SPE 4920
SPE Spring 2013
Instructional Strategies: Young Children
(Birth through 8) at Risk and with Exceptional Learning Needs

Instructor:	Dr. Rebecca Cook
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Appointments:	Sign up in the notebook in 1212 Buzzard Hall.
Location/Time	M 1:00-3:30 p.m. in Room 1180 B.H.
Of Classes:	Practicum TR 1:00-2:40 p.m. in Room 1180 B.H.

Course Description:
SPE 4920 - Instructional Strategies: Young Children (Birth through 8) at Risk and with Exceptional Learning Needs. This course introduces and provides practice in techniques for planning, implementing and evaluating effective intervention for young children with and at risk for exceptional learning needs and their families. A sixty-hour teaching practicum is required.

Learning Model:
Developmental Learning Model as described in Linder, T.W. (1983). *Early childhood special education: Program development and administration.* Baltimore: Paul H. Brookes Publishing Co. and Cook, R.E., Tessier, A., & Klein, M.D. (1992). *Adapting early childhood curricula for children with special needs (3rd edition).* NY: MacMillian Publishing Co.

Textbook:

Lerner, J. W., Lowenthal, B., and Egan, R. W. (2003). *Preschool children with special needs: Children at risk and children with disabilities* (2nd edition). NY: Allyn and Bacon.

University student learning goals:

The mission of the general education program at Eastern Illinois University is three-fold:

- To enhance student literacy and oral communication
- To encourage students to think critically and reflectively
- To introduce students to knowledge central to responsible global citizenship

In this content-specific course literacy, including written and oral communication is addressed through varied written and spoken activities and assignments. Your skills of critical and reflective thinking will be assessed through tests and quizzes and you will be expected to demonstrate these skills through participation in class and in your written work. Your knowledge central to responsible global citizenship will be enhanced through lectures, particularly topics related to diversity, and reading of your textbooks and supplemental materials.

Course Requirements:

I. Class Assignments

1. Exams: Each teacher candidate will complete exams on assigned readings and class discussion.

Points: 125
MidTerm: 50

Final: 75

II. Practica Assignments**

1. Instructional Assessment: Each teacher candidate will complete an instructional assessment for one child. The child to be assessed will be selected by the teacher candidate and the cooperating teacher. Assessment instruments will include those used in the ECSE class and others designated by the instructor. Each child will be assessed in the areas of motor, social emotional, communication, early literacy and adaptive skills. In completing the assessment, each student will identify and implement ethical procedures and follow school policies with regard to assessment. Cultural considerations specific to the child will be implemented in the assessment process and the assessment procedures may be adapted for children with sensory or physical impairments. The assessment will be conducted using a criterion-referenced assessment, naturalistic observations and feedback from the family and cooperating professional. The assessment will be conducted using game-oriented activities and through routine activities within the schedule. The results of the assessment will be summarized in an assessment report. The format for the assessment report will be provided by the instructor. The results of the assessment will be shared with the cooperating professional to insure accuracy of the information.

Points: 50

2. IEP: Each teacher candidate will develop an IEP for the same child as above based on the assessment results. The IEP form used in the student's practica site will be used. The IEP will be shared with the cooperating professional to insure the accuracy of the goals and objectives. You may want to consider information from other professionals working with the child now and in future settings when writing the goals and objectives. The teacher candidate should recommend interventions or material specifically needed for the educational success of the assessed child. Follow the legal mandates required within the IEP process. Goals and objectives for the family will also be included if appropriate.

Points:80

3. Instructional Activities: Each teacher candidate will conduct a total of 5 (five) different types of activities - several assessment activities, 1 practice one-to-one instructional activity,1 formal one-to-one instructional activity, 1 formal small group instructional activity, and 1 large group instructional activity. A written lesson plan must accompany each instructional activity. Each one-to-one and small group lesson plan will be based on a goal and an objective from the child's IEP. The lesson should include a list of stimulating, developmentally and functionally appropriate materials and activities, adaptations or modifications for individualizing, good classroom management and guidance techniques, systematic instruction, and evaluation procedures. The lessons plans will be evaluated on content and the overall ethical approaches used in the lesson. The lesson should address the child's culture and linguistic diversity, if necessary. Two of these written lessons, one of which must be an "Early Literacy Lesson Plan", will be graded by your instructor (25 points each). Further details will be provided by the instructor.

