Recommended Practices for Early Childhood Special Education

3 Semester Credits
Graduate
ECSE Credentials
1. **Syllabus Used in Course For:** Graduate students seeking certification in early childhood special education

2. **Instructor:**

   *Note to User: Include contact information in this section.*

   - **Department:**
   - **Office:**
   - **Phone:**
   - **E-mail Address:**
   - **Office Hours:**

3. **Course Description:** Provides information on typical and atypical development of infants, toddlers, and preschoolers with disabilities. Includes in-depth treatment of recommended practices in assessment, instruction, application of practices in natural and inclusive environments, and working with other professionals.

4. **Required Texts/Readings:**


**Additional Readings – on the university’s course management system (OAK)**


5. **This University’s Conceptual Framework:** Instruction and curriculum in the This University’s Teacher Education Programs prepare graduates to design, plan, enact, and refine instruction based on continuous investigation and analysis of student thinking and skill development. This approach to teaching requires that candidates develop a strong foundation in four distinct, but inter-related areas:

1) **Subject matter knowledge for teaching** – including both deep understanding of the content areas to be taught (core conceptual structures, flexibly organized factual knowledge, forms of reasoning) and how this content can be made accessible to students.

2) **Understandings of learners and learning** – recognition of the ways in which learners’ academic, behavioral, cultural, linguistic, and socioeconomic histories and repertoires inform learning and so also teaching.

3) **Conceptions of the practice and profession of teaching** – how teachers construe their roles and relationships within their classrooms, schools, communities, and the profession.

4) **Initial repertoire in curriculum, instruction, management, and assessment** – the understanding of and ability to use appropriately a well-chosen set of tools and techniques, as well as to transform materials (e.g., given by the school or district) to support student learning.

**Subject Matter Knowledge for Teaching**

- Candidates understand the content domains as dynamic fields of study, and possess a solid command of subject matter (including major concepts, assumptions, debates, and processes of inquiry) in the disciplines they plan to teach. They make connections across subject areas and identify opportunities for interdisciplinary study.
- Candidates demonstrate the ability to design and organize given subject matter in order to make disciplinary content accessible to students. They recognize landmarks in the development of understanding of core ideas/concepts – as reflected in students’ explanations, errors, etc. – and how these landmarks relate to trajectories of development.
Understanding Learners and Learning

- Candidates understand learning as a process of participation that shapes and is shaped by persons, content, and contexts. They seek to identify and learn about students’ linguistic, social, behavioral, cognitive and cultural histories and repertoires – integrating them as resources for teaching and learning, and thus providing each student access to learning. Specifically, candidates plan for learners’ unique strengths, resources, goals and motivations, connecting to the experiences of students and their families.
- Candidates demonstrate the ability to enter into the learner’s thinking/reasoning as reflected in the learner’s talk and work, and to use these insights to inform planning and instruction. They envision developmental learning trajectories, and plan learning experiences that support students’ progress along these trajectories. They understand and draw appropriately on learning theory to support their investigations and analyses of student learning and planning for instruction.

Developing Conceptions of the Practice and Profession of Teaching

- Candidates understand that teachers support and constrain learning through the conditions and opportunities they make available to students, and that students are active agents who also shape the learning process.
- Candidates recognize that teaching and learning are nested within a broader educational system that includes school and district organizations, families, local communities and government.
- As they work to support children’s learning and welfare, candidates understand their roles and influence in different contexts. They develop respectful and collaborative relationships with students, colleagues, parents, and members of the broader community, and act to uphold professional norms of responsibility, advocacy, and confidentiality.
- Candidates understand that learning to teach is a career-long endeavor. Ongoing critical analysis and revision of one’s practice, and pursuit of other opportunities for learning and renewal, are central to one’s role as “teacher.”

