

Kent State University
SPED-63995-010
Special Topics: Methods in Early Intervention
Syllabus – Summer 2007

SPED 63995-010
CALL # 16065

Tuesday, Wednesday, and Thursday, 3:00 p.m. – 6:00 p.m., FCLC

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Course Description:

States have been rapidly increasing the range of services provided for children with disabilities, especially under the age of 3. Developmentally appropriate intervention efforts require that practitioners have a range of special knowledge and skills. This includes knowledge about child development, evidence-based practices, appropriate interventions, and collaborative strategies suitable for the effective operation of interdisciplinary teams.

This course will focus on increasing student's repertoires and knowledge base in early childhood intervention and special education. The goal of this course is to prepare future special education professionals to utilize state of the art research and evidence based practices in their work with young children with disabilities

Special Topics: Methods in Early Intervention - Course Schedule – Summer 2007

Date	Topic	Assignments
6/5	<ul style="list-style-type: none"> • Introductions • Syllabus 	
6/6	<ul style="list-style-type: none"> • Overview in Early Intervention • Developmentally Appropriate Practices & Accountability 	<ul style="list-style-type: none"> • Read: <ol style="list-style-type: none"> 1. Oser, C., Ayankoya (2000). 2. Bergen, D., Reid, R., & Torelli, L. (2001). 3. Bredekamp, S., & Rosegrant, T. (2002). 4. NAEYC: DAP • Quiz
6/7	<ul style="list-style-type: none"> • Universal Design and Creating Quality Learning Environments • Presenter: Sandy Robbins and Mary Shumar 	<ul style="list-style-type: none"> • Read: <ol style="list-style-type: none"> 1. UDL 2. Peck, C.A. (1993). 3. O'Brien, M. (1997). 4. Doctoroff, S. (2001). • Quiz • Assistive Technology Topic Due • Online Discussion (6/7-6/11)
6/12	<ul style="list-style-type: none"> • Evidence-Based Practices and Systematic Teaching Strategies 	<ul style="list-style-type: none"> • Read: <ol style="list-style-type: none"> 1. Cutspec, P.A., (2004). 2. Evidence-Based Practitioner 3. xxx 4. xxx • Quiz
6/13	<ul style="list-style-type: none"> • Addressing Challenging Behaviors: Triple P • Presenter: Brooke Winchell 	<ul style="list-style-type: none"> • Read: <ol style="list-style-type: none"> 1. Sanders, M.A., Markie-Dadds, C., & Turner, K.M.T (2003) 2. Blended Practices 244-277 • Quiz
6/14	<ul style="list-style-type: none"> • Addressing Challenging Behaviors: Functional Behavior Assessment and Positive Behavior Support • Presenter: MaryAnne Canter 	<ul style="list-style-type: none"> • Read: <ol style="list-style-type: none"> 1. Fox, L., Jack, S., Broyles, L. (2005) 2. Sigafos, J. (1998) 3. Harrower, J.K, Fox, L. Dunlap, G., Kincaid, D. (2000) • Quiz • Online Discussion (6/14-6/18) • Promising Intervention Topic Due

6/19	<ul style="list-style-type: none"> • Speech and Language: Augmentative Communication and PECS • Presenter: Mike Espesito • Prelinguistic Communication Development 	<ul style="list-style-type: none"> • Read: <ol style="list-style-type: none"> 1. Warren & Thiemann (2004). 2. AEPS, Social Communication 3. xxx 4. xxx • Quiz
6/20	<ul style="list-style-type: none"> • Supporting Auditory, Visual and Tactile Learners • Presenter: Sandi Demorac 	<ul style="list-style-type: none"> • Read <ol style="list-style-type: none"> 1. Spencer, P.E. (2001) 2. xxx 3. xxx • Quiz
6/21	<ul style="list-style-type: none"> • Promoting Social Development: Peer Mediation and Training • Presenters: Kathy Harris and MaryAnne Canter 	<ul style="list-style-type: none"> • Read <ol style="list-style-type: none"> 1. Bjorklund, D. (2000). 2. Odom, S.L. (2002). 3. Hollingsworth, H.L. (2005) • Quiz • Online Discussion (6/21-6/25) • Promising Intervention Abstract Due
6/26	<ul style="list-style-type: none"> • Assistive Technology Applications in the Classroom 	<ul style="list-style-type: none"> • Student Presentations
6/27	<ul style="list-style-type: none"> • Natural Environments: Home Visiting and Working with Families 	<ul style="list-style-type: none"> • Read <ol style="list-style-type: none"> 1. Gallagher, P. A., & Fialka, J., Rhodes, C., & Arceneaux, C. (2002). 2. Turnbull, A., Turnbull R., Erwin, E., & Soodal, L. (2006). • Quiz
6/28	<ul style="list-style-type: none"> • Motor Interventions and Feeding 	<ul style="list-style-type: none"> • Read <ol style="list-style-type: none"> 1. Horn E. (1997). 2. McKeever, S. & Caretto, V. (1999) • Quiz • Online Discussion (6/28-7/2)
7/3	<ul style="list-style-type: none"> • Promising Intervention Practices 	<ul style="list-style-type: none"> • Student Presentations – Promising Intervention Poster
7/4	<ul style="list-style-type: none"> • 4th of July: No class 	
7/5	<ul style="list-style-type: none"> • Last day: Case Study Final 	<ul style="list-style-type: none"> • Case Study

