Course Information

Syllabus

EDUC 365/565: Assessment and Intervention Strategies for Infants and Toddlers with Disabilities and Their Families

Total Credits	3.00
Start Date	Jan 28, 2017
Meeting Times	We will meet face to face on the following times and dates: • January 28, 2017 • March 4, 2017 • April 29, 2017 1:00 pm to 4:00 pm The remaining times we will be meeting via D2L
Meeting Location	UWSP Campus, College of Professional Studies, room 326
Instructor Name Office	April Hartjes, MSE College of Professional Studies, 4th Floor, Room 439
Phone Number	UWSP: 715-346-4436 (shared with other faculty) Personal Phone 715-572-8099 (ok to call and text but not after 8:00 pm or before 8:00AM) 715-295-1281 (Day) Voicemail will be answered within 24 hours during business days or 48 hours on weekends/holidays. Please include your name, class name, and return phone number along with your question when leaving a message.
Email	april.hartjes@uwsp.edu ***Email is the preferred method of communication***. In subject line, state class name and brief question. In email, provide detailed message using complete sentences, spell check and sign your name I will return emails within a 24-hour period on business days and 48-hour period on weekends and holidays.
Office Hours	By appointment only or 1 hour before class starts

Instructor Biographical Information	April Hartjes, has earned undergraduate degrees in Human Development and Humanistic Studies from the University of Wisconsin – Green Bay. Additionally, she has an undergraduate degree and Department of Public Instruction teaching license in Special Education from University of Wisconsin Stevens Point. Ms. Hartjes earned her Master's Degree in General Education from University of Wisconsin Stevens Point. Ms Hartjes has held the position of service coordinator, special educator and director of a Birth to Three Program. Additionally, she has contracted services for the ECSE (3-5) Program. She has extensive experience working in special education, preschool, childcare, social work, administration and collaborating with school districts, Head Start and Human Service Programs. She teaches undergraduate and graduates classes for University of Wisconsin- Stevens Point. She also teaches Early Childhood Education classes at Mid-State Technical College
Teaching Philosophy	Children are eager to learn. Ready for us to teach them. Opening their hearts and minds. Waiting for us to reach them. All Children Can Learn -Brian Joseph

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.

Prerequisite: Admission to Education Program

Education 365/565 Learning Outcomes

1. Students will demonstrate familiarity and accurate interpretation of assessment results applied to children in early childhood using informal and formal measures (Standard 6: Assessment, Developing).
2. Students will interpret familial perspectives based on parent and sibling responses to self-report inventories, observations, interviews, and standardized tools by accurately interpreting these perspectives (Standard 6: Assessment, Developing).
3. Students will develop hypotheses and then verify these hypotheses with families to determine a complete portrayal of the family, the inter-relationships among the measures, and generation of proposed child/family goals in concert with the family members (Standard 5, Application of Content, Developing).
4. Students will interpret familial responses to responses in an interview and develop a consensus documents that details themes based on familial choice (Standard 10: Leadership and Collaboration, Developing).
5. 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 in the developmental areas and family life goals (Standard 2: Learning Differences, Developing; Standard 4: Content Knowledge, Developing).
6. 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).

7. Students will demonstrate reflection and collaboration by displaying effective communication skills, body language, relaying information in a respectful manner, and working in a team-like atmosphere (Standard 10: Leadership and Collaboration, Developing).

Required and Recommended Readings:

Each topical section of the course lists required and supplementary readings. *The student will read all required readings and complete activities for each Learning Plan.* Recommendations concerning the information contained in the supplementary readings will be provided so that each student can select and read those which will meet their individual needs.

Often the student will be required to bring handouts to class. The students may access information from D2L via laptop or bring a paper version to class.

Required Text:

All assignments and supportive literature are on D2L.

Learner Expectations:
You are an adult learner and as such, you are responsible for your own learning. No one else can be a "stand in" for you in the learning process. You will be held accountable for all assigned activities. You matter and what you do does make a difference. You will have an opportunity to share your unique ideas and experiences with your student peers and instructor. The form and content of your participation will determine the level of achievement, satisfaction, and enjoyment that you experience. Because others are depending on you to keep the course moving, you have an obligation to meet deadlines for completing assignments and postings.

Attendance:
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 can't 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 if 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).

