



EDUC 365/565: Assessment and Intervention Strategies for Infants and Toddlers with Disabilities and Their Families (Classes 88344/88345)

Syllabus: Course Information

Total Credits	3.00
Start Date	Jan 24, 2019
Meeting Times	This class meets weekly 5:00 PM to 7:30 PM Feb 28, 2019 and March 14, 2019 the class will be scheduled "online" No class the week of Spring Break March 21, 2019 There are 20 practicum hours working with infants and Toddlers (birth to 5 years old) associated with this class.
Meeting Location	UWSP Campus, College of Professional Studies, room 326
Instructor Name Office	April Hartjes, MSE College of Professional Studies, 4 th Floor, Room 439 (shared office) The best place to meet is before or after class. Contact me to schedule an appointment outside of these hours
Phone Number	UWSP: 715-346-4436 (shared phone) Personal Phone 715-572-8099 (ok to call and text but not after 8:00 PM or before 7:30 AM) 715-295-1281 (Day) Voicemail will be answered within 24 hours during business days or 48 hours on weekends/holidays. Please include your name, class name, and return phone number along with your question when leaving a message.
Email	ahartjes@uwsp.edu Email is the preferred method of communication. In subject line, state class name and brief question. In email, provide detailed message using complete sentences, spell check and sign your name. I will return emails within a 24-hour period on business days and 48-hour period on weekends and holidays.
Office Hours	1 hour before class starts, after class or schedule an appointment. Please call or text in advance to let me know that you would like to meet, as I travel from another campus.



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Instructor Biographical Information	April Hartjes has earned undergraduate degrees in Human Development and Humanistic Studies from the University of Wisconsin – Green Bay. Additionally, she has an undergraduate degree and Department of Public Instruction teaching license in Special Education from University of Wisconsin Stevens Point. Ms. Hartjes earned her Master’s Degree in General Education from University of Wisconsin Stevens Point. Ms. Hartjes has held the position of service coordinator, special educator and director of a Birth to Three Program. Additionally, she has contracted services for the ECSE (3-5) Program. She has extensive experience working in special education, preschool, childcare, social work, administration and collaborating with school districts, Head Start and Human Service Programs. She teaches undergraduate and graduates classes for University of Wisconsin-Stevens Point. She also teaches Early Childhood Education classes at Mid-State Technical College.
Teaching Philosophy	Children are eager to learn. Ready for us to teach them. Opening their hearts and minds. Waiting for us to reach them. All Children Can Learn -Brian Joseph
Catalog Description: Develop skills in assessment procedures to utilize with newborn infants and toddlers up to three years of age having high risk and/or disabilities and in cooperation with family members and related services professionals. Includes field experience.	
Prerequisite: Admission to Education	

Education 365 Learning Outcomes

1. Students will demonstrate familiarity and accurate interpretation of assessment results applied to children in early childhood using informal and formal measures (Standard 6: Assessment, Developing).
2. Students will interpret familial perspectives based on parent and sibling responses to self-report inventories, observations, interviews, and standardized tools by accurately interpreting these perspectives (Standard 6: Assessment, Developing).
3. Students will develop hypotheses and then verify these hypotheses with families to determine a complete portrayal of the family, the inter-relationships among the measures, and generation of proposed child/family goals in concert with the family members (Standard 5, Application of Content, Developing).
4. Students will interpret familial responses to responses in an interview and develop a consensus documents that details themes based on familial choice (Standard 10: Leadership and Collaboration, Developing).



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5. Students will develop an individualized family service plan so that specific goals are targeted for the child and his/her family with delineation of short-term objectives, methods, criteria, and transition in the developmental areas and family life goals (Standard 2: Learning Differences, Developing; Standard 4: Content Knowledge, Developing).
6. Students will participate in a field experience so that they will gain familiarity about the characteristics and procedures with home-based intervention and intervention in natural environments (Standard 3, Learning Environments, Developing).
7. Students will demonstrate reflection and collaboration by displaying effective communication skills, body language, relaying information in a respectful manner, and working in a team-like atmosphere (Standard 10: Leadership and Collaboration, Developing).
8. Students will learn about different service delivery models (Primary Service Provider, Transdisciplinary Team, Routine Based Intervention, Primary Coach Model and combination of models in order to work collaborative with families and with other professionals and paraprofessionals in the child's natural environment (Standard 10: Leadership and Collaboration, Developing).

