

University of Oregon, College of Education
Early Intervention Methods III
Syllabus – Spring 2008



SPED	689	Instructors:	Jantina Clifford, Ph.D.
CRN	34888	e-mail	jantinac@uoregon.edu
Credits:	2	Phone:	346-2599
Location:	Room 161 CSB	Office:	303 CSB
Days/Time:	Thursday 3:00-5:50pm		
Office Hrs:	By appointment	Co-Instructor:	Linda Albi, M.S.
			lalbi@uoregon.edu

Course Description

Early Intervention Methods III is the third of four Methods courses to be taken across the year by students in the Early Intervention Master's Program. During the course, students will engage in a series of program planning activities that will prepare them to run the BOOST Program, an integrated early childhood special education classroom for preschool children with special needs. Students will then implement their program design during summer term.

Texts:

Required: Kemple, M.K. (2004). *Let's be friends: Peer competence and social inclusion in early childhood settings*. NY: Teacher's College Press.

Optional: Kilgo, J.L. (2006). *Transdisciplinary teaming in early intervention/early childhood special education*. Olney, MD: Association for Childhood Education International

*Additional readings will be handed out in class and placed on reserve in the EIP lending library

.Additional Materials:

Required: Dynamic Communication Workbooks/ Assessment (\$25.00)

Course Objectives

Students will develop knowledge and skills in the following areas:

- Program planning and administration
- Curriculum development
- Environmental arrangement
- Family involvement
- Monitoring child progress
- Interagency collaboration
- Teaming
- Supporting interventionists to work with students with various disabilities
- Cultural and linguistic competency
- Preparing for EI/ECSE employment

Course Competencies

The Early Intervention Program 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.

Family Involvement

4.3 Identifies and discusses cultural, socioeconomic, ethical, historical factors and personal values affecting the development of family and child

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

Evaluation of Intervention

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

Interdisciplinary and Interagency Collaboration

8.1 Demonstrates appropriate and effective interpersonal communication skills

8.2 Demonstrates professionalism in early intervention settings

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

Grievance Policy

- 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.

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.

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/>

Academic Misconduct Policy

All students are subject to the regulations stipulated in the UO Student Conduct Code (<http://studentlife.uoregon.edu/judicial/conduct/code.htm>). 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 witnesses 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 Edward J. Kame’enui, Associate Dean for Curriculum and Academic Programs, at 346-1644 or ekamee@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://aeo.uoregon.edu/>

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.

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. Participation includes actively listening to others, asking questions, and taking part in whole class and small group discussions and activities. 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. **Two absences will result in the lowering of your grade by one letter.** For example, if you are achieving an A grade and are absent for two classes, your final grade for the course will become a B due to attendance issue.

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.

Grades

A student's final course grade will be based on the percentage of points received on assignments. The instructor may assign a plus or minus to a grade when a student is at the top or bottom of the indicated range. Percentages are equivalent to the following grades:

90-100% = A	80-89% = B
70-79% = C	Below 70% = D

Late Assignments

Students will be expected to complete assignments by the assigned due date. Assignments will be due at the beginning of the class specified on the course schedule. Assignments turned in after the due date will result in a (-) added to the grade for that student. For example, a student who would otherwise receive an A on an assignment will receive an A- if the assignment is late.

Assignment Descriptions

Reading Quizzes (5 points each)

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. In-class reading quizzes may take place periodically throughout the term. Really!

Designing Early Childhood Environments (10 points, due week 7)

Students will be given an abbreviated version of the Early Childhood Environment Rating Scale, Revised (ECERS-R; Harms, Clifford, & Cryer, 1998) to evaluate their site. Students will create a map and write a 2-3 page paper reflecting and responding to several questions relating to a program's environmental arrangement. Guidelines for the assignment will be distributed in class during week 2.

CDRC Observation and Reflection (10 points, due week 9)

Students will observe the Child Development and Rehabilitation Center (CDRC) team evaluate one child during a half day or partial full day clinic. Activities include:

1. Schedule a day to observe the CDRC Clinic.
2. Read and sign the CDRC Confidentiality Statement and bring it to the receptionist on the day of your observation.
3. Write a short (1-2 pages) summary of your observation. Based on the knowledge you have gained over the year, include your thoughts on the quality of: 1)teaming, 2)family and child experience and 3)assessment results

Conclude with your recommendation on the value of the CDRC observation to you as a student. We will be debriefing the observation w/ CDRC representative on week 10, in class.

Team Notebook and Group Updates (20 points, due week 10)

<p style="text-align: center;">Course Schedule Methods III</p>

Each student team will be given a notebook to bring to class each week in order to document progress in the planning process. This notebook will contain the tracking form and minutes from each planning session. Instructors will access these notebooks as a way to monitor and access planning information. Teams will be presenting information included in notebooks during Group Updates weeks 5, 8, & 10.

Small Group Assignments (50 points, deadlines vary by task)

Students will hand in completed small group assignments for instructor evaluation. Small group assignments vary for each team and will be handed out during week 2.

