

-Education 367

Assessment and Intervention Strategies for Children with Disabilities in the Primary Grades and Their Families (3 credits)

Debra Moore-Gruenloh, MSE
College of Professional Studies
University of Wisconsin-Stevens Point
Spring, 2018

(715) 459-2174
Office Hours: CPS 439
Saturdays of class 7-8a.m. by appt.
(Feb.10, March 3, April 28)

Prerequisite:

Education 351/551 or consent of instructor.

Catalog Description:

Develop skills in assessment procedures and intervention strategies to utilize with children (five through eight years) experiencing kindergarten and primary curricula, early academic skills; and social/behavioral areas, and in cooperation with family members and related services professionals. Includes field experience.

Learning Outcomes:

1. Students will develop an individualized education plan for a student with an identified disability by completing all state mandated forms and short-term objectives/benchmarks (Standard 1: Learner Development, Developing; Standard 2: Learning Differences, Developing).
2. Students will develop a unit plan that uses as its basis for development Understanding by Design template, a rationale for studying the topic, identification of the Wisconsin Model Early Standards and the Wisconsin Common Core Standards, observable outcomes for the students with measurable data, clearly defined procedures and differentiation that addresses the needs of students with varying needs (Standard 2: Learning Differences, Developing; Standard 4: Content Knowledge, Developing; Standard 5: Application of Content, Developing; Standard 7: Planning for Instruction, Developing; Standard 8: Instructional Strategies, Developing).
3. Students will develop a rubric assessing a student's acquisition of early reading behavior so that varying levels of expertise are captured by the rubric (Standard 6: Assessment, Developing).
4. Students will develop a parent education program lasting multiple weeks in order to design information in family-friendly manner for families who have worked all day and in order to become knowledgeable about resources on the topic (Standard

- 9: Professional Learning and Ethical Practice, Developing; Standard 10: Leadership and Collaboration, Developing) .
5. Students will participate in practicum in order to learn the specific actions of a special educator in the primary grades and to practice their professional communication and collaboration (Standard 3: Learning Environments, Developing). Level 1 Practicum

Skill Competencies:

These competencies are listed by each topical section within the syllabus.

Required and Recommended Readings:

Each topical section of the course lists required and recommended readings. Each student will read all required readings prior to the respective class. Please check the Desire2Learn website and the reserve library website. Recommendations concerning the information contained in the recommended readings are provided in order for each student to select and read those references, which will meet his/her individual needs.

Required Texts:

Readings will be recommended during the course by the instructor. These readings are to be completed by the following class.

Attention Students with Disabilities:

If you have an identified disability that may affect your performance in this class, schedule an appointment (no later than the second class) so that provisions can be made to insure that you have an equal opportunity to meet all the requirements of the course.

Accommodation for Religious Observances:

Students will be allowed to complete requirements that are missed because of a religious observance.

Assignments:

The evaluation criteria and due dates for each assignment are listed below. Assignments submitted later than the end of the class period on the date due will be considered late. Five points will be deducted for each day late (up to two weeks). Assignments submitted after two weeks will receive a grade of zero. If you have extenuating circumstances, please speak to the instructor immediately.

In your written assignments and in class discussions, the names of local people

(e.g., children, families, and professionals) should not be used. Confidentiality must be respected at all times. You are encouraged to seek feedback on your projects from your classmates. Please make use of this valuable resource.

The language used should reflect the sensitivities of the time (e.g., [a] “infants with prenatal exposure to cocaine” vs. “coke babies” or [b] “students with intellectual disabilities” vs. “mentally retarded student” or [c] “children living in poverty” vs. “poor children” or [d] “families receiving economic assistance” vs. “welfare moms”) and emphasize the total humanity of the person. For example, behaviors or conditions should not be confused with the person of concern. Thus, referring to individuals as “children with special needs” would be preferable to “handicapped children” or “the disabled.” Similarly, we discuss “families who face multiple challenges” instead of “dysfunctional” families.

Attendance:

Information shared among class members cannot be read in articles. This interaction is too valuable a source of information to miss and cannot be recreated or “made up.” In case an emergency arises, you must contact the instructor prior to class if you are unable to attend. If you are absent, you are responsible for completing any in-class assignments within a five-day period. Any assignment not received within five days will be given a score of zero. Absences will be allowed only for emergencies. There are only three class sessions and it is important to attend each class.