Developing an Initial Repertoire in Curriculum, Instruction, Management, and Assessment

- Candidates can use a carefully chosen set of research-based instructional strategies, curriculum materials, and classroom management techniques to support their work with all students. In planning, candidates select curricular and instructional tools on the basis of their deeper function in supporting learning – matching tools and approach to a variety of learning goals and needs.
- Candidates can use assessment techniques (formal and informal) to collect data on student progress and can interpret these data to inform goal setting, planning and instruction for all students.
• Candidates demonstrate the abilities both to modify existing materials to support students’ learning of subject matter and to develop new materials. Candidates possess skills to create modifications and accommodations for students who require them.
• Candidates can plan simultaneously for instruction, management and assessment to create an optimal learning environment for all students.

6. Standards of Effective Practice:

Philosophical, Historical, and Legal Foundations of Special Education

1. Articulate the historical, philosophical, and legal basis of services for young children both with and without special needs. (ECI, S1)
2. Identify ethical and policy issues related to educational, social, and medical services for children ages 3-8 and their families. (EC1, S2)
3. Identify current trends and issues in early childhood education, early childhood special education and special education. (EC1, S3)
4. Identify legislation that affects children, families, and programs for children. (EC1, S4)
5. Identify variations in beliefs, traditions, and values across cultures within society and the effect of the relationship among child, family, and schooling. (CC1, K2)
6. Identify issues in definition and identification procedures for individuals with exceptional learning needs including individuals from culturally and/or linguistically diverse backgrounds. (CC1, K3)
7. Identify rights and responsibilities of parents, students, teachers and other professionals, and schools as they relate to individual learning needs. (CC1, K5)
8. Articulate the factors that influence the over-representation of culturally/linguistically diverse children in programs for individuals with disabilities. (GC1, S2)
9. Delineate the principles of normalization versus the educational concept of “least restrictive environment” in designing educational programs for children with disabilities. (GC1, S3; IC1, S2)

Characteristics of Learners

1. Discuss theories of child development, both typical and atypical, and apply current research with emphasis on cognitive, motor, social-emotional, communication, adaptive, and aesthetic development in learning situations in family and community contexts. (EC2, S1)
2. Apply knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts for development and learning, and recognize that children are best understood in the contexts of family, culture, and society. (EC2, S4)
3. Demonstrate understanding of (a) developmental consequences of stress and trauma, (b) protective factors and resilience, (c) the development of mental health, and (d) the importance of supportive relationships. (EC2, S5)
4. Identify differential characteristics of individuals with exceptionalities, including levels of severity and multiple exceptionalities. (CC2, K2)
5. Discuss effects and exceptional condition(s) may have on an individual’s life. (CC2, K4)
6. Describe characteristics and effects of the cultural and environmental milieu of the child and the family including cultural and linguistic diversity, socioeconomic level, abuse/neglect, and substance abuse. (CC2, K5)
7. Describe the effects of various medications on the educational, cognitive, physical, social, and emotional behavior of individuals with exceptionalities. (CC2, K6)

Assessment, Diagnosis, and Evaluation

1. Assess children’s cognitive, social-emotional, communication, motor, adaptive, and aesthetic development. (EC3, S1)
2. Select and use a variety of informal and formal assessment instruments and procedures, including observational methods, to make decisions about children’s learning and development. (EC3, S2)
3. Select and administer assessment instruments and procedures based on the purpose of the assessment being conducted and in compliance with established criteria and standards. (EC3, S3)
4. Develop and use authentic, performance-based assessments of children’s learning to assist in planning, communicate with children and parents, and engage children in self-assessment. (EC3, S4)
5. Involve families as active participants in the assessment process. (EC3, S5)
6. Participate and collaborate as a team member with other professionals in conducting family-centered assessments. (EC3, S6)
7. Communicate assessment results and integrate assessment results from others as an active team participant in the development and implementation of the individualized education program (IEP) and individual family service plan. (IFSP). (EC3, S7)
8. Monitor, summarize, and evaluate the acquisition of child and family outcomes as outlined on the IFSP or IEP. (EC3, S8)
9. Select, adapt, and administer assessment instruments and procedures for specific sensory and motor disabilities. (EC3, S9)
10. Communicate options for programs and services at the next level and assist the family planning for transition. (EC3, S10)
11. Implement culturally unbiased assessment instruments and procedures. (EC3, S11)
12. Develop and use formative and summative program evaluation to ensure comprehensive quality of the total environment for children, families, and the community. (EC3, S12)
13. Use exceptionality-specific assessment instruments with individuals with disabilities. (GC3, S2; IC3, S2)
14. Assess reliable methods of responses of individuals who lack typical communication and performance abilities. (GC3, S5; IC3, S5)
15. Describe the relationship between assessment and placement decisions. (CC3, K8)
Instructional Content and Practices