Points: 50
(2 X 25)

4. Responsive Teaching Journal and Reflecitve Paper: Each teacher candidate will keep a journal of pedagogically sound responsive teaching strategies used with the children during practicum. Each teacher candidate will follow a child's lead and integrate teaching strategies that will assist the child in making progress in areas of need. These teaching strategies should be developmentally and individually appropriate for the target child, address any of the domains and promote learning in the child. The child's performance and progress will be noted on a data collection form that addresses each implemented responsive teaching strategies. At the end of the semester, the teacher candidate will describe the responsive teaching strategies used and discuss the effectiveness of these strategies with regard to the assigned target children.

Points: 35

5. Practica Ratings/Observation: Each teacher candidate will be rated by the instructor in consultation with the cooperating teacher/professional.

Each teacher candidate will be observed a minimum of 3 (three) times during the semester implementing all of the following types of activities related to language, emerging literacy, cognition, fine motor, gross motor, adaptive skills: instructional assessment, one-to-one instruction, small group instruction and large group instruction. During the one-to-one and small group lessons, the teacher candidate is required to teach the lesson as written and collect data on the child's progress using data sheets and anecdotal observations to determine the effectiveness of the lesson and to document the child's progress in the various domains. The teacher candidate should be sensitive to the child's interests, needs, and cultural values and make necessary adaptations when presenting the lesson.

The peer assigned to the same classroom will observe your lessons and provide feedback along with the university supervisor using a facilitative, self-reflective approach.

Points: 50

6.. Home Visit: Teacher candidates will observe a homevisit DVD and read an article on effective homevisit on e-reserve. A reflective paper will be written regarding effective homevisit. Ideas in the paper will be supported through readings, handouts and class notes. Teacher candidates will address homevisit in regard to how the child development specialist develops rapport with the parents and includes parents as partners in assessment, intervention, and evaluation of the child's progress while respecting the parameters of their cultural influences. The reflective paper should have the clarity, grammar, and spelling consistent with college level quality and accuracy.

Points: 25

7 . Collaboration Journal and Reflection: Each teacher candidate will complete a self-assessment of teaching compentencies and share the results with the cooperating professional and and university supervisor at the beginning of the semester. The teacher candidate will have periodic meetings with a peer, the cooperating professional and university supervisor throughout the semester and will reflect in writing on each of these meetings. At the end of the semester, each teacher candidate will complete the self-assessment of teaching competencies again and will write an overall reflection of personal change in teaching performance in relation to the colloaborative meetings across the semester.

Points: 35

**A more detailed practicum requirement sheet will be distributed to students and cooperating teachers/professionals at the beginning of the practicum assignment.

Grading:
The following criteria will be used in determining the grade earned by each student.

Exams	125 points
Instructional assessment & results	50 points
IEP	80 points

Written Lesson Plans (2)	50 points
Responsive Teaching Journal and Reflective Paper	35 points
Teaching of Lessons (2)	50 points
Home Visit Summary	25 points
Collaboration Journal & Reflection	35 points
Total Points	450 points

Grading Scale

90% - 100% of total points	=	A
89% - 80% of total points	=	B
79% - 70% of total points	=	C
69% - 60% of total points	=	D
<60% of total points	=	F

8 bonus points can be earned through participation in Family Fun Festival (Fall)/Special Olympics (Spring).

**Late Assignments: All assignments are due during the class period on the specified date. There will be a 5% deduction for extensions of one week or less based on a preapproved reason (i.e., student must see instructor before assignment is due, therefore an appointment time must be set-up). Any assignment handed in over a week late or without approval will receive a 25% deduction. The instructor reserves the right to refuse an assignment handed in over one week late without a pre-approved reason.

**Written assignments are expected to follow American Psychological Association (APA) style and format. Non-labeling language is expected in all written materials. As prospective teachers, students will be expected to use correct grammar, spelling and sentence structure.

**Practica must be successfully completed and in accordance with the CEC Code of Ethics. If practica is determined to have been completed in a less than satisfactory, manner, then no more than a "D" may be earned in the class regardless of the number of points earned.

Attendance and Participation:
Each student in this class will participate in a minimum of 48 in-class hours of practica in an established early intervention program. Each student is expected to function as a professional and will therefore be in attendance, on time, at all scheduled times. If a student must miss a session for an acceptable reason she/he is to notify the cooperating teacher/professional and instructor as soon as possible and schedule a make-up session for the missed practica hours. If a student misses more than two sessions for unexcused reasons, as determined by the instructor and the practica site personnel, they will be removed from the site and receive an incomplete or failing grade. Each student must

complete a time card and obtain the signatures of the cooperating teacher and the program administrator. This can be obtained in the Dean's Office, 1420 Buzzard Hall.

