

University of Oregon, College of Education
Early Intervention Methods I
Syllabus – Fall 2008



SPED	687	Instructor:	Jantina Clifford, Ph.D.
CRN	15022	Contact:	346-2599, jantinac@uoregon.edu
Course Credit:	1	Office:	303 CSB
Location:	Room 145 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 while providing services to young children with disabilities and their families.

Course Objectives

1. Students will become reflective practitioners.
2. Students will gain knowledge about effective intervention and support strategies.
3. Students will be exposed to a variety of intervention techniques including strategies for promoting peer interaction, language, and early literacy.

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.

Required Reading

To purchase:

Raver, S.A. (2009). *Early Childhood Special Education—0 to 8 Years*. Upper Saddle River, NJ: Pearson Education, Inc.

On reserve:

Briggs, M.H. (1997). *Building early intervention teams*. Gaithersburg, MD: Aspen Publishers Inc.

Turnbull, A.P., Turbiville, V., & Turnbull, H.R. (2000). Evolution of family-professional partnerships: Collective empowerment as the model for the early twenty-first century. In J.P. Shonkoff & S.J. Meisels (Eds.), *Handbook of early childhood intervention*, (2nd ed., pp. 630-650). Cambridge: Cambridge University Press.

Buysse, V., & Wesley, P.W. (2005). *Consultation in early childhood settings*. Baltimore, MD: Paul Brookes Publishing, Inc.

Cook, R.E., Klein, M.D., & Tessier, A. (2008). *Adapting early childhood curricula for children with special needs*. Upper Saddle River, NJ: Pearson Education, Inc.

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 unexcused 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. Unless otherwise noted, assignments are expected to be typed, double-spaced, Times New Roman 12 point 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. 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.

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. Reading quizzes cannot be made up, however the lowest reading quiz will be dropped.

Reflection assignments

(10 points each)

Reflection questions are meant to provide an opportunity for students to make a reflective connection between theory and practice. Reflective questions will be provided in class and students will be expected to answer questions in a one to two page paper. See above for writing requirements and expectations.

Midterm Exam: October 30

(30 points)

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

COURSE SCHEDULE

Week	Date	Topic(s)	Reading	Assignments Due
1	Oct 2	Introduction to Course: overview of syllabus Overview of EI/ECSE services (different models of service provision)	Raver Chapter 1	
2	Oct 9	Introduction to Family-focused services	Turnbull, Turbiville & Turnbull: Evolution of Family-Professional Partnerships	<i>Reflection #1</i>

Week	Date	Topic(s)	Reading	Assignments Due
3	Oct 16	Providing culturally sensitive services to children and families (Guest Speaker: Liz Twombly)	Raver Chapter 2	<i>Reflection #2</i>
4	Oct 23	Introduction to Teaming	Briggs (1997) Chapters 2 & 7 (pp 89-101)	<i>Reflection #3</i>
5	Oct 30	Midterm Exam		Midterm Exam
6	Nov 6	Instructional Strategies: Direct Instruction (Guest speaker: Kathleen Jungohan)	Raver Chapter 4	
7	Nov 13	Instructional Strategies: Incidental Teaching (Guest Speaker: Erin Barton)	Raver Chapter 4	
8	Nov 20	Instructional Strategies: Embedding Learning Opportunities	Raver Chapter 4	
9	Nov 27	THANKSGIVING		
10	Dec 4	Inclusion and Consultation	Cook, Klein, & Tessier , pp 344-356 Buyse & Wesley , Chapter 12	<i>Reflection #4</i>
Finals Week	Dec 11			<i>Reflection #5</i>