Late Assignments:

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 no more than 1 week late can receive no more than 60% of the points possible. After 1 week, I usually refuse to accept a late assignment

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 my 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 don't 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'm happy to make an accommodation. Here are some exceptional needs I have accommodated in the past: learning disability, physical disability, chronic illness, death in the family, car accident, sick child.

Integrity Policy

I expect you to come to class promptly and regularly, prepared to actively and fully participate in the activities. I expect you to treat me, your colleagues, and anyone 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 (e.g., attendance, assignments), I expect you to communicate with me and anyone else affected (e.g., your colleagues) 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 may even require this. However, I expect you to give proper credit for anything that isn't your own original work. I urge you to make intellectual integrity a central part of your professional identity. Professionals in a variety of fields routinely use other people's work (e.g., lesson plans in education). But accidentally or deliberately leaving off credit is professionally and morally wrong. I use anti-plagiarism tools. I don't expect my students to plagiarize others' work; rather, you can be confident that no one is plagiarizing your work (e.g., in a future class). If you are unclear on how to give proper credit, please ask me before turning in the assignment.

As a teacher, I align my policy on academic misconduct (e.g., cheating) with the UWSP Community Bill of Rights and Responsibilities ("UWSP Chapter 14"). This is my general policy: I will allow you to redo the relevant assignment for no more than 50% possible, and you won't be eligible to earn higher than a B+ in this course (UWSP 14.04 (1) (d, e)). I will honor your right to a conference with me, to a written report from me, and to contest my decision (UWSP 14.06 (1, 3)).

I take cheating personally: it upsets and frustrates me. I care very much about your learning, not just scores. If you cheat, you hurt my feelings.

Technology Expectations:

Students will need to be comfortable with using D2L and email for this class.

Classroom Procedures:
Classroom up-keep 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 table toys should be placed back in the basket at the end of the class. Table toy baskets are NOT garbage cans or containers for materials other than table toys. The microwave and refrigerator are for your personal use as long as they remain clean and neat. Wash your own dishes and return them to the cupboard. Turn off the laminators when you have completed work.

Cell Phone Policy:
On occasion, the use of cell phones for classroom activities is permitted. The instructor will notify the students when the use of phones is acceptable. The use of cell phones in class for talking, texting or reading/writing email or exploring the internet during class is prohibited. Student will have their cell phone on in silent mode when in class. In the event of an ongoing emergency situation that you need to respond, speak to the instructor at the start of class to let her/him know. Excuse yourself from class to answer any emergency phone calls
If a student is using a cell phone during class, it may be confiscated for the duration of the class and your grade may be reduced.
Please have your cell phone out of sight during the class

 UWSP E-mail:

Communication is important information to students and staff. You are required to use your UWSP e-mail account in this course and are encouraged to check your email regularly (a good rule of thumb is several times per week when enrolled in a UWSP course) to keep current.

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.

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

The number next to each letter denotes the class session/topic or course requirement. For each competence, the level of the competence achieved is described by the levels of knowledge, performance, and disposition. In addition, the standards stated for the Division for Early Childhood refer to the standard; whether it is a knowledge, skill, or disposition.

Knowledge, Performance, Disposition InTASC #	Wisconsin Early Childhood Special Education Content Guidelines
Knowledge, Performance, & Disposition 1	CHILD DEVELOPMENT 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 B. Understand attachment theory and the importance of supportive and nurturing relationships for optimal development 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 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 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: 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

	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
Knowledge & Disposition 2	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 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 DIVERSITY: C. Appreciate differences in culture, national origin, language, family structure, disability, religious beliefs, spirituality, economic status, and child-rearing practices E. Provide services in a culturally and linguistically responsive manner that reflects the context, culture, and needs of the child and family 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) SPECIAIL NEEDS, DISABILITIES, INCLUSIVE PRACTICES: C. Provide access to a wide range of learning opportunities, activities, settings, and environments, and make modifications to facilitate this access D. Provide individualized accommodations and supports to facilitate all children's full participation in play and learning activities E. Promote belonging, participation, and engagement of children with and without disabilities in inclusive settings in a variety of intentional ways LEARNING EXPERIENCES, STRATEGIES, AND CURRICULUM: 3) Teach through social interactions and relationships 4) Facilitate children's relationships, social-emotional development, and positive behaviors 5) Foster oral language and communication, for all of the languages a child is learning

