

Assessment and Intervention Strategies for Preschool Children with Disabilities and Their Families Education 366

Instructor: Deb Moore-Gruenloh

Office: 447 CPS

E-mail: debra.moore-gruenloh@uwsp.edu

Office Hours: Best time before/after class.

Phone Number: 715-459-2174

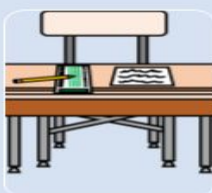
Class Sessions: Thurs. Sept. 5th- Thurs. Dec. 12th, 2019



Credits: 3

School of Education Learning Objectives / Alignment to InTasc Standards:

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:



Students will demonstrate effective written and oral communication skills by responding in a culturally sensitive manner to the perspectives of the parents displayed in the scenarios. (Standard 9: Professional Learning and Ethical Practice, Developing; Standard 10: Leadership and Collaboration, Developing).

Students will evaluate the characteristics of a standardized tool so that an accurate match between a child's characteristics and those of the test can be made resulting in an accurate estimation of the child's skills (Standard 1: Learner Development, Developing).

Students will participate in inclusive settings in order to learn specific intervention strategies, characteristics of natural environments, and work as a professional in these settings. (Standard 3, Learning Environments, Developing).

Students will evaluate the characteristics of an early childhood education program using an environmental rating scale, interpreting the scores, and reflecting how the characteristics impact service delivery for the students, parents, staff, and the field of early childhood (Standard 2, Learning Differences, Developing; Standard 6: Assessment, Developing).

Please see the attached and linked document, [Education 366: Alignment with Content Guidelines](#), for information about the Knowledge, Performance, and Dispositions for special education licensure that are covered in this course.

Learner Expectations:

Integrity

You are an adult and will be treated as such in this class. As a professional, it is the expectation that you are prepared for the day's content and willingly participate in classroom discussions. We will all learn from one another. I expect you to treat me, your colleagues, and everyone else with respect and tolerance. I expect you to take responsibility for managing your life so that you complete all assignments on time. If you are unable to meet these expectations (attendance, assignments, etc), I expect you to communicate with me and anyone else affected as soon as possible, and to suggest a clear, fair plan to address the problem.

I expect you to complete your assignments with integrity. For most assignments, you will be free to use resources and people inside and outside of this course. Some assignments require this. Be aware that when you use others' work, it must be accurately quoted, cited, or paraphrased. Make sure you give credit where credit is due. I urge you to make intellectual integrity a central part of your professional identity. Accidentally or deliberately leaving off credit is professionally and morally wrong. If you are unclear on how to give proper credit, please ask me prior to turning in the assignment.

Technology Expectations

Students will need to use Canvas to submit all written assignments and to participate in class discussions. Please check the course Canvas site and UWSP email for any updates related to the course.

Technology Use

The use of electronics in class shall be limited to course content. Do not engage in texting, emailing, or unrelated internet searches during class. I understand that everyone has obligations outside of school. If you need to have your phone available during class time, please contact me to discuss this need. Electronic use that is outside of the classroom use will negatively impact a student's class attendance and participation grade.


Classroom Procedures

Classroom upkeep is the responsibility of everyone. It is important to clean up your own area and put materials back in their proper place. Chairs should be pushed in and all materials returned at the end of class.

Class Climate & Honoring Difference



The School of Education strives to honor the uniqueness of all learners. I'm dedicated to creating safe, inclusive, welcoming experiences in which all students can succeed. I mindfully plan and teach this course in ways that promote pluralism: celebrating the coexistence of multiple identities, cultures, and belief systems.

This course is a Safe Zone for LGBTQ issues and more. I won't condone disrespectful or discriminatory language or behavior. I extend an open door invitation to all students. If you feel unwelcome or unsafe in this course, or you have any concerns about your ability to succeed, please let me know. We can address the issue together, confidentially.

As a teacher, I align my policies and choices with my university's guidance, including the [UWSP Community Bill of Rights and Responsibilities](#) .

Exceptional Needs Policy

I'm dedicated to accommodating the needs of my students. I do not believe that equal treatment is the same as fair treatment. A course requirement like a deadline may be unfair to you, based on a life event or a disability. If I agree that the requirement is unfair, then I am happy to make an accommodation. Here are some exceptional needs that I will accommodate; learning disability, physical disability, chronic illness, death in the family, car accident, sick child.