Schedule of Class Sessions, Required Readings, and Course Requirements

DATE	TOPIC	COURSE REQUIREMENTS
Feb. 10, 2018	Intelligence Tests Administered to Kindergarten and Primary Age Students	
	Issues in Standardized Testing	
	Learning Style Profile Assessment of School Readiness	
	Achievement Tests	
	Celebrating Cultural Diversity	
	Portfolio Assessment- Development and Use of Rubrics and Standards/ Criteria across Content Areas	<i>Rubric/Portfolio Assessment in-class activity</i>
March 3, 2018	Dual Language Learners (DLL): Assessment and Intervention	
	Curriculum-Based Assessment; Alternative Methods of Assessment; Informal Strategies	
	IEP Development and Inclusive	<i>Parent Education</i>

	Strategies; Response to Intervention: A Tiered Model of Intervention	<i>Program due</i>
	Classroom Management, Grouping of Students, Socio-emotional Environment	
	Parent Education and Support Programs	
April 28, 2018	Team Relationships, Parent-Teacher Relationships	<i>Individualized Education Plan due</i>
	Cognition, Mathematics; Integrated Curricular Strategies	
	Emergent Literacy	
	Assessment of and Strategies for Early Reading and Language Arts Skills for Students Experiencing Delays	
	Strategies for Instruction in Science and Social Studies for Students with Disabilities Strategies for Creative Movement, Art, and Music for Students with Disabilities	
	Sharing of Lesson Plan	<i>-Field Experience -Understanding by Design Unit due</i>

Course Requirements

1. Individualized Education Plan (IEP):

Each small group of students (no more than three students) will write an IEP, using the state mandated forms and include at least five different pages of short-term objectives or benchmarks. The assessment data about a child and other pertinent information will be provided. Criteria for evaluation of this group assignment will be disseminated in class.

2. Understanding by Design Instructional Unit:

Each small group of students (no more than three students) will devise a unit plan that uses as its basis for development Understanding by Design (UbD). This plan will include a rationale for studying the topic, the completion of the UbD plan template, the identification of the Common Core State Standards or the Wisconsin Model Early Learning Standards, observable outcomes for student learning with measurable data, clearly defined procedures, and differentiation that address the needs of students with special needs. This unit will span one week of time. This one-week unit will emphasize content that transcends at least four developmental areas. In order to address the needs of all students, one will need to use flexible grouping, classroom management strategies for optimizing learning, and modifications of the content for students with disabilities. Please refer to the descriptions of the students with special needs. *For each objective developed, a specific strategy will be noted and the citation identified.* A rubric will be provided to you for delineation of evaluative criteria.

3. Rubric/Portfolio Assessment (in class activity):

Each small group of students will develop a rubric for a specific skill. Groups will indicate type and purpose for each rubric developed.

4. Field Experience and Journal:

All students will observe and/or participate in a classroom serving kindergarten or primary-age students (ages five to eight years) with disabilities for a total of twenty (20) hours. Descriptions of these weekly visits will be kept in a journal. Included within this journal are descriptions of the lessons observed, effective intervention techniques, student responses, and personal reflections. **Level 1 Practicum**

On the stipulated date, each student will submit a four- to five-page paper (typed and double-spaced) that synthesizes and analyzes your observations. Key ingredients to be evaluated in each journal are:

- The frequency of citations,
- Anecdotes including observable behaviors,
- Coherency of statements,
- Episodes relay salient issues that have occurred during the visits,
- Interpretations of events resulting in conclusions being drawn, and
- Statements made regarding observed teacher behaviors to be imitated or changed.

The evaluation criteria for summary of the placement site include the following:

1. discussion of major themes;
2. identification of the teacher's emphases;
3. interpretation and reflection about student behaviors;
4. interpretation and reflection about the teacher's behaviors;
5. teacher behaviors to be emulated or altered;
6. insight into the teacher's, student's, and one's behaviors;
7. alteration of opinions based on experience;
8. conclusions; and
9. stylistic characteristics (e.g., grammar, transitions between sentences, use of a professional style of writing; readability, etc.).

5. Parent Education Program:

One parent education program will be formulated. This parent education program will comprise three sessions that will focus on a narrow topic listed below. A handout will be developed and shared with classmates. A sign-up will occur in class. The format for this parent education program will be as follows:

- Overview of the Parent Education Program: This introductory section should introduce the topic you will be potentially presenting to parents. One should establish its relevance to the population of interest (i.e., high-risk students, parents having children with prematurity, etc.). You might, if appropriate, provide an overview of the necessity for discussing this problem/procedure and how this program could potentially improve family functioning.
- Area to be Discussed
- Overall Objectives of the Program
- Rationale for the Parent Education Program: One should include a rationale for and an overview of the subsequent sections of your program. This section should be limited to two to three pages (double-spaced, typed).
- Target Audience

Again, this parent education program will comprise three sessions that will focus on a narrow topic.

For this weekly session, the following format will be used:

1. Overview of the topic to be shared with the parents (exact statements provided),
2. Objectives of the session,
3. Exact materials to be used with copies submitted,

4. Methods and procedures in order to share the information in a step-like fashion (stated in the exact manner you would present it to the parents),
5. Evaluation form to be completed by parents at the conclusion of each session.