Each student is also expected to attend all classes and read all assigned materials. It is strongly suggested that the student notify the instructor in advance of a possible absence.

Assistance:
Each student is encouraged to contact the instructor for assistance with any problem and/or for general discussion. Available conference times will be in the blue notebook in 1212 Special Education offices Buzzard Hall. If times listed are inconvenient, please call to arrange an alternate time.

** The instructor reserves the right to change these requirements or course outline as it is deemed necessary.

Eastern Illinois University is committed to the learning process and academic integrity that is defined in the Student Conduct Code (1.1). To encourage original and authentic written work, any written assignment created in this course may be submitted for review to Turnitin.com and will become a searchable document with the Turnitin-protected and restricted use database.

Cell Phone Policy
All cellular phones, pagers, and messaging devices must be turned off upon entering classroom or practicum site. If special circumstances warrant the necessity of accessibility via cell phone, permission must be given by the instructor and at no time should this means of communication interrupt teaching or learning. Abovementioned devices are not allowed in the testing setting during tests or exams. If discovered, it will be assumed they are being used inappropriately and will result in a grade of "zero". At no time during class, teaching on site, or tests is text messaging allowed! Anyone in violation of this policy will be asked to leave the class and the absence will be considered unexcused.

Email/Electronic Communication

Students are encouraged to use email as a means of communicating with the instructor(s); however not all questions and issues can be addressed using this forum. As in all interactions, students are expected to be respectful and professional. In addition, students must realize that email is asynchronous and therefore should allow ample time for a response from the instructor(s). Further, it is the student's responsibility to follow up on contact made via email if no response is received. Remember there are times when technology fails and thus messages are not always received when sent. Do NOT simply assume that the information reached the intended recipient(s).

Student Success Center
Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

Course Outline
SPE 4920

I. Assessment of Young Children (1 Week)
(Chandler, et. al., 1999; Cook, 2004; Horn & Jones, 2002; Neisworth & Bagnato, 2000; Snow & Oh, 2011)
- A. Use of Norm Referenced versus Criterion Referenced Assessment
- B. Use of Criterion Referenced Assessment for Naturalistic Assessment
- C. Reorganization of Developmental Scales for Planning Assessment
- D. Conducting Assessment During Routines and Through Game-Oriented Activities
- E. Language and cultural considerations

II. Planning and Implementing Behavior Management (2 Weeks)
(Fox et al., 2003; Gartrell, 2002; Lowrey, Danko, & Strain, 1999;Neilson, & McEvoy, 2004; Neilsen, Olive, Donovan, & McEvoy, 1999; Rightmeyer, 2003; Sandall & Ostrosky, 1999; Stormont, 2000; Watson, 2003)
- A. Defining and Selecting Target Behavior
  1. Appropriate behavior
  2. Challenging behavior
- B. Classroom Management to Prevent Challenging Behavior
  1. Scheduling considerations
  2. Effective use of classroom space and instructional time
  3. Management of materials
  4. Teacher expectations
- C. Behavior Management Strategies used with Challenging Behavior
  1. Prevention strategies
  2. Intervention strategies (least restrictive to more restrictive)

III. Planning for Instruction (1 Week)
(Bagnato, et al., 1986; Bailey, et al., 1982; Bailey & McWilliams 1990; Bailey & Wolery, 1992Bodrova & Leong, 2007; DeGangi, Wiet, Poisson, Stein, & Royeen (1994); Dunst, et al., 1987; Grisham-Brown, Hemmeter, & Pretti-Frontczak, 2005; Johnston, 2012; McLean & Vincent 1984; Minke & Scott, 1995; Pretti-Frontczak, & Bricker, 2004; Schoen, et al., 1988; Stipek, 2002; Sullo, 2007).
- A. Developing the IEP/IFSP
  1. Use of assessment results to develop goals and objectives
  2. Developing family goals and objectives
- B. Lesson Plans
  1. Sequential objectives
  2. Instructional input
  3. Content proficiency
  4. Prompts
  5. Individualization
  6. Reinforcement
  7. Record keeping

