

Education 365
Assessment and Intervention Strategies for
Infants and Toddlers with Disabilities and Their Families

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Catalog Description:

Develop skills in assessment procedures to utilize with newborn infants and toddlers up to three years of age having high risk and/or disabilities and in cooperation with family members and related services professionals. Includes field experience.

Education 365 Learning Outcomes:

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:

1. Students will develop an understanding of routines based interviews, family systems theory, and a coaching model of service delivery so that they can act as collaborators with families and professionals. (Standard 10: Leadership and Collaboration, Developing)(Standard 6: Assessment, Developing)
2. Students will engage in administration and scoring of screening tools, on-going assessments, and standardized assessment measures so that they can recommend additional assessments, scaffold learning, and/or identify a child who qualifies for early intervention services. (Standard 6: Assessment, Developing)
3. Students will develop an individualized family service plan so that specific goals are targeted for the child and his/her family with delineation of short-term objectives, methods, criteria, and transition to support growth in the context of daily, family routines. (Standard 2: Learning Differences, Developing; Standard 4: Content Knowledge, Developing)
4. Students will develop an intervention plan that synthesizes the use of family systems theory, coaching, and child/family goals so that students are able to provide early intervention services to children and families (Standard 5, Application of Content, Developing).
5. Students will participate in practicum so that they will gain familiarity about the characteristics and procedures with home-based intervention and intervention in natural environments (Standard 3: Learning Environments, Developing).

Required Readings:

Each topical section of the course lists required readings. Students will read all required material prior to the respective class.

Required Text:

All assignments and supportive literature will be available on D2L.

Wisconsin Early Childhood Special Education Content Guideline Addressed within this Course:

Knowledge, Performance, Disposition InTASC #	Wisconsin Early Childhood Special Education Content Guidelines	Division for Early Childhood Professional Standard (Special Education Standard)
Knowledge, Performance, & Disposition 1	<p>CHILD DEVELOPMENT</p> <p>A. Apply research-based principles and theories of child development (including brain development) and learning theory in guiding interactions and experiences with young children and in designing Developmentally Appropriate Practices</p> <p>B. Understand attachment theory and the importance of supportive and nurturing relationships for optimal development</p> <p>G. Understand that early experiences have an impact and that the Life Course Model offers a strategic approach to minimize health disparities in infant and child health by addressing their deeper social and environmental root causes</p> <p>K. Recognize the influence of abuse and neglect on the development of attachment and the early ability to form relationships, including concerns about brain development, Reactive Attachment Disorder, and personality development</p> <p>LEARNING, EXPERIENCES, STRATEGIES AND CURRICULUM</p> <p>A. Awareness and utilization of a wide range of theory- and research-based, developmentally appropriate approaches, strategies, and environments to facilitate and support development and learning, including the following:</p>	<p>ASSESSMENT 3. Practitioners use assessment materials and strategies that are appropriate for the child's age and level of development and accommodate the child's sensory, physical, communication, cultural, linguistic, social, and emotional characteristics.</p> <p>A4. Practitioners conduct assessments that include all areas of development and behavior to learn about the child's strengths, needs, preferences, and interests.</p> <p>FAMILY 8. Practitioners provide the family of a young child who has or is at risk for developmental delay/disability, and who is a dual language learner, with information about the benefits of learning in multiple languages for the child's growth and development.</p> <p>INSTRUCTION 1. Practitioners, with the family, identify each child's strengths, preferences, and interests to engage the child in active learning.</p> <p>INTERACTION 1. Practitioners promote the child's social-emotional development by observing, interpreting, and responding contingently to the range of the child's emotional expressions.</p>

	<p>1) Focus on each child’s characteristics, needs, and interests 2) Design and foster inclusive, alternative approaches to learning 3) Teach through social interactions and relationships</p> <p>B. Understand how all areas of development are interrelated C. Have understanding of the Wisconsin Model Early Learning Standards and how they apply to a variety of settings</p>	
<p>Knowledge & Disposition 2</p>	<p>CHILD DEVELOPMENT C. Value that children are best understood in the contexts of family, culture, and society E. Understand the contribution of biological and psycho-social factors on growth and developmental outcomes (such as regulatory issues, sensory problems, nutrition, brain development, culture, gender, family influences, and poverty) H. Show respect and responsiveness to cultural, linguistic, and family diversity and how this diversity impacts developmental milestones and expectations I. Value each child as an individual and a learner with unique potentials and needs</p> <p>FAMILY SYSTEMS AND DYNAMICS: A. Understand family systems theory and the ecology of the family, as well as their influence on the child’s growth, development, and learning B. Understand families, including: 1) How family members communicate and relate to each other and to those outside the family 2) Typical growth and development of family members 3) Special needs in families 4) Stress and conflict management 5) Family disruption and unexpected changes</p> <p>DIVERSITY: C. Appreciate differences in culture, national origin, language, family structure, disability, religious beliefs,</p>	<p>ASSESSMENT1. Practitioners work with the family to identify family preferences for assessment processes. A2. Practitioners work as a team with the family and other professionals to gather assessment information. FAMILY 8. Practitioners provide the family of a young child who has or is at risk for developmental delay/disability, and who is a dual language learner, with information about the benefits of learning in multiple languages for the child’s growth and development. INSTRUCTION 2. Practitioners, with the family, identify skills to target for instruction that help a child become adaptive, competent, socially connected, and engaged and that promote learning in natural and inclusive environments. INS3. Practitioners gather and use data to inform decisions about individualized instruction.</p>

