

Applications of a Linked System I
College of Education, University of Oregon
Syllabus – Fall 2007

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Course Credits:	2	Phone:	346-2599
Location:	Room 161 CSB	Office:	303 CSB
Day/Time:	Tuesday 2:00–3:50 pm	Office Hours	By appointment



Course Description

Applications of a Linked System I is the first of two courses designed to provide opportunities for students to implement activities that will increase their understanding of a linked approach to providing early intervention services. Students complete Applications of a Linked System I in Fall term and Applications of a Linked System II in Winter term. The mission of the two-course sequence is to provide a foundation for the understanding of the components of the linked system, how they influence one another, and how they are implemented within a best practice model for early intervention/early childhood special education. Activities and assignments in both courses lead to the completion of the first sample of teaching evidence required by Oregon's licensing agency, the Teacher Standards and Practices Commission (TSPC). TSPC requires that students prepare two samples of their teaching in order to receive an initial teaching license and EI/ECSE endorsement. The two *Teaching Samples* are a way of reflecting a beginning teacher's knowledge of the teaching process and their ability to teach.

Required Reading

To purchase:

1. Application of a Linked System I Reading Packet. (*Purchase at UO Bookstore*)
2. Bricker, D. (2002). *Assessment, evaluation, and programming system for infants and children* (2nd edition). Baltimore: Paul Brookes Publishing. (*Purchase from EIP*)
3. Pretti-Frontczak, K., & Bricker, D. (2004). *An activity-based approach to early intervention* (3rd edition). Baltimore: Paul Brooks Publishing. (*Purchase from EIP*)

On reserve:

McLean, M. & Crais, E. (2004). Procedural considerations in assessing infants and preschoolers with disabilities. In M. McLean, M. Wolery, & D. Bailey, (Eds.), *Assessing Infants and Preschoolers with Special Needs* (3rd ed., pp. 45-70). Upper Saddle River, NJ: Pearson Education, Inc.

Wolery, M. (2004). Monitoring children's progress and intervention implementation. In M. McLean, M. Wolery, & D. Bailey, (Eds.), *Assessing Infants and Preschoolers with Special Needs* (3rd ed., pp. 545-581). Upper Saddle River, NJ: Pearson Education, Inc.

Course Objectives

1. Students will collect, interpret, and summarize information from children's records.
2. Students will assess children using the Assessment, Evaluation, and Programming System (AEPS).
3. Students will select and create goals and objectives for their focus child's IFSP.
4. Students will create individualized intervention plans and goal matrices based on goals and objectives designed for their focus child.
5. Students will create data collection tools to be used to evaluate intervention with focus child during Winter term.

Course Competencies

Typical and Atypical Development

- 2.6 Interprets available child and family histories and reports concerning young children

Infant, Toddler, and Preschool Assessment

- 3.3 Demonstrates best practice in the administration of norm-referenced, criterion referenced, and curriculum based assessment instruments for screening, diagnosis, program planning, and child progress and program evaluation purposes.

Design of Intervention

- 5.1.1 Prioritizes early intervention needs based on child's history, developmental age, family resources and preferences, and the recommendations of the interdisciplinary team.

Evaluation of Intervention

- 7.1 Produces accurate and comprehensive documentation of child progress and family outcomes, including recommendations for referral, continued services, transition, or termination of services

Practicum Competencies

Foundations in Early Intervention

- 1.1 Demonstrates professional behavior by adhering to the legal and ethical standards specified in the laws governing Early Intervention/Special Education and DEC and NAEYC codes of conduct.

Infant, Toddler, and Preschool Assessment

- 3.1 Collects, interprets and summarizes in writing information from available records of children in the program.
- 3.2 Administers criterion referenced assessment (e.g., curriculum-based assessment instruments) for program planning and child progress.
- 3.4 Individualizes and adapts the assessment procedures to meet the special needs of the child, the family and the members of the child's team.

- 3.5 Involves the family as a member of the child's team in the assessment of their child.
- 3.6 Interprets evaluation information based on assessment, observation and parent report and writes summary.

Family Involvement

- 4.2 Demonstrates professional written and verbal communication skills that enhance interaction with family members.

Design of Intervention

- 5.1 Based on appropriate assessment information, student writes measurable and observable goals with corresponding long and short-term behavioral objectives, which include recommendations of the child's team and the priorities of the family.
- 5.3 In collaboration with the family and other team members, develops an IFSP/IEP to meet the needs of the family and young child.
- 5.4 In collaboration with the family and other team members, develops a comprehensive intervention plan for addressing individual children's goals and objectives.

Evaluation of Intervention

- 7.1 Demonstrates the knowledge and ability to monitor progress of children through objective means.

