SPED 63958
Early Childhood Intervention Methods
Summer 2006
Tuesday, Wednesday, Thursday
9:00-12:30

Instructor:
Sarah Jackson, M.Ed.
(sljackso@kent.edu)
(330)-990-3405

Office Hours: by appointment

Required:


Online readings posted on Vista (vista.kent.edu)

Recommended Text:


Course Description

This course is designed to provide specific strategies for working with children birth to eight with a variety of needs. The following topics will be covered: Universal Design and it’s implications in the context of an integrated classroom; evidenced based practice; strategies to enhance social development; strategies to support tactile, auditory, and visual learners; positioning; strategies for managing challenging behavior including mental health and supporting communication. Students will demonstrate their understanding of content presented by actively engaging in large and small group discussions as well as through assignments.

Course Objectives

Students will

- Plan, evaluate and demonstrate appropriate use of technology, including assistive technologies, with young children.
- Select intervention curricula and methods for children with specific disabilities including motor, sensory, health, social-emotional, communication, and cognitive disabilities.
- Gain knowledge of pedagogically sound and legally defensible instructional practices.
- Gain an understanding of the implementation of nutrition and feeding strategies for children with special needs.
- Identify aspects of medical care and methods for care of young children dependent on technology and implications of medical conditions of child development and family resources, concerns and priorities.
Course requirements

- Students will attend class and participation in class and online discussions at www.vista.kent.edu.
- Students will work together in learning and applying course content.
- Students will engage in self-reflection and evaluation activities to facilitate change in practice.
- Students will find creative ways to explore new ideas and problem solve with colleagues.
- Students are expected to attend, be prepared for, and participate in all class sessions. Class sessions will also provide students with opportunities to apply new knowledge and receive feedback on assignments.
- Students are expected to complete all assignments according to all course policies. All products should be complete, professional, and on time.
- Lastly, students are expected to use technology in their search for information, communication with the instructor and other students, and in dissemination of products. All students must ensure they have weekly access to a computer to engage in word processing activities, e-mail communications, and Internet searches.

Vista Information

Class information including syllabus, description of assignments, weekly lectures/handouts, course policies, supplemental readings, tips, and related links are posted on the WWW. You can obtain desired course information using any Internet browser and going to http://vista.kent.edu

Once you’ve arrived at the site, click on the KSU hyperlink, then on the log in button. When prompted, enter your user name and password (same as @kent address). SPED 63950 Curriculum and Intervention in ECS should be listed. Click on the course and enter the space. You may be promoted to download javascript etc. To access files posted in VISTA you will need PowerPoint software (can purchase from KSU bookstore) and Acrobat Reader (can download for free).

If you have trouble logging in to Vista or need help with your Flashline username and password, please contact the Kent State Help Desk (330-672-HELP; helpdesk@kent.edu).

Weekly handouts will be posted on the Tuesday before each class session. Students are expected to print off a copy of handouts if they want a written record of the week’s content. When handouts are not posted by Tuesday, the instructor will bring a copy to class. It is recommended that you print handouts 3 slides per page and in draft format to save paper and print.

Grading

There are 100 points possible for this class. The following scale will be used to determine grades:

100-90=A
89-80=B
79-70=C
69-60=D
Course Policies

Grading Policy

1. All assignments are due on the date specified in the syllabus. Five points will be subtracted for each day the assignment is late. If an assignment is later than one week, and prior arrangements have not been made, the assignment will not be accepted. **NOTE:** If you are overwhelmed or feeling behind, please contact me before the assignment is due to discuss options.

   - Procedures for submitting electronic assignments and/or e-mail
     - Electronic submission of assignments is encouraged and can be sent to the instructor’s through Vista or through Kent e-mail (sljackso@kent.edu) address.
     - The instructor will send an e-mail confirmation that the assignment was received within 36 hours. The confirmation will be sent to participants’ Vista or “regular” @kent e-mail depending upon the source used to submit the work. **It is participants’ responsibility to ensure the electronic or hard copy of any assignment reaches its final destination.**
     - When submitting work electronically, the following procedures must be followed or the assignment will be returned and 5 points taken off:
       - The subject of the e-mail must include three pieces of information: (a) participant’s full name, (b) date of submission, and (c) assignment name (see syllabus for assignment names)
       - The document itself must be saved as a WORD document (.doc) or a rich text format (.rtf). The document must have page numbers and the participant’s full name should be included on a title page or as a header to the document.

