



**University of Wisconsin-Stevens Point**  
College of Professional Studies  
School of Education

## **Education 367: Assessment and Intervention Strategies for Children with Disabilities in Preschool-Primary Grades**

### **3 Credits**

**Instructor:** Mariah Pfundheller

**Email:** mpfundhe@uwsp.edu

**Office:** CPS 456

**Office Hours:**

**By Appointment:**

<https://outlook.office365.com/owa/calendar/ProfessorPfundheller@uwspedu.onmicrosoft.com/booking/s/s/alQv8DvzCEmV4pW71I4XZQ2> (48+ hours in advance)

**Zoom Link: Join Zoom Meeting**

- o <https://wisconsin-edu.zoom.us/j/9280015808?pwd=OGJKO05ablhkdnJMV1hVRi9zRE92dz09>
- o Meeting ID: 928 001 5808
- o Passcode: i4XDwj

#### **Required Textbook:**

An Introduction to Young Children With Special Needs: Birth Through Age Eight, 5e

By Gargiulo

Publisher: SAGE

\*Same Textbook as 366/566\*

#### **Course/Student Learning Outcomes:**

Develop skills in assessment procedures and intervention strategies to use with children grades 4k-3rd at high risk and/or with disabilities; work in cooperation with family members and related service professionals. If you bring sufficient ability and apply reasonable effort to this course, you will improve your demonstrable knowledge, skills, and dispositions in the following outcomes:

1. Understand the impact of different theories and philosophies of early learning and development on assessment, curriculum, instruction, and intervention decisions.
  - a. (ECSE Standard 1: Child Development & Early Learning)
2. Apply knowledge of normative developmental sequences and variations, individual differences within and across the range of abilities, including developmental delays and disabilities, and other direct and indirect contextual features that support or constrain children's development and learning.
  - a. (ECSE Standard 1: Child Development & Early Learning)

3. Understanding contextual factors as well as social, cultural, and linguistic diversity are considered when facilitating meaningful learning experiences and individualizing intervention and instruction across contexts.
  - a. (ECSE Standard 1: Child Development & Early Learning)
4. Know and understand the purposes of assessment in relation to ethical and legal considerations.
  - a. ECSE Standard 4: Assessment Processes
5. Choose developmentally, linguistically, and culturally appropriate tools and methods that are responsive to the characteristics of the young child, family, and program.
  - a. ECSE Standard 4: Assessment Processes
6. Using evidence-based practices: develop or select as well as administer informal measures, and select and administer formal measures in partnership with families and other professionals.
  - a. ECSE Standard 4: Assessment Processes
7. Analyze, interpret, document, and share assessment information using a strengths-based approach with families and other professionals for eligibility determination, outcome/goal development, planning instruction and intervention, monitoring progress, and reporting.
  - a. ECSE Standard 4: Assessment Processes
8. Create and support universally designed, high quality learning experiences in natural and inclusive environments that provide each child and family with equitable access and opportunities for learning and growth.
  - a. ECSE Standard 5: Application of Curriculum Frameworks in the Planning of Meaningful Learning Experiences
- 9.

\*This class utilizes a mixture of discussion, hands-on activity, lecture, and multimedia instruction, as well as a clinical experience, to engage students in teaching and learning about students with disabilities.

#### **Wisconsin Administrative Code/PI 34:**

PI 34.15 Conceptual Framework: All students completing the teacher preparation program must demonstrate knowledge and understanding of the following:

- (g)** Procedures used for assessing and providing education for children with disabilities, including the roles and responsibilities of regular and special education providers.
- (h)** Modifying the regular education curriculum when instructing pupils with disabilities.

## **Standards Addressed in this Course**

The objectives of this course follow the

- [Wisconsin Administrative Code for Teacher Education Program Approval and Licensing](#)
- [Council for Exceptional Children Initial Teacher Preparation Standard](#)

as required for licensure by the Wisconsin Department of Public Instruction. Each standard this course meets is aligned to a minimum of one Signature Embedded Assessment.

