SPED 63953 Practical Application Birth to Five  
038 Moulton Hall  
Wednesday 7:20-10:00pm  
Spring 2007

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Office hours: Wednesday 5:00-7:00pm; additional times available by appointment

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Course Description
Builds upon evidence-based practices related to the administration of authentic assessments, the development of legally defensible and functional IFSPs/IEPs, and the design of individualized interventions.

Course Objectives
After the completion of the course, students will be able to:
- Demonstrate an understanding of a linked system
- Implement a curriculum based assessment within a linked system
- Create IEPs that encompasses quality features within an 6 step development process
- Develop IFSPs through a family focused process
- Implement an activity based intervention approach to support effective experiences for young children
- Discuss and implement various interventions strategies
- Discuss considerations within the evidence based practice movement

Teaching Philosophy and Beliefs of the Course Instructor
- I believe that every student brings experience, knowledge, and a perspective to the class that needs to be recognized and respected
- A successful course is supported by joint responsibility between the students and the instructor; both taking part in the design of the course sessions and the final outcomes achieved
- A course focus should be guided by the individual learning goals of students
Required Texts/Readings


Additional required readings are posted on VISTA

THIS IS A READING INTENSIVE COURSE. STUDENTS ARE EXPECTED TO COME TO CLASS PREPARED TO DISCUSS THE ASSIGNED READINGS. IF UNPREPARED, STUDENT’S PARTICIPATION GRADE WILL REFLECT THIS PREPARATION.

Recommended Readings


Tips for Success

- Complete required readings each week to support your engagement in class discussions
- Ask questions; if you are unsure about information presented in your readings or discussed in class, ask for clarification from a peer or the instructor
- Guide you individual learning process; if the class is not meeting your needs as a learner, talk with the instructor about options to make your experience in the course meaningful and relevant to your individual learning goals
- Printing off weekly handouts will support your preparation for the class session
- Students will need to be familiar with Microsoft Office and PowerPoint applications as well as WebCT Vista to be able to complete course assignments and activities
- Sign into WebCT Vista, at a minimum, two times a week to receive updates from the course instructor
- Before each class session, consider what questions you have about the topic that will be covered or information you wish to be addressed
## Practical Applications Birth to Five

<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Topic:</th>
<th>Assignments Due:</th>
</tr>
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<tbody>
<tr>
<td>January 17</td>
<td>Week 1</td>
<td>Introductions and review of syllabus (expectations and assignments)</td>
<td>None</td>
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<td>- Overview of an activity based approach to individualizing intervention</td>
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<td>- Reflection and action planning</td>
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<td>- Class Discussion: UDL, DI, DAP, and ABI</td>
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<td><strong>Readings:</strong> Chapter 1, 2, 9 in ABI Book</td>
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<td>January 24</td>
<td>Week 2</td>
<td>Overview of AEPS</td>
<td>Reflection and Action Plans</td>
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<td>- Purpose, history, and uses</td>
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<td>- Curriculum framework and alignment to ELCS</td>
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<td>- Reflection and action planning</td>
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<td><strong>Reading:</strong> Introduction and Chapter 1 from AEPS Volume; Chapter 3 from ABI book</td>
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<tr>
<td>January 31</td>
<td>Week 3</td>
<td>Content and organization of AEPS</td>
<td>None</td>
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<td>- Basic scoring rules and scoring notes</td>
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<td>- Conducting Quality Observations</td>
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<td>- Assessment Activity Plans</td>
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<td>- Reflection and action planning</td>
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<td><strong>Reading:</strong> Chapter 2 and 3 from AEPS Volume 1; Posted readings in Vista</td>
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<td>February 7</td>
<td>Week 4</td>
<td>AEPS Continued</td>
<td>Reflection and Action Plans</td>
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<td></td>
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<td>- Family Report</td>
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<td></td>
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<td>- Child Progress Record</td>
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<td>- Social Communication Area</td>
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<td>- AEPSI Webinar</td>
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<td>- Reflection and action planning</td>
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<td><strong>Reading:</strong> Chapter 5 and 6 from AEPS Volume 1</td>
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<td>February 14</td>
<td>Week 5</td>
<td>Summarizing and Interpreting AEPS data</td>
<td>Reflection and Action Plans</td>
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<td>- Summarizing numerically</td>
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<td>- Eligibility</td>
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<td>- Accountability</td>
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<td>- Reflection and action planning</td>
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<td><strong>Reading:</strong> Chapter 4 and Appendix F from AEPS Volume 1</td>
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### March 7
**Week 8**  
**Topic:** Introduction to Completing IEP/IFSP  
- Review federal and state requirements and forms  
- Model Procedures  
- Operating Standards  
- HMG Policies  
- Reflection and action planning  