Required and Recommended Readings:

Each topical section of the course lists required and supplementary readings. *The student will read all required readings prior to the respective class.*

Often the student will be required to bring handouts to class. The students may access information from D2L via laptop or bring a paper version to class.

Required Text:

All assignments and supportive literature are located on D2L.

Learner Expectations:

You are an adult learner and as such, you are responsible for your own learning. No one else can be a "stand in" for you in the learning process. You will be held accountable for all assigned activities. You matter and what you do does make a difference. You will have an opportunity to share your unique ideas and experiences with your student peers and instructor. The form and content of



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your participation will determine the level of achievement, satisfaction, and enjoyment that you experience. Because others are depending on you to keep the course moving, you have an obligation to meet deadlines for completing assignments and postings.

Attendance:

Attending class will likely be the single most important factor in determining your performance and grade in the course, so plan to attend every class. In most class meetings you will have at least one project, exercise, test, and/or discussion that will impact your grade, and your class discussions will count toward participation. The relationship between attendance and achievement in education has been extensively documented in peer-reviewed research. ***I am not able to re-teach the material to you in the event that you are absent, but you can ask a classmate to share notes.***

Please refer to the Religious Beliefs Accommodation in this syllabus. Additionally, below are attendance guidelines as outlined by the UWSP registrar:

Attend all your classes regularly. We do not have a system of permitted "cuts."

If you decide to drop a class, please do so using myPoint or visit the Enrollment Services Center. Changes in class enrollment will impact your tuition and fee balance, financial aid award and veterans educational benefit.

During the first eight days of the regular 16 week term, your instructor will take attendance. If you are not in attendance, you may be dropped from the class. You are responsible for dropping any of your enrolled classes.

- If you must be absent during the term, tell your instructor prior to the class you will miss. If you cannot reach your instructor(s) in an emergency, contact the Dean of Students Office at 715-346-2611 or DOS@uwsp.edu.
- If you are dropped from a class due to non-attendance, you may only be reinstated to the class section using the class add process. Reinstatement to the same section or course is not guaranteed. Your instructors will explain their specific attendance policies to be followed at the beginning of each course.
- If you take part in an off-campus trip by an authorized university group such as an athletic team, musical or dramatic organization, or a class, make appropriate arrangements in advance with the instructor of each class you will miss. If you



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are absent from classes because of emergencies, off-campus trips, illness, or the like, your instructors will give you a reasonable amount of help in making up the work you have missed.

- If you enroll in a course and cannot begin attending until after classes have already started, you must first get permission from the department offering the course. Otherwise, you may be required to drop the course.
- If you do not make satisfactory arrangements with your instructors regarding excessive absences, you may be dismissed. If you are dismissed from a class, you will receive an F in that course. If you are dismissed from the University, you will receive an F in all enrolled courses.

In class assignments will not be available for make up

Absences due to Military Service

You will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, not to exceed two (2) weeks unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the [Military Call-Up Instructions for Students](#).

Late Assignments:

Ten percent (10%) will be deducted each week you are late turning in an assignment. After 3 weeks, no credit will be given for tests, assignments, or projects. Missed in class assignment are not available for make-up. Late assignments will be accepted after the last day of class.

Religious Beliefs Accommodation

It is UW System policy to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements.



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You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

- There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and
- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.
- You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

Technology Expectations:

Students will need to be comfortable with using D2L and email for this class.

This course requires posting of work online that is viewable only by your classmates. None of the work submitted online will be shared publicly. Some assignments require account creation for online programs. Your academic records (grades, student IDs, personal identification information) will not be shared by the instructor of this course. Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these assignments, you are giving consent to sharing of your work with others in this class and you recognize there is a small risk of your work being shared online beyond the purposes of this course. If you elect to not participate in these online assignments due to confidentiality concerns then an alternate assignment will be offered to you.

Cell Phone Policy:

Research has shown that having visual access to a cell phone diminishes our ability to learn. Checking social media, texts, emails and messages is unprofessional and disrespectful to your learning class community. Please turn off your cell phone: I will do so as well. If you are using your cell phone in class, I may ask you to share what you are researching or ask you to put it away.

In the event of an ongoing emergency situation that you need to respond, speak to the instructor at the start of class to let her/him know. Excuse yourself from class to answer any emergency phone calls

On occasion, the use of cell phones for classroom activities is permitted. The instructor will notify the students when the use of phones is acceptable.



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If a student continues to using a cell phone during class, you may be asked to leave and your grade may be reduced.

