

Education 367/567

Assessment and Intervention Strategies for Children with Disabilities in the Primary Grades and Their Families (3 credits)

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Office Hours: Tuesdays 11am - 1pm, Wednesdays 1-3pm or by appointment. All office hours will be over zoom.

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:

1. Students will develop an individualized education plan for a student with an identified disability by completing all state mandated forms and short-term objectives/benchmarks (Standard 1: Learner Development, Developing; Standard 2: Learning Differences, Developing).
2. Students will develop a comprehensive lesson plan for: Writing, Math, Social Studies, and Science instruction which will include identification of the Wisconsin Model Early Standards and/or the Wisconsin Common Core Standards, observable outcomes for the students with measurable data, clearly defined procedures and differentiation that addresses the needs of students with varying needs (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).
3. Students will develop an instructional plan for students at varying levels of development after reviewing Next Steps in Guided Reading assessment data. (Standard 6: Assessment, Developing).
4. Students will participate in practicum in order to learn the specific actions of a special educator in the primary grades and to practice their professional

communication and collaboration (Standard 3: Learning Environments, Developing). Level 1 Practicum

Skill Competencies:

These competencies are listed by each topical section within the

syllabus. **Required and Recommended Readings:**

Each topical section of the course lists required and recommended readings. Each student will read all required readings prior to the respective class. Please check the Canvas website as appropriate or you will be provided with a copy of any required reading the week prior to the due date.

Required Texts:

Readings will be recommended during the course by the instructor. These readings are to be completed by the following class.

Resources:

[Wisconsin Model Early Learning Standards \(WMELS\)](#)

[Common Core State Standards \(CCSS\)](#)

Attention 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 insure 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.

Assignments:

The evaluation criteria and due dates for each assignment are listed below. Assignments submitted later than the end of the class period on the date due 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 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

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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.

1. Evaluation and Evaluation Meeting/IEP Project:

Students will view two student evaluations, score corresponding protocols and write a reflection about what was learned. Students will view an Evaluation/IEP Meeting. Prior to hearing the IEP goals students will work in groups of three to develop their own goals based on the student’s disability related needs. Students will add to the aforementioned reflection what was learned.

2. Comprehensive Lesson Plan Project:

Each small group of students (no more than three students) will devise a comprehensive lesson plan template that uses as its basis for development the Understanding by Design (UbD) framework, considers Differentiated Instruction (DI), and incorporates Universal Design for Learning (UDL) principles. This template will include an area for targeted outcomes, the identification of the Wisconsin Model Early Learning Standards and/or Common Core State Standards, observable outcomes for student learning with measurable data, clearly defined procedures, and differentiation that address the needs of students with special needs. In order to address the needs of all students, one will need to consider flexible grouping, classroom management strategies for optimizing learning, and modifications of the content for students with disabilities. In addition to the creation of a template, students will need to complete a sample lesson for Math, Writing, and Science/Social Studies, at any grade level K-3. A rubric will be provided to you for delineation of evaluative criteria.

4. Field Experience Reflection:

All students will observe and/or participate in a classroom serving birth - 3rd grade with disabilities for a total of twenty (20) hours. **Level 1 Practicum**

UWSP Community Bill of Rights and Responsibilities

UWSP values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, a set of expectations have been developed for all students and instructors. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. For more information go to:

<http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilites.aspx>.

The Rights and Responsibilities document also includes the policies regarding academic misconduct, which can be found in Chapter 14. A direct link can be found here:

<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>.

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Americans with Disabilities Act

Students must receive a C- or better in all Early Childhood Education and Education courses” required for teacher certification. Failure to earn a C- or higher will result in the student needing to repeat the course.

Grading Scale = (xxx/480= %)

A 94-100 C+ 78-81

A- 91-93 C 75-77

B+ 88-90 C- 72-74

B 85-87 D+ 69-71

B- 82-84 D 65-68

F Below 65