	6) Link children's language(s) and culture(s) to the early childhood program, using inclusive practices
	7) Make the most of environments, routines, and experiences
	8) Offer predictable routines, relationships, and environments to foster security and support exploration
Knowledge, Performance, & Disposition 3	Diversity
	D. Utilize a variety of inclusive strategies to identify and support family strengths, relationships, socioeconomics, values, and beliefs
	E. Provide services in a culturally and linguistically responsive manner that reflects the context, culture, and needs of the child and family
	F. Utilize family goals, traditions, and cultural considerations in planning environments and programming to enrich children's health, relationships, and experiences
	LEARNING EXPERIENCES, STRATEGIES, AND CURRICULUM:
	6) Link children's language(s) and culture(s) to the early childhood program, using inclusive practices
	7) Make the most of environments, routines, and experiences
	8) Offer predictable routines, relationships, and environments to foster security and support exploration
	9) Use well-designed indoor and outdoor environments to promote learning and development
	HEARLTH, SAFETY, AND NURTRITION:
	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
	H. Support families in developing protective factors that foster healthy and safe environments for their children
	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
	GUIDANCE AND NURTURING:
	D. Understand the causes of children's challenging behaviors and the research-based guidance approaches to meet children's individual needs
	E. Practice positive guidance strategies that meet individual needs, such as:
	1) Responsiveness,
	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
	F. Recognize how the individual differences of adults and children, including temperament and personality, influence guidance and nurturing
	FAMILY AND COMMUNITY RELATIONSHIPS:
	A. Value working with families and communities to support children's learning and development
Knowledge, Performance & Disposition 4	CHILD DEVELOPMENT:
	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

	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 LEARNING EXPERIENCES, STRATEGIES, AND CURRICULUM: 10) Create support for play and experiential learning 11) Capitalize on incidental teaching and experiential learning GUIDANCE AND NURTURING: 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 B. Demonstrate techniques for soothing, limit setting, and protection, and discuss the meaning of these with families C. Develop meaningful and responsive G. Practice skills needed to support young children in increasing social competence, forming friendships, and interacting with others H. Understand the importance of play and its contribution to learning and healthy development
Knowledge, Performance, & Disposition 5	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 preprimary to primary), and within typical daily routines 13) Facilitate learning through technology HEALTH, SAFETY, AND NUTRITION: F. Use the principles of trauma-informed care to understand the impact of abuse, neglect, and domestic violence on children and family members GUIDANCE AND NUTURING: D. Understand the causes of children's challenging behaviors and the research-based guidance approaches to meet children's individual needs

| Knowledge, Performance, & Disposition 6 | SPECIAL NEEDS, DISABILITIIES, AND INCLUSIVE PRACTICES:
F. Organize assessments and interventions by level of intensity, to scaffold learning for all children
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
H. Explore with families and community partners helpful preventive measures to prevent challenging behaviors
OBSERVATION, SCREENING, AND ASSESSMENT:
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
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
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
D. Utilize observation, assessment, and screening approaches and tools that:
1) Are developmentally, culturally, and linguistically appropriate, as well as valid for the intended purpose(s)
2) Occur in the natural environment and take advantage of incidental moments of listening or observing
3) Allow for the adaptation of tools and strategies using assistive technology as a resource
E. Analyze, interpret, and communicate assessment results accurately and effectively, with the goal of obtaining valid, useful information, both quantitative and qualitative
F. Ensure that cultural, linguistic, and regional differences are considered in the analysis of assessment results
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
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
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
J. Know how, when, and where to refer for further assessment or evaluation for special needs or other concerns
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 |
| Knowledge & Disposition 7 | SPECIAL NEEDS, DISABILITIES, AND INCLUSIVE PRACTICES:
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
B. Work closely with families to understand each unique child, including motivations and preferences
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
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 and all Content Areas within the WI Core Competencies |