Student Responsibilities

Attendance & Participation

All students will be expected to attend and actively participate in class. Attendance and punctuality are expected. Regular attendance means both coming to class on time, staying for the entire class session, and attending outside-of-class activities. Much of the value of a course comes in the questions, discussion, and involvement of students who are in class. Absences will affect grades. **More than two absences will result in the lowering of your grade by one letter.** For example, if you are achieving an A grade and miss more than two classes, your final grade for the course will become a B due to attendance issue.

Expectations for all students:

- ✓ take part in whole class and small group discussions and activities
- ✓ offer relevant, insightful and thoughtful comments during class discussion
- ✓ contribute to making the class an effective learning environment
- ✓ contribute comments or questions that advance the class or group discussion during most class meetings, but do not dominate the discussion
- ✓ listen attentively, respond respectfully, and ask relevant and meaningful follow-up questions
- ✓ do not talk while others are talking
- ✓ non-verbal communication indicates interest and attention to tasks and people
- ✓ perfect (or close to perfect) attendance
- ✓ always (or nearly always) on time
- ✓ ensure understanding by asking questions (as needed) in class or outside class
- ✓ communicate with instructor at appropriate times (e.g., during office hours, via e-mail, or after class.)

Readings

Students are expected to complete assigned readings **prior** to class. Students should always be prepared to discuss readings and apply the information learned during class activities.

Assignments

Students are expected to hand in assignments at the beginning of class on the day the assignment is due. Assignments are expected to be typed, double-spaced, 1 inch margins, 12 point font, Times New Roman font, and follow APA guidelines. **Assignments are expected to be of graduate level quality. This means that there should be relatively few if any grammatical and spelling errors.** Points may be deducted for assignments that are *not* graduate level quality. If you need assistance with your writing skills, please contact the Academic Learning Services (ALS) at 68 Prince Lucien Campbell (PLC) 346-3226.

Documented Disability

Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Disability Services in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Disability Services, please see <http://ds.uoregon.edu/>

Diversity

It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

- respect the dignity and essential worth of all individuals.
- promote a culture of respect throughout the University community.
- respect the privacy, property, and freedom of others.
- reject bigotry, discrimination, violence, or intimidation of any kind.
- practice personal and academic integrity and expect it from others.
- promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

Academic Misconduct Policy

All students are subject to the regulations stipulated in the UO Student Conduct Code (<http://www.uoregon.edu/~conduct/>). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

Conflict Resolution

The mission of the College of Education is to “Make educational and social systems work for all.” Several options, both informal and formal are available to resolve conflicts for students who believe they have been subjected to or have witnessed bias, unfairness or other improper treatment. Within the College of Education, you can contact:

David Chard, Associate Dean for Curriculum and Academic Programs: 346-0065 or dchard@uoregon.edu, or Surendra Subramani, Interim Diversity Coordinator: 346-1473 or surendra@uoregon.edu

Outside the College, you can contact:

UO Bias Response Team: 346-1139 or <http://darkwing.uoregon.edu/~brt/>

UO Conflict Resolution Services 346-0617 or <http://darkwing.uoregon.edu/~crs/>

UO Affirmative Action and Equal Opportunity 346-3123 or <http://aaeo.uoregon.edu/>

Grievance Policy

A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow the student grievance procedure, or alternative ways to file a grievance outlined in the Student Grievance Policy (<http://education.uoregon.edu/feature.htm?id=399>) or enter search: student grievance.

Inclement Weather Policy

In the event the university operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university's schedule will be posted on the UO main homepage (in the "News" section) at <http://www.uoregon.edu>. College of Education students should contact their program department for further information.

GRADING

Assignments:	Points	Date due
EI/ECSE History	5	Oct. 9
Program Mission & Philosophy	5	Oct. 9
Consent Form	5	Oct. 16
Description of Site	10	Oct. 23
Description of Child	10	Oct. 23
Description of Family	10	Oct. 30
AEPS	30	Nov. 6
Present Levels of Development	15	Nov. 13
Child Progress Record	10	Nov. 13
Family Report	5	Oct. 30
Child Goals and Objectives	30	Nov. 20
Individual Embedding Schedule	10	Nov. 27
Group Embedding Schedule	10	Nov. 27
Intervention Guides	15	Nov. 27
Data Collection Tools	15	Nov. 27
Total points possible:		185

Grading Scale:

Grade	Total points
A	92 - 100%
B	85 - 91%
C	77 - 84%

ASSIGNMENT DESCRIPTIONS

EI/ECSE History for 2 children

5 points (due week 3)

Students will examine files for 2 children and briefly document EI/ECSE history on 2 3x5 index cards. Students should provide answers to the following questions: How did the child come in to services? What types of testing was done? How was eligibility determined? What programs have provided services to the child? This assignment may be hand written. Note—please do not use names or even initials. Refer to children as child A & B. Students who do not have access to children's files should contact the instructor to make alternative arrangements for completing the assignment.