1. Plan and implement developmentally and individually appropriate curricula and instructional practices based on knowledge of individual children, the family, the community, and curricula goals and content. (EC4, S1)
2. Develop an IFSP or IEP, incorporating both child and family outcomes in partnership with family members and other professionals. (EC4, S2)
3. Incorporate information and strategies from multiple disciplines in the design of intervention strategies. (EC4, S3)
4. Develop and select learning experiences and strategies that affirm and respect family, cultural, and societal diversity, including language differences. (EC4, S4)
5. Plan for and link current developmental and learning experiences and teaching strategies with those of the next educational setting. (EC4, S5)
6. Select intervention curricula and methods for children with specific disabilities including motor, sensory, health, communication, social-emotional, and cognitive disabilities. (EC4, S6)
7. Implement developmentally and functionally appropriate individual and group activities using a variety of formats, including play, environmental routines, parent-mediated activities, small-group projects, cooperative learning, inquiry experiences, and systematic instruction. (EC4, S7)
8. Develop and implement an integrated curriculum that focuses on children’s needs and interests and takes into account culturally valued content and children’s home experiences. (EC4, S8)
9. Employ pedagogically sound and legally defensible instructional practices. (EC4, S10)
10. Use appropriate health appraisal procedures and recommend referral and ongoing follow up to appropriate community health and social services. (EC4, S12)

Planning and Managing the Teaching and Learning Environment

1. Make specific adaptations for the special needs of children who have unique talents, learning and developmental needs, or specific disabilities. (EC5, S1)
2. Select, develop, and evaluate developmentally and functionally appropriate materials, equipment, and environments. (EC5, S3)
3. Establish and maintain physically and psychologically safe and healthy learning environments that promote development and learning. (EC5, S4)
4. Provide a stimulus-rich indoor and outdoor environment that employs materials, media, and technology, including adaptive and assistive technology. (EC5, S5)
5. Organize space, time, peers, materials, and adults to maximize child progress in group and home settings. (EC5, S6)
Managing Student Behavior and Social Interaction Skills

1. Use individual and group guidance and problem-solving techniques to develop positive and supportive relationships with children; to encourage and teach positive social skills and interaction among children; to promote positive strategies of conflict resolution; and to develop personal self-control, self-motivation, and self-esteem. (EC6, S1)

2. Support and facilitate family and child interactions as primary contexts for learning and development. (EC6, S3)

Communication and Collaborative Partnerships

1. Involve families in assessing and planning for their children, including children with special needs. (EC8, S6)

2. Collaborate/consult with other professionals and with agencies in the larger community to support children's development, learning, and well-being. (EC7, S10)

3. Apply models of team process in diverse service delivery settings. (EC7, S11)

4. Employ various team membership roles. (EC7, S12)

5. Identify functions of teams as determined by mandates and service delivery needs of children and families. (EC7, S13)

6. Identify structures supporting interagency collaboration, including interagency agreements, referral, and consultation. (EC7, S14)

7. Participate as a team member to identify dynamics of team roles, interaction, communication, team building, problem solving, and conflict resolution. (EC7, S15)