	<p>spirituality, economic status, and child-rearing practices</p> <p>E. Provide services in a culturally and linguistically responsive manner that reflects the context, culture, and needs of the child and family</p> <p>H. Recognize the disparity of equity that may impart a cumulative emotional and historical trauma across generations</p> <p>I. Recognize that parents are children’s primary and most important caregivers and educators and that children are members of cultural groups that share developmental patterns (from the Guiding Principles of the Wisconsin Model Early Learning Standards)</p> <p>SPECIAL NEEDS, DISABILITIES, INCLUSIVE PRACTICES:</p> <p>C. Provide access to a wide range of learning opportunities, activities, settings, and environments, and make modifications to facilitate this access</p> <p>D. Provide individualized accommodations and supports to facilitate all children’s full participation in play and learning activities</p> <p>E. Promote belonging, participation, and engagement of children with and without disabilities in inclusive settings in a variety of intentional ways</p> <p>LEARNING EXPERIENCES, STRATEGIES, AND CURRICULUM:</p> <p>3) Teach through social interactions and relationships</p> <p>4) Facilitate children’s relationships, social-emotional development, and positive behaviors</p> <p>5) Foster oral language and communication, for all of the languages a child is learning</p> <p>6) Link children’s language(s) and culture(s) to the early childhood program, using inclusive practices</p> <p>7) Make the most of environments, routines, and experiences</p> <p>8) Offer predictable routines, relationships, and environments to foster security and support exploration</p>	
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<p>Knowledge, Performance, & Disposition 3</p>	<p>Diversity</p> <p>D. Utilize a variety of inclusive strategies to identify and support family strengths, relationships, socioeconomics, values, and beliefs</p> <p>E. Provide services in a culturally and linguistically responsive manner that reflects the context, culture, and needs of the child and family</p> <p>F. Utilize family goals, traditions, and cultural considerations in planning environments and programming to enrich children’s health, relationships, and experiences</p> <p>LEARNING EXPERIENCES, STRATEGIES, AND CURRICULUM:</p> <p>6) Link children’s language(s) and culture(s) to the early childhood program, using inclusive practices</p> <p>7) Make the most of environments, routines, and experiences</p> <p>8) Offer predictable routines, relationships, and environments to foster security and support exploration</p> <p>9) Use well-designed indoor and outdoor environments to promote learning and development</p> <p>HEALTH, SAFETY, AND NUTRITION:</p> <p>G. Acquire knowledge of current issues, inclusive practices, trauma-informed care, protective factors, and community resources to promote and support health and safety for children and families</p> <p>H. Support families in developing protective factors that foster healthy and safe environments for their children</p> <p>I. Value a comprehensive and inclusive approach to learning and development that recognizes the interrelationships among health, safety, security, nutrition, relationships, cultural competence, learning, and development</p> <p>GUIDANCE AND NURTURING:</p> <p>D. Understand the causes of children’s challenging behaviors and the research-based guidance approaches to meet children’s individual needs</p> <p>E. Practice positive guidance strategies that meet individual needs, such as:</p> <p>1) Responsiveness,</p>	<p>Leadership 1. Leaders create a culture and a climate in which practitioners feel a sense of belonging and want to support the organization’s mission and goals.</p> <p>L2. Leaders promote adherence to and model the DEC Code of Ethics, DEC Position Statements and Papers, and the DEC Recommended Practices.</p> <p>L3. Leaders develop and implement policies, structures, and practices that promote shared decision making with practitioners and families.</p> <p>L14. Leaders collaborate with other agencies and programs to develop and implement ongoing community-wide screening procedures to identify and refer children who may need additional evaluation and services.</p> <p>Environment 1. Practitioners provide services and supports in natural and inclusive environments during daily routines and activities to promote the child’s access to and participation in learning experiences.</p> <p>E2. Practitioners consider Universal Design for Learning principles to create accessible environments.</p> <p>Family 3. Practitioners are responsive to the family’s concerns, priorities, and changing life circumstances.</p> <p>Instruction 3. Practitioners gather and use data to inform decisions about individualized instruction.</p> <p>INS4. Practitioners plan for and provide the level of support, accommodations, and adaptations needed for the child to access, participate, and learn within and across activities and routines.</p> <p>Interaction 4. Practitioners promote the child’s cognitive development by observing, interpreting, and responding intentionally to the child's exploration, play, and social activity by joining in and expanding on the child's focus, actions, and intent.</p>
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	<p>2) Creating a safe environment, 3) Setting limits, 4) Self-regulation, 5) Goal-setting, 6) Role-modeling, and 7) Dealing with anger and other emotions</p> <p>F. Recognize how the individual differences of adults and children, including temperament and personality, influence guidance and nurturing</p> <p>FAMILY AND COMMUNITY RELATIONSHIPS:</p> <p>A. Value working with families and communities to support children’s learning and development</p>	<p>INT5. Practitioners promote the child’s problem-solving behavior by observing, interpreting, and scaffolding in response to the child’s growing level of autonomy and self-regulation.</p>
<p>Knowledge, Performance & Disposition 4</p>	<p>CHILD DEVELOPMENT:</p> <p>D. Understand the impact and importance of relationships (serve and return) for infant mental health and for social and emotional development of children of all ages</p> <p>D. Understand the impact and importance of relationships (serve and return) for infant mental health and for social and emotional development of children of all ages</p> <p>LEARNING EXPERIENCES, STRATEGIES, AND CURRICULUM:</p> <p>10) Create support for play and experiential learning</p> <p>11) Capitalize on incidental teaching and experiential learning</p> <p>GUIDANCE AND NURTURING:</p> <p>A. Recognize that positive relationships and supportive interactions are the foundation for work with young children, and appreciate the critical nature of “serve and return” as it relates to brain development</p> <p>B. Demonstrate techniques for soothing, limit setting, and protection, and discuss the meaning of these with families</p> <p>C. Develop meaningful and responsive</p> <p>G. Practice skills needed to support young children in increasing social competence, forming friendships, and interacting with others</p> <p>H. Understand the importance of play and its contribution to learning and healthy development</p>	

<p>Knowledge, Performance, & Disposition 5</p>	<p>FAMILY SYSTEMS AND DYNAMICS: H. Provide opportunities for parent education that align with the diverse interests and needs of families I. Acknowledge and reinforce the formal and informal support systems as defined by families J. Use positive interpersonal skills when communicating with families DIVERSITY: G. Recognize the impact of one’s own behaviors in a diverse society by creating safe, secure environments and relationships for all children; by showing appreciation of and respect for the individual differences and unique needs of others; by empowering children to treat others with equity, fairness, and dignity; and by expecting the same in return H. Recognize the disparity of equity that may impart a cumulative emotional and historical trauma across generations I. Recognize that parents are children’s primary and most important caregivers and educators and that children are members of cultural groups that share developmental patterns (from the Guiding Principles of the Wisconsin Model Early Learning Standards) LEARNING EXPERIENCES, STRATEGIES, AND CURRICULUM: A. Awareness and utilization of a wide range of theory- and research-based, developmentally appropriate approaches, strategies, and environments to facilitate and support development and learning, including the following: 12) Use strategies that promote successful transitions as children move between settings (such as hospital and home), from one program to another (such as transitioning from infant/toddler to pre-primary to primary), and within typical daily routines 13) Facilitate learning through technology HEALTH, SAFETY, AND NUTRITION:</p>	<p>LEADERSHIP 9. Leaders develop and implement an evidence-based professional development system or approach that provides practitioners a variety of supports to ensure they have the knowledge and skills needed to implement the DEC Recommended Practices. L10. Leaders ensure practitioners know and follow professional standards and all applicable laws and regulations governing service provision. ENVIRONMENT 4. Practitioners work with families and other adults to identify each child’s needs for assistive technology to promote access to and participation in learning experiences.</p>
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	<p>F. Use the principles of trauma-informed care to understand the impact of abuse, neglect, and domestic violence on children and family members</p> <p>GUIDANCE AND NURTURING:</p> <p>D. Understand the causes of children’s challenging behaviors and the research-based guidance approaches to meet children’s individual needs</p>	
<p>Knowledge, Performance, & Disposition 6</p>	<p>SPECIAL NEEDS, DISABILITIES, AND INCLUSIVE PRACTICES:</p> <p>F. Organize assessments and interventions by level of intensity, to scaffold learning for all children</p> <p>G. Establish goals for learning and development in all domains of development, including social-emotional development and behaviors that facilitate the participation of all children</p> <p>H. Explore with families and community partners helpful preventive measures to prevent challenging behaviors</p> <p>OBSERVATION, SCREENING, AND ASSESSMENT:</p> <p>A. Have a clear understanding of what is being assessed and why it is being assessed, before beginning any observation or assessment, thereby demonstrating understanding of the Teaching Cycle</p> <p>B. Recognize the purposes, strengths, and weaknesses of multiple assessment strategies (such as formative vs. summative assessment and screening vs. ongoing assessment), and know how to use each strategy effectively</p> <p>C. Understand the purposes of screening, how screening differs from other types of assessment, and the necessity for professional training on the use of standardized, reliable, and valid screening tools, including interpretation of the results and conversations with families</p> <p>D. Utilize observation, assessment, and screening approaches and tools that:</p> <ol style="list-style-type: none"> 1) Are developmentally, culturally, and linguistically appropriate, as well as valid for the intended purpose(s) 	<p>ASSESSMENT 4. Practitioners conduct assessments that include all areas of development and behavior to learn about the child’s strengths, needs, preferences, and interests.</p> <p>A5. Practitioners conduct assessments in the child’s dominant language and in additional languages if the child is learning more than one language.</p> <p>A6. Practitioners use a variety of methods, including observation and interviews, to gather assessment information from multiple sources, including the child’s family and other significant individuals in the child’s life.</p> <p>A7. Practitioners obtain information about the child’s skills in daily activities, routines, and environments such as home, center, and community.</p> <p>A8. Practitioners use clinical reasoning in addition to assessment results to identify the child’s current levels of functioning and to determine the child’s eligibility and plan for instruction.</p> <p>A9. Practitioners implement systematic ongoing assessment to identify learning targets, plan activities, and monitor the child’s progress to revise instruction as needed.</p> <p>A10. Practitioners use assessment tools with sufficient sensitivity to detect child progress, especially for the child with significant support needs.</p> <p>A11. Practitioners report assessment results so that they are understandable and useful to families.</p> <p>INSTRUCTION 3.Practitioners gather and use data to inform decisions about individualized instruction.</p> <p>INS9. Practitioners use functional assessment and related prevention, promotion, and intervention strategies</p>