**Readings:**  

**Assignments Due:** Reflections and Action Plans

### March 14
**Week 9**  
**Topic:** IFSP  
- A family focused process  
- IFSP Rating Scale  
- Completing an IFSP  
- Reflection and action planning  

**Readings:**  

### March 21
**Week 10**  
**Topic:** IEP  
- The IEP process  
- Reaching for the STARS/COACH  
- Creating functional and measurable goals and outcomes for IEPs and IFSPs  
- GORI  
- IEP Interater Tool  
- Reflection and action planning  

**Reading:**  

### February 28
**Week 7**  
**Class will began at 6:15 and you will meet with your PBA teams until 8:45pm.**

### February 21
**Week 6**  
**Topic:** Summarizing and interpreting the AEPS continued  
- Visual summaries (Child Progress Record, graphs)  
- Narrative summaries  
- Creating PLOPs and variations  
- Reflection and action planning  

**Reading:** Review Chapters 3 & 4 in AEPS Volume 1

**Assignments Due:** Case Study One; Reflection and Action Plans


**Assignment Due:** Reflections and Action Plans

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<thead>
<tr>
<th>Date</th>
<th>Event/Assignment</th>
<th>Topic</th>
<th>Readings</th>
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</table>
| Saturday, March 24 | Play Based Assessment at the Family Child Learning Center Tallmadge, OH Additional Information TBA | *Topic:* IFSP/IEP continued  
- Measuring progress  
- Services  
- LRE/Natural environments  
| March 28  | Spring Break                                                                     |                                                                      |                                                                                                                                                                                                          |
| April 4  | **Week 11**  | *Topic:* Individualized Interventions  
- Evidence Based Practices  
- Building Blocks  
- Revisiting a Linked System  
| April 11| **Week 12** **Online Presentations Began**  | *Topic:* Organizational Structure of ABI  
- Reflection and action planning | *Readings: Chapter 4 & 5 of ABI Book*                                                                                                                                                                 |
| April 18| **Week 13**  | *Topic:* Individualizing intervention through embedded learning opportunities  
- Selecting antecedents and consequences | *Assignment Due:* IEP and IFSP Assignment Due                                                                                                                                                         |
| April 25| **Week 14**  |                                                                      |                                                                                                                                                                                                          |
Reflection and action planning

Readings: Chapter 4, 5, & 6 in ABI Book


Assignment Due: Online Presentations with replies to peers are due by 7:10pm; Reflections and Action Plans

| May 2 | Topic: Creating embedding schedules and variations  
| May 9 | Reflection and action planning |
| Week 15 | Readings: Chapter 5 & 6 in ABI Book |
| Finals Week | Assignments Due: PBA with Intervention Guide and Reflection (Should be turned into Kristie Pretti-Frontczak by 4:20pm) |

Readings: Chapter 7 in ABI

Assignment Due: Reflections and Action Plans

*This is tentative schedule. Any changes to the course schedule will be agreed upon between the students and instructor before they are finalized.*

Course Expectations

- 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 others.
- 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.
- Students are expected to complete all assignments according to all course policies. All products should be complete, professional, and on time.
- 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. All students are given an @kent.edu e-mail address. This is the email account that will be used for correspondences regarding the class.
### ECIS Licensure Competencies