8. Employ two-way communication skills. (EC7, S16)

Professionalism and Ethical Practice

1. Adhere to the profession’s code of ethical conduct. (EC8, S1)

2. Serve as advocates on behalf of young children and their families, improved quality of programs and services for young children and enhanced professional status and working conditions for early childhood special educators. (EC8, S2)

3. Reflect upon one’s own professional practice and develop, implement, and evaluate a professional development plan. (EC8, S3)

4. Participate actively in professional organizations. (EC8, S4)

5. Read and critically apply research and recommended practices. (EC8, S5)

7. **Course Objectives:** During and upon completion of this course, the learner will—through discussions, activities, and written products—demonstrate knowledge of and competency in the standards outlined above.
8. **Instructional Strategies:** The course uses a combination of formats including lectures, discussions, and group activities. Students should come to class meetings thoroughly prepared to discuss the readings. Emphasis will be placed on understanding (a) the foundations for providing early intervention to infants, toddlers, and preschoolers with disabilities; (b) basic instructional practices and principles; (c) assessment and intervention practices related to specific curriculum domains; (d) principles for arranging classroom environments; and (e) other issues that affect services for young children. In addition, students will spend approximately 2 hours per week in a pre-school setting working with a child for several class projects.

9. **Diversity:**

   *Note to User: Be sure to include your university’s diversity statement here.*

   The College of Education supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students, faculty, administrators and staff within the College will respect differences and demonstrate diligence in understanding how other peoples' perspectives, behaviors, and worldviews may be different from their own.

10. **Course Requirements:**

   **General Requirements**

   1. Because fulfillment of the requirements for this class involves contact with children, all members of the class are required to undergo fingerprinting and a criminal background check by the TBI and FBI. If you are an education major, you probably have already met this requirement. If, however, you have not been fingerprinted, you will need to be fingerprinted immediately. I will need to see a copy of your official clearance letter before you can participate in class activities that involve contact with children.
   2. Since children will be involved in projects, confidentiality is critical.
   3. Class attendance is required because the course relies heavily on student participation. Students are expected to ask questions, make relevant comments, and participate in class activities, and will earn points by doing so. You cannot earn the participation points if you are not in class.
   4. Students are expected to turn off cell phones during class meetings. Please notify the instructor if you are expecting a call that is a potential emergency.
   5. Students may not use computers during class.
   6. All assignments must be submitted at the beginning of the class session on the due date. Late assignments will not be accepted without prior approval of the course instructor. Email the instructor if you need an extension.
   7. All products must be typed. Products that are not typed will not be read and will be given a score of zero (0) points. Use the APA style manual as a guide in writing; however, the assessment reports should be single-spaced. **NOTE:** Your observation notes and raw data do not need to be typed.
8. Students are expected to keep copies of products they submit to the instructor.
10. People first language should be used in written products and class discussions. For example, “children with disabilities” is acceptable as compared to “disabled children.”
11. Incomplete grades are assigned in accordance with the University regulations. Notify the instructor when an incomplete grade is needed. A contract will be written for course completion on the form available from the Departmental Secretary.
12. All grading will be done as objectively as possible; however, in cases of qualitative assessment, evaluation will be based on the instructor’s judgments.
13. The University Honor Code will be operational in this course.
14. The instructor reserves the right to add readings if necessary at any point during the semester.
15. Some assignments will be completed individually and others will be completed by pairs of students. For group assignments, one product is submitted for the group and all members of the group receive the same grade.

Course Assignments

The assignments for this course serve four functions: (1) to ensure acquisition of course objectives; (2) to reflect students' individual experiences, needs, skills, and expressed interests; (3) to provide experiences working with other professionals; and (4) to assist students in becoming contributing members of the special education community.