<b>Wisconsin Administrative Code for Teacher Education Program Approval and ECSE Licensing</b>	<b>Signature Embedded Assessment</b>
<p><b>Standard 1: Child Development and Early Learning</b></p> <p>Candidates understand the impact of different theories and philosophies of early learning and development on assessment, curriculum, instruction, and intervention decisions. Candidates apply knowledge of normative developmental sequences and variations, individual differences within and across the range of abilities, including developmental delays and disabilities, and other direct and indirect contextual features that support or constrain children’s development and learning. These contextual factors as well as social, cultural, and linguistic diversity are considered when facilitating meaningful learning experiences and individualizing intervention and instruction across contexts.</p>	<ul style="list-style-type: none"> <li>● Cultural Iceberg <ul style="list-style-type: none"> <li>○ must earn 70% overall score on report to pass the course</li> </ul> </li> <li>● Different Conditions <ul style="list-style-type: none"> <li>○ must earn 70% overall score on report to pass the course</li> </ul> </li> <li>● Cultural Values Mapping Activity <ul style="list-style-type: none"> <li>○ must earn 70% overall score on report to pass the course</li> </ul> </li> </ul>
<p><b>Standard 4: Assessment Processes</b></p> <p>Candidates know and understand the purposes of assessment in relation to ethical and legal considerations. Candidates choose developmentally, linguistically, and culturally appropriate tools and methods that are responsive to the characteristics of the young child, family, and program. Using evidence-based practices, candidates develop or select as well as administer informal measures, and select and administer formal measures in partnership with families and other professionals. They analyze, interpret, document, and share assessment information using a strengths-based approach with families and other professionals for eligibility determination, outcome/goal development, planning instruction and intervention, monitoring progress, and reporting.</p>	<ul style="list-style-type: none"> <li>● Individualized Education Program (IEP) <ul style="list-style-type: none"> <li>○ must earn 70% overall score on report to pass the course</li> </ul> </li> </ul>
<p><b>Standard 5: Application of Curriculum Frameworks</b></p>	<ul style="list-style-type: none"> <li>● Individualized Education Program (IEP)</li> </ul>

<p>...create and support universally designed, high quality learning experiences in natural and inclusive environments that provide each child and family with equitable access and opportunities for learning and growth.</p>	<ul style="list-style-type: none"> <li>○ must earn 70% overall score on report to pass the course</li> </ul>
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**Communicating with your Instructor/Office Hours:**

Email is the quickest way to reach me at: [mpfundhe@uwsp.edu](mailto:mpfundhe@uwsp.edu)

Individual meetings can be arranged through an email request, phone call, or conversation directly before or after class. \*meetings will be virtual\*

Communicate clearly. Some faculty receive as many as 100 emails per day. You should be clear, concise and professional so your issues can be responded to effectively. Include the entire thread of an ongoing email conversation so that your instructor can recall the history of your issue without searching for other email you have sent. Sign off with your first and last name.

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let me know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that you receive help to find a solution.

**Course Structure:**

This course will be delivered in a face-to-face method and through the course management system Canvas. You will use your UWSP account to login to the course from [www.uwsp.edu/canvas](http://www.uwsp.edu/canvas). If you have not activated your UWSP account, please visit the [Manage Your Account](#) page to do so.

**Cell Phone, Laptop and Tablet Usage:** Research supports that having visual access to a cell phone diminishes our ability to learn. Checking social media, texts, emails, and messages is unprofessional and disrespectful to our class community. Using laptops or tablets to take notes in class is acceptable if you do not have other tabs open. However, unless cell phones, laptops or tablets are being used for an immediate class activity, please turn off your phone/laptop/tablet during class. I view technology usage unrelated to current course activities to be inappropriate and will deduct participation points. Thank you for following these guidelines as they help create a positive learning community.

**Participation with Online Tools:**

This course requires posting of work online that is viewable only by your classmates. None of the work submitted online will be shared publicly. Some assignments require account creation for online programs. Your academic records (grades, student IDs, personal identification information) will not be shared by the instructor of this course. Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these assignments, you are giving consent to sharing your work with others in this class and you recognize there is a small risk of your work being shared online beyond the purposes of this course. If you elect

to not participate in these online assignments due to confidentiality concerns, then an alternate assignment will be offered to you.

**Inclusivity Statement:**

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this [link](#). You may also contact the Dean of Students office directly at [dos@uwsp.edu](mailto:dos@uwsp.edu).

**Confidentiality:**

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them. Additionally, activities and assignments in this course may ask that you reflect on practicum experiences. When doing so, observe the standards of confidentiality by not using the real names of the individuals you discuss.

**Academic Integrity:**

Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it.

*UWSP 14.03 Academic misconduct subject to disciplinary action.*

- (1) Academic misconduct is an act in which a student:
  - (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
  - (b) Uses unauthorized materials or fabricated data in any academic exercise;
  - (c) Forges or falsifies academic documents or records;
  - (d) Intentionally impedes or damages the academic work of others;
  - (e) Engages in conduct aimed at making false representation of a student's academic performance; or
  - (f) Assists other students in any of these acts.
  
- (2) Examples of academic misconduct include, but are not limited to:
  - Cheating on an examination

- Collaborating with others in work to be presented, contrary to the stated rules of the course
- Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
- Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
- Stealing examinations or course materials
- Submitting, if contrary to the rules of a course, work previously presented in another course
- Tampering with the laboratory experiment or computer program of another student
- Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the [University System Administrative Code, Chapter 14](#).

### **Equal Access for Students with Disabilities**

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

*If modifications are required due to a disability, please inform the instructor and contact the [Disability and Assistive Technology Center](#) to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.*

### **Other Campus Policies:**

#### **FERPA:**

The [Family Educational Rights and Privacy Act](#) (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also have to access certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

#### **Title IX:**

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students.

Please see the information on the [Dean of Students webpage](#) for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. For more information see the [Title IX page](#).

### **Clery Act:**

The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1<sup>st</sup> in our [Annual Security Report](#). Another requirement of the Clery Act is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our [Jeanne Clery Act](#) page.