<table>
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<tr>
<th>Competency Description:</th>
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<tbody>
<tr>
<td>Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.</td>
</tr>
<tr>
<td>Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.</td>
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<tr>
<td>Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services.</td>
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<tr>
<td>Trends and issues in early childhood education and early childhood special education.</td>
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<tr>
<td>Law and policies that affect young children, families, and programs for young children.</td>
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<td>Educational implications of characteristics of various exceptionalities.</td>
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<td>Similarities and differences of individuals with and without exceptional learning needs.</td>
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<td>Theories of typical and atypical early childhood development.</td>
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<td>Demands of learning environments.</td>
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<td>Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.</td>
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<td>Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world.</td>
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<td>Ways to create learning environments that allow individuals to retain and appreciate their own and each other’s respective language and cultural heritage.</td>
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<td>Effects of cultural and linguistic differences on growth and development.</td>
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<td>Scope and sequences of general and special curricula.</td>
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<td>National, state or provincial, and local curricula standards.</td>
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<td>Technology for planning and managing the teaching and learning environment.</td>
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<td>Basic terminology used in assessment.</td>
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<td>Legal provisions and ethical principles regarding assessment of individuals.</td>
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<td>Screening, pre-referral, referral, and classification procedures.</td>
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<td>Use and limitations of assessment instruments.</td>
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<td>National, state or provincial, and local accommodations and modifications.</td>
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<td>Roles individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program.</td>
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<td>Concerns of families of individuals with exceptional learning needs and strategies to help address these concerns.</td>
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<td>Use intervention strategies with young children and their families that affirm and respect family, cultural, and linguistic diversity.</td>
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<td>Use strategies to facilitate integration into various settings.</td>
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<td>Teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs.</td>
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<td>Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.</td>
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<td>Use strategies of facilitate maintenance and generalization of skills across learning environments.</td>
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<td>Use procedures to increase the individual’s self-awareness, self-management, self-control, self-reliance, and self-esteem.</td>
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<td>Use instructional practices based on knowledge of the child, family, community, and the curriculum.</td>
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<td>Use knowledge of future educational settings to develop learning experiences and select instructional strategies for young children.</td>
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<td>Prepare young children for successful transitions.</td>
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<td>Identify realistic expectations for personal and social behavior in various settings.</td>
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<td>Identify supports needed for integration into various program placements.</td>
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<td>Use performance data and information from all stakeholders to make or suggest modifications in learning environments.</td>
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<td>Design and manage daily routines.</td>
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<td>Organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences.</td>
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<td>Support and facilitate family and child interactions as primary contexts for learning and development.</td>
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<td>Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs.</td>
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</table>
- Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members.
- Involve the individual and family in setting instructional goals and monitoring progress.
- Use functional assessments to develop intervention plans.
- Use task analysis.
- Sequence, implement, and evaluate individualized learning opportunities.
- Integrate affective, social, and life skills with academic curricula.
- Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences.
- Incorporate and implement instructional and assistive technology into the educational program.
- Prepare lesson plans.
- Prepare and organize materials to implement daily lesson plans.
- Use instructional time effectively.
- Make responsive adjustments to instruction based on continual observations.
- Implement, monitor and evaluate individualized family service plans and individualized education plans.
- Plan and implement developmentally and individually appropriate curriculum.
- Design intervention strategies incorporating information from multiple disciplines.
- Implement developmentally and functionally appropriate individual and group activities including play, environmental routines, parent-mediated activities, group projects, cooperative learning, inquiry experiences, and systematic instruction.
- Administer nonbiased formal and informal assessments.
- Use technology to conduct assessments.
- Develop or modify individualized assessment strategies.
- Interpret information from formal and informal assessments.
- Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds.
- Report assessment results to all stakeholders using effective communication skills.
- Evaluate instruction and monitor progress of individuals with exceptional learning needs.
- Create and maintain records.
- Assess the development and learning of young children.
- Select, adapt and use specialized formal and informal assessment for infants, young children and their families.
- Participate as a team member to integrate assessment results in the development/implementation of IFSP/IEPs.
- Assist families in identifying their concerns, resources, and priorities.
- Evaluate services with families.
- Conduct self-evaluation of instruction.
- Respect family choices and goals.
- Collaborate with families and others in assessment of individuals with exceptional learning needs.
- Foster respectful and beneficial relationships between families and professionals.
- Assist individuals with exceptional learning needs and their families in becoming active participants in the educational team.
- Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds.
- Communicate effectively with families about curriculum and their child’s progress.
Purpose: This project provides students an opportunity to develop an Individualized Family Service Plan and an Individualized Education Plan based on federal and state requirements, as well as recommended practices.