Complete descriptions of the assignments are either attached to the syllabus or will be distributed in class prior to the due dates. Listed below are the assignments, the number of points for each assignment, and the date each assignment is due.
11. Evaluation:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Course Points (M.Ed)</th>
<th>Course Points (Ph.D.)</th>
<th>Type of Activity</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in class discussions and activities</td>
<td>30</td>
<td>30</td>
<td>Individual</td>
<td>Each class</td>
</tr>
<tr>
<td>Article review (2 @ 15 points each) (Masters students only)</td>
<td>30</td>
<td>--</td>
<td>Individual</td>
<td>See below</td>
</tr>
<tr>
<td><strong>IRIS Activity: Assessment of Children’s Environments</strong></td>
<td>50</td>
<td>50</td>
<td>Group</td>
<td>2/10</td>
</tr>
<tr>
<td>Goals and objectives activity</td>
<td>30</td>
<td>30</td>
<td>Individual</td>
<td>2/17</td>
</tr>
<tr>
<td>Lesson planning activity: Small group</td>
<td>20</td>
<td>20</td>
<td>Individual</td>
<td>2/17</td>
</tr>
<tr>
<td><strong>IRIS Activity: Assessment of Social Skills</strong></td>
<td>50</td>
<td>50</td>
<td>Group</td>
<td>2/24</td>
</tr>
<tr>
<td>Teaching project: Instructional plan</td>
<td>35</td>
<td>35</td>
<td>Group</td>
<td>3/10</td>
</tr>
<tr>
<td>Lesson planning activity: Large group</td>
<td>20</td>
<td>20</td>
<td>Individual</td>
<td>3/24</td>
</tr>
<tr>
<td>Annotated bibliography and presentation (PhD fellows only)</td>
<td>--</td>
<td>60</td>
<td>Individual</td>
<td>4/7</td>
</tr>
<tr>
<td>Lesson planning activity: Centers</td>
<td>20</td>
<td>20</td>
<td>Individual</td>
<td>4/14</td>
</tr>
<tr>
<td>Behavior support plan</td>
<td>35</td>
<td>35</td>
<td>Group</td>
<td>4/21</td>
</tr>
<tr>
<td>Teaching project: Final report</td>
<td>35</td>
<td>35</td>
<td>Group</td>
<td>4/25</td>
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<tr>
<td><strong>Total Points</strong></td>
<td>355</td>
<td>385</td>
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</table>

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent of total points*</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>93%-100%</td>
</tr>
<tr>
<td>B</td>
<td>83%-92.9%</td>
</tr>
<tr>
<td>C</td>
<td>73%-82.9%</td>
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<tr>
<td>F</td>
<td>72.9% and below</td>
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</table>

*Scores will NOT be rounded up

**NOTE:** The assessment project must be uploaded to the TASKSTREAM WEB SITE.

When you submit your assessment project to your course instructor, you should also upload a copy to TaskStream. You will receive an incomplete in the class if you do not upload the assignment by the due date of the assignment.
Teacher Education Candidates are required to purchase a subscription to TaskStream. TaskStream is a web-based software company that will allow candidates to upload key assessments throughout their program. Faculty will evaluate these key assessments as well as complete course dispositions using TaskStream. University mentors and mentoring teachers will also use TaskStream to complete midterm and final evaluations of candidates. Data from key assessments and field-based evaluations will be used to document candidate performance across their program and to make program-wide improvements. Candidates must have access to their TaskStream account through their graduation. Candidates may purchase a subscription to TaskStream directly at taskstream.com. The cost is: 1 semester = $25; 1 year = $42; 2 years = $69; 3 years = $91; 4 years = $105; 5 years = $119; 6 years = $129. Candidates may also purchase the subscription at the University’s Bookstore. Please note the bookstore cost may be higher.