2. All participants are expected to meet graduate standards by obtaining a "B" average on all assignments. This graduate standard indicates that the work was well done, complete, met stated criteria, represents a strong professional effort, and was turned in on time. Students seeking an "A" will need to demonstrate superior performance through critical thinking, exemplary products, positive and supportive interactions with colleagues and sustained active participation across course activities.

3. Any assignment that receives less than an 80% may be reworked and resubmitted. In order to gain additional points, participants must indicate what they would like to improve upon and how they plan to do so. Participants will then have one week following receipt of a grade to make revisions. Participants are encouraged to work with their peers and share their work in order to receive feedback prior to due dates. A grade of higher than 89% can not be obtained on work that is revised.

4. Grading - Points Total 100 (Note this course is for licensure and students must receive a B or better or they will have to retake the course)
   - 90-100 Points = A
   - 80-89 Points = B
   - 70-79 Points = C

**Participation Policy**

Each student will be expected to participate fully in all face-to-face (f2f) and on-line course activities. Participation is generally defined as working consistently as a collaborative team member. Participation is also defined as being responsive by attending to diverse or individual learning styles of other members and listening actively during group discussions and
presentations. Lastly, participation is defined as being supportive of all other participants, the course instructor, and guest presenters by encouraging critical thinking and diverse ideas. Students are also expected to participate actively during all sessions. Examples of active participation include actively listening, commenting, asking follow-up questions, working collaboratively, sharing resources/ideas, and providing solutions.

Attendance Policy

Participants are expected to attend all scheduled class sessions (face-to-face and online). One point will be subtracted from overall course grade for each class missed. NOTE: If special circumstances interfere with a student's attendance, they must see me as soon as a conflict arises so options can be discussed. In general, students may be excused from one class session if necessary for professional, health, or family reasons without penalty.

Professionalism Policy

A key competency related to the ECIS program is ensuring that each interventionist possesses the ability to reflect on their practices, articulate a philosophy and rationale for decisions, continually self-assess and evaluate the effects of their choices and actions on others as a basis for program planning and modification and continuing professional development. To that end, students and faculty are expected to engage in the following behaviors over the course of the semester:

- conduct themselves in a mature, professional, and civil manner
- respectful of ideas presented by people of different cultures, races, genders, religions, sexual orientations, and national origins
- exercise the highest integrity in taking examinations, in collecting, analyzing, and presenting research data, and in teaching practice
- take primary responsibility to inform themselves about the specific regulations and policies governing their graduate studies at the department and Graduate School levels
- manage time effectively for maximum professional development as well as personal health and well being, balancing competing demands such as being a student, a graduate assistant, a parent, a spouse, a caregiver, etc.
- respect faculty members’ need to allocate their time and other resources in ways that are academically and personally productive
- recognize that the faculty advisor is responsible for monitoring the accuracy, validity, and integrity of the student’s work, so that careful, well-conceived products will reflect favorably on the student, the faculty advisor, and the University
- maintain the confidentiality of the families and children, or community personnel who participate in related activities
- ensure professional development through any of the following activities:
  - participate in discipline-based activities, such as seminars and conferences
  - participate in university, departmental, or program governance as a component of professional development
  - uphold the public service mission of the university at an appropriate level

Behaviors were adapted from the University of Wisconsin's Graduate School's Guidelines for Good Practice in Graduate Education.
Copyright and Plagiarism Policy

Across course assignments (e.g., research projects, applied projects, or group projects) you will be asked to review, synthesize, and reference relevant sources. In the beginning, locating the sources is the greatest challenge, but later, the difficulty comes in synthesizing and summarizing the work of others. As you begin or continue developing scholarly skills, please understand that honest learning mistakes are accepted, but deliberate cheating or fraud will not be accepted. Please do not hesitate to contact me if you are not sure about how to appropriately site the work of others or how to incorporate your review of the literature into your products.

The following is a brief description of what plagiarism is, how to avoid it.