	<p>2) Occur in the natural environment and take advantage of incidental moments of listening or observing</p> <p>3) Allow for the adaptation of tools and strategies using assistive technology as a resource</p> <p>E. Analyze, interpret, and communicate assessment results accurately and effectively, with the goal of obtaining valid, useful information, both quantitative and qualitative</p> <p>F. Ensure that cultural, linguistic, and regional differences are considered in the analysis of assessment results</p> <p>G. Use assessment and observation findings to improve children’s learning by informing practice; decision making; and the planning, evaluation, and quality improvement of programs</p> <p>H. Use information from families as part of the assessment process, including listening to the child and parent and making observations in multiple settings of the parent’s and child’s emotional states and their interaction patterns</p> <p>I. Focus on the strengths and interests of children, in partnership with families, as a way to help them learn and grow in all domains of development</p> <p>J. Know how, when, and where to refer for further assessment or evaluation for special needs or other concerns</p> <p>K. Value that responsible assessment is inclusive, enhances the development of all young children, and is not used to exclude or deny access to learning opportunities</p>	<p>across environments to prevent and address challenging behaviors.</p>
<p>Knowledge & Disposition 7</p>	<p>SPECIAL NEEDS, DISABILITIES, AND INCLUSIVE PRACTICES:</p> <p>A. Work in partnership with families who have children with special needs or disabilities for the best interest of the child, showing understanding and providing support as appropriate</p> <p>B. Work closely with families to understand each unique child, including motivations and preferences</p> <p>I. Be open to learn more about specific conditions or diagnoses of a child and willing to try new things to meet the needs of the child</p>	<p>ENVIRONMENT 5. Practitioners work with families and other adults to acquire or create appropriate assistive technology to promote each child’s access to and participation in learning experiences.</p> <p>E6. Practitioners create environments that provide opportunities for movement and regular physical activity to maintain or improve fitness, wellness, and development across domains.</p> <p>FAMILY 3. Practitioners are responsive to the family’s concerns, priorities, and changing life circumstances.</p>

	<p>J. Use systems-level supports to undergird the provision of inclusive services to children and families, including ongoing professional development and support, collaboration and coordination among all stakeholders, integration with general early care and education services, and quality frameworks such as the Wisconsin Model Early Learning Standards, YoungStar, and all Content Areas within the WI Core Competencies</p> <p>LEARNING EXPERIENCES, STRATEGIES, AND CURRICULUM:</p> <p>D. Value family relationships, parent/family involvement in children’s learning, and the critical role of parents as primary nurturers and teachers</p> <p>OBSERVATION, SCREENING, AND ASSESSMENT:</p> <p>I. Focus on the strengths and interests of children, in partnership with families, as a way to help them learn and grow in all domains of development</p> <p>FAMILY AND COMMUNITY RELATIONSHIPS:</p> <p>H. Become familiar with community resources that may be pertinent for specific families, such as:</p> <ol style="list-style-type: none"> 1) Referral processes for further developmental assessment, including Birth to 3 and Special Education 2) Domestic violence resources, including shelters 3) Food banks and clothing donations 4) Homeless shelters 5) Parenting classes and supports 6) La Leche League and mother groups 7) Legal resources 8) Public benefits and assistance 	<p>F4. Practitioners and the family work together to create outcomes or goals, develop individualized plans, and implement practices that address the family’s priorities and concerns and the child’s strengths and needs.</p> <p>F5. Practitioners support family functioning, promote family confidence and competence, and strengthen family-child relationships by acting in ways that recognize and build on family strengths and capacities.</p> <p>F6. Practitioners engage the family in opportunities that support and strengthen parenting knowledge and skills and parenting competence and confidence in ways that are flexible, individualized, and tailored to the family’s preferences.</p> <p>INSTRUCTION 4. Practitioners plan for and provide the level of support, accommodations, and adaptations needed for the child to access, participate, and learn within and across activities and routines.</p> <p>INS5. Practitioners embed instruction within and across routines, activities, and environments to provide contextually relevant learning opportunities.</p>
<p>Knowledge, Performance, & Disposition 8</p>	<p>CHILD DEVELOPMENT:</p> <p>J. Integrate the Wisconsin Model Early Learning Standards domains of development and Guiding Principles into developmental expectations for children</p> <p>FAMILY SYSTEMS AND DYNAMICS:</p> <p>F. Understand and utilize the concept of “goodness of fit” in observing and supporting parent-child interaction</p>	<p>FAMILY 6. Practitioners engage the family in opportunities that support and strengthen parenting knowledge and skills and parenting competence and confidence in ways that are flexible, individualized, and tailored to the family’s preferences.</p> <p>F7. Practitioners work with the family to identify, access, and use formal and informal resources and supports to achieve family-identified outcomes or goals.</p>

	<p>G. Respect the diversity of family structures and utilize non-judgmental approaches when working with families and communities</p> <p>SPECIAL NEEDS, DISABILITIES, AND INCLUSIVE PRACTICES:</p> <p>C. Provide access to a wide range of learning opportunities, activities, settings, and environments, and make modifications to facilitate this access</p>	<p>INSTRUCTION 4. Practitioners plan for and provide the level of support, accommodations, and adaptations needed for the child to access, participate, and learn within and across activities and routines.</p> <p>INS5. Practitioners embed instruction within and across routines, activities, and environments to provide contextually relevant learning opportunities.</p> <p>INS6. Practitioners use systematic instructional strategies with fidelity to teach skills and to promote child engagement and learning.</p> <p>INS7. Practitioners use explicit feedback and consequences to increase child engagement, play, and skills.</p> <p>INS8. Practitioners use peer-mediated intervention to teach skills and to promote child engagement and learning.</p> <p>INS9. Practitioners use functional assessment and related prevention, promotion, and intervention cross environments to prevent and address challenging behavior.</p> <p>INS10. Practitioners implement the frequency, intensity, and duration of instruction needed to address the child’s phase and pace of learning or the level of support needed by the family to achieve the child’s outcomes or goals.</p> <p>INS11. Practitioners provide instructional support for young children with disabilities who are dual language learners to assist them in learning English and in continuing to develop skills through the use of their home language.</p> <p>INS12. Practitioners use and adapt specific instructional strategies that are effective for dual language learners when teaching English to children with disabilities.</p> <p>INS13. Practitioners use coaching or consultation strategies with primary caregivers or other adults to facilitate positive adult-child interactions and instruction intentionally designed to promote child learning and development.</p>
<p>Knowledge & Disposition 9</p>	<p>FAMILY SYSTEMS AND DYNAMICS:</p> <p>C. Develop partnerships with parents that encourage family involvement in a child’s development and learning</p>	<p>LEADERSHIP 5. Leaders advocate for policies and resources that promote the implementation of the DEC Position Statements and Papers and the DEC Recommended Practices.</p>