C. Planning Game-Oriented Lesson Activities

IV. Implementing Instruction (9 Weeks)
(Ayres (2005); Bailey & Simeonsson (1986); Bailey & Wolery (1992); Bosse, Jacobs, & Anderson, 2009; Blake, 2009; Brown, Odom, & Conroy (2001); Bryant & Budd (1982); Buysse, Goldman, & Skinner (2002); Buysse, Schulte, Pierce, & Terry (1994); Campbell (1989); Chandler, 1998; Dickinson & Neuman (2006);Dunst, et al., (1987); Epstein, 2007; Finnie (1975); Foxx & Azrinn (1973); Fredericks, et al., (19\\); Ganz & Flores, 2010; Gast & Nelson (1977); Gibson & Schuster (1992); Guralnick (1978); Guralnick & Groom (1988); Hildebrandt & Hearron (1999);Horn & Jones (2005); Horn, Ostrosky, & Jones (2004); Hupp & Kaiser (1986); Johnson (2006); Kaczmarek (1985); Koegel, & Koegel (2006); Koegel, & LaZebnik (2004); Kohler, Anthony, Steighner, & Hoyson (2001); Laus, et al., (1999); Learner, Lowenthal, & Egan, 1998; Lifter, et al., (1993); McDonald & Hardman (1988); McLean & Odom (1988); McWilliams Bailey (1995); Mager (1962); Mahoney & Perales (2003); Nemeth, 2012; Novick (1993); Odom, McConnell, & Chandler (1994); Ostrosky & Sandall (2001); Pearson, et al., (1988); Premack (1959); Raver (1987); Roskos, et al. (2003); Roskos, Tabors, & Lenhart, 2009; Rusch, et al., (1988); Sainata, et al., (1987); Schoen, et al., (1988); Schwartz, et al. (1996); Snell & Gast (1981); Stokes & Baer (1977); Watkins (1996); Wesley (2002); Wesley, Buysse, & Keyes (2000); Winter (2007); Wolery (1991); Yoder, et al. (1995).

A. Implementing the IEP/IFSP
   1. Conducting activities based on the IEP/IFSP
   2. General instructional strategies
      a. Direct instruction
      b. Engagement
      c. Incidental teaching
      d. Prompting
      e. Generalizing
   3. Documenting progress for IEP/IFSP goals and objectives
   4. Evaluating instructional effectiveness

B. Teaching Techniques for Facilitating the Developmental Process
   1. Motor Skills
      a. Sensory motor integration
      b. Gross motor
      c. Fine motor
   2. Social skills
      a. Triadic strategies (parent-child interaction)
      b. Peer mediation (interaction with peers)
   3. Language skills
      a. Emergent literacy
      b. English Language Learners
   4. Cognitive skills
      a. Birth to three cognitive skills (object permanence, causality, cause and effect, etc.)
      b. Embedding higher level cognitive skills into daily routines
   5. Adaptive skills (self-help)

        a. Toilet training
        b. Feeding techniques for children with disabilities
    6. Adapting instruction for children with specific disabilities
        a. Autism
        b. Sensory impairments
        c. Physical impairments
        d. Learning problems
C. Collaborating/Consulting with Other Professionals
    1. Types of consultation
    2. Consultation process
D. Family Involvement
    1. Family-centered principles
        a. Impact of traditions, culture, and language
    2. Working with parents who have developmental disabilities
E. Cultural and Linguistic Diversity

V. Evaluating Instruction (2 weeks)
(Bailey & Simeonsson (1988); Bailey & Wolery (1992); Campbell (1989); Dunst, et al., (1987); Grisham-Brown, Hemmeter, & Pretti-Frontczak (2005); Kaczmarek (1985); Ostrosky, & Jones (2004); Sainata, et al., (1987).
A. Child Progress
B. Family Progress

Evaluation 4920

Exams
CEC/CC: 1, 4, 5 CEC/ECH: 4 ISBE/ECH: 4, 5, 9 LA: 2 IPTS: 1,2,4,5,8 ISBE/CC: 1,2,3,4,5,8

Instructional Assessment
CEC/CC: 8 CEC/ECH: 8, ISBE/CC: 1, 3, 5 ISBE/ECH: 8 IPTS: 1,3,7, 8 ISBE/CC: 1,2

IEP
CEC/CC: 1, 7, 9 CEC/ECH: 7 ISBE/ECH: 4 LA: 2 T: 3 IPTS: 1,3,7,8 ISBE/CC: 1,2,3,6,7,8

Instructional Activities
CEC/CC: 4,5,7,9,10 CEC/ECH: 4,6,9,10 ISBE/ECH: 1,2,3,4,5,6,7,8,9,10,11 LA: 2 T:3 IPTS: 1,2,3,4,5,6,7,9 ISBE/CC: 1,2,3,4,5,6,7,9

