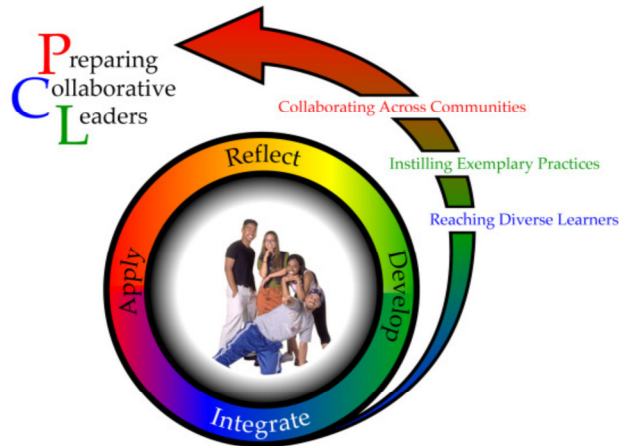


Department of Special Education
University of Wisconsin-Eau Claire

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

Spring 2012 In-Class Meeting times: Thursday 6-8:30 PM

Weekly Field Experience requirement: 1-2 per week in an approved site (15 hours total)



EXCELLENCE AS A JOURNEY

Instructor: Dr. Cathy Thorsen

Office: HSS 240

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

Email: Thorseca@uwec.edu

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	Course readings and discussions, In-class activities
Facilitate development of critical thinking, problem solving, scholarship and professional skills and dispositions	WTS 9	Digital Story production, research project, critical reflection
Increase knowledge and understanding about disabling conditions, including their etiology, prognosis and "best" early intervention practices	WTS 2 & 3	Course readings and discussions, In-class activities, research project
Demonstrate understanding of components of and practices in the preparation of Individualized Family Service Plans	WTS 8	IFSP workshop/IFSP, Assessments
Promote knowledge and understanding of principles and practices associated with effective early intervention in natural and least restrictive environments	WTS 4	Course readings, In-class activities, Field Experiences, digital story project, critical reflections, Research project
Foster the acquisition of knowledge about central early intervention practices: a) screening and assessment, b) family centered practice, c) parent/caregiver collaboration, d) embedded intervention, e) natural environments, f) delivery	WTS 1, 2, 3, 4, 5, 6, 7, 8, & 10	Research project, in-class activities, field experiences, Digital Story production

practices, g) service coordination, h) transitions, i) inter-disciplinary and agency cooperation, and j) evaluation of intervention practices		
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Required Textbooks:

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

Cook, R. E. & Sparks, S. N. (2009). *The Art and Practice of Home Visiting: Early Intervention for Children with Special Needs & Their Families*. Baltimore: Brookes Publishing

Lambert, J. (February 2007). *Digital Storytelling Cookbook*. Center for Digital Storytelling: Digital Diner Press. (available on D2L)

Rush, D. D. & Sheldon, M. L. (2011). *The Early Childhood Coaching Handbook*. Baltimore: Brookes Publishing

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)**

Required Readings:

Delpit, L. (2006). Lessons from teachers. *Journal of Teacher Education*, 57(3), 220-231.

Gay, G. (2002). Culturally responsive teaching in special education for ethnically diverse students: Setting the stage. *Qualitative Studies in Education*, 15, 613-629.

Harry, B. (2002). Trends and issues in serving culturally diverse families of children with disabilities. *The Journal of Special Education*, 36, 131-138.

Hasslen, R. C. & Bacharach, N. (2007). Nurturing multicultural competence in an early childhood graduate teacher licensure program. *Action in Teacher Education*, 29(1), 32-41.

Horton-Ikard, R. (September 2006). The influence of culture, class, and linguistic diversity on early language development. *ZERO TO THREE*, 6-10.

Kidd, J.K., Sanchez, S. Y., & Thorp, E. K., (2008). Defining moments: Developing culturally responsive dispositions and teaching practices in early childhood preservice teachers. *Teaching and Teacher Education*, 24, 316-329.

Kidd, J.K., Sanchez, S.Y., & Thorp, E.K. (2004). Gathering family stories: Facilitating preservice teachers' cultural awareness and responsiveness. *Action in Teacher Education*, 26, 64-72.

Lim, C & A'ole-boune, A. (2005). Diversity competencies within early childhood teacher preparation: Innovative practices and future directions. *Journal of Early Childhood Teacher Education*, 26, 225-238. doi: 10.1080/10901020500369803.

McIntosh, P. (1998). White privilege and male privilege: A personal account of coming to see correspondences through work in women's' studies. Wellesley College Center for Research on

Women; Working Paper 189.

Sanchez, S. (1999). Learning from the stories of culturally and linguistically diverse families and communities: A sociohistorical lens. *Remedial and Special Education* 20(6), 331-359.

Additional topical Articles as assigned (available on D2L)

Additional Required Materials:

Headphones and microphone for use with Illuminate and to produce the Digital Story.

