



UWSP Education 367/567

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

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Class Location: CPS 230

Class Meeting Dates: September 28, October 26, and November 23, 2019

Class Meeting Time: 9:00am to 3:00 (12-1:00 lunch)

Office Hours: Saturdays of class from 7:30-8:30 AM and by appointment.

Credits: 3

Prerequisite: Education 351/551 or consent of instructor.

Catalog Description:

Develop skills in assessment procedures and intervention strategies to utilize with children (five through eight years) experiencing kindergarten and primary curricula, early academic skills; and social/behavioral areas, and in cooperation with family members and related services professionals. Includes field experience.

Learning Outcomes:

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 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



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

Education 367/567 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.



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.



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.



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.

Required and Recommended Readings:

- All of the reading material will be available via Canvas

Each student will read all required readings prior to the respective class. Please check Canvas website.

Students with Disabilities:

If you have an identified disability that may affect your performance in this class, schedule an appointment (no later than the second class) so that provisions can be made to ensure that you have an equal opportunity to meet all the requirements of the course.

Accommodation for Religious Observances:



Students will be allowed to complete requirements that are missed because of a religious observance.

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 many of the 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.

Assignments:

The evaluation criteria and due dates for each assignment are listed on the rubric.

Assignments are due at 11:59 PM via canvas on the assigned due date. Assignments submitted after this time will be considered late. Five points will be deducted for each day late (up to two weeks). Assignments submitted after two weeks will receive a grade of zero. If you have extenuating circumstances, please speak to the instructor immediately. In your written assignments and in class discussions, the names of local people (e.g., children, families, and professionals) should not be used. Confidentiality must be respected at all times. You are encouraged to seek feedback on your projects from your classmates. Please make use of this valuable resource.

The language used should be people first language and reflect the sensitivities of the time (e.g., [a] "infants with prenatal exposure to cocaine" vs. "coke babies" or [b] "students with



intellectual disabilities” vs. “mentally retarded student” or [c] “children living in poverty” vs. “poor children” or [d] “families receiving economic assistance” vs. “welfare moms”) and emphasize the total humanity of the person. For example, behaviors or conditions should not be confused with the person of concern. Thus, referring to individuals as “children with special needs” would be preferable to “handicapped children” or “the disabled.” Similarly, we discuss “families who face multiple challenges” instead of “dysfunctional” families.

Attendance:

Information shared among class members cannot be read in articles. This interaction is too valuable a source of information to miss and cannot be recreated or “made up.” In case an emergency arises, you must contact the instructor prior to class if you are unable to attend. If you are absent, you are responsible for completing any in-class assignments within a five-day period. Any assignment not received within five days will be given a score of zero. Absences will be allowed only for emergencies. There are only three class sessions and it is important to attend each class.

Content and Topics

Please see course agenda for details on topics and due dates.

Course Requirements:

1. Attendance

We will be meeting 3 times this semester. Each day is worth 10 points (30 Points total). Some in class assignments are not available for makeup.

2. Individualized Education Plan (IEP):

An IEP will be developed using the state mandated forms and include at least five 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 assignment will be disseminated in class.

2. Understanding by Design Instructional Unit:

Each small group of students (no more than two 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 Academic



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.

3. Rubric Assessment:

Students will develop a rubric for a specific skill. Students will indicate the type and purpose for each rubric developed. A rubric will be provided to you for delineation of evaluative criteria.

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.

On the stipulated date, each student will submit a four- to five-page paper (typed and double-spaced) that synthesizes and analyzes your observations. A rubric will be provided to you for delineation of evaluative criteria.

5. Parent Education Program:

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. A rubric will be provided to you for delineation of evaluative criteria.

6. Weekly Homework Assignments

Assignment contained within a Learning Plan will be completed as indicated on the class schedule. There are a variety of assignment types including padlet, discussion board and google docs.



7. **Graduate Students** will have 2 additional assignments, Interviewing a Special Education Personnel and an individual project. These items will be discussed in class.

Breakdown of Grade

Attendance	30 point
Rubric	55 points
Practicum	75 points
Parent Education Program	110 points
Understanding by Design	100 points
Individual Education Plan	100 Points
Homework and in-class Assignments	125 points

Graduate students

Interview	100 points
Project	100 points

Total Points undergraduate 600 points Graduate 800 points

Your grade will be calculated as follows: You points/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

Grading Scale 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.



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