General Description: Each student will select two children, one child up to age three and one child between the ages of 3 through 8. Students will develop an IFSP for a child who is from birth to three and an IEP for a child/student who is from three to eight years of age.

Directions IFSP:
1. Choose a child birth to three to observe and assess using the AEPS. Students can focus on the child they are using for Case Study or Play Based Assessment assignments.
2. Complete all required portions of the IFSP document:
   - Section I: Demographic Information and Timelines
     o Use initials or a place holder name to identify the child, address, or medical home information
     o Information regarding Early Trac, Medicaid, BCMH, Medicaid, CHIP, and Social Security do NOT need to be completed for this assignment
   - Section II: Health and Medical Information
     o Complete all components within this section
   - Section III: Evaluation, Assessment, for Programming Planning, Screening Section
     o Describe how assessment information will be collected in the areas of cognitive, fine motor, and gross motor, communication, social-emotional, and adaptive.
     o Describe how vision, hearing, and nutrition screenings or completed, but do not conduct these assessments
     o Do not conduct a records review, but discuss what information you would review during this process
   - Section IV: Assessment/Screening of My Child’s Development for Program Planning
     o Develop a present level of physical, cognitive, communicative, social/emotional, and adaptive development, vision, hearing, and nutrition based on observations and input from the family.
     o Summarize family’s resources priorities and concerns relating to their child’s disability.
   - Section V: Everyday Routines, Activities, and Places
     o Questions in this section should be answered based upon information provided from the family during discussions
• Section VI: Outcomes and Goals (more then one outcome and goal may need to be developed)
  o Develop measurable and observable outcomes for the family and child with criteria, procedures and timelines to determine progress
• Section VII: Summary Section
• Section VIII Justification Section
  o If the child is to receive HMG services outside of the child’s daily routines, provide an explanation on why the team has decision upon the specified setting for services
• Section IX & X: Transition from HMG
  o If applicable given the child’s age/status, include steps to support the child’s transition to preschool or other appropriate services
• DO NOT COMPLETE SECTION XI: SIGNATURES AND CONSENTS

Directions IEP:

1. Choose a child ages three through eight to observe and assess using the AEPS. Students can focus on the child they are using for Case Study or Play Based Assessment assignments
2. Completed the following components of the IEP form
   • Demographic Information (use fictitious information representing child’s name, identification number, address and parental information).
   • Step 1 Discuss Future Plans
     o This section is to be completed based complete on the vision of the family for their child
   • Step 2: Present Level
     o Develop a present level of performance to clearly describe the child’s strengths and emerging skills
   • Step 3: Identify needs
     o Describe the child’s needs as they effect his or her participation, access to the curriculum, that require specially designed instruction that might be attained in the year
   • Step 4: Measurable Goals
     o Develop observable and measurable goals, short tem objectives or benchmarks based on the areas of need determined
     o More then one goal might need to be developed for the child
   • Step 5: Identify Services
     o Identify the type, frequency, and expected duration of services and align with the targeted goals
   • Step 6: Determine least restrictive environment
     o This statement should reflect the setting in which the child will receive services, justification of why the team has selected this setting, and if applicable, justification of why the child will not receive services in a setting with their peers.

Submit the following:
• Completed IEP
• Completed IFSP
Assignment Two – Case Study

Points: 20
Due February 21

Purpose - To provide an opportunity to examine the AEPS®, practice administering, and scoring.

General Description: - Each student will select a child who is developing typically, considered at-risk, or is diagnosed with a disability. The child can be between the ages of 6 months and 8 years. You may target a child whom you currently serve or a child whom you have access to (e.g., family member, neighbor). Students will then administer the AEPS® for that child.

