

University of Oregon, College of Education
Applications of a Linked System II
 Syllabus – Winter 2009

SPED	607	Instructor:	Jantina Clifford, Ph.D.
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Course Credit:	2	Phone:	346-2599
Location:	Room 145 CSB	Office:	303 CSB
Day/Time:	Tuesday 2:00–3:50pm	Office Hrs:	By appointment



Course Description

Applications of a Linked System II is the second 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. 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. The focus in Applications I was on preparation for intervention (i.e, assessment for current level of functioning, identification of goals and objectives, and development of data collection tools for monitoring progress). In Applications II, the focus shifts to the design, implementation, and evaluation of intervention. Successful completion of activities and assignments in both courses will 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 provide effective services in an EI/ECSE setting.

Required Reading

1. Bricker, D. (2002). *Assessment, evaluation, and programming system for infants and children* (2nd edition). Baltimore: Paul Brookes Publishing. (*Purchased last term from EIP*)
2. Pretti-Frontczak, K., & Bricker, D. (2004). *An activity-based approach to early intervention* (3rd edition). Baltimore: Paul Brookes Publishing. (*Purchased last term from EIP*)
3. Readings on reserve:

Donegan, M.M., Ostrosky, M.M., & Fowler, S.A. (2000). Peer coaching: Teachers supporting teachers. *Young Exceptional Children*, 3(3), 9-16.

Rosenkoetter, S., & Squires, S. (2000). Writing outcomes that make a difference for children and families. *Young Exceptional Children*, 4(1), 2-8.

Xu, Y. (2008). Developing meaningful IFSP outcomes through a family-centered approach using the double ABCX Model. *Young Exceptional Children*, 12(1), 2-19.

Course Objectives

1. Students will assess children using the Assessment, Evaluation, and Programming System (AEPS).
2. Students will design and implement components of Activity-Based Intervention including individualized and group embedding schedules, and activity plans.
3. Students will assess family resources and priorities and write family outcomes for the Individualized Family Service Plan (IFSP).
4. Students will develop a mock IFSP for their focus child.
5. Students will observe a peer implementing an activity plan and provide feedback before and after the observation.
6. Students will collect data using the data collection tools developed Fall term and interpret results based on their focus child's progress during Winter term.

Practicum Competencies

Foundations in Early Intervention

1.2 Reflects on practices through self-assessment and evaluation of the effects of their choices and actions on others (children, family members, other professionals) as a basis for program planning, implementing change in self and continuing professional development.

Typical and Atypical Development

2.1 Encourages social interactions between typically developing children and children with disabilities in early education settings.

2.2 Adapts strategies and environments to meet the specific needs of all children including those with disabilities, developmental delays, and special abilities.

2.3 Demonstrates an understanding of integrating knowledge and strategies from multiple disciplines in design and implementation of structured and unstructured intervention activities with children who are at-risk, have a disability or developmental delay or special abilities.

Infant, Toddler, and Preschool Assessment

3.2 Administers criterion referenced instrument for program planning and monitoring 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 time.

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.

3.7 Shares and discusses programmatic assessment results with the family and members of the interdisciplinary team.

Family Involvement

4.1 Demonstrates personal and professional characteristics which are respectful of the family and promote a successful family-professional partnership.

4.2 Demonstrates professional with family members.

4.3 Collaborates with family and administers a family-based assessment instrument to identify their priorities, resources, concerns.

4.4 Assists the family in identifying and developing internal and external resources, a social support network and advocacy skills (e.g., uses Eco-map).

Design of Intervention

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.

Implementation of Intervention

6.1 Works within the context of the family system to implement IFSP or IEP goals/objectives that facilitates the development of the young child.

6.2 Demonstrates skill in selecting and implementing appropriate curricula that facilitate development, learning and independence of children with disabilities, considered "at-risk" or with special abilities.

6.3 Demonstrates an understanding of methods and strategies for providing individual, small and large group intervention through a variety of formats.

Evaluation of Intervention

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

7.3 Based on routine collection of data, student makes recommendations to revise the IFSP in consultation with the family and child's team.