Please have your cell phone, silenced and out of sight during the class

Inclusivity Statement

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

Equal Access for Students with Disabilities

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability. *If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.*

Help Resources

Tutoring	Advising	Safety and General Support	Health
Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. 018	Academic and Career Advising Center, 320 Albertson Hall, ext 3226	Dean of Students Office, 212 Old Main, ext. 2611	Counseling Center, Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646



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Albertson Hall, ext 3568			
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UWSP Service Desk

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at techhelp@uwsp.edu or at (715) 346-4357 (HELP) or visit this [link for more information](#).

Academic Honesty

UWSP 14.01 Statement of principles

The board of regents, administrators, faculty, academic staff and students of the University of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the University of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors.

UWSP 14.03 Academic misconduct subject to disciplinary action.

- (1) Academic misconduct is an act in which a student:
 - (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
 - (b) Uses unauthorized materials or fabricated data in any academic exercise;
 - (c) Forges or falsifies academic documents or records;
 - (d) Intentionally impedes or damages the academic work of others;
 - (e) Engages in conduct aimed at making false representation of a student's academic performance; or
 - (f) Assists other students in any of these acts.

- (2) Examples of academic misconduct include, but are not limited to:
 - Cheating on an examination
 - Collaborating with others in work to be presented, contrary to the stated rules of the course



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- Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
- Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
- Stealing examinations or course materials
- Submitting, if contrary to the rules of a course, work previously presented in another course
- Tampering with the laboratory experiment or computer program of another student
- Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the [University System Administrative Code, Chapter 14](#).

Confidentiality

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them

UWSP E-mail:

Communication is important information to students and staff. You are required to use your UWSP e-mail account in this course and are encouraged to check your email regularly (a good rule of thumb is several times per week when enrolled in a UWSP course) to keep current.

Wisconsin Early Childhood Special Education Content Guideline Addressed within this Course:

The number next to each letter denotes the class session/topic or course requirement. For each competence, the level of the competence achieved is described by the levels of knowledge, performance, and disposition. In addition, the standards stated for the Division for Early Childhood refer to the standard; whether it is a knowledge, skill, or disposition.

Knowledge, Performance, Disposition	Wisconsin Early Childhood Special Education Content Guidelines
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<p>InTASC #</p> <p>Knowledge, Performance, & Disposition 1</p>	<p>CHILD DEVELOPMENT</p> <p>A. Apply research-based principles and theories of child development (including brain development) and learning theory in guiding interactions and experiences with young children and in designing Developmentally Appropriate Practices</p> <p>B. Understand attachment theory and the importance of supportive and nurturing relationships for optimal development</p> <p>G. Understand that early experiences have an impact and that the Life Course Model offers a strategic approach to minimize health disparities in infant and child health by addressing their deeper social and environmental root causes</p> <p>K. Recognize the influence of abuse and neglect on the development of attachment and the early ability to form relationships, including concerns about brain development, Reactive Attachment Disorder, and personality development</p> <p>LEARNING, EXPERIENCES, STRATEGIES AND CURRICULUM</p> <p>A. Awareness and utilization of a wide range of theory- and research-based, developmentally appropriate approaches, strategies, and environments to facilitate and support development and learning, including the following:</p> <ol style="list-style-type: none"> 1) Focus on each child’s characteristics, needs, and interests 2) Design and foster inclusive, alternative approaches to learning 3) Teach through social interactions and relationships <p>B. Understand how all areas of development are interrelated</p> <p>C. Have understanding of the Wisconsin Model Early Learning Standards and how they apply to a variety of settings</p>
<p>Knowledge & Disposition 2</p>	<p>CHILD DEVELOPMENT</p> <p>C. Value that children are best understood in the contexts of family, culture, and society</p> <p>E. Understand the contribution of biological and psycho-social factors on growth and developmental outcomes (such as regulatory issues, sensory problems, nutrition, brain development, culture, gender, family influences, and poverty)</p> <p>H. Show respect and responsiveness to cultural, linguistic, and family diversity and how this diversity impacts developmental milestones and expectations</p> <p>I. Value each child as an individual and a learner with unique potentials and needs</p>



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FAMILY SYSTEMS AND DYNAMICS:

- A. Understand family systems theory and the ecology of the family, as well as their influence on the child's growth, development, and learning
- B. Understand families, including:
 - 1) How family members communicate and relate to each other and to those outside the family
 - 2) Typical growth and development of family members
 - 3) Special needs in families
 - 4) Stress and conflict management
 - 5) Family disruption and unexpected changes