Directions:
1. Administer the AEPS® Test birth to three or three to six (in some cases, portions of both may be necessary).
2. Administer the AEPS® Family Report with a family member/caregiver who is familiar with the target child to assist in determine final scores on AEPS® items
3. Generate the following items through AEPSI
   - Child Observation Data Recording Form
   - Family Report
   - Graph the child’s performance across areas on the AEPS® graph summary form.
   - Complete the AEPS® Child Progress Report
4. Calculate the child’s eligibility corroborated cutoff score
5. Identify the child’s strengths, emerging skills, and areas to target for intervention as determined through completed AEPS®
6. Submit the following:
   - Completed AEPS® Child Observation Data Recording Form
   - Completed AEPS® Family Report
   - Completed Graphed Percentages
   - Completed AEPS® Child Progress Report
   - Summary of the child’s cutoff score
   - List/Summary of strengths, emerging skills, and areas to target for intervention
Purpose: The purpose of the project is to allow students to work as members of a transdisciplinary team in conducting both a play-based assessment (PBA) and a home visit. Students from SPED 63953 Practical Applications will work jointly with students from SPED 63957 Assessment and Evaluation in Early Childhood Services to complete assigned tasks.

General Overview: Each student will be assigned to a team of three or four other members. The entire team will be assigned to a family of a young child. The team will be responsible for conducting a curriculum-based assessment (i.e., the AEPS®), a norm-referenced assessment (BDI-2), a family assessment (i.e., the AEPS Family Report), and completing an intervention guide.

General Requirements:

- Teams will make a home visit to observe the child’s play and interactions in the home environment and facilitate the completion of the AEPS Family Report (both sections).
- Teams will conduct a play-based assessment (PBA) using the Assessment, Evaluation, and Programming System – AEPS (a curriculum based assessment) at the Family Child Learning Center on Saturday March 24th.
- During the PBA and/or home visit, the team will administer and score the Battelle Developmental Inventory II- BDI-2.
- Summarize all data
  - AEPS data (including information from the AEPS Family Report) must be summarized numerically on the AEPS Child Observation Data Recording Form (paper version with or without criteria), summarized visually on a graph and visually on the Child Progress Record, and narratively following the procedures discussed in class.
  - Raw scores from the BDI-2 must be converted to a standard score. Students must submit a completed protocol with conversion of raw scores to standard scores.
- When possible, the family will be actively involved in all PBA related discussions and activities.
- From the results of the home visit, the AEPS, and the BDI-2, the team will draft an intervention guide (see template included at the end of this rubric). Teams will share the draft intervention guide with families and seek feedback. Each team member will then complete an independent reflection that should include but is not limited to a reflection on how the intervention guide should be revised based upon family input.
- What to turn in?
  - Team (single copy)
  - Completed AEPS Child Observation Data Recording Form
  - Completed AEPS Family Report
  - Completed AEPS Child Progress Record
  - Completed Graph
Completed Narrative summary
Completed BDI-2 protocol
Completed Intervention guide
Scored Group Work Rubric

Individuals
Self reflection of the PBA project and regarding revisions to the intervention guide
Rating of other team members

