

University of Oregon, College of Education
Early Intervention Methods II
 Syllabus – Winter 2009



SPED	688	Instructor:	Jantina Clifford, Ph.D.
CRN	24971	Contact:	346-2599, jantinac@uoregon.edu
Course Credit:	1	Office:	303 CSB
Location:	Room 161 CSB	Co-instructor	Linda Albi, M.S.
Day/Time:	Monday	Contact:	346-0813, lalbi@uoregon.edu
	2:00 - 2:50pm	Office:	304 CSB

Course Description

The Early Intervention Methods II course is the second of four Methods courses to be taken across the year by students in the Early Intervention Master's Program. This course is to be taken by students in the Early Intervention Master's Program, and students from the Integrated Teaching Program who are seeking an emphasis in Early Intervention. Methods II is designed to address specific issues that students will face as practicing professionals in early intervention and early childhood special education settings. Activities and information will also provide students with practical information that they can use in their field experience sites.

Course Objectives

1. Students will gain knowledge from class discussions and lectures through listening, asking questions, and integrating new information with real life experiences.
2. Students will develop an understanding of current EI/ECSE services systems and how Speech and Language Services can be provided within those systems.
3. Students will become familiar with current strategies for promoting language, early literacy, and positive social skills.
4. Students will learn about different strategies that may be useful when working with children with specific disabilities.

Course Competencies

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

Foundations

1.2 Reflects on their 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, continuing professional development, and the teaming process.

Typical and Atypical Development

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.

Implementation of Intervention

6.2 Demonstrates skill in selecting and implementing appropriate curricula that facilitate development, learning and independence in children with disabilities, who are 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

Interdisciplinary and Interagency Collaboration

8.1 Demonstrates appropriate and effective interpersonal communication skills

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

Required Readings

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

Please note: Additional readings may be made available throughout the term.

Student Responsibilities

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.

Course Assignments

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.

Reading Summaries (each summary 5 points) Total 35 points

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. Students will hand in a half page summary at the beginning of class, summarizing key points or outlining information that the student found to be relevant to their practicum experience (i.e., a summary or a reflection).

Specialization Paper 30 points

The purpose of this assignment is for students to research a specific topic addressed this term. Students will be required to select one topic, find at least one other source from a peer-reviewed journal, and write a 2-3 page paper summarizing effective strategies and/or current research related to the selected topic (e.g., Positive Behavior Support, Early Literacy).

Final Exam 35 points

The final exam will consist of a review of topics addressed in class. Exam questions will be derived from course readings and in-class presentations.

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)

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.

Attendance & Participation*Attendance*

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.

Participation

Students are expected to follow the following guidelines:

- ✓ offer relevant, insightful and thoughtful comments during class discussion
- ✓ contribute to making the class an effective learning environment
- ✓ contribute a steady flow of comments or questions that advance the class or group discussion during most class meetings, but do **not** dominate discussion
- ✓ listen attentively, responds respectfully, and asks relevant and meaningful follow-up questions
- ✓ do not talk while others are talking
- ✓ non-verbal communication indicating interest and attention to tasks and people
- ✓ address people by name, makes eye contact
- ✓ ensure understanding by asking questions (as needed) in class or outside class
- ✓ communicate with instructor

Methods II Course Schedule

Wk	Date	Topic(s)	Reading/Speaker	Assignment due
1	1/6	Intro to course Syllabus review		
2	1/13	Communication—Hanan strategies		
3	1/20	Communication	Raver Chapter 5 Guest speaker: Heather Moore	Reading summary #1
4	1/27	Early Literacy and Numeracy	Raver Chapter 6	Reading summary #2
5	2/3	Positioning and Handling—strategies for working with children with orthopedic impairments	Raver Chapter 7 Guest speaker: Dianne Hrubec Note: This lecture will be 2 hours (1-3:00)	Reading summary #3
6	2/10	Nurturing positive social-emotional development	Raver Chapter 8	Reading summary #4
7	2/17	Response and Recognition	Raver Chapter 9	Reading summary #5
8	2/24	Strategies for managing challenging behaviors in preschool environments	Reading TBA	Reading summary #6

9	3/3	Moderate to Severe Disabilities	Raver Chapter 10 Guest speaker: Annie Glenn	Reading summary #7
10	3/10	Strategies for teaching children with Hearing Loss and Low Vision	Raver Chapters 11 & 12	Specialization paper due
Final	3/17	Final Exam 1:00-3:00		