

**Assessment and Intervention Strategies for Preschool
Children with Disabilities and Their Families
Education 366/566**

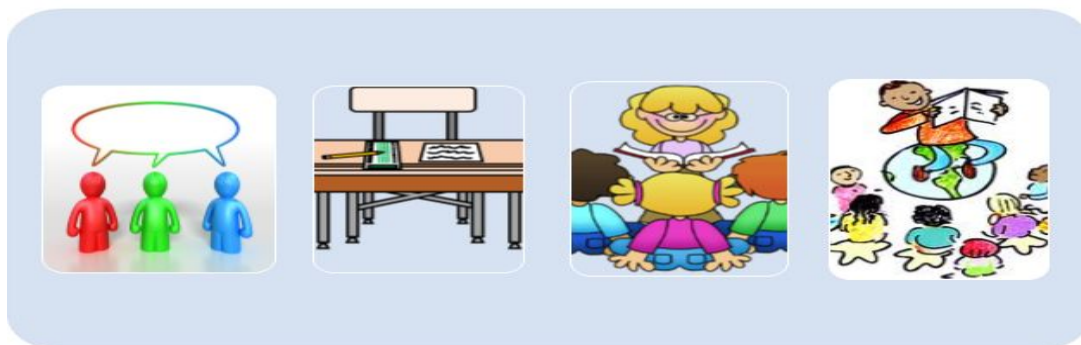
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Office Hours: Through Zoom
Class Sessions: Saturdays 8:30am-3:00pm



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:** “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.”
- 2. 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.

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.