Interdisciplinary and Interagency Collaboration

8.1 Demonstrates appropriate and effective interpersonal communication skills.

8.2 Practices team collaboration in the Early Intervention/Early Childhood Special Education setting by sharing and meeting work schedule demands, tasks and responsibilities.

8.3 Provides constructive feedback to peers by following the supervision guidelines, contributes as a team member to student group(s) and professionally utilizes feedback provided by peers, cooperating professional, and supervisor.

Student Responsibilities

Attendance & Participation

All students will be expected to attend and actively participate in class. Participation means actively contributing to the discussions that will occur in class (i.e., actively listening to others, asking questions, and taking part in whole class and small group discussions and activities). Attendance and punctuality are expected as much of the value of a course comes in the questions, discussion, and involvement of students who are in class. Excessive and/or unexcused absences may impact your grade.

Readings

Students are expected to complete assigned readings **prior** to class. Students should be prepared to discuss readings and apply the information learned during class activities. In-class reading quizzes may take place periodically across the term.

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--this means that there should be relatively few if any grammatical and spelling errors.**

Assignments that are *not* graduate level quality are subject to ½ grade deduction (i.e., an A will become an A-). If you need assistance with your writing skills, 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. It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or within the College of Education you can contact Joe Stevens, Associate Dean for Academic Affairs, at 346-2445 or stevensj@uoregon.edu or Surendra Subramani, Diversity Coordinator, at 346-1472 or surendra@uoregon.edu. Outside the college, you can contact:

- UO Bias Response Team: 346-1139 or <http://bias.uoregon.edu/whatbrt.htm>
- Conflict Resolution Services 346 -0617 or <http://studentlife.uoregon.edu/programs/crs/>
- 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

Grade	Total points
A	90 - 100%
B	80 - 89.9%
C	79% and below (no pass)

(+/- will be given at the discretion of the instructor)

Assignments:

1. Individual Embedding Schedule	10
2. Group Embedding Schedule	10
3. Family Outcomes	10
4. Mock Individualized Family Service Plan	20
5. Activity Plans	30
6. Observed Activity Plans	10
7. Peer Observation	10
Total	100

Points:

Late Assignments:

Assignments turned in after the due date will be marked down by 10% of their point total (e.g., a 10 point assignment would have one point deducted). Assignments turned in later than a week past the due date or more will be marked down by 20%.

Incompletes:

Grades of incomplete will only be given if the student has satisfactorily completed at least 50% of the course requirements and made a written agreement with the instructor about what they need to do to complete the course, prior to the day grades are due for the term.

Assignment Descriptions

1. **Individual Embedding Schedule**

10 points (due week 3)

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.

2. **Group Embedding Schedule**

10 points (due week 3)

Students will create one 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. For each identified opportunity a **desired behavior** should be listed such that another teacher or caregiver would know when to embed goals and objectives into specific activities throughout the day. 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.

3. **Family Outcomes**

5 points x 2 = 10 points (due week 6)

Students will write 2 family outcomes based on the results of the family interests interview/assessment. The family outcomes must:

- Follow the format presented in class
- Include 2 separate outcomes, each including:
 - a summary of family priorities and concerns
 - family resources that are available and resources needed
 - steps to address priorities and concerns
 - timeline (specific dates) and person responsible
- Be written in family friendly language
- Include only child's first initial and first initials of family members

4. **Mock Individualized Family Service Plan (IFSP)**

20 points (due week 6)

Students will complete a mock IFSP form for their focus child. The mock IFSP must:

- Be completely filled out
- Include two goals and associated objectives developed for their focus child
- Include "can do" (modify from your present level of development) and "needs to learn" statements ("needs to learn" should reflect only the goals or objectives that will be addressed in the Teaching Sample)
- Include child's current IFSP or educational plan, if applicable (attach to back of your IFSP)

5. Activity Plans

10 X 3 = 30 points (due week 4)

Students will create 3 activity plans following the format presented in class and in the ABI book. Students will create one *routine* activity plan (e.g., snack), one *individual child-initiated* activity plan (e.g., sandbox activity), and one *small or large group planned* activity (e.g., post office). Each activity plan will include several examples of how individual children's goals/objectives will be embedded within the activity. Activities should reflect children's developmental levels and interests and will include all components (e.g., materials, environmental arrangement, etc.) discussed in class. (Note: Students must include a total of **10** activity plans in the Teaching Sample.)