### **Drug Free Schools and Communities Act:**

The Drug Free Schools and Communities Act (DFSCA) requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. [Center for Prevention – DFSCA](#)

### **Course Requirements/Expectations:**

- Complete the assigned readings before participating in the activities corresponding to the chapters.
- Participate in class discussions and activities. Active participation in class is an important part of the learning process and development of educational professionalism.
- Type and double-space all written assignments. Use proper spelling, punctuation, and grammar. Proofread work before submitting it for a grade.
- Conduct yourself as a professional educator should conduct him/herself.
- Use “people first” language in all interactions.
- Apply high levels of scholarship and ethics to explore matters in regard to educating students with special needs.
- Students MUST achieve a grade of “C-” or higher for teacher certification. Any grade lower than a “C-” will require a repeat of the course.
- Confidentiality must always be respected. Do not use the real names of people (students, teachers, parents, etc.) in your written assignments or discussions.
- Keep copies of all documents submitted to the instructor. Should any document not reach the instructor, you will need to re-submit the saved copy.
- All communication should be done via UWSP email rather than a personal email account. Students are responsible for checking UWSP email regularly.
- Make an appointment to discuss questions regarding grades/other concerns privately.
- Understand and display growth and development of the [UWSP “Teacher Dispositions.”](#)
- Credit Hour Expectations: UWSP standards mandate that this course have a minimum requirement of 45 hours outside of class time for **each** one credit awarded.
- This class is a Communication in the Major (CM) course and, as such, complies with and fulfills all School of Education guidelines for CM courses. Both the content and the writing required to demonstrate understanding of that content will be part of the overall course grade. Both written expression and content will be graded on all written assignments. Oral communication on Flipgrid assignments and in class participation will also count

toward your final grade. Please take this requirement seriously and participate to your fullest potential.

- **Attendance:**

- The relationship between attendance and achievement in education has been extensively documented in peer-reviewed research. Attendance refers not only to timely physical presence, but also to active mental engagement, participation and professional demeanor. In this course you should strengthen your abilities to collaborate with your peers and become a contributing member of a dynamic learning community. Collaboration with your peers outside class is strongly encouraged.
- All students are expected to read the assigned material before each class session. Students will frequently be asked to discuss textbook and lecture material in small groups. ***I am not able to re-teach the material to you in the event that you are absent, but you can ask a classmate to share notes.***
- Making up an Absence:
  - Miss class but complete the in-class activities, submit to canvas under Attendance
  - Miss class and take the 4-point loss for attendance. After 4 absences, class grade drops by a whole letter grade.
    - You get 2 points for going to class and 2 points for doing the in-class work. If you miss class and submit the work in Week 16 you can make up 2 points for that week.

- **Assignments:**

- **No Google doc links:** Do not submit Google doc links for your assignments except when the instructor shares an editable Google doc for a particular assignment.
- In general, resubmission of assignments to earn a higher score is not allowed.
- **Late Work:** Submit all assignments by the posted due date to the appropriate location by 5:00 PM on the due date. An assignment completed on time can receive 100% of the points possible. Under extenuating circumstances, an assignment can be turned in late for full credit if the student has obtained permission from the instructor **ahead** of the due date and the assignment is turned in on the agreed upon extended due date. Without prior approval, assignments will be marked down **5% per day.**
  - If the assignment says NO EXTENSIONS, then one will not be granted.
  - Any and all course work for the semester is due the last Friday of classes; any work submitted after this time will not be accepted.

- **Practicum/Field Experience:**

- 20 Hours total in ECSE placement

### Grading Scale:

94-100% = A	77-79.99% = C+	60-63.99% = D-
90-93.99% = A-	74-76.99% = C	below 59.99% = F
87-89.99% = B+	<b>70-73.99% = C-</b>	
84-86.99% = B	67-69.99% = D+	
80-83.99% = B-	64-66.99% = D	



**Inclement Weather Policy:**

Class will be held except in the case of extreme weather. The instructor and/or university will notify students of cancellations via your UWSP email account. The class attendance policy is in effect unless the instructor or UWSP cancels class. Use your own judgment and always remember your safety comes first.

**Absences due to Military Service:**

As stated in the UWSP Catalog, you will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, [not to exceed two \(2\) weeks](#) unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the [Military Call-Up Instructions for Students](#).

**Religious Beliefs Accommodation:**

It is UW System policy ([UWS 22](#)) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements.

You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

- There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and
- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.
- You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

**Help Resources**

Tutoring	Advising	Safety and General Support	Health
Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. 018 Albertson Hall, ext 3568	Academic and Career Advising Center, 320 Albertson Hall, ext 3226	Dean of Students Office, 212 Old Main, ext. 2611	Counseling Center, Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646

**UWSP Service Desk**

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at [techhelp@uwsp.edu](mailto:techhelp@uwsp.edu) or at (715) 346-4357 (HELP) or visit this [link for more information](#).

### **Care Team**

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting [here](#).