

Education 367

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

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Spring, 2020

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By appointment

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

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.

Schedule of Class Sessions, Required Readings, and Course Requirements

DATE	TOPIC	COURSE REQUIREMENTS
January 22, 2020	Getting to Know Each Other Instructional Planning <ul style="list-style-type: none"> ● Understanding by Design ● Differentiated Instruction ● Universal Design for Learning Celebrating Cultural Diversity Multi-Level Systems of Support <ul style="list-style-type: none"> ● RtI ● PBIS ● Mental Health ● Social Emotional Learning Reflection Rubric - Collaborative Process	Reflection on how classroom management, grouping of students, and social emotional learning can/should be addressed in your lesson planning, Due February 5, 2020
February 29, 2020	IEP Development - Caleb Feidt, Direct of Student Services, Stevens Point Area Public School District	Reflection on IEP development presentation, Due February 5, 2020

February 5, 2020	Intelligence Tests Administered to Kindergarten and Primary Age Students Learning Style Profile Assessment of School Readiness Issues in Standardized Assessment Dual Language Learners (DLL) - Assessment and Intervention Celebrating Cultural Diversity IEP Rubric - Collaborative Process	Reflection on class content, include all topic areas, Due February 12, 2020
February 12, 2020	Inclusive Strategies Specially Designed Instruction	In Class Assignment Begin IEP assignment
February 19, 2020	Emergent Literacy - Assessment of and Strategies for Early Reading and Language Arts Skills for Students Experiencing Delays Instructional Plan Based on Assessment Data Rubric - Collaborative Process	In Class Assignment Instructional Plan Based on Assessment Data for K-2 ELA instruction
February 26, 2020	Curriculum-Based Assessment <ul style="list-style-type: none"> ● Strategies for Instruction in Science and Social Studies for Students with Disabilities ● Strategies for Instruction in Math and Social Studies for Students with Disabilities ● Strategies for Creative Movement, Art, and Music for Students with Disabilities ● Strategies for Integrated Curriculum 	Reflection on class content, include all topic areas, Due March 4, 2020
March 4, 2020	Alternative Methods of Assessment <ul style="list-style-type: none"> ● Portfolio Assessment 	IEP Due

	<ul style="list-style-type: none"> ● Development and Use of Rubrics ● Informal Strategies 	
March 11, 2020	<p>Relationships</p> <ul style="list-style-type: none"> ● Professional Team ● Parents/Guardians ● Students <p>Share instructional plan for students based on Next Steps in Guided Reading Assessment Data</p>	Reflection on class content, include all topic areas, Due March 18, 2020
March 18, 2020	Sharing of Comprehensive Lesson Plans	Field Experience Understanding by Design Unit due

Course Requirements

1. 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 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 group assignment will be disseminated in class.

2. Comprehensive Lesson Plan Project:

Each small group of students (no more than three students) will devise a comprehensive lesson plan 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 lesson plans will include targeted outcomes, the completion of the UbD plan (or otherwise customized template, approved by instructor), 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 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. Data Based Instructional Plan (in class activity):

Each small group will develop an instructional plan for students at varying levels of development after reviewing Next Steps in Guided Reading assessment data.

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 four- to five-page paper (typed and double-spaced) that synthesizes and analyzes your observations. 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 teacher's, student's, 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.).

5. Reflections

All students will complete five class content related reflections.

6. Dispositions

The School of Education in 2010 adopted the Professional Educational Program Teacher Candidate Dispositions (please see the attachment). Dispositions are an integral facet of professional preparation and influence one success in the Professional Education Program. All students are expected to show continued progress in these dispositions focusing on Inclusive Excellence, Responsibility for Self and the Fostering of Collaborative Relationships; Reflectivity about Teaching, Learning, and Interactions;

Creativity and Critical Thinking in Teaching, Learning, and Problem Solving; Perseverance for Excellence; and Professionalism in Teaching, Learning, and Interactions. Should the need arise; a tiered-approach is available and individualized to individual students. *InTASC 10r*. The teacher takes initiative to growth and develop with colleagues through interactions that enhance practice and support student learning (disposition) *and 10t*. The teacher embraces the challenge of continuous improvement and change (disposition).

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>.

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 Criteria

Individualized Education Plan (150 points)
Comprehensive Lesson Plan (150 points)
Data Based Instructional Plan (55 points)
Field Experience and Journal (75 points)
Reflections, 5 at 10 points each (50 points)
Class Attendance and Participation (25 points)
Uploading of Assignments to Canvas (25 points)
TOTAL POINTS = **530 POINTS**

All assignments must be uploaded to Canvas so that the corresponding points are awarded and so that you maintain your portfolio in a consistent manner. A reflection of this course should be placed in your portfolio. You will need to send me the link to your portfolio prior to the end of this course so that this requirement is evaluated.

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