PBA Directions:
1. Join a team of 3 to 4 other students (mixture of students in SPED 63953 and SPED 63957 and related disciplines). Each team will be assigned to a family.
2. SPED 63957 students read and learn about play-based assessment/authentic assessment procedures and standardized norm-referenced testing. SPED 63953 students read and learn about the AEPS (including Family Report) and intervention guides.
3. All students review AEPS Forms and Readings posted in VISTA.
4. Meet with other team members on **February 28th from 6:15 until 8:15 in Room 038 Moulton Hall**. Please contact the instructor immediately if you have questions or concerns about the meeting time.
5. During planning meeting, teams will get to know one another, review procedures for conducting a play-based assessment, review procedures for administering the AEPS Child Observation Data Recording Form, the Battelle, and the AEPS Family Report. Teams will also develop a plan/timeline for contacting the family, conducting the home visit, and preparing for the play-based assessment on March 24th at the Family Child Learning Center in Tallmadge, OH.
6. Contact assigned family and schedule a home visit. The purpose of the home visit is to allow the team to observe the child's play and interactions with others in the home environment. The home visit also provides an opportunity for the team to begin administering the AEPS and Family Report.
7. Conduct a play-based assessment and continue administering the AEPS. During the PBA, teams can also administer the BDI-2.
8. Summarize the child's performance across observations and measures three ways: numerically, visually, and narratively (i.e., write a present level of performance). Be sure to include the family in the process. Team can work face-to-face or using collaborative technologies.
9. Purchase gifts for the child/family. Each team will have up to $25.00 to spend. If the team needs perishable items for the PBA, they can use this $25.00 for this as well. One team member should be responsible for making the purchases and keeping the receipts. No gift certificates please. Submit all receipts to the instructor.
10. Each team will submit the following products (single copy):
    a. Completed AEPS Child Observation Data Recording Form
    b. Completed AEPS Family Report
    c. Completed AEPS Child Progress Record
    d. Completed Graph
    e. Completed Narrative summary
    f. Completed BDI-2 protocol
    g. Completed Intervention guide
    h. Scored Group Work Rubric
11. Individuals
    a. Self reflection of the PBA project and regarding revisions to the intervention guide
    b. Rating of other team members
Grading Policy

1. All assignments are due on the date specified in the syllabus. Assigned readings (URLs, chapters, and articles etc.) should be completed prior to each class in order to maximize student understanding and participation. 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 at least 24 hours before the assignment is due to discuss alternative options.

   • Procedures for submitting electronic assignments and/or e-mail
     - Electronic submission of assignments is **REQUIRED** for assignments in which this is applicable and can be sent to the instructor’s sljackso@kent.edu through VISTA (SPED 63953). No assignments will be accepted through Flashline.
     - The instructor will send an e-mail confirmation that the assignment was received within 48 hours. The confirmation will be sent to participants’ VISTA account 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:
       - 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 have 7 days from the notification of the grade to make revisions to the assignment and resubmit the work to the instructor. 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. Please note, only 2 days will be given for revisions to aspects of the play-based assessment (PBA) assignment.

4. If students attend the ECIS plagiarism workshop this semester, they may acquire one point of extra credit in the course of their choice.

5. 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 in a collaborative manner by representing and fulfilling various roles as a team member to ensure the success of the group dynamics. 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. Since this course will utilize Vista, it is expected that students will access the website at least once beyond the day class is held.

Attendance Policy

Participants are expected to attend all scheduled class sessions (face-to-face and online). One point will be subtracted from over all 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. Important topics that may not appear in the assigned readings may be discussed during class sessions. Therefore, students are responsible for all material covered, regardless of whether or not they were in attendance.

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:

- discontinue the use of cell phones or other electronic devices (e.g., iPods, blackberries, surfing the internet on a laptop) during regularly schedule course time
- 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. The issue of digital plagiarism has raised concerns about ethics, student writing experiences, and academic integrity. A digital plagiarism detection program may be used to check papers submitted in this course. You may be asked to submit your papers in electronic format so that your paper can be checked against web pages and databases of existing papers. Although you may never have engaged in intentional plagiarism, many students do incorporate sources without citations; this program can alert us to your academic needs.

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

http://owl.english.purdue.edu/owl/resource/589/01/
http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml

Resources for students on plagiarism
http://www.library.kent.edu/page/11299
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://imagine.kent.edu/policyreg/print_view.asp?ID=505&Table=Archive

For a copy of KSU's digest of rules see the following
http://www.kent.edu/CurrentStudents/upload/0311252RulesandRegs.pdf
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.

The copyright and plagiarism policy implies one basic concept, that is, all academic work (e.g., papers, projects, exams, presentations) represent the student’s own original ideas and efforts. Ideas taken from other sources or developed by other individuals must be given due credit and proper citation. For the purposes of this course, students are expected to develop their work independently. Papers and projects prepared in collaboration with other student(s) (unless required by the assigned project) or from materials previously submitted (either for some other academic purpose or for this course in previous semesters), or copied from published works are considered to be in violation of the KSU policy on academic integrity.

**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.registrars.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 Accessibility Services (contact 330-672-3391 or visit www.kent.edu/sas for more information on registration procedures).