12. Class Schedule/Week at a Glance:

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Meeting Topics</th>
<th>Products Due</th>
<th>Readings*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>*Italicized readings are from texts. Others will be on OAK</td>
</tr>
<tr>
<td>1/13</td>
<td>• Description of class&lt;br&gt;• Review of syllabus&lt;br&gt;• Team planning&lt;br&gt;• Inclusion/natural environments&lt;br&gt;• Response to Intervention&lt;br&gt;• Writing goals and objectives</td>
<td>None</td>
<td>• Shelden &amp; Rush (2001)&lt;br&gt;• Odom et al. (2004)&lt;br&gt;• Dunst et al. (2001)&lt;br&gt;• Greenwood et al. (2011)&lt;br&gt;• Grisham-Brown &amp; Hemmeter (1997)</td>
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<td></td>
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<tr>
<td>1/20</td>
<td>No Class - MLK</td>
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</tr>
<tr>
<td>1/27</td>
<td>• Intro to Pyramid Model&lt;br&gt;• Environments&lt;br&gt;• Designing and operating classrooms (schedules, routines, rules/expectations)&lt;br&gt;• Assessing children’s environments, including their homes and classrooms</td>
<td></td>
<td>• Grisham Brown Chapters 7, 9&lt;br&gt;• McLean Chapter 8&lt;br&gt;• Fox et al. (2003)&lt;br&gt;• Hemmeter, Fox, &amp; Snyder (2014) Chapters 1-3&lt;br&gt;• Snell et al. (2013)</td>
</tr>
<tr>
<td>2/3</td>
<td>Meet in SGS classrooms</td>
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<tr>
<td>2/10</td>
<td>• Curriculum planning and lesson planning&lt;br&gt;• Learning standards&lt;br&gt;• Lesson plans/activity plans&lt;br&gt;• <em>Kiersten Kinder guest lecture</em></td>
<td><strong>IRIS Activity:</strong> Assessment of Children’s Environments</td>
<td>• Grisham-Brown Chapters 2, 6</td>
</tr>
<tr>
<td>Date</td>
<td>Class Meeting Topics</td>
<td>Products Due</td>
<td>Readings*</td>
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<td></td>
<td>*Italicized readings are from texts. Others will be on OAK</td>
</tr>
</tbody>
</table>
| 2/17 | • Issues related to providing instruction in inclusive classrooms  
      | • Development and assessment of social skills | Goals and objectives activity  
      |                                            | Small group lesson plan | McLean et al. Chapter 13  
      |                                            |                           | Sandall Chapters 3, 4  
      |                                            |                           | Bricker et al. (109-116,  
      |                                            |                           | 191-205)  
      |                                            |                           | Grisham Brown et al.  
      |                                            |                           | (2009)  
      |                                            |                           | Wolery et al. (2002)  
      |                                            |                           | Losardo & Bricker (1994)  
      |                                            |                           | Grisham-Brown & Pretti  
      |                                            |                           | Frontczak (2011),  
      |                                            |                           | Chapter 7 |
| 2/24 | • Social skills instruction | Article review  
      |                                            | Hughett et al. (2013)  
      |                                            | Katz & Girolametto (2013) |
| 3/3  | No Class – Spring Break | Article review  
      | Teaching project: Instructional plan | McLean Chapter 14  
      |                                            | Barton & Wolery (2010)  
      |                                            | MacDonald et al. (2009) |
| 3/10 | • Development, assessment, and instruction of play skills – Erin Barton | Article review  
      | McLean Chapter 14  
      | Barton & Wolery (2010)  
      | MacDonald et al. (2009) |
| 3/17 | • Development, assessment, and instruction of early academic development (literacy, math, science) | Begin teaching project | Bricker et al (77-93, 151-172)  
      | McLean Chapter 10  
      | Hemmeter, McCollum, & Hsieh (2005)  
      | Marvin & Ogden (2002)  
      | Ziolkowski & Goldstein (2008)  
      | Noe et al. (2013)  
      | Daugherty et al., (2001)  
      | Hardy & Hemmeter (2013)  
<pre><code>  | Trivette &amp; Dunst (2007) |
</code></pre>
<table>
<thead>
<tr>
<th>Date</th>
<th>Class Meeting Topics</th>
<th>Products Due</th>
<th>Readings*</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/24</td>
<td>• Development, assessment, and instruction of early academic development (literacy, math, science)</td>
<td>Article review</td>
<td>• Greenfield et al. (2009)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Large group lesson plan</td>
<td>• Ginsberg &amp; Golbeck (2004)</td>
</tr>
<tr>
<td>3/31</td>
<td>• Screening</td>
<td>Article review</td>
<td>• <em>McLean Chapter 5</em></td>
</tr>
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<td></td>
<td>• Teacher panel</td>
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<tr>
<td>4/7</td>
<td>• Individualized behavior support planning</td>
<td>Annotated bibliography</td>
<td>• <em>McLean chapter 9</em></td>
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<tr>
<td></td>
<td></td>
<td>(Ph.D. fellows only)</td>
<td>• Duda et al. (2008)</td>
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<td></td>
<td></td>
<td></td>
<td>• Blair, Fox, &amp; Lentini (2010)</td>
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<td></td>
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<td>• Wood et al. (2011)</td>
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<td>• Cheremshynski et al. (2012)</td>
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<tr>
<td>4/14</td>
<td>• Teaming, consultation, and working with others</td>
<td>Centers lesson plan</td>
<td>• Fox et al. (2011)</td>
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<td>• Hemmeter et al (2011)</td>
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<tr>
<td></td>
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<td>• Capizzi &amp; Da Fonte (2012)</td>
</tr>
<tr>
<td>4/21</td>
<td>• Early childhood service delivery systems (e.g., Head Start, Child Care, Public School, Early Intervention)</td>
<td>Behavior support plan</td>
<td>• <em>Sandall Chapters 6, 9</em></td>
</tr>
<tr>
<td></td>
<td>• Supporting children’s transitions</td>
<td></td>
<td>• Rous &amp; Hallam (2002)</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>• Ostrosky &amp; Lee (2005)</td>
</tr>
<tr>
<td>4/25</td>
<td></td>
<td>Teaching project final report</td>
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</tr>
</tbody>
</table>