<p>D. Demonstrate awareness of boundaries in working with families</p> <p>E. Understand the variety of ways families teach, guide, and influence children</p> <p>HEALTH, SAFETY, AND NUTRITION:</p> <p>A. Follow regulations and professional standards as they apply to health, safety, physical activity, and nutrition</p> <p>B. Understand the importance of healthy diet, hygiene, nutrition, and physical activity for children’s and adults’ health and well-being</p> <p>C. Work in partnership with families and community partners to provide safe, healthy and active opportunities and experiences</p> <p>D. Articulate the responsibilities and mandated reporter process for identifying, documenting, and reporting child abuse and neglect, including sexual abuse</p> <p>E. Recognize the characteristics and needs of parents, children, and families at risk for abuse and neglect and the protective factors that promote resiliency</p> <p>FAMILY AND COMMUNITY RELATIONSHIPS:</p> <p>A. Value working with families and communities to support children’s learning and development</p> <p>B. Possess an understanding of families and their relationships to other institutions, such as the educational, governmental, religious, and occupational institutions in society</p> <p>PROFESSIONALISM:</p> <p>J. Stay current on the latest research and technology</p> <p>PLANNING, REFLECTION, AND EVALUATION:</p> <p>A. Demonstrate the capacity for reflection and critical thinking about one’s work by self-assessing and self-evaluating, and engage in self-reflection to spark change</p> <p>B. Apply research and effective practices critically</p> <p>C. Be able to hold multiple viewpoints and reflect upon them</p> <p>D. Plan, strategize, and problem-solve</p>	<p>L11. Leaders collaborate with higher education, state licensing and certification agencies, practitioners, professional associations, and other stakeholders to develop or revise state competencies that align with DEC, Council for Exceptional Children (CEC), and other national professional standards.</p> <p>FAMILY 2 Practitioners provide the family with up-to-date, comprehensive and unbiased information in a way that the family can understand and use to make informed choices and decisions.</p> <p>F9. Practitioners help families know and understand their rights.</p> <p>F10. Practitioners inform families about leadership and advocacy skill-building opportunities and encourage those who are interested to participate.</p> <p>INSTRUCTION 12. Practitioners use and adapt specific instructional strategies that are effective for dual language learners when teaching English to children with disabilities.</p> <p>TEAMING AND COLLABORATION</p> <p>1. Practitioners representing multiple disciplines and families work together as a team to plan and implement supports and services to meet the unique needs of each child and family.</p> <p>TC2. Practitioners and families work together as a team to systematically and regularly exchange expertise, knowledge, and information to build team capacity and jointly solve problems, plan, and implement interventions.</p> <p>TC3. Practitioners use communication and group facilitation strategies to enhance team functioning and interpersonal relationships with and among team members.</p> <p>TC4. Team members assist each other to discover and access community-based services and other informal and formal resources to meet family-identified child or family needs.</p> <p>TC5. Practitioners and families may collaborate with each other to identify one practitioner from the team who serves as the primary liaison between the family and other team members based on child and family priorities and needs.</p>
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	<p>E. Manage time and resources</p> <p>F. Understand the impact of one’s own culture, educational background, experiences, and values on children and families</p> <p>G. Engage in self-care and self-advocacy, and establish and follow personal safety guidelines</p> <p>H. Have the ability to be an adult learner, and plan one’s own professional development</p> <p>I. Understand adult learning principles, and use coaching, mentoring, and consultation to help others plan, reflect, evaluate, and develop themselves professionally</p> <p>J. Value reflective supervision to enhance professional development and support self-care</p>	<p>TRANSITION 1. Practitioners in sending and receiving programs exchange information before, during, and after transition about practices most likely to support the child’s successful adjustment and positive outcomes.</p> <p>TR2. Practitioners use a variety of planned and timely strategies with the child and family before, during, and after the transition to support successful adjustment and positive outcomes for both the child and family.</p>
<p>Knowledge, Performance, & Disposition 10</p>	<p>FAMILY SYSTEMS AND DYNAMICS:</p> <p>J. Use positive interpersonal skills when communicating with families</p> <p>DIVERSITY:</p> <p>H. Recognize the disparity of equity that may impart a cumulative emotional and historical trauma across generations</p> <p>I. Recognize that parents are children’s primary and most important caregivers and educators and that children are members of cultural groups that share developmental patterns (from the Guiding Principles of the Wisconsin Model Early Learning Standards)</p> <p>GUIDANCE AND NURTURING:</p> <p>I. Recognize how one’s own behavior impacts the behavior of others</p> <p>FAMILY AND COMMUNITY RELATIONSHIPS:</p> <p>D. Utilize team-building, problem-solving, and conflict-resolution strategies when working with community partners</p> <p>E. Recognize the impact of media and screens on families and communities, and design strategies to use media as a tool to assist in learning</p> <p>F. Value family engagement as a way to work with families to support child learning and development, and honor the power of positive school-family connections</p>	<p>LEADERSHIP 4. Leaders belong to professional association(s) and engage in ongoing evidence-based professional development.</p> <p>L6. Leaders establish partnerships across levels (state to local) and with their counterparts in other systems and agencies to create coordinated and inclusive systems of services and supports.</p> <p>L10. Leaders ensure practitioners know and follow professional standards and all applicable laws and regulations governing service provision.</p> <p>L12. Leaders collaborate with stakeholders to collect and use data for program management and continuous program improvement and to examine the effectiveness of services and supports in improving child and family outcomes.</p> <p>L13. Leaders promote efficient and coordinated service delivery for children and families by creating the conditions for practitioners from multiple disciplines and the family to work together as a team.</p> <p>L14. Leaders collaborate with other agencies and programs to develop and implement ongoing community-wide screening procedures to identify and refer children who may need additional evaluation and services.</p> <p>FAMILY 1. Practitioners build trusting and respectful partnerships with the family through interactions that are sensitive and</p>