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

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.

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

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: cultural identity and cultural competence projects and reflection paper).

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: cultural identity project, movie project, presentations, and reflection paper).
- 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 (Artifacts: movie project, presentations, and reflection paper).

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: activity planning, vignettes, movie project, research paper/brochure and presentation, and reflection paper).

- UW-Eau Claire students will develop creative thinking skills that include creative expression and/or creative approaches to problem posing and problem solving (Artifacts: presentations, movie project, and reflection paper).

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: exams and quizzes).
- UW-Eau Claire students will connect their knowledge and skills to social and civic contexts (Artifacts: discussion board postings, movie project, and reflection paper).

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). Research paper, field experiences activities/lessons, cultural competence and cultural identity project.
- 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). (vignettes, course reading, Field experience and activity planning).
- The teacher has the beginning knowledge of various instructional strategies (#4). (vignettes, course reading, Field experience and activity planning).
- Teacher organizes and plans a systematic instruction based upon knowledge of subject matter, pupils, and curriculum goals (#7) Activity planning
- 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 6th 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 (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 16.

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

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. **Building Parent and Family Rapport Digital Story**
 - a. **production**
 - b. **Presentation & reflection**
2. **Cultural Identity and competence**
 - a. **Family genogram/sociogram**
 - b. **White Privilege interview**
3. **Vignettes Due**
 - a. Students will respond in writing to prompts prior to class. These prompts are intended to help students integrate theory and practice and will help to synthesize the readings from the DEC, the Chen Modules and the Cook and Sparks text. A hard copy of the responses will be submitted in class and will be used for in-class discussion and deeper synthesis and evaluation on the due the corresponding date.
 - i. **Vignettes are located on D2L**
4. **IFSP**
5. **Planned activities and IFSP goal support in an childcare setting with a child 0-3 years old with a developmental delay or identified disability.**
 - a. Infant & Toddler play/intervention sessions 10 weeks or 5 weeks @ 2X per week & ASQ (X2 beginning and end)AND ASQ-SE (X1 completed at the beginning) (Complete by ASQ #1 and ASQ-SE due April 7th or ASQ #2 due May 10th) Attach ASQ #1 to #2 for comparison.
 - i. For each session you will write an objective for your interaction and what you plan to work on with the child, complete SOAP notes (format on D2L), and write what you think would be a next step for the next visit based on observation and the child's IFSP goals.
 - ii. ASQ administration at the beginning (Due 2nd week of field exp) and the end (in addition to the play sessions; attach the first ASQ for comparison)
 - iii. ASQ-SE administered at the beginning of the field experience (so it may be used for activity planning if needed) **Due 2nd week of field experience**
 - iv. Reflection of experience **Due May 10th**
 1. **Address the following in your reflection:**
 - a. **What did I learn about interacting with very young children in the child care setting with paid caregivers and other children present and the skill needed to coach the child care teachers in the play session?**
 - b. **How does this aid in my understanding of the role of the Birth-to-Three teacher in the early intervention process and the skills that are needed to be effective in various settings for intervention?**
 - v. **How did this experience contribute to my professional development and what do I still feel I need to learn more about before student teaching in Birth-to-Three?**
6. **Research Paper/presentation/brochure [Paper and Brochure DUE March 15th; PowerPoint and Presentations DUE on assigned presentation date March 29th**
 - a. A research paper will be prepared related early intervention for an identified disability or condition, or a resource-related topic that would be appropriate for individuals, professional, and families involved in early intervention.
 - i. Paper will follow STRICT APA 6th ed. formatting and include a title page, running head, abstract (100 words or less summarizing your content), and **two distinct sections with headings**; literature review/synthesis (like in a journal article) and discussion (what does it mean in the context of EI?), and appropriate reference page with all cited sources in APA format. **NOT MORE THAN 10 total Pages in length.**
 - ii. Minimum of 10 academic, research articles must be used and cited within the text of your paper.
 - b. Students will prepare a 7-10 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 (>10 minutes deduct 5 points; < 7 minutes deduct 5 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. **Copies of the brochure will be given to each student in the course (emailed to/from off-campus students the day before the presentation)**

7. Graduate Assignment TBA as needed

Assignments	Undergrad	Graduate
Digital Story Production	100	100
Digital Story Presentation and reflection	25	25
Family genogram/sociogram	20	20
White Privilege survey	20	20
Field Work Reflections (X2@ 25)	50	50
Vignettes (written responses X4@20)	80	80
IFSP	50	50
Play/intervention sessions Goals, SOAP notes and plan visit reports (X10 @ 5)	50	50
ASQ (X2)	20	20
ASQ-SE	10	10
Center based Activity Plans and visit reports(X4 @ 10)	40	40
Research Paper	50	50
Brochure	20	20
Research Presentation	15	15
Graduate Assignment		100
Total Possible Points	550	650

USING THE DVD TEXT

Load the disk and then open the PDF labeled Modules. Read the text and view the corresponding video clips for the assigned module(s) as you encounter them within the reading. Read the entire Module content as assigned. You may save these Modules to your computer or print them if it makes reading them easier.

