

University of Oregon, College of Education
Early Intervention Methods IV
Syllabus – Summer 2008



SPED **690**
CRN 41915
Course Credit: 2
Location: TBA
Days/Time: Tuesday, 12:00-13:50

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Office Hrs: By appointment

Course Description

Early Intervention Methods IV is the last of four Methods courses to be taken across the year by students in the Early Intervention Master's Program. Methods IV content and activities will focus on program evaluation, as well as topics that were not covered during previous terms that are helpful to EI/ECSE professionals in the field (e.g., transitions from ECSE to kindergarten, supervising paraprofessionals).

Prerequisites: Early Intervention Methods I-III or instructor permission.

Reading Resources

- Hemmeter, M. L., Joseph, G. E., Smith, B. J., & Sandall, S. (2001). *DEC recommended practices series. Program assessment: Improving practices for young children with special need and their families*. Longmont: Sopris West. (Available on reserve.)
- Bricker, D. (Ed.) et al. (2002). *Assessment, evaluation, and programming system for infants and children*. Baltimore: Brookes.
- Other readings on reserve.

Course Competencies

The Early Intervention Program competencies addressed in this course include:

1.0 FOUNDATIONS IN EARLY INTERVENTION

Student is able to discuss the implications of federal and state legislative decisions, regulations, policies and procedures, and ethics affecting their field.

3.0 INFANT, TODDLER, AND PRESCHOOL ASSESSMENT

Student is able to select, administer, summarize results in writing, and interpret to parents, caregivers, and professionals a comprehensive assessment of infants, toddlers, and preschool children who are at risk or disabled.

7.0 EVALUATION OF INTERVENTION

Student is able to evaluate a family-guided early intervention program for infants, toddlers, and preschool children who are at risk or disabled.

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.

Participation Expectations:

- ✓ 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, 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

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, and Times New Roman font. **Assignments are expected to be of graduate level quality.** 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.

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/> Grievance Policy

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:

Ed Kameenui, Associate Dean for Curriculum and Academic Programs: 346-1644 or ekamee@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/>

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.

Course Assignments

1) Data Collection System

Due 7/8/08

20 points

Students will design a data collection system for their focus child that will allow members of the BOOST team to document and monitor children's progress on 2 of their selected goals. Data collection tool(s) should be easy to understand by all team members, and reflect the criteria of the selected goals. Students must have at least one peer review the data collection tool(s) and provide feedback before turning the assignment in. The peer who provides the review must sign the document indicating that either a) they understand how to use the tool(s) and agree that it reflects the criteria stated in the goal, or b) they have provided feedback in order to assist the student in improving the usability of the tool(s).

2) AEPSi

Due in last Methods class (8/12/08)

20 points

Students will conduct a curriculum-based assessment of their focus child using the AEPS. The purpose of this assignment is learn about monitoring child progress with the AEPSinteractive, a new on-line version of the AEPS designed to monitor child progress and to assist in the reporting of Office of Special Education Programs (OSEP) child outcomes.

For this assignment, students will

- a. administer a complete AEPS for one child attending the BOOST program
- b. enter the child's AEPS data into the AEPSi program
- c. generate a present level of development using the AEPSi

3) Program Evaluation DEC Recommended Practices Program Assessment

Due 8/5/08

30 points

One goal of the program evaluation is to obtain information about the BOOST summer program by using the DEC Recommended Practices Program Assessment model. Students will gather data about direct services that were implemented in the BOOST summer program. Each student will focus on three assessment areas (e.g., interdisciplinary model, family-based practices, child-focused practices). A copy of the scoring rubrics will be provided to students, and use of the DEC Program Assessment handbook will be needed to refer to content of each item on the scoring sheet. Students should provide explanatory comments whenever there is an item that does not receive full credit on the rating scale.

BOOST Coordinators will compile information from the DEC Recommended Practices Program Assessment from all assessors and present a summary including a Final Summary Form (pp. 97) and an Action Planning Form (p. 101). Information will be presented to the BOOST 2008 staff and EC CARES representatives during the final Methods class. The presentation may be video-taped so that information from the program evaluation can be used for BOOST 2008 planning.

4) Child Transition Summaries

Due in last Methods class (8/12/08)

30 points

Students will prepare a child transition summary for their focus child including a short description of the child's progress based on data collection (at least 10 data points), child observation, and input from the

child's family and instructional staff. Summaries should be written in family friendly language and must address:

- * A description of the child's interests and current social skills (5 points)
- * Progress on child's 2 targeted goals (10 points)
- * Suggestions, effective techniques, and useful information for supporting the child at home and in his or her next learning environment (5 points)
- * Completed data collection sheets documenting *at least* 10 data points. (10 points)

Grading

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. The total points are equivalent to the following grades:

| | |
|----------------------|-------------------------|
| 90-100% = A | 80-89.99% = B |
| 70-79.99% = C | Below 69.99% = 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. Late assignments received up to 24 hours after the due date will result in a (-) added to the grade for that assignment. For example, a student who would otherwise receive an A- on an assignment will receive a B+ if the assignment is late. Assignments turned in more than 24 hours after the assignment is due will be lowered by one grade point.

