

University of Oregon, College of Education  
**Early Intervention Methods I**  
Syllabus – Fall 2007



<b>SPED</b>	<b>687</b>	<b>Instructor:</b>	Jantina Clifford, Ph.D.
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Course Credit:	1	Office:	303 CSB
Location:	Room 161 CSB	Co-instructor	Linda Albi, M.S.
Day/Time:	Thursday	Contact:	346-0813, lalbi@uoregon.edu
	3:00 - 3:50pm	Office:	304 CSB

### Course Description

The Early Intervention Methods I course is the first of four Methods courses to be taken across the year. This course is taken by students in the Early Intervention Master's Program, the Integrated Teaching Program, and students from the Communication Disorders and Sciences Program who are seeking an emphasis in Early Intervention. Methods I is designed to address specific issues that students will face as practicing professionals of early intervention teams in early intervention and early childhood special education settings. The focus of the course will be to provide students with practical information needed in their practicum sites.

### Required Reading

#### To purchase:

Pretti-Frontczak, K., & Bricker, D. (2004). *An activity-based approach to early intervention* (3<sup>rd</sup> edition). Baltimore: Paul Brooks Publishing. (*Purchase from EIP*)

Briggs, M.H. (1997). *Building early intervention teams*. Gaithersburg, MD: Aspen Publishers Inc. (Note: this text is recommended for EI students, and optional for IT and CDS students, required chapters will be available on reserve.)

Hanen Organization Teacher Talk™ Workbook Series. Available at <http://www.hanen.org/web/Home/HanenOnlineStore/HanenOnlineStoreUS/tabid/173/Default.aspx>.

### Course Objectives

1. Students will become reflective practitioners.
2. Students will gain knowledge about effective behavior management strategies.
3. Students will be exposed to a variety of intervention techniques including strategies for promoting peer interaction, language, and early literacy.
4. Students will be introduced to Activity-Based Intervention.

## Course Competencies

The Early Intervention Program course competencies addressed in this course include:

### Foundations in Early Intervention

- 1.3 Identifies and discusses roles, responsibilities and goals of early intervention in the delivery of services to children and families.
- 1.4 Demonstrates knowledge of professional standards of competency in early intervention.

### Family Involvement

- 4.1 Demonstrates knowledge of the importance of family systems theory and its application to early intervention.

### Implementation of Intervention

- 6.2 Demonstrates knowledge of empirically-based intervention strategies (i.e., ABI, FBA, PBS, ABA, PECS).

### Interdisciplinary and Interagency Collaboration

- 8.3 Demonstrates an understanding of the role of interdisciplinary early intervention team members, including the family, physical and occupational therapist, speech-language specialist, psychologist, social worker, and physician.

## 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 will 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, paginated, 1 inch margins, 12 point font, Times New Roman font, and follow APA guidelines.

**Assignments are expected to be of graduate level quality.** Students are also expected to read assigned readings PRIOR to each class. If you need assistance with your writing skills, contact the Academic Learning Services (ALS) at 68 Prince Lucien Campbell (PLC) 346-3226. See the Grading section of the syllabus for information about how assignments are graded.

### **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](mailto:dchard@uoregon.edu), or Surendra Subramani, Interim Diversity Coordinator: 346-1473 or [surendra@uoregon.edu](mailto: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:**

Reading quizzes (4-6)	20-30 points
Midterm Exam	30 points
Hanen Workbook: Language development	20 points
ELO Presentation and Handout	20 points

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

## ASSIGNMENT DESCRIPTIONS

### **Reading Quizzes**

*(5 points each)*

Reading quizzes will occur occasionally throughout the course and will not be announced in advance. Reading quizzes are designed to encourage students to do the readings, and also to help students recall information from the readings prior to class discussions.

Quizzes will focus on general information that is presented in the reading, you will not be asked to provide specific information (e.g., dates, definitions). Generally, if you have done the reading and can remember the content, you will pass the reading quiz.

### **Midterm Exam: October 25**

*(30 points)*

The midterm exam will be cumulative and cover material presented during the first four weeks of class.

### **Hanan Workbook: Encouraging Language Development in Early Childhood Settings**

*(20 points)*

Students will complete the action plan on pages 22-23 of the workbook and answer the questions on the bottom of page 23 in a 1-2 page reflective paper.

### **Embedded Learning Opportunities Presentation and Handout**

*(20 points)*

The purpose of this assignment is to provide an opportunity for students to gain advanced knowledge about embedding children's goals, practice sharing embedding information with others, and work as part of a team.

Students will provide a 15-20 minute small group presentation focused on embedding children's goals and objectives in specific areas of development. Information presented will include examples of opportunities to embed practice on goals and objectives in routine, child-initiated, and planned activities for children with various developmental levels and/or special needs. Students should use examples from their practicum experiences and other real life experiences when applicable. Students are encouraged to use overheads, other visual/auditory aids, and role play. Presentations will be evaluated based on content, organization, and quality of presentation.

Presentation teams will provide a handout summarizing the information in their presentation. See assignment instruction on the final page of the syllabus.

## Methods I – Course Schedule

Wk	Date	Topic(s)	Reading	Assignments Due
1	Sept 27	Introduction to Course: overview of syllabus Overview of EI/ECSE services (different models of service provision)	<b>Bricker</b> (1989): Linking program components...(pp 189-203) (on reserve for CDS students)	
2	Oct 4	Introduction to Family- focused services	DEC Recommended Practices (2000) Chapter 5 (on reserve for CDS students)  <b>Turnbull, Turbiville &amp; Turnbull:</b> Evolution of Family-Professional Partnerships	
3	Oct 11	Introduction to Teaming	Briggs (1997) Chapters 2 & 7 (on reserve for IT & CDS students)  DEC Recommended Practices (2000) Chapter 6 (on reserve for CDS students)	
4	Oct 18	Introduction to Activity- based Intervention  Embedding Learning Opportunities	<b>Pretti-Frontczak &amp; Bricker:</b> Chapter 1, Evolution of Activity Based Intervention <b>Pretti-Frontczak &amp; Bricker</b> (2004): Chapter 2, Description of ABI <b>Pretti-Frontczak &amp; Bricker</b> (2004): Chapter 4, Organizational Structure of an Activity-based Approach pp. 67-71	
5	Oct 25	Midterm Exam	<i>Jantina &amp; Linda @ DEC Conference</i>	<b>Midterm Exam</b>
6	Nov 1	Hanen Language Development Strategies	Hanen Workbook: Encouraging Language Development in Early Childhood Settings	
7	Nov 8	Incidental Teaching Strategies	Reading(s) to be announced	(Handouts from first group e- mailed to instructors for feedback)

<b>Wk</b>	<b>Date</b>	<b>Topic(s)</b>	<b>Reading</b>	<b>Assignments Due</b>
8	Nov 15	Embedding Learning Strategies within developmental domains: Student Presentations		<b>ELO Presentation and Handout Group 1</b> (Handouts from second group e-mailed to instructors for feedback)
9	Nov 22	THANKSGIVING		
10	Nov 29	Embedding Learning Strategies within developmental domains: Student Presentations		<b>ELO Presentation and Handout Group 2</b>
Finals Week	Dec 5 @ 1:00	(No Final Exam, assignment due)		<b>Hanen Workbook pp22-23 and reflective paper</b>