Plagiarism includes, but is not limited to, representing the work of others as your own and not providing full and correct credit/citations for the work of others. It is important to note that copying materials from other students, authors, or the WWW, and pasting them into your work without permission or full citations, will result in the assignment not being accepted for credit.

Please visit the following website to learn more about plagiarism and how to avoid it.

http://sja.ucdavis.edu/avoid.htm

Resources for students on plagiarism
http://www.library.kent.edu/plagiarism/bibliography.html

Site with information and resources regarding copyright laws and fair use
http://www.siec.k12.in.us/~west/online/copy.htm

Please review KSU's policy on cheating and plagiarism
http://docwhiz.educ.kent.edu/digescap.html#scap

For a copy of KSU's digest of rules see the following
http://docwhiz.educ.kent.edu/digtoc.html

The following is a list of things you should do when completing assignments for this course.

1. Share ideas with others.
2. Gain feedback from others (i.e., have them edit drafts of your work).
3. Ask questions.
4. Feel free to incorporate knowledge, sources, information, and products created in other classes as you create, refine, or revise products for this course.
5. Do expect to make mistakes and receive feedback from others and me.
6. Use different strategies when creating products. For example, use a different colored font when directly quoting the work of others and then go back and try to reduce the number of direct quotes, or find a way to elaborate upon the work of others. Also, try to write before, during, and after your review of relevant literature.
7. Cite all materials created by others used in your products (including PowerPoint slides). Use APA Vol.5 guidelines when citing the work of others.

Registration Policy

It is the student's responsibility to ensure proper enrollment in classes. You are advised to review your official class schedule during the first week of the semester to ensure proper enrollment. Should you determine an error in your class schedule, you need to correct it with the advising office. If registration errors are not corrected and you continue to attend this class although you
are not officially enrolled, you will **not** receive a grade at the conclusion of the semester. Further, in order to avoid the $100.00 late registration fee or a re-registration fee due to nonpayment, all fees must be paid in accordance with KSU policies. See the following websites for additional information.

http://www.kent.edu/bursar/Tuition-FeeSchedules/index.cfm
http://www.registrar.kent.edu/home/info/AboutReg.htm

**Students with Disabilities Policy**

University policy 3342-3-18 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through Student Disability Services (contact 330-672-3391 or visit http://www.registrar.kent.edu/disability/default.htm for more information on registration procedures).

**Course Expectations**

1. Students will work together in learning and applying course content.
2. Students will engage in self-reflection and evaluation activities to facilitate change in practice.
3. Students will find creative ways to explore new ideas and problem solve with others.
4. Students are expected to attend, be prepared for, and participate in all class sessions. Each class session will be composed of problem-based learning activities, cooperative learning group activities, demonstrations, lectures, panel discussions, time for group and individual reflection, and lectures supported by PowerPoint. Class sessions will also provide students with opportunities to apply new knowledge and receive feedback on assignments.
5. Students are expected to complete all assignments according to all course policies. All products should be complete, professional, and on time.
6. Lastly, students are expected to use technology in their search for information, communication with the instructor and other students, and in dissemination of products. All students must ensure they have **weekly** access to a computer to engage in word processing activities, e-mail communications, and Internet searches. Most students prefer to use the e-mail address/account automatically generated through the use of VISTA.

**Course Competencies/Related Licensure Requirements:**

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<thead>
<tr>
<th>Code</th>
<th>Description</th>
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<tbody>
<tr>
<td>CC2K2</td>
<td>Educational implications of characteristics of various exceptionalities.</td>
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<tr>
<td>CC2K5</td>
<td>Similarities and differences of individuals with and without exceptional learning needs.</td>
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<tr>
<td>CC2K6</td>
<td>Similarities and differences among individuals with exceptional learning needs.</td>
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<tr>
<td>CC2K7</td>
<td>Effects of various medications on individuals with exceptional learning needs.</td>
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<tr>
<td>EC2K3</td>
<td>Influence of stress and trauma, protective factors and resilience, and supportive relationships on the social and emotional development of young children.</td>
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</tbody>
</table>
Assignments

Functional Behavioral Assessment and Behavior Intervention Plan
Students will form teams in which they will review a case study of a child with challenging behaviors. Teams will work together to create a Functional Behavioral Assessment and Behavior Intervention Plan following the process discussed in class.