Responsive Teaching Log
CEC/CC: 4,5,7,9 CEC/ECH: 4, 6 ISBE/ECH: 1, 2, 3, 4, 5, 6, 7, 9 LA: 2 T: 3 IPTS: 1,2,3,4,5,6,7,9 ISBE/CC: 3,4,5

Homevisit
ISBE/ECH: 3 LA: 2 T: 2

<u>Practicum</u>
CEC/CC: 1, 4, 5, 7, 8, 9, 10 CEC/ECH: 4,7,8,9 ISBE/ECH: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 LA: 2 T: 3 IPTS: 1,3,5,6,7,8,9 ISBE/CC: 1,3,4,5,6,7,8,9

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SAFETY INFORMATION
DEPARTMENT OF SPECIAL EDUCATION

If there is an emergency such as fire, tornado, bombs, earthquake or other emergencies, 911 will notify the Dean's Office of the College of Education and Professional Studies (Doug Bower) who will in turn notify each Department. Medical or health emergencies should be reported directly to the Department of Special Education. EIU has closed only once in its history, SPE closes only when EIU does. Eastern Illinois Special Education is EIASE and is not the Special Education Dept.

Evacuation Procedures:

Clear the building as rapidly and orderly as possible.

Move to the designated areas as directed by the Police Departments or Fire Departments.

Do not return to the building until you are given the all clear signal.

Fire Alarms:

When the fire alarm sounds, everyone in the first floor north wing of Buzzard Hall is to leave the building by way of the 9th Street Circle doors. Everyone is to leave the building; just because you can't see or smell the fire/smoke does not mean there is not a fire. You are to move at least 50 feet away from the building. You are to wait until the Fire Chief gives the all-clear sound.

Tornadoes:

The Department of Special Education, after receiving warning, will contact each classroom on the north, first floor of Buzzard Hall. Opening windows allows damaging winds to enter the structure. Leave the windows along; instead, immediately go to a safe place. Most tornadoes are likely to occur between 3 and 9 p.m., but have been known to occur at all hours of the day or night. If you have been told that there is a tornado warning you should move to your pre-designated place of safety. There are designated areas marked by the "Severe Weather Shelter" signs. There will not be an all clear siren. The tornado warning will be over when the weather has improved. Stay away from windows and automobiles. Eastern Illinois University has a website for Tornadoes at http://www.eiu.edu/~environ/welcome.htm that you can access for more information about tornadoes and what to do.

Bombs:

The University Police will respond to a bomb threat to your building. The University Police will assist with the search and/or evacuation. You will be directed by the University Police as to how, when, and where to evacuate the building.

Earthquakes:

Earthquakes occur without warning. At best, a person may move under his/her desk.

Violence in the Workplace:

In the event an individual displays aggressive behavior, use extreme caution. If a firearm is suspected or evident, leave the building. Move to safety, and call 911 and the Building Coordinator (Doug Bower (7972). If building residents express a "cause to feel uncomfortable", call the Human Resources Department (3514) or University Police (3213). Do not try to become involved with the violent person. Let the University Police handle the situation as they are trained to handle such behavior.

Medical or Health Emergencies:

If a person becomes injured or ill and can make decisions regarding transportation and/or treatment, assistance should be given in making those arrangements. Call 911 and 3213. If the person cannot make decisions regarding transportation and/or treatment, an ambulance will be called. Call 911 and 3213. The Safety Officer is Gary Hanebrink (7068).

Under no circumstances will the University provide transportation, despite the extent of the injury or illness.

An appropriate accident report must be filed. Forms may be found on the web page, http://www.eiu.edu/~environ/safmanl/accdform.htm.

Emergency Notification System

Eastern Illinois University has installed additional emergency notification system devices. When there is a warning for weather or an emergency, the exterior horn will sound and the message will be played across the emergency notification speakers inside Coleman Hall, Klehm Hall, Buzzard Hall, and Lantz Building. Blair Hall, Booth Library, and Doudna Fine Arts Center will receive the message through the fire alarm speakers. There are also flashing lights that have different colors for certain emergencies. An amber light means that there is an emergency. A white light means that there is a fire. If the alarm is sounded, take immediate action as directed by the emergency notification system. Check your campus email for further instructions.

Gary Hanebrink, Environmental Health and Safety Posted Aug 03, 2011.