Course Requirements and Grading Criteria

ASSIGNMENTS

1. READINGS

- To be completed prior to each class.

2. QUIZZES

- The purpose of the quizzes is to encourage reading and active participation in class.
- 30 points total (10 quizzes, 3 points each)

3. ONLINE DISCUSSION

- The purpose of the discussions is to promote reflective thinking, application of knowledge, and active class participation and discussion
- 20 points total (4 weeks, 5 points each week for full participation)

4. ASSISTIVE TECHNOLOGY PRESENTATION

- The purpose of the technology assignment is to increase student subject knowledge and resources
- 10 points total

5. PROMISING INTERVENTION PRACTICES PRESENTATION

- The purpose of the intervention presentation is to empower students with new knowledge and resources surrounding the use of evidence based practices
- 10 points total

6. CASE STUDY FINAL

- The purpose of the case study final is to assess student ability to apply new knowledge to real life situations
- 30 points total

Grading Criteria

Points Total: 100

90-100 Points = A

80-89 Points = B

70-79 Points = C

To fulfill a licensure requirement, the student must earn grade of B or better.

All students are given an @kent.edu e-mail address. We will communicate with you in one of two ways. First, through your @kent address using the Flashline system (<http://flashline.kent.edu/cp/home/loginf>), and second through VISTA. We will not communicate using students' personal e-mail accounts (e.g.aol, hotmail). There are ways to have your VISTA or @kent e-mail forwarded. Contact the helpdesk if you have difficulties (helpdesk@kent.edu).

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). Click on the course and

enter the space. You may be prompted 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).

COURSE POLICIES

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 encouraged and can be sent to the instructor's shwebb@kent.edu address or through VISTA.
 - The instructor will send an e-mail confirmation that the assignment was received within 36 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.

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.

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>

<http://sja.ucdavis.edu/files/plagiarism.pdf>

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).

ASSIGNMENT DESCRIPTIONS

ONLINE DISCUSSION (20 points)

Each student will be required to participate in four weekly online discussions (**5 points each**) using VISTA. Students will be required to post a **minimum** of four times each week.

Post one (**2 points**) will be a personal reflection and application of the weekly topics to your current or future position. Using an introduction, body, and conclusion, students should report how the information discussed during class and in the readings apply to your current/future professional roles, goals and responsibilities. Your original post should be at least one single spaced page in length, typed using professional language, organized, thoughtful, and based on current evidence and research. APA formatting for all references is required.

The three remaining posts (**1 point each**) should be responses to classmates providing them with critical evaluations and feedback. Student discussion and interaction is encouraged and considered part of your participation grade for this class.