<p>G. Know about the school districts in the area offering 4K Community Approaches, as well as districts offering school-based 4K locations.</p> <p>PROFESSIONALISM:</p> <p>A. Commit to working within the regulations, practices, code of ethics, and standards of the profession</p> <p>B. Demonstrate knowledge of applicable state and agency regulations with respect to such issues as eligibility for services, confidentiality, reporting of child abuse, and others</p> <p>C. Be knowledgeable about community, county, state, and national resources; inform others about the value of services and programs for children and families; and be able to make appropriate referrals</p> <p>D. Value participatory management, Model Work Standards, and other principles/frameworks for quality work environments</p> <p>E. Work collaboratively with community and professional resources, and advocate for children, families, and one's profession</p> <p>G. Become skilled at communication, conflict resolution, working with difficult people, ensuring personal safety, setting professional boundaries, and understanding limitations</p> <p>H. Apply strategies to evaluate outcomes and assess effectiveness of programs on all participants</p> <p>I. Utilize opportunities to regularly identify, gather, analyze, synthesize, and evaluate information/data to strengthen the quality and effectiveness of one's work</p> <p>J. Stay current on the latest research and technology</p> <p>K. Practice visionary leadership, collaboration, and advocacy to a wide audience to improve programs and practices for young children and their families. Learn how to tell your story to impact others.</p> <p>ADMINISTRATION AND MANAGEMENT (GENERAL, FINANCE, AND PERSONNEL):</p> <p>C. Understand the basics of systems theory and theories of change, and</p>	<p>responsive to cultural, linguistic, and socioeconomic diversity.</p> <p>F2. Practitioners provide the family with up-to-date, comprehensive and unbiased information in a way that the family can understand and use to make informed choices and decisions.</p> <p>F3. Practitioners are responsive to the family's concerns, priorities, and changing life circumstances.</p> <p>F4. Practitioners and the family work together to create outcomes or goals, develop individualized plans, and implement practices that address the family's priorities and concerns and the child's strengths and needs.</p> <p>F5. Practitioners support family functioning, promote family confidence and competence, and strengthen family-child relationships by acting in ways that recognize and build on family strengths and capacities.</p> <p>F6. Practitioners engage the family in opportunities that support and strengthen parenting knowledge and skills and parenting competence and confidence in ways that are flexible, individualized, and tailored to the family's preferences.</p> <p>F7. Practitioners work with the family to identify, access, and use formal and informal resources and supports to achieve family-identified outcomes or goals.</p> <p>F8. Practitioners provide the family of a young child who has or is at risk for developmental delay/disability, and who is a dual language learner, with information about the benefits of learning in multiple languages for the child's growth and development.</p> <p>F9. Practitioners help families know and understand their rights.</p> <p>F10. Practitioners inform families about leadership and advocacy skill-building opportunities and encourage those who are interested to participate.</p>
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	<p>apply these understandings to the design and operation of quality programs</p> <p>H. Apply cultural and linguistic competence to organizational relationships and program planning</p> <p>I. Possess knowledge of the role of administrators in policy leadership and community collaboration, and work individually and as resources for other administrators in the development of substantial projects that integrate necessary aspects of program management</p>	
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<p style="text-align: center;">Wisconsin Model Early Learning Standards Discussed in this Course</p> <p>During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:</p> <p><i>Health and Physical Development</i></p> <p>A. Physical and Health</p> <p>A.EL. 1 Demonstrates behaviors to meet self-help and physical needs.</p> <p>A.EL. 2 Demonstrates behaviors to meet safety needs.</p> <p>A.EL. 3 Demonstrates a healthy lifestyle</p> <p>B. Motor Development</p> <p>B.EL. 1 Moves with strength, control, balance, coordination, locomotion, and endurance.</p> <p>B.EL. 2 Exhibits eye-hand coordination, strength, control, and object manipulation.</p> <p>C. Sensory Organization</p> <p>C. EL. 1 Uses senses to take in, experience, integrate, and regulate responses to the environment.</p> <p><i>Social and Emotional Development</i></p> <p>A. Emotional Development</p> <p>A.EL. 1 Expresses a wide range of emotions.</p> <p>A.EL. 2 Understands and responds to others' emotions.</p> <p>B. Self-Concept</p> <p>B. EL. 1 Develops positive self-esteem.</p> <p>B. EL. 2 Demonstrates self-awareness.</p> <p>C. Social Competence</p> <p>C. EL. 1 Demonstrates attachment, trust, and autonomy. ttgt</p> <p>C. EL. 2 Engages in social interaction and plays with others.</p> <p>C. EL. 3 Demonstrates understanding of rules and social expectations.</p> <p>C. EL. 4 Engages in social problem solving behavior and learns to resolve conflict.</p> <p><i>Language Development and Communication</i></p> <p>A. Listening and Understanding</p> <p>A. EL. 1 Derives meaning through listening to communications of others and sounds in the environment.</p> <p>A. EL. 2 Listens and responds to communications with others.</p>
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A. EL. 3 Follows directions of increasing complexity.

B. Speaking and Communicating

B. EL. 1 Uses gestures and movement (non-verbal) to communicate.

B. EL. 2a Uses vocalizations and spoken language to communicate. Language Form (syntax: rule system for combining words, phrases, and sentences, including parts of speech, word order, and sentence structure)

B. EL. 2b Uses vocalizations and spoken language to communicate. Language Content (Semantics: rule system for establishing meaning of words, individually and in combination)

B. EL. 2c Uses vocalizations and spoken language to communicate. Language Function (Pragmatics: rules governing use of language in context).

C. Early Literacy

C. EL. 1 Develops ability to detect, manipulate, or analyze the auditory parts of spoken language

C. EL. 2 Understands concept that alphabet represents the sounds of spoken language and the letters of written language

C. EL. 3 Shows appreciation of books and understands how print works.

C. EL. 4 Uses writing to represent thoughts or ideas.

Approaches to Learning

A. Curiosity, Engagement, and Persistence

A. EL. 1 Displays curiosity, risk-taking, and willingness to engage in new experiences.

A. EL. 2 Engages in meaningful learning through attempting, repeating, experimenting, refining and elaborating on experiences and activities.

A. EL. 3 Exhibits persistence and flexibility.

B. Creativity and Imagination

B. EL. 1 Engages in imaginative play and inventive thinking through interactions with people, materials, and the environment.

B. EL. 2 Expresses self creatively through music, movement, and art.

C. Diversity in Learning

C. EL. 1 Experiences a variety of routines, practices, and languages.

C. EL. 2 Learns within the context of his/her family and culture.

C. EL. 3 Uses various styles of learning including verbal/linguistic, bodily/kinesthetic, visual/spatial, interpersonal and intrapersonal.

Cognition and General Knowledge

A. Exploration, Discovery, and Problem Solving

A. EL. 1 Uses multi-sensory abilities to process information.

A. EL. 2 Understands new meanings as memory increases.

A. EL. 3 Applies problem solving skills

B. Mathematical Thinking

B. EL. 1 Demonstrates an understanding of numbers and counting.

B. EL. 2 Understands number operations and relationships.

B. EL. 3 Explores, recognizes, and describes, shapes and spatial relationships.

B. EL. 4 Uses the attributes of objects for comparison and patterning.

B. EL. 5 Understands the concept of measurement.

B. EL. 6 Collects, describes, and records information using all senses.

C. Scientific Thinking

C. EL. 1 Uses observation to gather information.

- C. EL. 2 Uses tools to gather information, compares observed objects, and seeks answers to questions through active investigation.
- C. EL. 3 Hypothesizes and makes predictions.
- C. EL. 4 Forms explanations based on trial and error, observations, and explorations.