DIVERSITY:

- C. Appreciate differences in culture, national origin, language, family structure, disability, religious beliefs, spirituality, economic status, and child-rearing practices
- E. Provide services in a culturally and linguistically responsive manner that reflects the context, culture, and needs of the child and family
- H. Recognize the disparity of equity that may impart a cumulative emotional and historical trauma across generations
- I. Recognize that parents are children's primary and most important caregivers and educators and that children are members of cultural groups that share developmental patterns (from the Guiding Principles of the Wisconsin Model Early Learning Standards)

SPECIAL NEEDS, DISABILITIES, INCLUSIVE PRACTICES:

- C. Provide access to a wide range of learning opportunities, activities, settings, and environments, and make modifications to facilitate this access
- D. Provide individualized accommodations and supports to facilitate all children's full participation in play and learning activities
- E. Promote belonging, participation, and engagement of children with and without disabilities in inclusive settings in a variety of intentional ways

LEARNING EXPERIENCES, STRATEGIES, AND CURRICULUM:

- 3) Teach through social interactions and relationships
- 4) Facilitate children's relationships, social-emotional development, and positive behaviors
- 5) Foster oral language and communication, for all of the languages a child is learning



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	<p>6) Link children’s language(s) and culture(s) to the early childhood program, using inclusive practices</p> <p>7) Make the most of environments, routines, and experiences</p> <p>8) Offer predictable routines, relationships, and environments to foster security and support exploration</p>
<p>Knowledge, Performance, & Disposition 3</p>	<p>Diversity</p> <p>D. Utilize a variety of inclusive strategies to identify and support family strengths, relationships, socioeconomics, values, and beliefs</p> <p>E. Provide services in a culturally and linguistically responsive manner that reflects the context, culture, and needs of the child and family</p> <p>F. Utilize family goals, traditions, and cultural considerations in planning environments and programming to enrich children’s health, relationships, and experiences</p> <p>LEARNING EXPERIENCES, STRATEGIES, AND CURRICULUM:</p> <p>6) Link children’s language(s) and culture(s) to the early childhood program, using inclusive practices</p> <p>7) Make the most of environments, routines, and experiences</p> <p>8) Offer predictable routines, relationships, and environments to foster security and support exploration</p> <p>9) Use well-designed indoor and outdoor environments to promote learning and development</p> <p>HEALTH, SAFETY, AND NUTRITION:</p> <p>G. Acquire knowledge of current issues, inclusive practices, trauma-informed care, protective factors, and community resources to promote and support health and safety for children and families</p> <p>H. Support families in developing protective factors that foster healthy and safe environments for their children</p> <p>I. Value a comprehensive and inclusive approach to learning and development that recognizes the interrelationships among health, safety, security, nutrition, relationships, cultural competence, learning, and development</p> <p>GUIDANCE AND NURTURING:</p> <p>D. Understand the causes of children’s challenging behaviors and the research-based guidance approaches to meet children’s individual needs</p>



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	<p>E. Practice positive guidance strategies that meet individual needs, such as:</p> <ol style="list-style-type: none"> 1) Responsiveness, 2) Creating a safe environment, 3) Setting limits, 4) Self-regulation, 5) Goal-setting, 6) Role-modeling, and 7) Dealing with anger and other emotions <p>F. Recognize how the individual differences of adults and children, including temperament and personality, influence guidance and nurturing</p> <p>FAMILY AND COMMUNITY RELATIONSHIPS:</p> <p>A. Value working with families and communities to support children’s learning and development</p>
<p>Knowledge, Performance & Disposition 4</p>	<p>CHILD DEVELOPMENT:</p> <p>D. Understand the impact and importance of relationships (serve and return) for infant mental health and for social and emotional development of children of all ages</p> <p>D. Understand the impact and importance of relationships (serve and return) for infant mental health and for social and emotional development of children of all ages</p> <p>LEARNING EXPERIENCES, STRATEGIES, AND CURRICULUM:</p> <ol style="list-style-type: none"> 10) Create support for play and experiential learning 11) Capitalize on incidental teaching and experiential learning <p>GUIDANCE AND NURTURING:</p> <p>A. Recognize that positive relationships and supportive interactions are the foundation for work with young children, and appreciate the critical nature of “serve and return” as it relates to brain development</p> <p>B. Demonstrate techniques for soothing, limit setting, and protection, and discuss the meaning of these with families</p> <p>C. Develop meaningful and responsive</p> <p>G. Practice skills needed to support young children in increasing social competence, forming friendships, and interacting with others</p> <p>H. Understand the importance of play and its contribution to learning and healthy development</p>



