

**Assessment and Intervention Strategies for Children with Disabilities in the  
Primary Grades and Their Families  
Education 367**



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**Office Hours:** Thursdays 3-4:30, Fridays 7:30-8:30a.m.

**Office Phone Number:** 715-459-2174

**Class Sessions:** Thursdays 5:00-7:30p.m.

**Credits:** 3

**Purpose 1: Students will develop skills in assessment procedures and intervention strategies with children ages five through eight.**

**Purpose 2: Students will experience kindergarten and primary curricula and show understanding of early academic skills as well as social/behavioral skills.**

**Purpose 3: Students will learn effective communication skills to use with families and related services professionals.**

**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 develop and demonstrate effective communication skills so they can respond effectively with families and related services professionals in a variety of settings through oral and written formats.

Standard 5: Application of content, Developing



Students will develop a unit plan that uses as its basis for development the Understanding by Design template, a rationale for studying the topic, identification of the Wisconsin Model of Early Standards and Wisconsin Common Core standards to address the needs of students with varying needs. Thoughtful planning will include observable outcomes measurable by created rubrics and well defined lessons.

Standard 2: Learning Differences, Developing Standard 4: Content Knowledge, Developing

Standard 5: Application of Content, Developing Standard 7: Planning for Instruction, Developing

Standard 8: Instructional Strategies, Developing



Students will participate in a practicum setting in order to learn specific intervention strategies of a special educator in the primary grades, and to practice their professional communication and collaboration skills. Level 1 practicum  
Standard 3: Learning Environments, Developing



Students will develop and present a parent education program by disseminating information in a professional, family friendly manner, using professional, non-jargon language.

Standard 9: Professional Learning and Ethical Practice, Developing  
Standard 10: Leadership and Collaboration, Developing

**Education 367 is aligned with the following content guidelines for special education teacher certification.**

Content Guidelines - Learning Disabilities
4. Terminology, definition, classification, identification, etiology, prevalence, characteristics, and cultural and social factors relevant to individuals with learning disabilities.
6. The similarities and differences that exist between and among individuals with and without disabilities across the developmental spectrum and in different learning situations.
11. Methods for arranging, modifying and designing learning environments and instruction that promotes and enhances success for students with learning disabilities in general education curriculum and settings including: Strategies for facilitating the application and generalization of skills across settings. Directing and guiding paraprofessionals, volunteers, and peer tutors.
12. Managing student behavior and social interaction skills that lead to the development of student self-awareness, self-determination, self-advocacy, and independence as a learner including: Classroom management techniques and effective teaching practices that assist students with learning disabilities to develop and maintain appropriate social behavior, social interaction, conflict resolution, and self-advocacy skills. Strategies for crisis prevention and intervention that use the least intensive intervention consistent with the needs of the student.

13. Strategies including collaborative problem-solving and conflict resolution techniques which facilitate collaboration with general and special education teachers, parents, students, related service providers, administrators, paraprofessionals, support staff, and others to enhance joint planning, implementation and evaluation of educational and community services including transition planning and programming.

14. A commitment of professionalism and ethical practice including: Awareness and sensitivity to culture, religion, gender, sexual orientation, disability and level of technical knowledge among students, family and colleagues. Maintenance of a sense of professional efficacy by developing high expectations for life span potential of individuals with disabilities. Accountability for meeting student's unique needs, supporting students and their families and maintaining a high level of professional knowledge, competence and integrity in the practice of their profession. Professional conduct that protects the confidentiality of students and their families.

### Content Guidelines - Intellectual Disabilities

2. Significant historical trends, current issues, and the effects of state and federal laws, regulations and litigation on students with ID.

3. The impact of ID on families and how to assist families in accessing sources of unique services, networks, and organizations for individuals with ID.

4. The methods to determine instructional priorities and assist students with ID to develop and attain life goals utilizing the school and community resources.

5. Assessment, diagnosis and evaluation of students with ID including: Legal provisions, regulations, and guidelines regarding unbiased assessment and use of instructional assessment measures with students with ID.

7. The principles of learning and effective instructional strategies to meet the needs of students with ID.

10. Curricula and methods including: Social development including human sexuality, self-advocacy, family and personal relationships. Daily living skills including self-care, health, safety, home maintenance, transportation, recreation, and leisure activities. Transition skills including career awareness, work-related skills and attitudes, job exploration, job-training skills, work experience and community based instruction.