Team Presentation
Teams will present the Behavior Intervention Plan they have created based on the case study provided. Teams can choose their method of presenting this information within a 15 minute time frame (i.e. PowerPoint, summary handout, discussion, verbal presentation). Consider multiple means of representation as way to convey your plan to your classmates.

Controversial Therapies/Instructional Strategies Online Discussion
Each student will select one controversial therapy and one instructional approach to discuss during a week long online discussion. Each student will post an initial discussion on the two practices, and at a minimum two responses. Each post should have citations to support the statements made and follow APA 5th Edition formatting. The initial posting should include a detailed description of the therapy or strategy, how it is implemented, if there is a particular demographic that it is primarily used with, what are perceived advantages and risks involved, and if applicable to the topic what makes the practice/strategy controversial.

Universal Design for Learning Handout
Students will be paired into groups during a class activity to review three toys or classroom materials. Each team will determine what criteria they will use to examine the toy based on classroom discussions and articles. After criteria is selected, teams will determine to what extent the toy/classroom material encompasses the principles of universal design for learning and what changes need to be made to make the toy more suitable for additional children to interact with the item. Each group will create a handout to post in Vista that summarizes their findings. Each group should be prepared to discuss the handout on the day the assignment is due.

**Participation**
Participation will be evaluated in terms of how actively members participate in class sessions (online and f-2-f). Examples of active participation include listening, commenting, asking follow-up questions, working collaboratively, sharing resources/ideas, providing solutions, and engaging in discussion. Participation will be evaluated in terms of readiness to discuss issues related to class topics. Participants demonstrate readiness by conducting Internet searches, reading supplemental or recommended readings, and/or talking to community experts. Evidence of being ready for class will come in the form or ability to: answer questions, provide brief summaries and solutions during discussions, have materials ready for discussions and group activities, and provide resources to share with other class members.

**Action Planning Process (part of participation grade)**
At the end of each week, students will be given the opportunity to reflect on the information covered during class time. Due to the many topics discussed in this course, it will be essential for students to reflect upon the new information they acquired, the questions they still have, and how they can apply this information to working with young children. The extent to which students engage in this process will be at their discretion, but it is highly encouraged to keep the information presented in this course organized, clear, and relevant to future use. A reflection process will be discussed on the first day of class.

**Weekly Survey (part of participation grade)**
Each week, students will be required to complete a pre and posttest survey posted at vista.kent.edu on their familiarity with the topics to be covered in the course. This will help the course instructor structure the course to meet the needs of the students. Completing the surveys will support students’ participation grade.

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Points</th>
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<tbody>
<tr>
<td>Functional Behavioral Assessment and Behavior Intervention Plan</td>
<td>60</td>
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<tr>
<td>Team Presentation</td>
<td>10</td>
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<td>Online Discussion</td>
<td>15</td>
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<td>Universal Design for Learning Handout</td>
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<td>Participation</td>
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| July 27  | Sarah | Supporting Auditory, Tactile, and Visual Learners Differentiated Instruction | • Chapter 5, 6, 10 Suggested Reading  
• UDL and Differentiated Instruction  
• High Probability Instruction | FBA          |
| August 1 | Mary  | Supporting Academic Success for Children with Mental Health Disorders  
Presentation by: Susan Mikolic |                                                | Online       |
| August 2 | Kathy | Peer Mediated Interventions and Transitions  
Presented By: Kathy Harris | • Helping Children with Transitions  
• Positive Peer Interactions  
• Increasing Peer Interactions  
• YEC Article |                                                          |
| August 3 | Mary  | Assistive Technology  
Presentation by: Patti Porto | • Making Decisions about AT  
• WAIT Resources  
Suggested Readings  
• Accessing Funding for AT |                                                          |
| August 8 | Mary  | Positioning, Handling, Managing Seizures, and Medication | • Chapter 7, 8, 9 |                                                          |
| August 9 | Sarah | Literacy Interventions  
**Action Planning Process** | • Literacy Development of Children Who Use ACC |                                                          |
| August 10| Sandy | Intervention Plan Presentations  
These presentations will be videotaped for the purpose of grading. |                                                | BIP and Presentation |