Program Mission and Philosophy

5 points (due week 3)

Students will obtain information regarding their site's mission and philosophy. Why does their program provide services (mission) and how does the program choose to provide those services (philosophy)? Students must summarize the information in writing and should include documents (e.g., brochure or copy of pages from site's handbook or web site) that provide evidence of the program's mission and philosophy.

Consent Form

5 points (due week 4)

Students will obtain consent from their focus child's family following the format presented in class. The consent form must:

- Include a list of activities and assignments that will be completed with your focus child in completion of the work sample. A template and instructions for completing the consent form are located in your EIP Master's Handbook.
- Be signed and dated by your focus child's parent or legal guardian.
- Have the child's full name blacked out (include only child's first initial for confidentiality).
- Note: you will need 3 copies of your consent form for: 1) Work sample, 2) Cooperating professional, 3) EIP program (original copy).

Description of Site

10 points (due week 4)

Students will write a description of their practicum site using information gathered from written materials, conversations with their cooperating professional, and other appropriate sources. This assignment should be no more than 3 pages. The description of site must:

- Include a description of the program's mission and philosophy
- Provide a general description of the children and families served by the program
- Describe the daily schedule of program activities
- Visual representation of program space used by children and/or families

Description of Child*10 points (due week 4)*

Students will write a description of their focus child using information gathered from the family report, observation, and any verbal/written communication with the family and/or other appropriate people. This assignment should be no longer than 2 pages. The description of child must:

- Describe physical characteristics of child (e.g., weight, height, eye/hair color, ethnicity, stature)
- Describe history of child's involvement with EI or ECSE services including: 1) when and how the child became eligible for services (e.g., brief description of the assessments used to determine child's eligibility), 2) how long child has been receiving services (e.g., duration and type of services child and family has received), and 3) type of disability or "at-risk" condition that made child eligible for services.
- Use objective language to describe child
- Include factual information that is obtained from child's file-does not include opinions that lack supporting evidence
- Provide a general, yet personalized picture of child's development based on child's interests and strengths
- Include only child's first initial (for confidentiality)

Description of Family*10 points (due week 5)*

Students will write a description of their focus child's family using information gathered from the family report, observation, and any verbal/written communication with the family and/or other appropriate people. This assignment should be no longer than 2 pages. The description of the child's family must:

- Describe family constellation (father, mother, siblings, extended family members directly and immediately involved with child)
- Describe relevant family practices/information if know such as: daily routines, weekend activities and sources of support
- Include only family members' first initials (for confidentiality)

AEPS (Child Assessment Protocol)*30 points (due week 5)*

Students will collect information on their focus child's current level of performance using the AEPS. The AEPS assessment protocol must:

- Be comprehensive
- Be appropriate for child's developmental level
- Include information primarily obtained by observing the child during routine and planned activities at home and/or in EI/ECSE program. If not, text must accompany the assessment and explain why other methods of collecting information were required
- Include information obtained from the AEPS Family Report. If not, text must accompany the assessment and explain why information from the Family Report was not included.
- Be scored properly or include an explanation of scoring is unconventional.
- Include appropriate qualifying notes and associated comments.
- Be complete (all items scored, anecdotal information when applicable, summary graphs included)
- Be neat and easy to understand
- Include only child's first initial (for confidentiality)

Child Progress Record

10 points (due week 6)

Students will complete the Child Progress Record (AEPS only) on their focus child after the assessment has been completed. The child progress record must:

- Be clearly linked to AEPS results
- Include the date in a key/legend
- Be neat and easy to understand
- Include only child's first initial (for confidentiality)

Child's Present Level of Development

20 points (due week 6)

Students will write a present level of development for their focus child. The present level of development must:

- Follow the format presented in class
- Include a narrative summary in all six developmental areas – fine motor, gross motor, adaptive, cognitive, social-communication, social. There should be one complete paragraph for each area.
- Be clearly linked to AEPS results.
- Be written using family friendly language
- Report **objective** information about skills that child is currently using and skills that are emerging
- Include **examples** of how and where the child uses the child & child's interests related to the skills
- Include information provided by parents and other team members
- Include only child's first initial (for confidentiality)

Family Report

5 points (due week 7)

In order to complete the AEPS, students will need to obtain information about their focus child from the family. To accomplish this, students will either conduct an interview (in person or by phone) with their family based on the AEPS Family Report or send home the Family Report to be completed by the family. Which method of administration to use should be determined by the student in conjunction with the cooperating professional. Provide your cooperating professional's signature on the cover page to indicate that you discussed administration strategies with him/her.

