

Applications of a Linked System I
Early Intervention Program
College of Education, University of Oregon
Syllabus – Fall 2008

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| Course Credits: | 2 | Phone: | 346-2599 |
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| 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 Brookes Publishing. (*Purchase from EIP*)

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 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. Occasionally there may be a surprise reading quiz.

Assignments

Students are expected to hand in assignments at the beginning of class on the day the assignment is due. Unless otherwise noted, assignments are expected to be typed, double-spaced, 1 inch margins, 12 point font, Times New Roman font. **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, 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.

ASSIGNMENT DESCRIPTIONS

Program Mission and Philosophy

5 points (due Oct 14)

Students will obtain information regarding their practicum site's mission and philosophy by reading program description(s), talking to the Cooperating Professional or program director, and by observation. Students should answer the following questions:

1. Why does their program provide services (mission)?
2. In what manner (i.e., teaching strategies or approaches) does the program choose to provide 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.

Note—if your practicum site is with EC CARES, please do not describe the mission and philosophy of EC CARES—you will need to focus on the specific program or service that is provided by EC CARES (e.g., A Child's Garden, Home visiting program, Consultation in community programs).

EI/ECSE Child History

5 points (due Oct 21)

Students will examine the EI/ECSE file of a potential focus child and document his/her EI/ECSE history. Students should provide answers to the following questions:

1. How was the child referred for EI/ECSE services?
2. What types of assessment were administered?
3. How was eligibility determined?
4. Who was involved in the eligibility determination?
5. What programs have provided services to the child?

Note—please use only the first initial of the child. Family members can be referred to by their relationship to the child. Students who do not have access to children’s EI/ECSE files should contact the instructor to make alternative arrangements for completing the assignment.

Consent Form

5 points (due Oct 21)

Students will obtain consent from their focus child’s family following the format presented in class. The consent form must be signed and dated by your focus child’s parent or legal guardian.

Note: you will need 4 copies of your **signed** consent form for: 1) Cooperating professional, 2) Parent/legal guardian, 3) EIP program (original copy), and 4) Teaching sample (with identifying information concealed).

Description of Site

10 points (due Oct 28)

Students will write a description of their practicum site using information gathered from written materials, observations, conversations with their cooperating professional, and other appropriate sources. This assignment should be no longer than 2 pages and is meant to provide a general description of what children and families experience while participating in the program. The description of site must include at minimum the following:

- General description of the children and families served by the program.
- Description of the daily schedule.
- Description of program activities.
- A visual representation of program space used by children and/or families (where pertinent—i.e., this would not apply to students working in a home visiting program).

Description of Child

10 points (due Oct 28)

Students will write a description of their focus child using information gathered from the AEPS 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 the child (e.g., age, weight, height, eye/hair color, ethnicity, stature)
- Describe the history of the 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 the child has been receiving services (e.g., duration and type of services child and family has received), and 3) type of classification, disability, or medical “at risk” condition that made child eligible for services.
- Use objective language to describe child (e.g., “H seems to enjoy playing with other children” instead of “H loves to play w/other children”).
- 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 Nov 4)

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, and extended family members who are involved with the child).
- Describe relevant family practices/information if known such as: daily routines, leisure activities, and sources of support.
- Maintain confidentiality (i.e., refer to specific family members by first initials or by their relationship to the child).

Family Report

5 points (due Nov 4)

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. In addition, if the CP determines that the AEPS Family Report is too lengthy for the family, then specific portions of the Family Report may be administered (e.g., Section 1). Remember to maintain confidentiality!

It is essential that students 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 prefer not to. If your focus child's family declines participation, then the student 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.

Child Progress Record

10 points (due Nov 11)

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 a key/legend that allows for time 1 and time 2
- Be neat and easy to understand
- Maintain confidentiality

AEPS (Child Assessment Protocol)

30 points (due Nov. 11)

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 direct observation was not relied upon for scoring, then

appropriate qualifying notes must be used and comments must explain what other methods of collecting information (i.e., direct testing or parent report) were used.

- 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 if 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
- Maintain confidentiality (i.e, exclude identifying information such as child's name, date of birth, or address).

Child's Present Level of Development

20 points (due Nov 11)

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 as well as skills that are **emerging**.
- Include **examples** of how and where the child uses the skills & the child's interests related to the skills.
- Include information provided by parents and other team members.
- Maintain confidentiality.

