p> | IFSP due   |
| March 19  | <b>SPRING BREAK !!!</b>   |   |  |
| *March 26 | <p>Transdisciplinary Teams: The who, the what, the why, and the how of working with families &amp; professionals</p> <p>Social &amp; Emotional Competence and Coaching and teaching appropriate behaviors</p> | <p>Chen <b>NONE</b><br/>Miller Chapters 1 &amp; 10<br/><b>Supplemental Reading</b><br/>Diversity, Culture, &amp; Class<br/>Article on D2L</p>   | Article abstract/discussion #3: Diversity, Culture, & Class                                |
| *April 2  | Approaches to Home Visits   | <p>Chen Module 2<br/>Miller <b>NONE</b><br/>DEC Ch 4<br/><b>Supplemental Reading</b><br/>Attachment Articles on D2L</p>   | Abstract/discussion #4: Attachment   |
| April 9   | Infant & Toddler Communication and the Role Caregivers Play   | <p>Chen Module 3<br/>Miller Chapter 2<br/>DEC Ch 3 &amp; 4<br/><b>Supplemental Reading</b><br/><b>NONE</b></p>  | <p>Field Experience reflection #1</p> <p>Begin Field Experience in 2<sup>nd</sup> site</p> |
| *April 16 | Sensory Processing  | <p>Chen Module 4 &amp; 5<br/>Miller Chapter 7<br/>DEC Ch 3 &amp; 4<br/><b>Supplemental Reading</b><br/>Sensory Processing Article on D2L</p>  | Article abstract/discussion #5: Sensory Processing articles                                |
| April 23  | Motor Development & Physical Disabilities   | <p>Chen Module 6<br/>Miller Chapters 3 &amp; 4<br/>DEC Ch 3 &amp; 4<br/><b>Supplemental Reading</b><br/><b>NONE</b></p>   | OT/PT/SLP observation/reflection due   |
| April 30  | <p>Vision Development &amp; Visual Impairment</p> <p>Hearing Loss</p>   | <p>Chen Module 7 &amp; 8<br/>Miller<br/>DEC Ch 3 &amp; 4<br/><b>Supplemental Reading</b><br/><b>NONE</b></p>  | Research Papers DUE  |
| **May 7   | Presentations 1-8   | **Absence = reduction of final grade by ONE FULL letter grade   | <p>Field Experience Reflection Due 2<sup>nd</sup> site</p> <p>Research Presentations</p>   |
| **May 14  | Presentations 9-14  | **Absence = reduction of final grade by ONE FULL letter grade   | Research Presentations   |