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<p>Knowledge, Performance, & Disposition 5</p>	<p>FAMILY SYSTEMS AND DYNAMICS: H. Provide opportunities for parent education that align with the diverse interests and needs of families I. Acknowledge and reinforce the formal and informal support systems as defined by families J. Use positive interpersonal skills when communicating with families DIVERSITY: G. Recognize the impact of one’s own behaviors in a diverse society by creating safe, secure environments and relationships for all children; by showing appreciation of and respect for the individual differences and unique needs of others; by empowering children to treat others with equity, fairness, and dignity; and by expecting the same in return H. Recognize the disparity of equity that may impart a cumulative emotional and historical trauma across generations I. Recognize that parents are children’s primary and most important caregivers and educators and that children are members of cultural groups that share developmental patterns (from the Guiding Principles of the Wisconsin Model Early Learning Standards) LEARNING EXPERIENCES, STRATEGIES, AND CURRICULUM: A. Awareness and utilization of a wide range of theory- and research-based, developmentally appropriate approaches, strategies, and environments to facilitate and support development and learning, including the following: 12) Use strategies that promote successful transitions as children move between settings (such as hospital and home), from one program to another (such as transitioning from infant/toddler to preprimary to primary), and within typical daily routines 13) Facilitate learning through technology HEALTH, SAFETY, AND NUTRITION: F. Use the principles of trauma-informed care to understand the impact of abuse, neglect, and domestic violence on children and family members GUIDANCE AND NUTURING: D. Understand the causes of children’s challenging behaviors and the research-based guidance approaches to meet children’s individual needs</p>
<p>Knowledge, Performance, & Disposition 6</p>	<p>SPECIAL NEEDS, DISABILITIES, AND INCLUSIVE PRACTICES:</p>



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- F. Organize assessments and interventions by level of intensity, to scaffold learning for all children
 - G. Establish goals for learning and development in all domains of development, including social-emotional development and behaviors that facilitate the participation of all children
 - H. Explore with families and community partners helpful preventive measures to prevent challenging behaviors
- OBSERVATION, SCREENING, AND ASSESSMENT:**
- A. Have a clear understanding of what is being assessed and why it is being assessed, before beginning any observation or assessment, thereby demonstrating understanding of the Teaching Cycle
 - B. Recognize the purposes, strengths, and weaknesses of multiple assessment strategies (such as formative vs. summative assessment and screening vs. ongoing assessment), and know how to use each strategy effectively
 - C. Understand the purposes of screening, how screening differs from other types of assessment, and the necessity for professional training on the use of standardized, reliable, and valid screening tools, including interpretation of the results and conversations with families
 - D. Utilize observation, assessment, and screening approaches and tools that:
 - 1) Are developmentally, culturally, and linguistically appropriate, as well as valid for the intended purpose(s)
 - 2) Occur in the natural environment and take advantage of incidental moments of listening or observing
 - 3) Allow for the adaptation of tools and strategies using assistive technology as a resource
 - E. Analyze, interpret, and communicate assessment results accurately and effectively, with the goal of obtaining valid, useful information, both quantitative and qualitative
 - F. Ensure that cultural, linguistic, and regional differences are considered in the analysis of assessment results
 - G. Use assessment and observation findings to improve children’s learning by informing practice; decision making; and the planning, evaluation, and quality improvement of programs