Project Boost: Collaborating Together

(Due 5/28 and 6/1; 10 points)

EI students will participate in the TEAMS Methods III assignment, by being prepared to present activity plans, receive feedback and collaborate on modifications to plans. Recording form will be provided later in the term.

Methods III TEAMS Assignment (for EI student's reference only)

(Due 6/9/08 in class project)

The purpose of this project is to practice collaborating/consulting with another discipline and to assist in curriculum planning for an ECSE classroom. On 5/28, the EI students will give a presentation about Project Boost. They will describe how they created a goal matrix and activity plans this term. Then, you will meet in small groups (2 CDS students, 1-2 EI students) and review 2 activity plans.

By 6/11/08, you and your CDS partner will review the activity plans and write:

1. The strengths of the plan (one page outline)
2. Your recommendations (at least 3 recommendations per plan) on how the plan can be improved to promote speech and language development in the classroom.

On 6/11/08, you will meet with the EI students again. In your small groups, you will discuss the strengths of the plans and your recommendations. Then you will collaborate with your team and discuss whether or not your recommendations will work in the classroom (e.g. are they feasible given the student/class restraints, knowledge and practice of the classroom teachers, etc.). Then you will write an outline of what you discussed and your Final Ideas/ Changes to the activity plan.

For your final grade for this project you will turn in:

1. The strengths of the plan (1-page typewritten)
2. Initial Recommendations (at least 3 recommendations per plan, typewritten)
3. Final Ideas/Changes to the activity plan (hand written in class)

Course Assignments		
Date	Topics	Readings and Assignments
1 4/3	<p>Syllabus and course overview</p> <p>Describe BOOST roles, activities & responsibilities Discuss Philosophy & Mission Statement</p> <p>Introduction to Teaming Workshop Diana Abernathy (3:45)</p> <p>CDRC Observation Deb Eisert (4:30)</p>	<p>BOOST Manual Introduction (pp v-ix) and Chapters 1-4. (EIP Hub)</p> <p>Let's Be Friends (LBF): Chapter 1 Importance of Peer Competence & Social Inclusion</p>
2 4/10	<p>Story Book Journey</p> <p>Select book for BOOST</p> <p>Curriculum Mapping for selected book</p>	
3 4/17	Teaming Workshop w/Diana Abernathy	<p>Possible readings:</p> <p>Adapting Early Childhood Curricula for Children with Special Needs-- Chapter 10: Teaming, Collaboration, Problem Solving and Consultation</p>
4 4/24	Teaming Workshop w/Diana Abernathy	<p>Possible readings:</p> <p>LBF: Chapter 2 Reflective Teaching and Collaboration</p> <p>Building Early Intervention Teams-- <u>Chapter 9</u>: Collaboration (on reserve) <u>Chapter 6</u>: Developmental Stages of Teams <u>Chapter 10</u>: Communication</p>
5 5/1	<p>High Engagement Activities for Preschoolers (Jane Farrell & Churchill staff @ 4:00)</p> <p>Planning: <u>Start group assignments:</u> -Prioritize activities -Delegate tasks -Complete Activity Planning Form</p>	<p>LBF: Chapter 4 (Naturalistic Strategies)</p> <p>LBF: Chapter 5 (Planned Routine Activities to Promote Peer Interaction)</p> <p>Agenda and Minutes</p>
6	Environmental Arrangement (i.e., Daily	LBF : Chapter 3 (Arranging the

5/8	<p>schedule & Space)</p> <p>Early Childhood Environment Rating Scale, Revised</p> <p>Planning</p>	<p>Environment to Support Peer Interaction)</p> <p>BP: Chapter 7 (Designing Learning Environments)</p> <p>Agenda and Minutes</p>
7 5/15	<p>Field Trip</p> <p>(No Planning)</p>	<p><u>Individual assignment DUE:</u> Food Handler's Card</p> <p>Adapting Early Childhood Curricula for Children with Special Needs: Chapter 8 (Read before meeting w/CDS students)</p>
8 5/22	<p>De-brief field trip</p> <p>Visit BOOST space</p> <p>Planning</p> <p>(Short class, meet with CDS students on Wed, 5/28)</p>	<p><u>Individual assignment DUE:</u> ECERS/ITERS</p> <p>Agenda and Minutes</p>
9 5/29	<p>Positive Behavior Support</p> <p>Planning</p>	<p>LBF: Chapter 6 (High-Intensity Training and Coaching Interventions)</p> <p>LBF: Chapter 7 (Supporting Children with Particular Social Needs & Disabilities)</p> <p>Reading on PBS</p> <p><u>Individual assignment DUE:</u> CDRC observation</p> <p>Agenda and Minutes</p>
10 6/5	<p>Interdisciplinary collaboration</p> <p>Consultant Jigsaw</p> <p>De-brief CDRC observation w/Deb Eisert</p> <p>(Short class, meet with CDS students on Wed., June 11th)</p>	<p>Transdisciplinary Teaming in EI/ECSE (TT): Chapter 1 & 2</p> <p>TT: Chapter 11</p> <p>TT: Chapters 5 -10 (students will read one of these chapters)</p>
Finals 6/11	<p>Consultation with CDS students</p>	