	LEARNING EXPERIENCES, STRATEGEIS, AND CURRICULUM: D. Value family relationships, parent/family involvement in children's learning, and the critical role of parents as primary nurturers and teachers OBSERVATION, SCREENING, AND ASSESSMENT: 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 FAMILY AND COMMUNITY RELATIONSHIPS: H. Become familiar with community resources that may be pertinent for specific families, such as: 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
Knowledge, Performance, & Disposition 8	CHILD DEVELOPMENT: J. Integrate the Wisconsin Model Early Learning Standards domains of development and Guiding Principles into developmental expectations for children FAMILY SYSTEMS AND DYNAMICS: F. Understand and utilize the concept of "goodness of fit" in observing and supporting parent-child interaction G. Respect the diversity of family structures and utilize non-judgmental approaches when working with families and communities SPECIAL NEEDS, DISABILITIES, AND INCLUSIVE PRACTICES: C. Provide access to a wide range of learning opportunities, activities, settings, and environments, and make modifications to facilitate this access
Knowledge & Disposition 9	FAMILY SYSTEMS AND DYNAMICS: C. Develop partnerships with parents that encourage family involvement in a child's development and learning D. Demonstrate awareness of boundaries in working with families E. Understand the variety of ways families teach, guide, and influence children HEALTH, SAFETY, AND NUTRITION: A. Follow regulations and professional standards as they apply to health, safety, physical activity, and nutrition B. Understand the importance of healthy diet, hygiene, nutrition, and physical activity for children's and adults' health and well-being C. Work in partnership with families and community partners to provide safe, healthy and active opportunities and experiences D. Articulate the responsibilities and mandated reporter process for identifying, documenting, and reporting child abuse and neglect, including sexual abuse E. Recognize the characteristics and needs of parents, children, and families at risk for abuse and neglect and the protective factors that promote resiliency

	FAMILY AND COMMUNITY RELATIONSHIPS: A. Value working with families and communities to support children's learning and development B. Possess an understanding of families and their relationships to other institutions, such as the educational, governmental, religious, and occupational institutions in society PROFESSIONALISM: J. Stay current on the latest research and technology PLANNING, REFLECTION, AND EVALUATION: 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 B. Apply research and effective practices critically C. Be able to hold multiple viewpoints and reflect upon them D. Plan, strategize, and problem-solve E. Manage time and resources F. Understand the impact of one's own culture, educational background, experiences, and values on children and families G. Engage in self-care and self-advocacy, and establish and follow personal safety guidelines H. Have the ability to be an adult learner, and plan one's own professional development I. Understand adult learning principles, and use coaching, mentoring, and consultation to help others plan, reflect, evaluate, and develop themselves professionally J. Value reflective supervision to enhance professional development and support self-care
Knowledge, Performance, & Disposition 10	FAMILY SYSTEMS AND DYNAMICS: J. Use positive interpersonal skills when communicating with families DIVERSITY: 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) GUIDANCE AND NUTURING: I. Recognize how one's own behavior impacts the behavior of others FAMILY AND COMMUNITY RELATIONSHIPS: D. Utilize team-building, problem-solving, and conflict-resolution strategies when working with community partners 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 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 G. Know about the school districts in the area offering 4K Community Approaches, as well as districts offering school-based 4K locations. PROFESSIONALISM: A. Commit to working within the regulations, practices, code of ethics, and standards of the profession

	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 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 D. Value participatory management, Model Work Standards, and other principles/frameworks for quality work environments E. Work collaboratively with community and professional resources, and advocate for children, families, and one's profession G. Become skilled at communication, conflict resolution, working with difficult people, ensuring personal safety, setting professional boundaries, and understanding limitations H. Apply strategies to evaluate outcomes and assess effectiveness of programs on all participants I. Utilize opportunities to regularly identify, gather, analyze, synthesize, and evaluate information/data to strengthen the quality and effectiveness of one's work J. Stay current on the latest research and technology 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. AMINISTRATION AND MANAGEMENT (GENERAL, FINANCE, AND PERSONNEL): C. Understand the basics of systems theory and theories of change, and apply these understandings to the design and operation of quality programs H. Apply cultural and linguistic competence to organizational relationships and program planning 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

Wisconsin Model Early Learning Standards Discussed in this Course

During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:

Health and Physical Development

A. Physical and Health
A.EL. 1 Demonstrates behaviors to meet self-help and physical needs.
A.EL. 2 Demonstrates behaviors to meet safety needs.
A.EL. 3 Demonstrates a healthy life style

B. Motor Development
B.EL. 1 Moves with strength, control, balance, coordination, locomotion, and endurance.
B.EL. 2 Exhibits eye-hand coordination, strength, control, and object manipulation.

C. Sensory Organization
C. EL. 1 Uses senses to take in, experience, integrate, and regulate responses to the environment.
Social and Emotional Development

A. Emotional Development

A.EL. 1 Expresses a wide range of emotions.
A.EL. 2 Understands and responds to others' emotions.

