Education 365/565
Assessment and Intervention Strategies for
Infants and Toddlers with Disabilities and Their Families, 3 credits
Fall 2020

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Office Hours: by appointment via Zoom Conference. The most efficient way to communicate with your instructor is via UWSP email.

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.

Education 365 Learning Outcomes: If you bring sufficient ability and apply reasonable effort to this course, you will improve your demonstrable knowledge, skills, and dispositions in the following areas:

1. Students will develop an understanding of routine-based interviews, family systems theory, and a coaching model of service delivery so that they can act as collaborators with families and professionals. (Standard 10: Leadership and Collaboration, Developing) (Standard 6: Assessment, Developing)

2. Students will engage in administration and scoring of screening tools, on-going assessments, and standardized assessment measures so that they can recommend additional assessments, scaffold learning, and/or identify a child who qualifies for early intervention services. (Standard 6: Assessment, Developing)

3. 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 to support growth in the context of daily, family routines. (Standard 2: Learning Differences, developing; Standard 4: Content Knowledge, Developing)

4. Students will develop an intervention plan that synthesizes the use of family systems theory, coaching, and child/family goals so that students are able to provide early intervention services to children and families (Standard 5, Application of Content, Developing).

5. Students will participate in practicum 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).

Course Outline/Schedule:

Week	Date	Topics
1	9/10/20	Introduction
2	9/17/20	Family Dynamics and Cultures
3	9/24/20	Milestones & Assessments

Week	Date	Topics
4	10/1/20	Early Intervention(s)
5	10/8/20	More Assessments Teach On-Going Assessment(s)
6	10/15/20	Ceiling/basel Going over more assessments
7	10/22/20	Finish testing and scoring- interpreting scores and written evaluations
8	10/29/20	IDEA Standard Deviation Writing Reports
9	11/5/20	Talk Evaluation Report Writing Interview Begin IFPS
10	11/12/20	Developmental Delays IDEA
11	11/19/20	Intervention Plan
_____	11/27/20	NO CLASS- FALL BREAK!
12	12/3/20	Self-Care Mindfulness
13	12/10/20	Last Day Games

14		FINALS WEEK!

Grading Scale

94 – 100% =A	77 – 79% = C+	60 – 63% = D-
90 – 93% = A-	74 – 76% = C	< 60% = F
87 – 89% = B+	70 – 73% = C-	
84 – 86% = B	67 – 69% = D+	
80 – 83% = B-	64 – 66% = D	

Late Work

Please be mindful of all due dates. Late work will only be accepted if you have communicated with your professor prior to submitting work past the due date.

Attendance

"Given the extraordinary nature of the COVID-19 pandemic, requiring students to be physically present in a face-to-face class is inappropriate. Requiring participation in a synchronous online class can also be problematic. Therefore, for the duration of this health crisis, instructors may not establish an attendance policy that directly connects class attendance to a student's grade without providing online, asynchronous alternatives that can substitute for attendance. Grading policies that include attendance are acceptable provided that they define "attendance" to include participation in online asynchronous activities as an alternative."

Please refer to the "Absences due to Military Service" and "Religious Beliefs Accommodation" below. Additionally, below are attendance guidelines as outlined by the UWSP registrar:

● 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 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 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.

Absences due to Military Service

As stated in the UWSP Catalog, 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.

Religious Beliefs Accommodation

It is UW System policy (UWS 22) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements.

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 Guidelines:
Research supports 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 our class community. I understand that we all have lives and commitments outside of the classroom and there may be times when it is necessary for you to take a phone call or respond to a text message during class times. If you have extenuating circumstances related to your need to use technology during class, please discuss this with me.

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 the 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.

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 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.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this link. You may also contact the Dean of Students office directly at dos@uwsp.edu   .

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.

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.

Helpful Resources

Tutoring: Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. 018 Albertson Hall, ext 3568

Advising: Academic and Career Advising Center, 320 Albertson Hall, ext 3226

Safety and General Support: Dean of Students Office, 212 Old Main, ext. 2611

Health: Counseling Center, Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646

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.

Care Team: The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting here.

Academic Honesty

Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it.

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 falsified 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
- 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.

Other Campus Policies

FERPA: The Family Educational Rights and Privacy Act (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear educational need to know may also have access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

Title IX: UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students.

Please see the information on the Dean of Students webpage for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. For more information see the Title IX page.

Clery Act: The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1st in our Annual Security Report. Another requirement of the Clery Act is that the campus community must be given timely warnings of ongoing safety threats and

immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our [Jeanne Clery Act page](#).

Drug Free Schools and Communities Act: The Drug Free Schools and Communities Act (DFSCA) requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. [Center for Prevention – DFSCA](#)

Copyright Infringement

This is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our [copyright page](#).