Discussion One: **June 7th through June 11th**

Topics: Developmentally Appropriate Practices; Accountability; Universal Design; Creating Quality Learning Environments

Discussion Two: **June 14th through June 18th**

Topics: Evidence Based Practices; Systematic Teaching Strategies; Triple P; Functional Behavior Assessment; Positive Behavior Support

Discussion Three: **June 21st through June 25th**

Topics: Augmentative Communication; PECS; Prelinguistic Communication Development; Supporting Auditory, Visual, and Tactile Learners; Peer Mediation and Training

Discussion Four: **June 28th through July 2nd**

Topics: Assistive Technology; Home Visiting; Working with Families; Motor Interventions; Feeding

ASSISTIVE TECHNOLOGY PRESENTATION (10 points)

Each student will select one assistive technology category from the list provided by the instructor and conduct a research study. Each student will then be required to develop a 15 minute presentation surrounding their chosen category of assistive technology and provide a handout for classmates to take home as a resource. Topics will be chosen during the first week of class. Presentations will be given on **June 26th**

Grading Rubric

1. Information (4 points)
 - a. Based on current evidence/research
 - b. Comprehensive search was conducted
 - c. Relevant to the field of early intervention
2. Presentation (3 points)

- a. Knowledge of content is evident
 - b. Engaging and/or involves the audience
 - c. Creativity and originality
3. Handouts (3 points)
- a. Provided to each member of the class
 - b. Include references, websites, and useful information for practitioners

PROMISING INTERVENTION PRACTICES PRESENTATION (10 points)

Each student will select a research study (empirical/experiment/with data) that evaluates the effectiveness of an intervention for infants and toddlers addressing social-emotional development, communication development, motor skills development, or other topics for the course schedule.

Each student must before **June 14th** indicate their topic. Students are expected to take their topic, conduct a search on ERIC and /or Psych Info to find an *empirical intervention* study published in a peer reviewed journal in the last 15 years related to your topic. You must submit a citation and the abstract of your study to the instructors by **June 21**.

Each student should obtain a copy of the article and read it in depth. On **July 3rd**, you will present a critique of the article in a *poster* format. The critique must include: research questions, research methods, procedures, results, conclusion drawn by the researchers, critique of strengths and weaknesses/limitations, your perceptions of the implications for practice—how might this “new” knowledge effect our current EC practice. Students will present their poster in class and a one-page handout summarizing the presented information should be available for each member in the class.

Grading rubric

1. Research questions, methods, procedures, results and researcher conclusions (1 point)
 - a. Presented in a clear and concise manner (in the student’s own words)
2. Critique (2 points)
 - a. Strengths of the study articulated
 - b. Weaknesses and limitations of the study presented
3. Implications for practice (2 points)
 - a. Relevancy for EC professionals
4. Poster layout (2 points)
 - a. Logical
 - b. Not too many words
 - c. Creativity
5. Verbal presentation (2 points)
 - a. Logical and easy to follow
 - b. The presenter didn’t read the slides—knowledge of the material obvious
 - c. Timing (10 minutes for presentation & 10 minutes for discussion)
 - d. Answered questions from the audience
6. Handout (1 point)
 - a. Copies for everyone

CASE STUDY FINAL (30 points)

Each student will complete a case study project that centers on different aspects of ECI methods and the IFSP. If you are in a professional or practicum situation in which you can complete this project with an actual infant/toddler with special needs (birth-3) that will be the preference.

1. Family participation enhancement (**10 points**): Prepare a 1-2 page description of the strategies and activities that you would plan to enhance the families participation and input into the development of the IFSP and the intervention goals.
 - a. Strategies for collecting information
 - b. Strategies for family involvement
 - c. Strategies for the IFSP meeting

2. IFSP components (**10 points**): Complete current/emerging level of development (1), two outcomes/goals related to the infant/toddler (2), one outcome focused on the family (3). Describe in full sentences/paragraphs the overall plan increasing the family quality of life by incorporating the child and family specific information. The table below may help you to organize this section.

Domain:	Current Skills	Emerging Skills	Outcome 1	Outcome 2	Family Outcome
Cognitive					
Social					
Communication					
Motor and Feeding					

3. Activity matrix (**10 points**): Complete an individual child activity matrix (see example below) for the two child outcomes that are implemented in the context of family routines or group care setting.
 - a. Intervention strategies grounded in evidence
 - b. Special features of the intervention implementation activities/routines
 - i. Discrete trial vs. embedding
 - ii. UDL
 - iii. Environmental arrangement strategies
 - c. Who is responsible for the implementation, special considerations, planned times
 - d. How often will the intervention be implemented
 - e. What is the plan for monitoring child progress

	Intervention	Context	Who/how/when	Frequency	Evaluation
Outcome 1					
Outcome 2					