B. Self-Concept

B. EL. 1 Develops positive self-esteem.
B. EL. 2 Demonstrates self-awareness.

C. Social Competence

C. EL. 1 Demonstrates attachment, trust, and autonomy.
C. EL. 2 Engages in social interaction and plays with others.
C. EL. 3 Demonstrates understanding of rules and social expectations.
C. EL. 4 Engages in social problem solving behavior and learns to resolve conflict.
Language Development and Communication

A. Listening and Understanding
A. EL. 1 Derives meaning through listening to communications of others and sounds in the environment.
A. EL. 2 Listens and responds to communications with others.
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 appreciate 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.

Course Requirements

1. **Administration of Screening/Assessments/Evaluation:**

Each student will gain familiarity and practice with the administrations of the following assessments designed for children birth through three years: (6u. The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs (Disposition). Please note that you are not required to complete a written document.

Newborn Hearing Screening

Birth to Three Nutritional Screener

Battelle Developmental Inventory

Wisconsin Birth to Three Nutritional Screening

Illinois vision Screening Tool

Ages and Stages 3 Developmental Screener

Portage Guide-2/3 Assessment

Neonatal Behavioral Assessment Scale

2. **Case Study: Written Account of the Presented Case Study:**

The final paper of the case study should be written utilizing the following format:

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

It will also include the written referral and developmental screening. Each case study should follow the format presented in class.

Individualized Family Service Plan

Each undergraduate and graduate student will devise an individualized family service plan for a child (birth to eight years) with a qualifying condition and his/her family. Given that a case study has been provided for you, each student will use the child and family data to complete the following course requirements: *(Wisconsin Teacher Standards, PI 34.02, numbers 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10)*

This individualized family service plan will include the following components:

3. **Family Assessment** Written account of the family assessment phase, with discussion of the subsequent tools (combines child case study and family assessment into one document):

      a. Child Assessment – 2 tools
      b. Family Resource Scale
      c. Family Support Scale
      d. Child Expectation Scale
      e. Critical Events Checklist
      f. Home Observation for Measurement of the Environment
      g. Sibling Interaction Scale
      h. Inventory of Siblings' Perspectives

(If you choose to assess and interview a family you are working with; each written account will be submitted with copies of all assessment protocols.) (InTASC 1h. The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development- Disposition. 6l. The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners (Knowledge). 6u. The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs

4. **Summary of the Family Focused Interview** – Using the case study provided, each student will formalize a written summary quoting exact statements from the parent(s) and other family members. One will need to support all conclusions made by citing specific statements and referring to person's non-verbal language and other events that could occur in the home environment. In essence, one must substantiate each conclusion about the family, so other persons unfamiliar with the family would derive a similar conclusion.

      Given that the exact interview has been given to you, you will need to summarize the information by determining:

a. Family perceptions and your conclusions about the family. One must substantiate each conclusion with reference to family assessment data and statements made by the family, so a basis for your conclusions is obvious to the reader;

b. Concerns of the family are shared;

c. family perceptions about goals to include in an intervention plan are presented.

The purpose of this requirement is to provide an opportunity to share the unique characteristics of a family's profile and resulting goals for the future that attempt to improve the family functioning. Given that the perspectives of each student vary, this sharing (during group discussions) will permit cooperative learning to occur among each class member.

InTASC 2o. The teacher values diverse language and dialects and seeks to integrate them into his/her instructional practice to engage students in learning (disposition). 3q. The teacher seek to foster respectful communication among all members of the learning community (disposition). 8p. The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction (disposition).

5. **Formalization of the Plan/ Individualized Family Service Plan** – 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. If a transition plan is necessary, then a portion of the goals should reflect planning and decision-making by the parent(s) and the respective professionals. At least 5 family goals will be devised and a minimum of <u>five</u> child goals in <u>each</u> of the following areas will be formulated: cognitive, fine motor, gross motor, receptive language, expressive language, and personal/social (including self-care skills).

InTASC 1f. The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others (Knowledge); 2f. The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs (performance) 2m. The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests (disposition). 3q. The teacher seek to foster respectful communication among all members of the learning community (disposition). 6b. The teacher designs assessments that match learning objects with assessment methods and minimizes sources of bias that can distort assessment results (performance). 6g. The teacher effectively uses multiple and appropriate type of assessment data to identify each sp (Performance). 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). 7j. The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs (knowledge). 7k. The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs (knowledge). 7n. The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective 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). 9m. The teacher is committee 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).