6. 2 Observed Activity Plans

5 X 2 = 10 points (due week 9)

Students will implement at least 3 of their 10 activity plans throughout the term. Three of the activity plans must be observed by 1) a peer (see instructions below for the Peer Observation), 2) the student's supervisor, and 3) the student's Cooperating Professional. Each observation must include: 1) a pre-observation conference, 2) an observation, and 3) a post-observation conference. For each observed activity plan students will write a reflection addressing the observation process. For the supervisor and CP observation, reflections should include:

- a. notes from the pre-observation conference detailing what was discussed—**this must be initialed by the observer**
- b. a description of how the activity went (i.e., was it successful? Did it go as planned, or were changes needed? Did children have opportunities to practice goals?)
- c. a reflection addressing the post-conference (i.e., what was discussed, what feedback was given by the observer, suggestions for changes to the activity if any).

7. Peer Observation

10 points (due week 8)

Students will conduct an observation of **a peer from their practicum team** implementing a planned activity. Students will use a peer observation form to record their observations as well as to reflect upon the process (forms will be handed out in class). Each observation must include: 1) a pre-observation conference, 2) an observation, and 3) a post-observation conference. The processes of observing a peer, giving feedback, and receiving feedback will then be discussed at a practicum team meeting.

8. Data Collection Presentation

(In-class activity occurring week 9)

Students will meet in their supervision groups and present the data collection tools that they used to collect data on both of their focus child's goals/objectives. Students will briefly describe the tool and its components, discuss how data were collected and any modifications that were made to the tool, and present visual results (e.g., a graph on an 8 1/2" x 11" sheet of paper) summarizing their focus child's progress on the selected goal.

Proposed Course Schedule

Wk	Date	Topic(s)	Reading	Assignments Due
1	1/6	Syllabus distributed, overview of course. Peer Coaching	Donegan, Ostrosky, & Fowler (2000). <i>Peer coaching: Teachers supporting teachers.</i>	
2	1/13	Embedding Schedules Activity Plans	ABI Book Chapters 4 & 5 AEPS Volumes 3 and/or 4 (look over section II)	
3	1/19	Review IFSP document (Bring sample IFSP form with you to class) Family Outcomes for the IFSP	Xu (2008). <i>Developing meaningful IFSP outcomes...</i> Rosenkoetter & Squires (2000). <i>Writing outcomes that make a difference...</i>	Individual and Group Embedding Schedule(s)
4	1/27	Judy Newman's Law Presentation (Part I)	Reading TBA	3 Activity Plans
5	2/3	(Positioning and Handling continued from Methods until 3:00) Licensure and Graduation requirements (Ron Tuomi) <i>(IT students excused)</i>		
6	2/10	Judy Newman's Law Presentation (Part II)		
7	2/17	AEPS Refresher AEPS Assessment Activities	Review notes from AEPS training & AEPS Vol. 1 Chapter 3, pp. 41-64. Look over AEPS Vol. 2, Appendix A pp 207-259	IFSP, including 2 Family Outcomes <i>(Note: Begin to administer 2nd AEPS)</i>

8	2/24	Graphing data using Powerpoint (Erin Barton) Note: Class will be held at a computer lab in the Knight Library		Peer Observation
9	3/3	Data Graphing Presentations/Workshop		2 Observed Activity Plans
10	3/10	Peer Review of Teaching Sample (Students evaluate 2 nd AEPS) ABI Self Evaluation Scale EIP Self Rating Scale		Bring Teaching Sample to class including 2 nd AEPS
11	3/17			Teaching Sample #1 due by 5:00