Methods IV Course Schedule for Summer 2008

| Date | Topic(s) | Readings/Assignments |
|--------------------------|--|---|
| Week 1 6/24/08 | <ul style="list-style-type: none"> • Home visiting clinic | |
| Week 2 7/1/07 | <ul style="list-style-type: none"> • Review syllabus • Overview of Program Evaluation in EI/ECSE and OSEP Outcomes (Jantina Clifford) • DEC Program evaluation and forms (Linda Albi) | |
| Week 3 7/8/07 | <ul style="list-style-type: none"> • Introduction to the AEPSi (remember to preview AEPSi tutorial) (Misti Waddell) | Data Collection System due |
| Week 4 7/15/07 | <ul style="list-style-type: none"> • Facilitating Successful Transitions: EI to ECSE, ECSE to Kindergarten (Kelly Oatman?) | 1) Pages 416-439 from “Transitions: Preparing for the Next Step” (Dunlap, 2009) |
| Week 5 7/22/07 | <ul style="list-style-type: none"> • Consultant panel—consulting in EI/ECSE | 1) Sadler, F.H. (2003). The itinerant special education teacher in the early childhood classroom |
| Week 6 7/29/07 | <ul style="list-style-type: none"> • Supervising and working with para-educators and assistants | 1) French, N. (CEC). Supervising paraeducators... 2) Killoran, J. et al., (2001). Identifying paraprofessional competencies... |
| Week 7 8/5/07 | <ul style="list-style-type: none"> • Mental Health Disorders in Young Children—what do they look like and what are some intervention strategies? (Deb Eisert, CDRC) | DEC Program Assessment due |
| Week 8 8/12/07 | <ul style="list-style-type: none"> • Presentation of DEC Program Assessment results (BOOST Coordinators) (12:00-12:20) • Self-rating scale, COE Exit Survey (12:20-12:45) • BOOST Focus Groups (12:45-1:50) | AEPSi and Child Transition Summaries due |

Name: _____

Date: _____

PROFESSIONAL DEVELOPMENT CHECKLIST (Due Week 8)

The following items address skills/opportunities gained through your practicum placements. Please read through each item and check the appropriate response.

| | Professional Development | Opportunities gained <u>ONLY</u> in BOOST | Opportunities gained <u>primarily</u> in BOOST | <u>Equal</u> opportunities gained in BOOST and other practica | Opportunities gained <u>primarily</u> in other practica | Opportunities gained <u>ONLY</u> in other practica |
|-----|--|--|---|--|--|---|
| 1. | I helped develop (i.e., plan and set up) the physical environment to encourage children's independent functioning. | | | | | |
| 2. | I helped adapt materials to encourage children's independent functioning. | | | | | |
| 3. | I provided intervention to children with a wide variety of special needs. | | | | | |
| 4. | I facilitated interactions between children with and without special needs. | | | | | |
| 5. | I was familiar with <u>every</u> child's individual goals and objectives. | | | | | |
| 6. | I communicated with families on a weekly basis. | | | | | |
| 7. | I shared ideas with families and other immediate caregivers on how to provide opportunities for children to practice their individual goals at home and other frequently visited environments (e.g., grocery store, park, etc.). | | | | | |
| 8. | I encouraged and supported other team members to observe and collect data. | | | | | |
| 9. | I kept team members informed of children's progress. | | | | | |
| 10. | I received frequent feedback regarding my teaching from my peers and colleagues. | | | | | |
| 11. | I provided constructive feedback to peers and colleagues on their teaching. | | | | | |
| 12. | I learned new skills/teaching strategies by observing my peers. | | | | | |

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|-----|--|--|--|--|--|--|
| 13. | My teaching team communicated with one another on a regular basis. | | | | | |
| 14. | I participated with others in solving day-to-day classroom challenges and problems. | | | | | |
| 15. | I feel as though I was a contributing member of my team. | | | | | |
| 16. | I was involved in all major decisions concerning: <ul style="list-style-type: none"> • Curriculum planning • Curriculum implementation • Materials provided • Assessment • Intervention | | | | | |
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| 17. | I participated in the initial phases of program development. | | | | | |
| 18. | I participated in ongoing changes/additions to the program. | | | | | |
| 19. | I role shared/role exchanged in the program (e.g., shared the lead role, acted as the assistant, etc.). | | | | | |
| 20. | I worked with a P.T. and O.T. and applied knowledge of positioning and handling. | | | | | |
| 21. | I worked with a S.L.P. and other specialists (e.g., behavior specialist) and applied knowledge of various strategies. | | | | | |
| 22. | I developed positive behavior support strategies for children with other professionals and team members. | | | | | |

* Adapted from the Activity-Based Checklist, McComas, 1995.