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

Knowledge, Performance, Disposition InTASC #	Wisconsin Early Childhood Special Education Content Guidelines
Knowledge, Performance, & Disposition 1	CHILD DEVELOPMENT 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 B. Understand attachment theory and the importance of supportive and nurturing relationships for optimal development 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 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 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 the development and learning, including the following: 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 B. Understand how all areas of development are interrelated C. Have understanding of the Wisconsin Model Early Learning Standards and how they apply to a variety of settings
Knowledge & Disposition 2	CHILD DEVELOPMENT C. Value that children are best understood in the contexts of family, culture, and society 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) H. Show respect and responsiveness to cultural, linguistic, and family diversity and how this diversity impacts developmental milestones and expectations I. Value each child as an individual and a learner with unique potentials and needs 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 6) Link children's language(s) and culture(s) to the early childhood program, using inclusive practices 7) Make the most of environments, routines, and experiences 8) Offer predictable routines, relationships, and environments to foster security and support exploration

Knowledge, Performance, & Disposition 3	Diversity D. Utilize a variety of inclusive strategies to identify and support family strengths, relationships, socioeconomics, values, and beliefs E. Provide services in a culturally and linguistically responsive manner that reflects the context, culture, and needs of the child and family F. Utilize family goals, traditions, and cultural considerations in planning environments and programming to enrich children's health, relationships, and experiences LEARNING EXPERIENCES, STRATEGIES, AND CURRICULUM: 6) Link children's language(s) and culture(s) to the early childhood program, using inclusive practices 7) Make the most of environments, routines, and experiences 8) Offer predictable routines, relationships, and environments to foster security and support exploration 9) Use well-designed indoor and outdoor environments to promote learning and development HEALTH, SAFETY, AND NUTRITION: 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 H. Support families in developing protective factors that foster healthy and safe environments for their children 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 GUIDANCE AND NURTURING: D. Understand the causes of children's challenging behaviors and the research-based guidance approaches to meet children's individual needs E. Practice positive guidance strategies that meet individual needs, such as: 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 F. Recognize how the individual differences of adults and children, including temperament and personality, influence guidance and nurturing FAMILY AND COMMUNITY RELATIONSHIPS: A. Value working with families and communities to support children's learning and development

Knowledge, Performance & Disposition 4	CHILD DEVELOPMENT:
	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
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	children of all ages
	LEARNING EXPERIENCES,
	STRATEGIES, AND CURRICULUM:
	10) Create support for play and experiential learning
	11) Capitalize on incidental teaching and experiential learning
	GUIDANCE AND NURTURING:
	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
	B. Demonstrate techniques for soothing, limit setting, and protection,

	and discuss the meaning of these with families
	C. Develop meaningful and responsive G. Practice skills needed to support young children in increasing social competence, forming friendships, and interacting with others
	H. Understand the importance of play and its contribution to learning and healthy development

Knowledge, Performance, & Disposition 5	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 pre-primary 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 NURTURING: D. Understand the causes of children's challenging behaviors and the research-based guidance approaches to meet children's individual needs
Knowledge, Performance, & Disposition 6	SPECIAL NEEDS, DISABILITIES, AND INCLUSIVE PRACTICES: 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 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 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 J. Know how, when, and where to refer for further assessment or evaluation for special needs or other concerns 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
Knowledge & Disposition 7	SPECIAL NEEDS, DISABILITIES, AND INCLUSIVE PRACTICES: 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 B. Work closely with families to understand each unique child, including motivations and preferences 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 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 LEARNING EXPERIENCES, STRATEGIES, AND CURRICULUM: D. Value family relationships, parent/family involvement in children's learning, and the critical role of parents as primary nurturers and teachers OBSERVATION, SCREENING, AND ASSESSMENT: 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 FAMILY AND COMMUNITY RELATIONSHIPS: H. Become familiar with community resources that may be pertinent for specific families, such as: 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
Knowledge, Performance,	CHILD DEVELOPMENT:

& Disposition 8	J. Integrate the Wisconsin Model Early Learning Standards domains of development and Guiding Principles into developmental expectations for children 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 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

Knowledge & Disposition 9	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 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 C.　　Work in partnership with families and community partners to provide safe, healthy and active opportunities and experiences D.　　Articulate the responsibilities and mandated reporter process for identifying, documenting, and reporting child abuse and neglect, including sexual abuse E.　　Recognize the characteristics and needs of parents, children, and families at risk for abuse and neglect and the protective factors that promote resilience FAMILY AND COMMUNITY RELATIONSHIPS: A.　　Value working with families and communities to support children's learning and development B.　　Possess an understanding of families and their relationships to other institutions, such as the educational, governmental, religious, and occupational institutions in society PROFESSIONALISM: J. Stay current on the latest research and technology PLANNING, REFLECTION, AND EVALUATION: 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 B. Apply research and effective practices critically C.　　Be able to hold multiple viewpoints and reflect upon them D.　　Plan, strategize, and problem-solve E.　　Manage time and resources F.　　Understand the impact of one's own culture, educational background, experiences, and values on children and families G.　　Engage in self-care and self-advocacy, and establish and follow personal safety guidelines H.　　Have the ability to be an adult learner, and plan one's own professional development I.　　Understand adult learning principles, and use coaching, mentoring, and consultation to help others plan, reflect, evaluate, and develop themselves professionally J.　　Value reflective supervision to enhance professional development and support self-care