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 26	Course Introduction & Orientation Person 1 st Language Confidentiality & writing about your experiences. Home visiting: historical perspectives and current trends	Syllabus Cook & Sparks Chapter 1	
February 2	Developmental Overview Prenatal to age Three Patterns and Reflexes	Cook & Sparks Appendix pages 252-258 Chen NONE Miller NONE DEC Ch 4 Supplemental Reading Child development PowerPoint slides on D2L	
February 9	Birth Complications, Prenatal and Perinatal causes of delay and disabilities Birth Complications, Prenatal and Perinatal causes of delay and disabilities continued.	Cook & Sparks pages 252-258 Supplemental Reading Teratogen Articles on D2L <i>Prenatal Development</i> <i>Smoking, Drinking & Pot Teratology of Autism</i> <i>Prenatal Drug Exposure</i>	
February 16	What is Birth-to-Three? The Laws Models Birth-to-Three in Wisconsin In-class discussion of Vignette Courageous Conversations & "Circles of our Multicultural Selves" Personal Cultural Identity	Cook & Sparks chapter 2 Chen Module 1 & 2 Supplemental Reading EI Articles on D2L <i>Why Children enter EI</i> <i>On the Job Practices...</i>	Vignette #1 Due

**February 23	Building Home Visitor –Family Relationships Interacting with Diverse Families and Sharing our Story	Cook & Sparks chapter 3 “Lessons” Delpit article on D2L “Culturally responsive teaching in SPED” Gay article on D2L “Defining moments” Kidd article on D2 Supplemental Reading “Trends & Issues” Harry article on D2L “Diversity competencies” Lim & A’ole-Boune article on D2L “Nurturing multicultural competence in ECE” Hasslen & Bacharach article on D2L “Learning from stories” Sanchez Article on D2L “White Privilege” article on D2L	Reference page for research paper due (based on assignment and resources found in library session last week Family Genogram
March 1	Courageous Conversations Images & discussion Introduction to Digital Storytelling	“The influence of culture, class...” Horton-Ikard article on D2L Digital Storytelling Cookbook (on D2L) “Gathering family stories” Kidd & Sanchez article on D2L	Daily Effects of White Privilege interview due.
March 8	Assessment of Infants & Toddlers ASQ, AEPS, Brigance, HELP, and the Battelle Structuring interventions/activities: Creating Activity Plans Structuring the Environment to facilitate learning	Cook & Sparks chapter 4 Chen Module 2 DEC Ch 3, 4, & 5 Supplemental Reading NONE	Vignette #2 Due Begin Field Experience in 1st site BRING MILLER text to class
March 15	Collaborating with families of infants and toddlers with delays Family Systems Theory Introduction to coaching	Cook & Sparks chapters 5 & 6 Chen Module 1 Rush & Sheldon chapters 1, 2, & 3 DEC Ch 6	ALL Research papers and brochures due
Spring Break No Class			
March 29	Research Presentations	Cook & Sparks chapter 6 Chen Modules 4, 5, 6, 7 & 8	PowerPoint and Presentations
April 5	Teaching families to scaffold learning and development The finer parts of Coaching	Cook & Sparks chapters 6 Chen Module 1 Rush & Sheldon chapters 4, 5, 6, & 7 DEC Ch 6	Vignette #3 Due

April 12	<p>Special Family Challenges Knowing and accessing Community resources</p> <p>Digital Storytelling part 2 Story circles</p>	Cook & Sparks chapters 7	<p>Special Family Challenges Knowing and accessing Community resources Draft of personal narrative</p>
April 11	Digital Storytelling Technology Lab		Bring microphone and headphones to class
April 19	<p>IFSPs and linking assessment to intervention</p> <p>Infant Mental Health</p>	<p>Supplemental Reading Article on D2L <i>Moving from Assessment Information to the IFSP</i> <i>Building Strong Foundations: Practical Guidance for Promoting the Social-Emotional Development of Infants & Toddlers</i></p> <p>DEC Ch 3</p>	
April 26	<p>Digital Storytelling Lab</p> <p>Compiling your images, locating and inserting music soundtrack and sound effects into Audacity file, aligning soundtrack and images</p>		
May 3	<p>Transdisciplinary Teams: The who, the what, the why, and the how of working with families & professionals</p> <p>Personal Concerns of the Home Visitor Laws, Safety, Boundaries, and Organization</p>	<p>Cook & Sparks chapter 8 & 9 Rush & Sheldon chapters 7, 8 & 9 Chen NONE Supplemental Reading on D2L</p>	Vignette #4 Due IFSP Due
May 10	Digital Story Presentations		
May 17	Digital Story Presentations Final EXAM Session		