The Family Report must:

- Be respectful of the family's privacy and right to decline an interview or assessment. Explain the assignment to your child's family either verbally or in writing before you administer the assessment. Make it clear that the family does not have to participate in this activity if they don't want to. If your focus child's family chooses not to participate, you must notify the instructor **at least 1 week** prior to the due date. An alternate assignment will be provided that will be due on the same day as the original assignment.
- Be comprehensive (comprehensive protocols will be presented in class)
- Include only child's first initial (for confidentiality); all other identifying information is blocked out (e.g., address)

Child Goals and Objectives

30 points (due week 8)

Based on the results of their focus child's AEPS, students will select and write 3-5 goals and 2-5 corresponding objectives for each goal. The goals and objectives must:

- Include 3-5 goals in the child's areas of need
- Include 2-5 corresponding objectives for each goal that are arranged from most to least difficult or most to least support leading up to the goal
- Include antecedent, behavior, and criteria for each goal or objective
- Be functional, developmentally appropriate, and generalizable
- Be culturally sensitive
- Be based on assessment results (AEPS, AEPS Family Report)
- Include only child's first initial

Individual Embedding Schedule

10 points (due week 10)

Students will create an individual embedding schedule following the format presented in class and in the ABI book. Students should identify specific antecedents that will give the child opportunities to address their goals and objectives across routines and events that are likely to occur throughout the child's day.

Group Embedding Schedule

10 points (due week 10)

Students will create 1 group embedding schedule for children (including their focus child) at their practicum site following the format presented in class and in the ABI book. The schedule must specify opportunities in which the focus child and at least 3 other children can practice their goals and objectives. Opportunities should be specific such that another teacher could embed goals and objectives into activities. For students working in home settings, follow the same format and include goals/objectives for at least 3 of the children served in addition to the focus child.

Intervention Guides

15 points (due week 10)

Students will write one Intervention Guide for each goal/objective that they will be focusing on for intervention with their target child (i.e., 3 goals targeted for intervention will need 3 **different** Intervention Guides). Each Intervention Guide must be in the format specified in class and must include all components of that format.

Data Collection Tools

15 points total (due week 10)

Students will create user-friendly data collection forms for each goal/objective targeted for intervention. **A minimum of 3 forms is required; however the forms can be the same template depending on the goal.** Data collection can include both quantitative and qualitative forms and should be able to be recorded by multiple team members if possible.

Applications of a Linked System I Course Schedule

Wk	Date	Topic	Reading	Assignments Due
1	Sept 25	Introduction to Course: overview of syllabus Gathering evidence of your teaching: the first Teaching Sample <ul style="list-style-type: none"> • Consent Form • Confidentiality • Program mission and philosophy 		EI Self Rating Scale (distributed during orientation)
2	Oct 2	Reviewing Child Files – what’s in a file? How do children qualify for EI/ECSE services? What’s an IFSP? Working with families to assess their child (i.e., administering the AEPS Family Report)	Bricker (2002; Vol.1): <ul style="list-style-type: none"> • Chapter 5 AEPS and Family Participation, pp 91-98. • Appendix D, Family Report McLean & Crais (2004) pp. 45-56 (on reserve)	
3	Oct 9	Continuation of AEPS training: Assessing the Social-Communication domain Observing and recording observation	Bricker (2002; Vol.1): Chapter 3 Billman & Sherman: The role of observation and participation...(in packet)	EI/ECSE History Program philosophy
4	Oct 16	Summarizing assessment results: AEPS Child Progress Record Present Levels of Development	Bricker (2002; Vol.1): <ul style="list-style-type: none"> • Appendix E, Child Progress Record 	Consent form

5	Oct 23	Selecting and developing Long-term Goals and Short-term Objectives	<p>Notari-Syverson & Shuster: Putting real life skills into IEP/IFSP's</p> <p>Pretti-Frontczak & Bricker (2004): Chapter 3, Linking Assessment & Goal development</p> <p>Bricker (2002; Vol.1)</p> <ul style="list-style-type: none"> • Chapter 4, Using AEPS Test Results • Appendix B, IFSP/IEP Goal and Objective Examples 	Description of Site Description of Child
6	Oct 30	Creating meaningful IFSP's	Jung & Grisham-Brown: Moving from assessment information to IFSP's...	Description of Family Family Report
7	Nov 6	Individual and Group Embedding Schedules Individual Program Plans Adopt-a-student	Pretti-Frontczak & Bricker (2004): Chapter 4, Organizational Structure of an Activity-based Approach	AEPS
8	Nov 13	Documenting progress: Data Collection—why and how? Designing data collection tools.	<p>Pretti-Frontczak & Bricker (2004): Chapter 5, Application of Activity-based Intervention</p> <p>Wolery (2004): Chapter 17, Monitoring Children's Progress and Intervention Implementation</p>	Present Level of Development Child Progress Record
9	Nov 20	Graphing data results		Child Goals and Objectives
10	Nov 27	(Teaching Sample work group)		Individual and group Embedding Schedules Intervention Guides Data Collection Tools EI Self Rating Scale (distributed in class)