Knowledge, Performance, & Disposition 10	FAMILY SYSTEMS AND DYNAMICS: J. Use positive interpersonal skills when communicating with families DIVERSITY: 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 NURTURING: 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 H. Apply strategies to evaluate outcomes and assess the 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

Wisconsin Model Early Learning Standards Discussed in this Course
During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas: *Health and Physical Development*
A. Physical and Health
A.EL. 1 Demonstrates behaviors to meet self-help and physical needs. A.EL. 2 Demonstrates behaviors to meet safety needs. A.EL. 3 Demonstrates a healthy lifestyle
B. Motor Development
B.EL. 1 Moves with strength, control, balance, coordination, locomotion, and endurance. B.EL. 2 Exhibits eye-hand coordination, strength, control, and object manipulation.
C. Sensory Organization
C. EL. 1 Uses senses to take in, experience, integrate, and regulate responses to the environment. *Social and Emotional Development*
A. Emotional Development
A.EL. 1 Expresses a wide range of emotions. A.EL. 2 Understands and responds to others' emotions.
B. Self-Concept
B. EL. 1 Develops positive self-esteem.
B. EL. 2 Demonstrates self-awareness. C. Social Competence
C. EL. 1 Demonstrates attachment, trust, and autonomy. ttgt C. EL. 2 Engages in social interaction and plays with others.

C. EL. 3 Demonstrates understanding of rules and social expectations.

C. EL. 4 Engages in social problem solving behavior and learns to resolve conflict.

Language Development and Communication

A. Listening and Understanding

A. EL. 1 Derives meaning through listening to communications of others and sounds in the environment.

A. EL. 2 Listens and responds to communications with others.

A. EL. 3 Follows directions of increasing complexity.

B. Speaking and Communicating

B. EL. 1 Uses gestures and movement (non-verbal) to communicate.

B. EL. 2a Uses vocalizations and spoken language to communicate. Language Form (syntax: rule system for combining words, phrases, and sentences, including parts of speech, word order, and sentence structure)

B. EL. 2b Uses vocalizations and spoken language to communicate.   Language Content (Semantics: rule system for establishing meaning of words, individually and in combination) B. EL. 2c Uses vocalizations and spoken language to communicate. Language Function (Pragmatics: rules governing the use of language in context).

C. Early Literacy

C. EL. 1 Develops ability to detect, manipulate, or analyze the auditory parts of spoken language C. EL. 2 Understands concept that alphabet represents the sounds of spoken language and the letters of written language

 C. EL. 3 Shows appreciation of books and understands how print works.

C. EL. 4 Uses writing to represent thoughts or ideas.

Approaches to Learning

A. Curiosity, Engagement, and Persistence

A. EL. 1 Displays curiosity, risk-taking, and willingness to engage in new experiences.

A.   EL. 2 Engages in meaningful learning through attempting, repeating, experimenting, refining and elaborating on experiences and activities. A. EL. 3 Exhibits persistence and flexibility. B. Creativity and Imagination

B.   EL. 1 Engages in imaginative play and inventive thinking through interactions with people, materials, and the environment.

B. EL. 2 Expresses self creatively through music, movement, and art.

C. Diversity in Learning

C. EL. 1 Experiences a variety of routines, practices, and languages.

C. EL. 2 Learns within the context of his/her family and culture.

C. EL. 3 Uses various styles of learning including verbal/linguistic, bodily/kinesthetic, visual/spatial, interpersonal and intrapersonal.

Cognition and General Knowledge

A. Exploration, Discovery, and Problem Solving

A. EL. 1 Uses multi-sensory abilities to process information.

A. EL. 2 Understands new meanings as memory increases.

A. EL. 3 Applies problem solving skills

B. Mathematical Thinking

B. EL. 1 Demonstrates an understanding of numbers and counting.

B. EL. 2 Understands number operations and relationships.

B. EL. 3 Explores, recognizes, and describes, shapes and spatial relationships.

B. EL. 4 Uses the attributes of objects for comparison and patterning.

B. EL. 5 Understands the concept of measurement.

B. EL. 6 Collects, describes, and records information using all senses.

C. Scientific Thinking

C. EL 1 Uses observation to gather information.

C. EL. 2 Uses tools to gather information, compares observed objects, and seeks answers to questions through active investigation.

C. EL. 3 Hypothesizes and makes predictions.

C. EL. 4 Forms explanations based on trial and error, observations, and explorations.