7. **Field Experience/Practicum and Journal**

All students will observe and/or participate in a total of twenty (20) hours in a classroom/setting serving young students (birth to eight years) with exceptional educational needs. InTASC 1b. The teacher creates developmentally appropriate instruction that take into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning-Performance); 1c. The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development (Performance). 10r. The teacher takes initiative to growth and develop with colleagues through interactions that enhance practice and support student learning (disposition).

  Descriptions of these weekly visits will be kept in a journal. Included within this journal are descriptions of the observed lessons, effective intervention techniques, student responses, and personal reflections. On the stipulated date, each student will submit a four- to five-page paper (typed and double-spaced) that synthesizes and analyzes your observations.

In addition, the student must submit the cooperating teacher's evaluation of one's practicum experience. In one's summary, it would be advantageous to remark about the criteria stated by the cooperating teacher.

Key ingredients to be evaluated in each journal are: (a) frequency of citations, (b) anecdotes including observable behaviors, (c) coherency of statements, (d) episodes relay salient issues that have occurred during the visits, interpretations of events result in conclusions being drawn, and (e) statements regarding observed teacher behaviors to be imitated or changed are cited. The evaluation criteria for summary of the placement site include the following:

a) discussion of major themes;
b) identification of teacher's emphases;
c) interpretation and reflection about student behaviors;
d) interpretation and reflection about the teacher's behaviors;
e) teacher behaviors to be emulated or altered;
f) insight into the teacher's, students', and one's behaviors;
g) alteration of opinions based on the experience;
h) conclusions; and
i) stylistic characteristics (e.g. grammar, transition between sentences,   use of a professional style of writing, readability, etc.).

8. **Dispositions**

University of Wisconsin Stevens Point

The School of Education in 2010 adopted the Professional Educational Program Teacher Candidate Dispositions. 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.

Course Requirements

Class Participation, Attendance and Reflection Questions	30 points
Early Intervention Referral	25 points
Discussion Board- Screening	20 points
Discussion Board- Family Needs	20 Points
Family Assessment	100 points
Discussion Board- Family Resources	20 points
Discussion Board -Coaching	20 points
Assessment and Evaluation Report	100 points
Discussion Board- Individualized Family Service Plan	20 Points
Completed Individualized Family Service Plan	150 points
Discussion Board- Newborn/Prematurity	20 points
Field Experience/Practicum	75 points
E Portfolio	<u>15 points</u>
Total Points available	615 points

Grading Scale (Your total/ points) = final numerical grade according to the scale listed below:

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 |

Assignments are subject to change at the discretion of the instructor

All assignments must be uploaded to D2L 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.

Graduate Requirements:

Student who are enrolled in ED565 are required to complete all of the assignments listed above. Additionally the student will also be completing an supplementary project discussed with the Faculty. A choice of projects will be discussed with the graduate student. The project is worth 100 points. Options include:

A. Completing a family interview and analyzing the family's responses in a written format

B. Providing a child assessment using one of the tools discussed in class. A written summary analyzing the child's responses will be provided in the assessment report format discussed in class

C. Developing and participating in an Individualized Family Service Plan with an Early Intervention Program and the family

For the specific class schedule, please see the agenda for this semester. The agenda provides specific due dates for assignments and outlines the content of the class

Family and Child Assessment Component

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)*.
4.

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 *(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)*.

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*).

Specific Child Assessments Component

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. Understand the referral process and eligibility process for a family to qualify for Early Intervention Services *(knowledge)*
2. Describe each component of the individualized family service plan (IFSP) (*knowledge*).
3. Refer to federal and state regulations about compliance with IDEA and appropriate development and implementation of the IFSP (*knowledge*).
4. 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*).
5. State the characteristics of a top-down curricular approach *(knowledge)*.

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 (k*nowledge*).
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*).

Topic: Screening: *Denver Developmental Screening Test; Minnesota Child Development Inventory; Battelle Developmental Inventory Screening Test;* Informal Educational Inventories: *Early Learning Accomplishment Profile; Ordinal Scales of Psychological Development (Uzgiris-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*).

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. Ascertain the corresponding MDI and PDI once given an infant's raw score *(skill)*.
2. Find the respective age equivalent for each raw score *(skill)*.
3. 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)*.

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 seek 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 committee 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).