12. Managing student behavior including: Strategies for crisis prevention and intervention that use the least intensive intervention consistent with the needs of the student. Applicable laws, rules, regulations, and procedural safeguards regarding the planning and implementation of behavior management strategies with students with disabilities.

14. The use of strategies which facilitate collaborative relationships among general and special education teachers, paraprofessionals, related services staff, support staff, administrators, parents, and others to jointly plan, implement, and evaluate educational services. Effective training and appropriate utilization of special education paraprofessionals who assist students with ID.

15. Effective training and appropriate utilization of special education paraprofessionals who assist students with ID.

16. Working with healthcare professionals and other support staff to plan, develop, implement, and evaluate a health care plan that may include seizure management, tube feeding, catheterization, use of oxygen and CPR.

18. A commitment to professionalism and ethical practices including: Awareness and sensitivity to culture, religion, gender, and sexual orientation among students, family and colleagues. Maintenance of a sense of professional efficacy by developing high expectations for the quality of lifespan potential of individuals with disabilities. Professional conduct that protects the confidentiality of students and their families.

### Content Guidelines - Emotional Behavioral Disability

1. The philosophical, historical, and legal foundations of special education – ED/EBD including: Atypical development with the context of typical child and adolescent development. Differing perceptions of deviance, including mental health, legal-corrections, social welfare and education systems, as they apply to students with ED/EBD. A variety of theoretical approaches as they apply to students with ED/EBD.

2. The characteristics of ED/EBD learners including: The medical, psychological, psychiatric, AODA (alcohol and other drug abuse), developmental and physical characteristics as they apply to students with ED/EBD.

3. The assessment, identification and evaluation of ED/EBD learners including: Interviewing skills, especially related to documentation of behavioral concerns. Evaluation of IEP progress, especially in the areas of behavior and social skills. Evaluation of program effectiveness, especially in non-academic areas.

4. Instructional content and practice for ED/EBD learners including: Working with paraprofessionals and classroom assistants.

5. Planning and managing the teaching and learning environment for ED/EBD learners including: Transition issue for students with ED/EBD: into and out of alternative environments (e.g., hospitals, correctional facilities, other segregated placements); from activity to activity; between educational levels (e.g., elementary to middle, middle to high school, high school to postsecondary); between child/adolescent and adult systems, including community agencies and services; from school to employment/work settings; developing social competence; and learning self-advocacy.

6. Managing student behavior and teaching social interaction skills – ED/EBD including: Problem solving and conflict resolution. Physical intervention strategies that are both effective and safe for students and staff. Environmental/contextual issues. Power struggles. Affective education and self-control issues. Generalization to other settings. Interpersonal and group dynamics (including active listening).

7. Communication and collaborative partnerships including: Dealing with conflict, confrontation, compromise, and consensus. Facilitation skills. Public relation skills. Understanding family systems, including non-traditional families, and the impact of ED/EBD on the family. Communicating and collaborating with colleagues (regular education teachers, administrators, pupil services personnel, etc.) parents and families, professionals, and agencies external to schools. Advocacy for students and self.

8. Professionalism and ethical practices including: Stress management for self, including organizational and time management skills. Maintaining a professional image (e.g., personal appearance, demeanor/behavior).

### Content Guidelines - Cross Categorical Certification

1. The current legislation, regulations, policies, litigation, and ethical issues related to the provision of special education services (e.g., procedural safeguards, continuum of services, least restrictive environment, assessment, discipline, supplemental services and supports, related services, assistive technology, specialized health care). The variations in beliefs, traditions and values across cultures and within society and how these affect the relationship among and between the child, family and school. The issues and trends related to all areas of special education including early childhood special education and the provision of adult services (e.g., family-centered, community-based settings and services, interagency collaboration). The rights and responsibilities of parents, students, teachers, and other professionals as related to student learning needs and educational programs.

2. The characteristics of learners including effects of medications on student learning.

4. Instructional content and practice including: Cultural perspectives regarding effective instruction for students with disabilities, the development and implementation of a transition planning.

5. Planning and managing the teaching and learning environment including: Common environmental and personal barriers that hinder accessibility and acceptance of students with disabilities; principles of physical and health management; instructional programs that enhance a student's social participation in family, school and community activities.