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	<p>H. Use information from families as part of the assessment process, including listening to the child and parent and making observations in multiple settings of the parent’s and child’s emotional states and their interaction patterns</p> <p>I. Focus on the strengths and interests of children, in partnership with families, as a way to help them learn and grow in all domains of development</p> <p>J. Know how, when, and where to refer for further assessment or evaluation for special needs or other concerns</p> <p>K. Value that responsible assessment is inclusive, enhances the development of all young children, and is not used to exclude or deny access to learning opportunities</p>
<p>Knowledge & Disposition 7</p>	<p>SPECIAL NEEDS, DISABILITIES, AND INCLUSIVE PRACTICES:</p> <p>A. Work in partnership with families who have children with special needs or disabilities for the best interest of the child, showing understanding and providing support as appropriate</p> <p>B. Work closely with families to understand each unique child, including motivations and preferences</p> <p>I. Be open to learn more about specific conditions or diagnoses of a child and willing to try new things to meet the needs of the child</p> <p>J. Use systems-level supports to undergird the provision of inclusive services to children and families, including ongoing professional development and support, collaboration and coordination among all stakeholders, integration with general early care and education services, and quality frameworks such as the Wisconsin Model Early Learning Standards, YoungStar, and all Content Areas within the WI Core Competencies</p> <p>LEARNING EXPERIENCES, STRATEGIES, AND CURRICULUM:</p> <p>D. Value family relationships, parent/family involvement in children’s learning, and the critical role of parents as primary nurturers and teachers</p> <p>OBSERVATION, SCREENING, AND ASSESSMENT:</p> <p>I. Focus on the strengths and interests of children, in partnership with families, as a way to help them learn and grow in all domains of development</p> <p>FAMILY AND COMMUNITY RELATIONSHIPS:</p> <p>H. Become familiar with community resources that may be pertinent for specific families, such as:</p>



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	<ol style="list-style-type: none"> 1) Referral processes for further developmental assessment, including Birth to 3 and Special Education 2) Domestic violence resources, including shelters 3) Food banks and clothing donations 4) Homeless shelters 5) Parenting classes and supports 6) La Leche League and mother groups 7) Legal resources 8) Public benefits and assistance
<p>Knowledge, Performance, & Disposition 8</p>	<p>CHILD DEVELOPMENT: J. Integrate the Wisconsin Model Early Learning Standards domains of development and Guiding Principles into developmental expectations for children</p> <p>FAMILY SYSTEMS AND DYNAMICS: F. Understand and utilize the concept of “goodness of fit” in observing and supporting parent-child interaction G. Respect the diversity of family structures and utilize non-judgmental approaches when working with families and communities</p> <p>SPECIAL NEEDS, DISABILITIES, AND INCLUSIVE PRACTICES: C. Provide access to a wide range of learning opportunities, activities, settings, and environments, and make modifications to facilitate this access</p>
<p>Knowledge & Disposition 9</p>	<p>FAMILY SYSTEMS AND DYNAMICS: C. Develop partnerships with parents that encourage family involvement in a child’s development and learning D. Demonstrate awareness of boundaries in working with families E. Understand the variety of ways families teach, guide, and influence children</p> <p>HEALTH, SAFETY, AND NUTRITION: A. Follow regulations and professional standards as they apply to health, safety, physical activity, and nutrition B. Understand the importance of healthy diet, hygiene, nutrition, and physical activity for children’s and adults’ health and well-being</p>



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	<p>C. Work in partnership with families and community partners to provide safe, healthy and active opportunities and experiences</p> <p>D. Articulate the responsibilities and mandated reporter process for identifying, documenting, and reporting child abuse and neglect, including sexual abuse</p> <p>E. Recognize the characteristics and needs of parents, children, and families at risk for abuse and neglect and the protective factors that promote resiliency</p> <p>FAMILY AND COMMUNITY RELATIONSHIPS:</p> <p>A. Value working with families and communities to support children’s learning and development</p> <p>B. Possess an understanding of families and their relationships to other institutions, such as the educational, governmental, religious, and occupational institutions in society</p> <p>PROFESSIONALISM:</p> <p>J. Stay current on the latest research and technology</p> <p>PLANNING, REFLECTION, AND EVALUATION:</p> <p>A. Demonstrate the capacity for reflection and critical thinking about one’s work by self-assessing and self-evaluating, and engage in self-reflection to spark change</p> <p>B. Apply research and effective practices critically</p> <p>C. Be able to hold multiple viewpoints and reflect upon them</p> <p>D. Plan, strategize, and problem-solve</p> <p>E. Manage time and resources</p> <p>F. Understand the impact of one’s own culture, educational background, experiences, and values on children and families</p> <p>G. Engage in self-care and self-advocacy, and establish and follow personal safety guidelines</p> <p>H. Have the ability to be an adult learner, and plan one’s own professional development</p> <p>I. Understand adult learning principles, and use coaching, mentoring, and consultation to help others plan, reflect, evaluate, and develop themselves professionally</p> <p>J. Value reflective supervision to enhance professional development and support self-care</p>
<p>Knowledge, Performance, & Disposition 10</p>	<p>FAMILY SYSTEMS AND DYNAMICS:</p> <p>J. Use positive interpersonal skills when communicating with families</p> <p>DIVERSITY:</p>