As a teacher, I align my policies and choices with the Americans with Disabilities Act (ADA), a federal law that requires educational institutions to provide reasonable accommodations for students with disabilities. [Here is more information about UWSP's relevant policies](#) . If you have a disability and want an accommodation, please register with the [Disability Services and Assistive Technology Office](#)  and then contact me. If you're unfamiliar or uneasy with this process, please contact me and we'll work through it together.

SOE Dispositions Model

As a teacher, I align my policies and choices with my department's expectations. The School of Education has adopted a model of the dispositions we expect from our students and graduates. I don't expect you to be at the final "Mastering" level in your dispositions. Instead, I offer this model for your own self-evaluation and goal-setting.

Course Requirements:

- 1. Class Attendance and Participation:** Except for rare cases of serious illness or family emergencies, a professional shows up at school every day, on time, fully prepared, with a strong sense of personal responsibility. When professionals cannot meet their responsibilities due to unusual circumstances, they communicate with their supervisors and colleagues as soon as possible. Plan to participate in large group and small group discussions and/or activities. You will be expected to attend every class. Total 16 points.
- 2. Standardized Test:** Students will complete domains of the Developmental Assessment of Young Children - Second Edition, with a preschool aged child. Completed scoring forms and a completed Examiner Summary Sheet for all domains must be completed. Total 32 points.
- 3. Evaluation Report:** Using a case study and test scores provided by the instructor, students will write an evaluation report, using the ER-1 form found on the DPI website and in Canvas. Rubric for writing the evaluation report will be provided in class and on Canvas. Total 30 points.
- 4. Individualized Education Plan:** Using a case study and test scores provided by the instructor, students will write complete the I-3 (Cover page) and the I-4 Linking form. Rubric for completing these IEP pages will be provided in class and on Canvas. Total 40 points.
- 5. Lesson Plans:** Students will create two lesson plans that demonstrate their understanding of using specialized instruction to meet the needs of students with special education needs. Each lesson plan will focus on a different area of development. Rubric and lesson plan format will be discussed in class and available on Canvas. Total 36 points per lesson plan.
- 6. Behavior Intervention Plan:** Students will write a behavior intervention plan and create a system to collect observational data related to a student's behavior. Rubric and format will be discussed in class and available on D2L. Total 20 points.
- 7. Canvas Discussions:** Students will start a thread that answers the question/prompts on the Canvas discussion board. Discussions 4 and 5 include the creation of a checklist and fact sheet. Students will start a thread with this

information. Thoroughly address the topic/questions in the initial thread. Students will then provide comments/questions/discussion on the threads of at least 2 peers. This should be a discussion - please respond to one another! Students can earn up to 8 points per discussion question..

8. **Field Experience:** You **MUST** complete a minimum of 20 practicum hours in a placement with children between the ages of 3-5 years old with at least one student who receives special education services. You must complete the practicum hours over the course of at least eight weeks. A cooperating teacher agreement must be completed prior to starting your placement, an hours log must be signed verifying hours in your placement, and a cooperating teacher evaluation must be completed upon completion of the 20 hours. This is a requirement for the course. Students who do not complete a minimum of 20 practicum hours will receive an incomplete for the course. The Fall Practicum Fair will be held on 9/11/19, 2-5p.m. and 9/12/19 from 8:30-10:30. These dates and times are tentative. 30 points

9. **Graduate student expectations:** Independent study of student's choice with consent of the instructor that will include, prepare document, review of written information, presentation to class, and reflection. (50 points)

Grading / Total Possible Points:

Class Attendance and Participation= 16

Standardized Test = 32

Evaluation Report = 30

IEP = 40

Lesson Plans 2 x 36 = 72

Behavior Intervention Plan = 20

D2L Discussions 8x6 = 48

Practicum= 20 points

Total = 278 total points

Graduate= 326 total points

Grading Scale:

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

Students must receive a C- or better in all education, early childhood, and physical education courses required for teacher certification. Failure to earn a C- or higher will result in the student needing to repeat the course.

Late Work Policy:

I expect you to complete all assignments on time. An assignment completed on time can receive 100% of the points possible. An assignment completed not more than one week late can receive no more than 80% of the points possible. After one week, credit will not be given unless prior arrangements have been made.