6. Managing student behavior and teaching social interaction skills including: Problem-solving and conflict resolution.

7. Communication and collaborative partnerships including: Effective communication and collaborative relationships between parents, students, and school and community personnel in a culturally responsive environment; effective communication (oral and written) and collaboration with general education teachers, paraprofessionals, administrators, parents, and other school personnel when jointly planning, implementing and evaluating education services; family systems and the role of families in supporting child development and educational progress; the appropriate strategies to help parents deal with concerns regarding their children with disabilities; the multiple resource services, networks and organizations that assist families and students; the types of information generally available from family, school officials, legal system, and community service agencies; the roles and responsibilities of school-based health and other related services personnel, professional groups and community organizations in identifying and providing services; the characteristics and effects of the cultural and environmental background of the student and family including socioeconomic level, availability of health care, community supports, abuse/neglect, and substance abuse.

8. Professional and ethical practices including: Personal and cultural biases and differences that affect one's teaching and interactions with others; participate in the activities of professional organizations and activities that may benefit students with disabilities and their families; positive regard for the culture, religion, gender, and sexual orientation of individual students, their families and colleagues.

### **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 D2L to submit all written assignment and to participate in class discussions. Please check the course D2L 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.

### Tentative Schedule of Class Topics / Assignments and Required Readings:

Students will be accountable for reading and assignments listed below. The schedule is subject to change. Changes will be discussed in class and outlined in D2L.

Class Dates	Topic(s)	Assignments and Required Rdgs.
Sept. 6	NO CLASS D2L review	Check into D2L and review content Respond to discussion question; Review practicum requirements and begin looking for a placement.
Sept. 13	Syllabus Review Intelligence tests administered to kind/primary age students; Woodcock Johnson-IV	Have placement site secured Assessment review in class
Sept. 20	NO CLASS	.
Sept. 27	Plan for parent education program; Curriculum-Based Assessment; Informal Strategies; Learning Styles	Prepare for Parent Ed. Program, due by 5 p.m
October 4	Cultural Diversity, Development and use of Rubrics	In class activity- dev. rubrics
October 11	Response to Intervention: A Tiered Model of Intervention; Classroom Management	Read articles on D2L-RTI essential components and What is RTI?
October 18	IEP Development	In class work
October 25	IEP Dev. (cont.) if needed;	In class work



November 1	Parent Education Programs; Support Programs	
November 8	Parent Program presentations	Submit written info and copies of any supporting materials to D2L prior to class.
November 15	Team Relationships; Parent-Teacher Relationships	Reflection of Parent Program Information due and Peer-Self Collaboration form due.
November 22	Happy Thanksgiving	No Class
November 29	Cognition/Math/ Emergent Literacy Strategies	
December 6	Strategies for Science/Social Studies/Creative Movement/art/music	Field Experience Paper Due
December 13	Sharing of Lesson Plans	Week long unit by Design (Ubl) is due from not until final exam date by 5:00pm
December 20	Final exam due	<b>Submit final exam by 5:00pm</b>

### 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.

Students can earn a maximum of 2 points per class for active participation. Plan to participate in large group and small group discussions and/or activities. You will keep track of your own attendance and participation for the semester and submit the points that you feel like you earned for each class session. Maximum points are 25.

- 2. Weekly Assignments:** There will be some readings and weekly assignments that will provide an opportunity for students to develop a beginning understanding of new information. Weekly assignments must be completed prior to class. Weekly assignments should provide thoughtful summaries that answer the

questions/prompts provided. All weekly assignments will be listed in D2L. Late submissions will not receive credit unless prior approval was granted by the instructor.

**3. Parent Education Information Program:** Students will work in small groups (no more than 4 students) to develop a parent information program about a topic of importance to parents. One parent education program will be formulated. This parent education program will comprise three sessions that will focus on a narrow topic listed below. A handout will be developed and shared with classmates. A sign-up will occur in class. The format for this parent education program will be as follows:

- Overview of the Parent Education Program: This introductory section should introduce the topic you will be potentially presenting to parents. One should establish its relevance to the population of interest (i.e., high-risk students, parents having children with prematurity, etc.). You might, if appropriate, provide an overview of the necessity for discussing this problem/procedure and how this program could potentially improve family functioning.
- Area to be Discussed
- Overall Objectives of the Program
- Rationale for the Parent Education Program: One should include a rationale for and an overview of the subsequent sections of your program. This section should be limited to two to three pages (double-spaced, typed).
- Target Audience

Again, this parent education program will comprise three sessions that will focus on a narrow topic.