Tentative Schedule of Class Topics / Assignments and Required Readings

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

Date	Topic	Requirements
September 7	Introduction to the Course; History of Early Intervention Services and Service Delivery Models	
September 14	Infant Development; Attachment, Temperament, Parent-Child Interactions; Home Observation and Measurement of the Environment; Parent and Sibling Scales	Read: The Emotional Life of a Toddler, Chapter 4 Child Development, pg. 1-28, 39-59 Reading Response 1
September 21	Family Systems Theory, Family Differences / Cultural Diversity, Skilled Dialogue, IDEA, part C	Read: https://www.dhs.wisconsin.gov/publications/p2/p23163.pdf Skilled Dialogue, pp. 3-32, Child Development, pp. 28-29, Reading Response 2
September 28	Child Find Screening Tools (ASQ, ASQ:SE, Denver), On-going Assessments (Portage Guide-3, TS-Gold)	Read: https://www.cdc.gov/ncbddd/actearly/milestones/index.html , https://www.acf.hhs.gov/sites/default/files/ecd/early_intervention_guide_march2014.pdf Reading Response 3 Watch: https://www.youtube.com/watch?v=45vvTCrfr8E
October 5	Routines Based Interview, Play-Based Assessment Norms and Interpretation of Test Scores	Read: Assessment in Early Childhood Education pp. 129-138, 148-156 Administration of Screening
October 12	Exploration of Testing Materials; Vineland, Batelle Developmental Inventory, Bayley Scales of Infant and Toddler Development, AEPS Measurement for Birth to Three Years, Brigance Inventory of Early Development, Developmental Profile-3	Read: Read: Assessment in Early Childhood Education, pp. 55-58, 98-99 Reading Response 4 Administration of On-Going Assessment
October 19	Early Intervention Eligibility,	Watch:

	Writing and Presenting Assessment Reports	https://www.dhs.wisconsin.gov/birt/hto3/principles.htm Administration of Standardized Assessment
October 26	IFSP Development	Field Experience Journal 1 (should include reflection of hours completed so far)
November 2	IFSP, Questions / Work Time	Assessment Report
November 9	Characteristics and intervention strategies of children with speech/language delays (language delays, articulation, apraxia)	IFSP
November 16	Characteristics and intervention strategies of children with cognitive/social/play delays (genetic disorders, chromosomal disorders,	Read/Explore: https://www.zerotothree.org/ , http://www.collaboratingpartners.com/index.php , https://www.dhs.wisconsin.gov/children/index.htm Reading Response 5
November 30	Characteristics and intervention strategies of children with motor skill delays	
December 7	Final Exam Review	Field Experience Journal 2, Cooperating Teacher's Evaluation, Intervention Plan Due
December 14	Final Exam	

Course Requirements:

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.

I expect you to honor your responsibilities, including attending every class meeting. However, I understand that you have a life beyond this course, and that unexpected problems or crises can interfere with your attendance or assignments. I also want you to be safe. If weather or other circumstances threaten your safety while traveling to or from class, I understand you decide not to attend. In general, the best way to avoid losing points is to contact me before an absence. When you contact me about an

absence, please specifically suggest how you think we should handle the absence (e.g., turning in an assignment late without a penalty).

Students will earn 5 points per class session of active participation. (70 possible points)

Reading Responses: Reading response questions will be available on D2L and must be completed prior to the class session.

Students will earn up to 10 points per reading response. (50 total points)

Administration of Screening Tool: Students will work in pairs to complete an Ages and Stages Screening and ASQ:SE on a fictional child. Students will take turns playing the role of early childhood special education teacher and parent. Students will be given case study information about a child and will roll play how they would work through use and ASQ and ASQ:SE. Once questions are answered, each pair will work together to score the screening tools and determine a recommendation for next steps. ASQ and ASQ:SE scoring sheets and a short recommendation will be submitted in class.

Students will earn up to 30 points (10 for ASQ administration/scoring, 10 for ASQ:SE administration/scoring, 10 for recommendations)

Administration of On-Going Assessment: Students will choose one developmental domain of the Portage Guide-3. During the practicum experience or time with a child between the ages of 0-5 (preferable a child under age 3), students will use observation and playful interactions to document current developmental level. Students will submit a copy of the scored TOP (tool for observation and planning), identify three skills that should be emerging next, identify one way of scaffolding the development of the each of the three identified emerging skills.

Students will earn up to up to 30 points (10 for TOP administration/scoring, 10 for identifying emerging skills, 10 description of ideas to scaffold emerging skills.

Administration of Standardized Assessment: Students will work in small groups to choose, administer, and score a standardized assessment tool. Assessment tools can include; Bayley Scales of Infant and Toddler Development, Brigance Inventory of Early Development, Developmental Assessment of Young Children, or Batelle Developmental Inventory. Case studies of children will be provided and the administration of the

assessment will be a mock-assessment. Groups will submit: summary of standardized assessment tool, scoring protocol, chart of student achievement.

Students will earn up to 60 points (20 for summary of assessment tool, 20 for scoring tool, 20 for chart of student achievement).

Evaluation Report: Based on the results of the standardized assessment results and case study information, each student will write an individual evaluation report. The evaluation report should include; reason for the referral (10 points), medical history (10 points), social history / concerns of the parent (10 points), standardized test results (10 points), and observations/interactions (10 points). The report must be written in a professional yet family-friendly and strengths-based manner (10 points).

Students will earn up to 60 points.

Individualized Family Service Plan: Small groups of students will work together to complete an IFSP based on the information from the case study and evaluation report. Specific goals will be written for the targeted child and his/her family members for the next six months. Each targeted behavior will be delineated (in an observable format), methods, and criteria. A minimum of FIVE goals for the child/family will be formulated and will should address the following areas of development; cognitive, fine motor, gross motor, receptive language, expressive language, and personal/social (including self-care). Additional information and IFSP forms will be shared in class.

Students will earn up to 60 points (rubric information will be shared in class and on D2L)

Intervention Plan: Based on the goals outlined in the IFSP, each student will create an intervention plan including; mock-discussion during home visit between parent and teacher, list of skills that you will model/coach, list of community resources that you would provide for the family.

Students will earn up to 50 point (rubric information will be shared in class and on D2L)

Field Experience / Practicum Reflections and Evaluation: All students will observe and participate in a total of twenty (20) hours in a classroom/setting serving young

children (birth to eight years) with exceptional needs. In order to get the most out of this class and practicum, please attempt to include some practicum hours in a situation working with aged birth-three. You may seek out home visitation programs, Birth to Three programs, child care centers, early childhood special education placements, etc. All hours do not need to be completed in the same location; however, you are accountable to have a cooperating teacher sign off on all of your hours. A cooperating teacher's evaluation must be submitted from the teacher with whom you spent the most time. A reflective journal entry will be kept to record anecdotal observations about children, teaching practices, questions, etc. The journal will be collected two times during the course of the semester.

Students will earn up to 60 points (20 points for completion of hours, 20 point for cooperating teacher evaluation, 20 points for reflective journals).

Final Exam: Students will engage in a comprehensive examination. Content of the exam will cover material from assigned readings and class discussions. (60 total points)

Grading - Total Possible Points

Attendance and Participation - 70
Reading Responses - 50
Administration of Screening Tool - 30
Administration of On-Going Assessment - 30
Administration of Standardized Assessment - 60
Evaluation Report - 60
IFSP - 60
Intervention Plan - 50
Field Experience - 60
Final Exam - 60

Total Points = 540

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 no more than 48 hours late can receive no more than 80% of the points possible. An assignment completed not more than one week late can receive no more than 60% of the points possible. After one week, I usually refuse to accept a late assignment.

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. You will be expected to research an educational topic and community resources. 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 turn in all assignments. Test protocols will can be submitted in hard copy, in class, on the due date listed in the tentative schedule of class topics / assignments and required readings.

Technology Use

The use of electronics in class shall be limited to course content. Do not engage in texting, e-mailing, 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.

Skill Competencies

Topic: Family-Focused Intervention Model

Competencies: Upon completion of the class session, one will:

1. Describe the "goodness-of-fit" concept as it relates to families (*knowledge*).
2. State the goals associated with the family-focused intervention model (*knowledge*).
3. Delineate each of the following steps of the family-focused intervention model and the respective actions and purposes incorporated within each step: assessment of family needs, generating hypotheses, family-focused interview, and formalization of a plan, intervention, and evaluation (*knowledge*).