General Guidelines for Writing the Parent Education Program:

The following guidelines should be adhered to when writing your parent education program:

1. Use APA format for the writing of your references. Reference manuals are available in most libraries and UW-SP bookstore.
2. One could use the present or past tense in the description of the weekly sessions. In the introduction, the past tense is used when discussing previous research for your rationale (e.g., The authors reported. . . , the parents expressed that . . .).
3. One could use the first or second person case when speaking directly to parents. As well, one could use the third person case when discussing the literature to parents or in the introduction (e.g., It was felt that . . . , This author disagrees . . . , etc.).
4. One should not use contractions. Also, each paragraph is at least two sentences long.
5. Subtitle your paper using the sections outlined above. Make sure you have included all of the information described in the different sections.
6. When designing your weekly sessions, one must keep in mind that the parents have had a full day and they may not be able to sit for two consecutive hours. Instead, it is recommended to intersperse information with “hands-on” activities
7. When designing your weekly sessions, one must keep in mind that the parents have had a full day and they may not be able to sit for two consecutive hours. Instead, it is recommended to intersperse information with “hands-on” activities that support the information you are relaying.

This project can be completed in groups of no more than four persons. InTASC 1c. The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development (Performance).

The purposes of this major assignment are:

1. To gain experience in designing a parent education program, which is an inherent facet to your future role;
2. To become knowledgeable about the resources available to families having young children experiencing disabilities; and
3. To share the information in a family-focus manner to parents and fellow professionals.

The topics are as follows (please be sure that there is no duplication among the class participants):

- A. Receptive Language
- B. Brain Development
- C. Effective Responses to Bullying
- D. Challenging Behaviors in Young Children
- E. Reading Aloud and Teaching Effective Reading Strategies
- F. Reading Development and Strategies at Each Developmental Age
- G. Stages of Development
- H. Math Activities with Young Children
- I. Life Long Learning Skills
- J. Motivation and Facilitation of Motivation
- K. Value of Play
- L. Developmentally Appropriate Materials and Toys
- M. Positive Partnerships with Parents
- N. Facilitating Effective Peer Relationships
- O. Science Experiments to Do at Home
- P. Television and Computers
- Q. Art Activities with Easily Available Material
- R. Characteristics, Advantages and Disadvantages of Multi-Age Classroom
- S. Health Education
- T. Facilitation of Gross Motor Skills Indoors
- U. Facilitation of Gross Motor Skills Outdoors

Please note that these topics will be used in the community and must contain all materials and worded for use by individuals without a college degree. *InTASC 1c*.The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

6. Dispositions

The School of Education in 2010 adopted the Professional Educational Program Teacher Candidate Dispositions (please see the attachment). Dispositions are an integral facet of professional preparation and influence one success in the Professional Education Program. All students are expected to show continued progress in these dispositions focusing on Inclusive Excellence, Responsibility for Self and the Fostering of Collaborative Relationships; Reflectivity about Teaching, Learning, and Interactions; Creativity and Critical Thinking in Teaching, Learning, and Problem Solving; Perseverance for Excellence; and Professionalism in Teaching, Learning, and Interactions. Should the need arise; a tiered-approach is available and individualized to individual students. *InTASC 10r*.The teacher takes initiative to growth and develop with colleagues through interactions that enhance practice and support student learning (disposition) *and 10t*. The teacher embraces the challenge of continuous improvement and change (disposition).

UWSP Community Bill of Rights and Responsibilities

UWSP values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, a set of expectations have been

developed for all students and instructors. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. For more information go to:

<http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilites.aspx>.

The Rights and Responsibilities document also includes the policies regarding academic misconduct, which can be found in Chapter 14. A direct link can be found here:

<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>.

Americans with Disabilities Act

Students must receive a C- or better in all Early Childhood Education and Education courses” required for teacher certification. Failure to earn a C- or higher will result in the student needing to repeat the course.

Grading Criteria

Individualized Education Plan (150 points)

Understanding by Design Instructional Unit (150 points)

Rubric/Portfolio Assessment (55 points)

Field Experience and Journal (75 points)

Parent Education Program (90 points)

Class Attendance and Participation (25 points)

Uploading of Assignments to D2L (25 points)

TOTAL POINTS = 570 POINTS

All assignments must be uploaded to D2L so that the corresponding points are awarded and so that you maintain your portfolio in a consistent manner. A reflection of this course should be placed in your portfolio. You will need to send me the link to your portfolio prior to the end of this course so that this requirement is evaluated.

Grading Scale = (xxx/570= %)

A	94-100	C+	78-81
A-	91-93	C	75-77
B+	88-90	C-	72-74
B	85-87	D+	69-71
B-	82-84	D	65-68
		F	Below 65



Figure 1
 UW-Stevens Point
 Professional Education Program
 Teacher Candidate Dispositions
 Adopted 11/29/10