For this weekly session, the following format will be used:

1. Overview of the topic to be shared with the parents (exact statements provided),
2. Objectives of the session,
3. Exact materials to be used with copies submitted,
4. Methods and procedures in order to share the information in a step-like fashion (stated in the exact manner you would present it to the parents),
5. Evaluation form to be completed by parents at the conclusion of each session.

Topic suggestions include, but are not limited to: effective responses to bullying, importance of reading to children, developing healthy family routines, creating successful study habits, facilitating peer relationships, media consumption, teaching self-care skills, building lifelong learning skills, dealing with challenging behaviors, value of play, reading aloud and teaching effective reading strategies, receptive language, and any other suggestions you might have.

Presentation format suggestions include, but are not limited to: parent night presentations, parent night video presentation (infomercial), 1:1 or small group parent education session(s), poster presentation, ongoing parent outreach (series of flyers/brochures/handouts), audio presentation / podcast, but must be a minimum of 3 sessions.

Additional information will be provided in class. Students will earn a maximum of 100 points.

#### **4. Field Experience and Journal:**

All students will observe and/or participate in a classroom serving kindergarten or primary-age students (ages five to eight years) with disabilities for a total of twenty (20) hours. Descriptions of these weekly visits will be kept in a journal. Included within this journal are descriptions of the lessons observed, effective intervention techniques, student responses, and personal reflections.

##### **Level 1 Practicum**

On the stipulated date, each student will submit a two- to three-page paper (typed and double-spaced) that synthesizes and analyzes your observations. The journal, a log of times observed with teacher's initials and an evaluation done by the cooperating teacher will be turned in. Key ingredients to be evaluated in each journal are:

- The frequency of citations,
- Anecdotes including observable behaviors,
- Coherency of statements,
- Episodes relay salient issues that have occurred during the visits,
- Interpretations of events resulting in conclusions being drawn, and
- Statements made regarding observed teacher behaviors to be imitated or changed.

The evaluation criteria for summary of the placement site include the following:

1. discussion of major themes;
2. identification of the teacher's emphases;
3. interpretation and reflection about student behaviors;
4. interpretation and reflection about the teacher's behaviors;
5. teacher behaviors to be emulated or altered;
6. insight into the teachers, students, and one's behaviors;
7. alteration of opinions based on experience;
8. conclusions; and
9. stylistic characteristics (e.g., grammar, transitions between sentences, use of a professional style of writing; readability, etc.).

Assignment is worth 80 points

## **5. Understanding by Design Instructional Unit:**

Each small group of students (no more than three students) will devise a unit plan that uses as its basis for development Understanding by Design (UbD). This plan will include a rationale for studying the topic, the completion of the UbD plan template, the identification of the Common Core State Standards or the Wisconsin Model Early Learning Standards, observable outcomes for student learning with measurable data, clearly defined procedures, and differentiation that address the needs of students with special needs. This unit will span one week of time. This one-week unit will emphasize content that transcends at least four developmental areas. In order to address the needs of all students, one will need to use flexible grouping, classroom management strategies for optimizing learning, and modifications of the content for students with disabilities. Please refer to the descriptions of the students with special needs. *For each objective developed, a specific strategy will be noted and the citation identified.* A rubric will be provided to you for delineation of evaluative criteria.

Assignment is worth 150 points.

## **6. Individualized Education Plan (IEP):**

Each small group of students (no more than three students) will write an IEP, using the state mandated forms and include at least three different pages of short-term objectives or benchmarks. The assessment data about a child and other pertinent information will be provided. Criteria for evaluation of this group assignment will be disseminated in class. Assignment is worth 120 points

**6. Rubric/Portfolio Assessment (in class activity):**

Each small group of students will develop a rubric for a specific skill. Groups will indicate type and purpose for each rubric developed. Assignment is worth 50 points.

**7. Final Exam:** Students will engage in a comprehensive examination. Content of the exam will cover material from assigned readings and class discussions. (45 total points)

**Grading - Total Possible Points**

- Attendance and Participation - 25
- Individualized Education Plan- 120
- Parent Education Program - 100
- Rubric/Portfolio Assessment – 50
- Field Experience and Journal- 80
- Understanding by Design Instructional Unit- 150
- Final Exam - 45

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Total Points = 570

**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.