InTASC: 7e. The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs (performance). 7i The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning (knowledge). 9m. The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families (disposition).

Topic: Attachment; Parent-Child Interaction Model; Home Observation for Measurement of Environment; Parent and Sibling Scales

Competencies: Upon completion of the class session, the student will:

1. Describe the theoretical bases of the parent-child interactional approach across diverse cultures (*knowledge*).
2. Delineate the factors that influence effective parent-child interaction and the home environment (*disposition*).
3. State the purposes and guidelines associated with the parent-child interactional model and for implementing evaluation of the home environment (*knowledge*).
4. Explain the criticisms of other approaches utilized with parents and the ingredients of parent-child reciprocity (*disposition*).
5. Describe the administration and characteristics of the Parent Behavior Progression, the Home Observation for Measurement of the Environment, Mother/Infant Communication Screening, and other scales presented in class (*knowledge*).
6. Describe the available scales to measure sibling and parental behaviors and to obtain the perspectives of family members (*knowledge*).

InTASC: 7i. The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning (knowledge). 8p. The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction (disposition). 9j. The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse) (knowledge). 9m. The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families (disposition).

Topic: Child Temperament; Norms and Interpretation of Test Scores; Technical and Methodological Terminology

Competencies: Upon completion of the class session, one will:

1. Define temperament and describe the different types of temperament styles (*knowledge*).
2. Describe the various assessments used to measure temperament (*knowledge*).
3. Describe the purposes/uses and weaknesses of norms, normal curve, and the controversy surrounding it, measures of central tendency and variability, developmental norms, and within-group norms (*knowledge and disposition*).
4. Explain the strengths and weaknesses of computer interpretation of test results (*knowledge*).
5. Describe methods associated with qualitative analysis of test responses and the determination of item difficulty (*knowledge*).
6. Explain the purposes of correlation coefficients, reliability, validity, and standard error of measurement (*knowledge*).
7. Describe the purposes for each type of reliability: test-retest, alternate form, split-half, Kuder-Richardson, coefficient alpha, and inter-rater (*knowledge*).
8. Describe the types of validation and their purposes, including content-related, criterion-related, and construct-related (*knowledge*).
9. Explain the relationship between reliability and validity (*knowledge*).

(InTASC: 6u. The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs (Disposition). 8p. The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction (disposition). 9a. The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards (performance).

Topic: Interpretation of Assessment Results to Significant Persons in the Family; Writing Educational Reports; Individualized Family Service Plan Components

Competencies: Upon completion of the class session, one will:

1. Describe each component of the individualized family service plan (IFSP) (*knowledge*).
2. Refer to federal and state regulations about compliance with IDEA and appropriate development and implementation of the IFSP (*knowledge*).

3. Describe important considerations in the formulation of family plans and include functional skills, social validation, breadth of goals, data collection procedures, normalization, partial participation, and integration (*disposition*).
4. State the characteristics of a top-down curricular approach (*knowledge*).

InTASC 1a. The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needed in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development (performance). 3q. The teacher seek to foster respectful communication among all members of the learning community (*disposition*). 6u. The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs (*Disposition*). 7h. The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge (*Knowledge*). 7i. The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning (*knowledge*). 9j. The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse) (*knowledge*). 9m. The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families (*disposition*).

Topic: Predictability of Infant Assessments and Information Processing Paradigms; Neonatal Assessment Scale, Dubowitz Assessment of Gestational Age, Neonatal Behavioral Assessment Scale (Brazelton)

Predictability of Infant Assessment, Information Processing Paradigms

Competencies: Upon completion of the class session, the student will:

1. Delineate the purposes for assessment of children's early behavioral repertoire (*knowledge*).
2. Describe the contemporary social issues that have impacted upon the current status of assessment of young children (birth to eight years) (*knowledge*).
3. Relay concerns regarding stability-instability of individual differences and continuity-discontinuity of development (*knowledge*).
4. Delineate the characteristics and differences among domain-referenced, criterion-referenced, and norm-referenced assessment devices (*knowledge*).

5. State the various methodologies that are utilized for quantifying assessment data as a means of relaying child progress and recommendations concerning their use (*knowledge*).
6. Describe the precipitating causes for assessment of young children's information processing capabilities (*knowledge*).
7. Describe the procedures and types of these paradigms, including intra-modal, intermodal, and cross-modal transfer (*knowledge*).
8. Delineate the implications of fast habituation rates, and the behavioral responses of infants with low birth-weight, or with specific needs (*knowledge*).
9. Explain the extent of the predictive validity of information processing paradigms (*knowledge*).
10. Describe the strengths of these paradigms and the controversy that exists between information processing paradigms and future intelligence (*knowledge*).

Neonatal Assessment, *Dubowitz Assessment of Gestational Age, Neonatal Behavioral Assessment Scale (Brazelton)*

Competencies: Upon completion of the readings and a demonstration by the instructor, the student will:

1. Accurately assess the newborn's posture, lanugo, breast, ear, skin color, and skin opacity (*skill*).
2. Find the corresponding gestational age after obtaining the newborn's score (*skill*).
3. Accurately administer the most recent protocol (third edition) of the *Neonatal Behavioral Assessment Scale* (*skill*).
4. Accurately complete the profile of the *Neonatal Behavioral Assessment Scale* (*skill*).
5. Be familiar with how to write a cohesive, descriptive paragraph of the newborn assessed (*knowledge*).
6. Cite the differences between a standard neurological examination and the *Neonatal Behavioral Assessment Scale* (*knowledge*).
7. Cite recent research finding regarding the predictive validity of the *Neonatal Behavioral Assessment Scale* (*knowledge*).
8. Explain the empirical evidence derived from the *Neonatal Behavioral Assessment Scale* being applied to special populations (e.g., premature, infants with disabilities, difference cultures) (*knowledge and disposition*).

9. Gain familiarity with the *Mother's Assessment of the Behavior of Her Infant* (questionnaire for mothers adapted from the *Neonatal Behavioral Assessment Scale*, by T. Field) (*knowledge*).

InTASC: 6u. The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs (Disposition).

Topic: Screening: *Denver Developmental Screening Test; Minnesota Child Development Inventory; Battelle Developmental Inventory Screening Test; Informal Educational Inventories: Sewall Early Education Developmental (SEED) Profile; Early Learning Accomplishment Profile; Ordinal Scales of Psychological Development (Uzgis-Hunt Scales)*

Competencies: Upon completion of the class session, one will:

1. Describe the purposes of screening tools and the available screening systems with which to quantify results and include input from related services professionals (*knowledge*).
2. Describe the instructions for the administration and scoring of behavioral responses (*knowledge*).
3. Describe the characteristics, strengths, and weaknesses of these assessment devices (*knowledge*).
4. Describe the advantageous attributes of the SEED, the E-LAP, etc. as compared to other frequently utilized assessments (*knowledge*).
5. Cite the ramifications of utilizing assessments that employ secondary sources in the development of their items (*knowledge*).
6. Describe the method of obtaining the basal and ceiling levels as well as scoring the informal inventories (*knowledge*).
7. Describe the use of ordinal scales as compared to other types of assessments (*knowledge*).
8. State the age range and the seven branches of the *Ordinal Scales of Psychological Development* (*knowledge*).
9. Relay the conclusion of research conducted with infants and the *Ordinal Scales of Psychological Development* (*knowledge*).
10. Accurately record and interpret the infant's responses in each of the seven branches (*knowledge*).