Child Goals and Objectives

30 points (due Nov 18)

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

- Be based on assessment results (e.g., AEPS, AEPS Family Report) or special request from the CP or family.
- Include antecedent, behavior, and criteria for each goal (and also objective(s) if antecedent and criteria differ from that of the goal).
- Be measurable, functional, generalizable, and easily implemented by child's usual caregivers (see GORI handout).
- Maintain confidentiality.

Intervention Guides

10 points (due Nov 25)

Students will develop one Intervention Guide for each of the 2 goals or objectives that they will be focusing on for the intervention with their focus child during winter term. Each Intervention Guide must be in the format specified in class and must include all components of that format.

Data Collection Tools

10 points total (due Dec 2)

Students will create data collection forms for each goal or objective that will be targeted for intervention during winter term. **2 forms are required even if the forms are the same.** Data collection can include both quantitative and qualitative forms and should be able to be understood and used by multiple team members. Data collection tools must link to the intervention guides—that is there should be a means to document all potential child behaviors including missed opportunities. Data collection forms must also link to the specific criteria for each targeted goal or objective, so that progress toward successful completion of the goal or objective can be documented and determined.

Applications of a Linked System I Course Schedule

| Wk | Date | Topic | Reading | Assignments Due |
|-----------|-------------|--|--|---|
| 1 | Sept 30 | AEPS training | | |
| 2 | Oct 7 | Introduction to Course: overview of syllabus Gathering evidence of your teaching: the first Teaching Sample Family Consent Form Program mission and philosophy | | EI Self-rating Scale (distributed in class) |
| 3 | Oct 14 | AEPS review & scoring rubric Including caregivers in the assessment process (i.e., administering the AEPS Family Report) Reviewing Child Files – what’s in a file? Eligibility in EI/ECSE | Raver: Chapter 3 (pp 52-58) Bricker (2002; Vol.1): • Chapter 5 AEPS and Family Participation, pp 91-98. • Appendix D, Family Report | Program mission and philosophy |

| Wk | Date | Topic | Reading | Assignments Due |
|----|--------|---|--|--|
| 4 | Oct 21 | An introduction to Activity-based Intervention AEPS Child Progress Record | Pretti-Frontczak & Bricker (2004): Chapters 1 & 2 Bricker (2002; Vol.1): <ul style="list-style-type: none"> Chapter 5 AEPS and Family Participation, pp 99-100. Appendix E, Child Progress Record | EI/ECSE History Consent form (Original) |
| 5 | Oct 28 | Understanding the Individualized Family Service Plan Guest Speaker: TBA | Raver: Chapter 3 (pp 58-70) Rosenkoetter & Squires: Writing outcomes that make a difference for children and families Jung: Writing IFSP strategies that fit into the ROUTINE | Description of Site Description of Child |
| 6 | Nov 4 | Present Levels of Development Selecting and developing Long-term Goals and Short-term Objectives | Pretti-Frontczak & Bricker (2004): Chapter 3, Linking Assessment & Goal development (including appendix) Jung & Grisham-Brown: Moving from assessment information to IFSP's... | Description of Family Family Report |
| 7 | Nov 11 | Implementing ABI: Intervention Guides LTG & STO workshop | Notari-Syverson & Shuster: Putting real life skills into IEP/IFSP's Bricker (2002; Vol.1) <ul style="list-style-type: none"> Chapter 4, Using AEPS Test Results Appendix B, IFSP/IEP Goal and Objective Examples | Child Progress Record AEPS Present Level of Development Bring first draft of LTG's and STO's to class. Bring materials needed to demonstrate LTG's and STO's. |

| Wk | Date | Topic | Reading | Assignments Due |
|-----------|-------------|---|--|---|
| 8 | Nov 18 | Documenting progress: Data Collection—why and how? Designing Data Collection Tools. | Raver: Chapter 3 (pp 70-76) Wolery (2004): Chapter 17, Monitoring Children’s Progress and Intervention Implementation | Child Goals and Objectives |
| 9 | Nov 25 | Data Collection Tool workshop | | Intervention Guides Bring first draft of Data Collection tools to class. Bring materials needed to implement child Goals and/or Objectives |
| 10 | Dec 2 | Teaching Sample review | Bring Teaching Sample to class. | Data Collection Tools EI Self Rating Scale (distributed in class) |