13. Other Resources and Materials:

**IRIS Activities**

*Assessment of Children’s Environments*: Use measures for evaluating classroom environments to assess program quality and to identify potential child goals, thereby determining areas for improvement (Approx. 6 Hours).  

**Detailed Assignment Guides and Rubrics**

**IRIS Activity: Assessment of Children’s Environments**

The environmental assessment is worth 50 course points and is evaluated on these dimensions.

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Number of points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identifying information (child and classroom)</td>
<td>2</td>
</tr>
<tr>
<td>2. Methods</td>
<td></td>
</tr>
<tr>
<td>• Description of context for measurement</td>
<td>2</td>
</tr>
<tr>
<td>• Description of rating scale</td>
<td>5</td>
</tr>
<tr>
<td>• Description of ECA procedures</td>
<td>5</td>
</tr>
<tr>
<td>3. Results</td>
<td></td>
</tr>
<tr>
<td>• Rating scale—numbers and narrative</td>
<td>6</td>
</tr>
<tr>
<td>• ECA—step by step analysis</td>
<td>7</td>
</tr>
<tr>
<td>4. Recommendations</td>
<td></td>
</tr>
<tr>
<td>• For classroom—maintenance and improvement</td>
<td>6</td>
</tr>
<tr>
<td>• For child—2 objectives (minimum), rationale for each, and intervention practices for each</td>
<td>10</td>
</tr>
<tr>
<td>5. Style, reading level, and organization</td>
<td>5</td>
</tr>
<tr>
<td>6. Raw data sheets</td>
<td>2</td>
</tr>
</tbody>
</table>

**14. Special Accommodations:**

*Note to User: Be sure to include your university’s statement about special accommodations/students with disabilities here.*

If you need disability related accommodations for this course; if you have emergency medical information to share with me; or if you need special arrangements in case the building must be evacuated, please make an appointment to speak with me, as well as the Disability Services Office as soon as possible.

**15. Other Course Policies:** N/A