11. Discuss intervention strategies for gaps of performance as they relate to other branches of development (*skill*).
12. Describe other informal tools used in evaluation of children's competencies (*knowledge*).
13. Describe the collaborative approach associated with *Assessment, Evaluation, and Programming Systems for Infants and Children* (*knowledge*).

InTASC: 6u. The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs (Disposition)

Topic: Psychological and Educational Assessment; Sensorimotor Assessment of Infants

Competencies: Upon completion of the readings and experiences associated with the class sessions, the student will:

1. Accurately administer the mental and motor scales of the *Bayley Scales of Infant Development-II* (*knowledge*).
2. Accurately complete the *Bayley Behavior Rating Scale* (*knowledge*).
3. Ascertain the corresponding MDI and PDI once given an infant's raw score (*skill*).
4. Find the respective age equivalent for each raw score (*skill*).
5. Determine the infant's functioning level in the following domains: cognitive/adaptive functioning, fine motor, gross motor, receptive language, expressive language, and personal/social (*skill*).

InTASC: 6u. The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs (disposition). 7i. The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning (knowledge).

Intervention Component

Topic: Service Coordination within the Individualized Family Service Plan, Interagency Agreement, Teaming Models of Intervention of Intervention and Service Delivery

Competencies: Upon completion of the class session, one will:

1. Describe each component of the individualized family service plan (IFSP) (*knowledge*).
2. Refer to federal and state regulators about compliance with IDEA and appropriate development and implementation of IFSP (*knowledge*).
3. Explain exemplary procedures in facilitating transition from birth to three-year old programs to three to five-year old programs (*skill*).
4. Demonstrate necessary behaviors to be successful with families on a home visit (*skill*).
5. Describe research regarding successful implementation of home visits (*knowledge*).
6. Describe team models and practice teaming behavior (*skill*).
7. Cite the characteristics of the multidisciplinary, interdisciplinary, and transdisciplinary models of intervention (*knowledge*).
8. Cite the differences between the three models presented (*knowledge*).
9. Describe the following concepts according to the transdisciplinary model: joint team approach, role release, etc. (*knowledge*).
10. Cite the strengths and barriers associated with implementing the transdisciplinary models (*knowledge*).

InTASC: 3q. The teacher seeks to foster respectful communication among all members of the learning community (disposition). 7h. The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge (knowledge). 8p. The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction (disposition). 9a. The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards (performance). 9h. The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly (knowledge). 9j. The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse) (knowledge). 9m. The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families (disposition).

Topic: Understanding Genetics, Genetic Counseling, Genetic Conditions, Prematurity, Cerebral Palsy, Autism, Pervasive Developmental Disorder and Early Brain Development

Competencies: Upon completion of the class session, one will be able to:

1. Describe the formation of the field of genetics, causes for referral, and questions commonly asked at the time of referral (*knowledge*).
2. Delineate genetically derived conditions, e.g., Down syndrome, Klinefelter syndrome, Ullrich-Turner syndrome, inborn errors of metabolism, autosomal recessive and dominant disorders, X-linked disorders, numerical and structural defects, and multifactorial problems (*knowledge*).
3. Explain the various types of spina bifida and resulting treatment for various types of treatment for hydrocephaly, decubitus, catheterization, tracheostomy, and gastrostomy care (*knowledge*).
4. State the different techniques utilized for prenatal diagnoses: amniocentesis, fetoscopy, amniography, ultrasound, corion vaginal biopsy/smear, and pedigree analysis (*knowledge*).
5. Complete a pedigree analysis for one's own family (*skill*).
6. Describe the in utero sensory environment and factors affecting the preterm's development (*knowledge*).
7. Explain the preterm as an immature organism and as medically ill (*knowledge*).
8. Delineate the effects of early experience, and state the sensory functioning in the preterm (*knowledge*).
9. Describe intervention techniques for preterm infants and infants under one month of age, while considering modifications for medical equipment (*knowledge*).
10. Delineate future outcomes of previously premature infants and the effects of prematurity on the parents (*disposition*).
11. Pinpoint specific structures of the brain and explain the function associated with each part of the brain (*knowledge*).
12. Describe the influences of parental care and the home environment upon early brain development (*disposition*).
13. Explain the lasting effects of the first three years of life upon the future development of the child (*disposition*).
14. State the definition, characteristics, etiology, and incidence of infantile autism, pervasive developmental disorder, and other related autistic-like disorders (*knowledge*).
15. Explain the relationship and differential diagnosis from other disabilities (*knowledge*).
16. List the diagnostic criteria used in the identification of infantile autism and pervasive developmental disorder (*knowledge*).

17. Explain the purposes and ingredients of each of the tests that are specifically designed to assess infantile autism and pervasive developmental disorder (*knowledge*).
18. State specific intervention techniques that are utilized when working with young children having infantile autism pervasive developmental disorder (*knowledge*).
19. Describe the causes, types, and developmental concerns associated with cerebral palsy (*knowledge*).

Topic: Assessment and Intervention for Young Children

Competencies: Upon completion of the readings and experiences within the class, the student will:

1. Identify the criteria used in ascertaining at what month to begin the *Educational Assessment of a Child with Little or No Fine Motor Skills* (*knowledge*).
2. Describe the method of recording the child's results on the profile and on the assessment (*knowledge*).
3. Describe the method of recording the child's results on the profile and on the assessment (*knowledge*).
4. Describe the types of adaptations that can be utilized in order to adapt task.
5. Describe the difficulty in utilizing standardized assessments with children having low incidence disorders (*knowledge*).
6. Explain the methods associated with administering the *Callier-Azusa Scale* (*knowledge*).
7. Demonstrate the method of scoring the children's responses on the *Callier-Azusa Scale* (*knowledge*).
8. State the definition, characteristics, etiology, and incidence of infantile autism, pervasive developmental disorder, and other related autistic-like disorders (*knowledge*).
9. Explain the relationship and differential diagnosis from other disabilities (*knowledge*).
10. List the diagnostic criteria used in the identification of infantile autism and pervasive developmental disorder (*knowledge*).
11. Explain the purposes and ingredients of each of the tests that are specifically designed to assess infantile autism and pervasive developmental disorder (*knowledge*).
12. State specific intervention techniques that are utilized when working with young children having infantile autism pervasive developmental disorder (*knowledge*).
13. Describe the causes, types, and developmental concerns associated with cerebral palsy (*knowledge*).

InTASC: 7i. The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning (knowledge).

Topic: Handling and Positioning for Fine and Gross Motor Skills

Competencies: Upon completion of the class session, one will:

1. Describe the prerequisite skills for complex patterns of movement (*knowledge*).
2. Delineate the following sensory components of movement essential for controlled voluntary movement: tactile input, kinesthesia, proprioception, and vestibular mechanism (*knowledge*).
3. State the purposes of handling and positioning as well as key points of control to help children achieve normal muscle tone (*disposition*).
4. Demonstrate techniques to improve the following gross motor skills: head control, trunk control, protective extension reactions, sitting, mobility, standing, and walking (*skill*).
5. Display techniques to improve the following fine motor skills: visual tracking, reaching, grasping, releasing, midline play, and manipulating objects (*skill*).
6. Describe management techniques used to normalize tone in children with hypertonia, hypotonia, and athetosis (*knowledge*).