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- H. Recognize the disparity of equity that may impart a cumulative emotional and historical trauma across generations
 - I. Recognize that parents are children's primary and most important caregivers and educators and that children are members of cultural groups that share developmental patterns (from the Guiding Principles of the Wisconsin Model Early Learning Standards)
- GUIDANCE AND NUTURING:**
- I. Recognize how one's own behavior impacts the behavior of others
- FAMILY AND COMMUNITY RELATIONSHIPS:**
- D. Utilize team-building, problem-solving, and conflict-resolution strategies when working with community partners
 - E. Recognize the impact of media and screens on families and communities, and design strategies to use media as a tool to assist in learning
 - F. Value family engagement as a way to work with families to support child learning and development, and honor the power of positive school-family connections
 - G. Know about the school districts in the area offering 4K Community Approaches, as well as districts offering school-based 4K locations.
- PROFESSIONALISM:**
- A. Commit to working within the regulations, practices, code of ethics, and standards of the profession
 - B. Demonstrate knowledge of applicable state and agency regulations with respect to such issues as eligibility for services, confidentiality, reporting of child abuse, and others
 - C. Be knowledgeable about community, county, state, and national resources; inform others about the value of services and programs for children and families; and be able to make appropriate referrals
 - D. Value participatory management, Model Work Standards, and other principles/frameworks for quality work environments
 - E. Work collaboratively with community and professional resources, and advocate for children, families, and one's profession
 - G. Become skilled at communication, conflict resolution, working with difficult people, ensuring personal safety, setting professional boundaries, and understanding limitations



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H. Apply strategies to evaluate outcomes and assess effectiveness of programs on all participants
I. Utilize opportunities to regularly identify, gather, analyze, synthesize, and evaluate information/data to strengthen the quality and effectiveness of one's work
J. Stay current on the latest research and technology
K. Practice visionary leadership, collaboration, and advocacy to a wide audience to improve programs and practices for young children and their families. Learn how to tell your story to impact others.

ADMINISTRATION AND MANAGEMENT (GENERAL, FINANCE, AND PERSONNEL):

C. Understand the basics of systems theory and theories of change, and apply these understandings to the design and operation of quality programs
H. Apply cultural and linguistic competence to organizational relationships and program planning
I. Possess knowledge of the role of administrators in policy leadership and community collaboration, and work individually and as resources for other administrators in the development of substantial projects that integrate necessary aspects of program management

Field Experience/Practicum and Journal

All students will observe and/or participate in a total of twenty (20) hours in a classroom/setting serving young students (birth to 5 years) with exceptional educational needs. InTASC 1b. The teacher creates developmentally appropriate instruction that take into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning- Performance); 1c. The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development (Performance). 10r. The teacher takes initiative to growth and develop with colleagues through interactions that enhance practice and support student learning (disposition).

This instructor will assist the students to find a field experience site. Students will need to be fingerprinted to complete their practicum hours in a child care setting. Background checks are needed for 4K placements. Students working in the Early Childhood field, must have their placements preapproved. Students are encouraged to participate in the Practicum fair at the start of each semester.



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Dispositions

The School of Education in 2010 adopted the Professional Educational Program Teacher Candidate Dispositions . Dispositions are an integral facet of professional preparation and influence one success in the Professional Education Program. All students are expected to show continued progress in these dispositions focusing on Inclusive Excellence, Responsibility for Self and the Fostering of Collaborative Relationships; Reflectivity about Teaching, Learning, and Interactions; Creativity and Critical Thinking in Teaching, Learning, and Problem Solving; Perseverance for Excellence; and Professionalism in Teaching, Learning, and Interactions. Should the need arise; a tiered-approach is available and individualized to individual students.

Course Requirements

Title of Assignment	Points	Learning Outcome Met
Class Participation and Attendance	40	7.Students will demonstrate reflection and collaboration by displaying effective communication skills, body language, relaying information in a respectful manner, and working in a team-like atmosphere (Standard 10: Leadership and Collaboration, Developing).
Discussion Boards/Padlets/Flip Grid	160	2.Students will interpret familial perspectives based on parent and sibling responses to self-report inventories, observations, interviews, and standardized tools by accurately interpreting these perspectives (Standard 6: Assessment, Developing). 7.Students will demonstrate reflection and collaboration by displaying effective communication skills, body language, relaying information in a respectful manner, and working in a team-like atmosphere (Standard 10: Leadership and Collaboration, Developing). 8.Students will learn about different service delivery models (Primary Service Provider, Transdisciplinary Team, Routine Based Intervention, Primary Coach Model and combination of models in order to work collaborative with families and with other professionals and paraprofessionals in the child’s natural environment (Standard 10: Leadership and Collaboration, Developing).



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Early Intervention Referral	20	3.Students will develop hypotheses and then verify these hypotheses with families to determine a complete portrayal of the family, the inter-relationships among the measures, and generation of proposed child/family goals in concert with the family members (Standard 5, Application of Content, Developing).
ASQ3 Screening Scoring, Interpretation and Reflection	50	3.Students will develop hypotheses and then verify these hypotheses with families to determine a complete portrayal of the family, the inter-relationships among the measures, and generation of proposed child/family goals in concert with the family members (Standard 5, Application of Content, Developing).
Family Assessment	100	1. Students will demonstrate familiarity and accurate interpretation of assessment results applied to children in early childhood using informal and formal measures (Standard 6: Assessment, Developing). 2.Students will interpret familial perspectives based on parent and sibling responses to self-report inventories, observations, interviews, and standardized tools by accurately interpreting these perspectives (Standard 6: Assessment, Developing).
Evaluation and Assessment Report	150	1. Students will demonstrate familiarity and accurate interpretation of assessment results applied to children in early childhood using informal and formal measures (Standard 6: Assessment, Developing). 2.Students will interpret familial perspectives based on parent and sibling responses to self-report inventories, observations, interviews, and standardized tools by accurately interpreting these perspectives (Standard 6: Assessment, Developing).
ePortfolio	15	7.Students will demonstrate reflection and collaboration by displaying effective communication skills, body language, relaying information in a respectful manner, and working in a team-like atmosphere (Standard 10: Leadership and Collaboration, Developing).
Individualized Family Service Plan	150	5. Students will develop an individualized family service plan so that specific goals are targeted for the child and his/her family with delineation of short-term objectives, methods,



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		criteria, and transition in the developmental areas and family life goals (Standard 2: Learning Differences, Developing; Standard 4: Content Knowledge, Developing).
Field Experience	75	6. Students will participate in a field experience so that they will gain familiarity about the characteristics and procedures with home-based intervention and intervention in natural environments (Standard 3, Learning Environments, Developing).
Graduate Student Only-Parent Interview	100	2. Students will interpret familial perspectives based on parent and sibling responses to self-report inventories, observations, interviews, and standardized tools by accurately interpreting these perspectives (Standard 6: Assessment, Developing).
Graduate Student Only-Independent Project	100	7. Students will demonstrate reflection and collaboration by displaying effective communication skills, body language, relaying information in a respectful manner, and working in a team-like atmosphere (Standard 10: Leadership and Collaboration, Developing).

Grading Scale (Your total/ points available) = final numerical grade according to the scale listed below:

A	94-100	C+	78-81	
A-	91-93	C	75-77	
B+	88-90	C-	72-74	
B	85-87	D+	69-71	
B-	82-84	D	65-68	F Below 65

Please see class agenda for specific assignments and D2L for directions. Assignments are subject to change at the discretion of the instructor

All assignments will be uploaded to D2L so that the corresponding points are awarded and so that you maintain your portfolio in a consistent manner.



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Graduate Students

All graduate students will complete all of the required assignments.

Additionally, graduate students will complete a Parent Interview (100 Points) and an Independent Project (100 points).

1. **Parent Interview:** See guidelines on D2I.

2. Individual Project

The Individual project will be discussed with the Graduate Student and this instructor. The project is selected by the student and approved by the instructor. The project should be meaningful, connect with your current work assignment and facilitate growth as a practitioner. This assignment is worth 100 points. A rubric will be developed after discussion about a project is approved.

Some past ideas have included:

- Following a preschooler from the transition meeting in Birth to Three to the IEP meeting at a local school district. Journal your experiences.
- Completing a new screening, assessment or evaluation by utilizing a new tool Describing the process of choosing the tool and share the written results.
- Analyzing existing intake, special education forms/process, etc. and make suggestions for change
- Assisting with your local school child find process. Describe your roles. After the process, make suggestions on how to make the process stronger.
- Creating adaptations for a child in a child with a disability that you may not have worked with in the past. The adaptations should be able to be used in the child's natural environment. by the family, child care, preschool classroom. (Vision, Deaf/Hard of Hearing)

The project should be meaningful and useful in your current or future educational setting.