

**Developing Meaningful and Legally Defensible IFSPs and IEPs
for Young Children**

Summer 2012 Syllabus

Instructors	E-mail
Ashley Lyons	anlyons@kent.edu
Kristen Plageman	kplageman@kent.edu
Teaching Assistants/Course Facilitators	
Pam Elwood	pelwood@ghaea.org
Melanie Reese	mreese16@kent.edu
Kay Schieffer	kschieffer@gwaea.org

NOTE: All instructors and TAs/facilitators are Kent State University doctoral students and will participate by leading activities, facilitating discussions, posting content, and evaluating student performance. Only the instructors noted above (as well as Dr. Kristie Pretti-Frontczak) will have access to student work posted within BBL. Ashley Lyons, Kristen Plageman, and the other instructors will be responsible for providing ongoing feedback as well as evaluating student performance across activities. Doctoral students taking the course for credit will be used to facilitate discussions, provide feedback, and answer questions.

What will I learn or gain by taking this class?

- A competent level of understanding regarding federal and state rules for developing IEPs and IFSPs for young children and their families (information related to recent changes to the IFSP process due to the passage of new Part C regulations will be given a particular focus)
- How to write clear, jargon free, narrative summaries based on priority needs.
- A competent level of understanding of how to write functional and measurable IEP goals/objectives and IFSP outcomes
- A competent level of understanding regarding how the AEPS Test information directly links to identifying, writing, and monitoring IFSP outcomes and IEP goals.
- How to form partnerships with families around developing, implementing and evaluating the IFSP/IEP.

When and where will we meet?

- The class is 100% online and asynchronous. This means that there will be no required meeting times, and you can be online to complete your work at your convenience. There may, however, be some *optional* live sessions offered as needed.
- We will work, collaborate, and share in Blackboard (BBL); <https://learn.kent.edu/> . You can also access BBL by logging into Flashline and selecting Blackboard from the selection of tabs on the top of the browser/webpage.
- Your KSU username and password should be used, whether you login via Flashline or directly into BBL.
- Optional live sessions will also be held within BBL (see course calendar available first week of the course).

How will participants in the course and the instructor communicate and interact with one another?

- Primarily through the use of a collaborative space in BBL and with professionalism and respect. Everyone must follow the rules of netiquette in all correspondence. See <http://www.albion.com/netiquette/corerules.html>
- Timely feedback will be provided to students via BBL, screencast recordings, and/or KSU e-mail.
- Meetings (f2f, phone, Internet) can be made with Ashley Lyons or Kristen Plageman as needed. See “3 before me” rule later in the syllabus. Ashley and/or Kristen will make all efforts to respond to questions posted in BBL and/or via e-mail within 48 hours.

What is Blackboard Learn (BBL)?

- BBL is Kent State’s selected course management system (CMS). All online (or hybrid-e.g., online and F2F) courses are centrally located within this CMS. Features include discussion threads, e-mail, course calendars, and course content.
- Class information including syllabus, description of assignments, weekly lectures/handouts, supplemental readings, tips, and related links are posted within BBL. You can enter BBL at any time using most Internet browsers (e.g., Internet Explorer, Safari, Firefox, etc.). As a reminder, you can login into Flashline or you can enter directly at <https://learn.kent.edu/> . Once you enter BBL, click on the link “[14114_14115.201260:SPED-63995|73995-IFSP/IEP Development-kprettif-201260](https://learn.kent.edu/14114_14115.201260:SPED-63995|73995-IFSP/IEP%20Development-kprettif-201260)”
- For a list of system requirements for accessing BBL, please visit: <http://kb.blackboard.com/pages/viewpage.action?pageId=101285991>

Are there required readings for this class?

- Yes, weekly readings will be posted in BBL.
- Students are also expected to seek additional resources by conducting searches of educational databases (e.g., ERIC) and/or visiting the library as needed.
 - KSU Library main page: <http://www.library.kent.edu/page/10000>
 - Information for accessing Library resources off campus: <http://www.library.kent.edu/page/10231>
 - Direct Link to databases: <http://www.library.kent.edu/page/10680>
- No textbook is required for the course.
- Students are not expected to read everything posted or available on a given topic, just enough to fully participate, complete assignments, and enhance skills.

What are the required assignments and can any of them be modified to better meet my personal goals?

- Full descriptions of course assignments (referred to as instructional activities and performance assessments) are posted in BBL (available first week of the course).
- All assignments can be modified through conversations with Ashley Lyons (anlyons@kent.edu) or Kristen Plageman (kplagema@kent.edu)
- Multiple means of expression (verbal and/or nonverbal) are encouraged.

What should I expect in terms of workload?

- Time intensive in terms of reading new material and completing instructional activities and performance assessments, particularly through the use of BBL and other popular technology-based instructional formats. Depending upon your comfort and experience with various technologies, your learning curve may be greater.
- Assignments, while comprehensive, should not be as intensive if participants work to embed them into existing or future roles and responsibilities. **PLEASE NOTE:** although there are many assignments/activities, none of these should take you a great deal of time to complete. If you plan well, you should easily be able to complete each assignment quickly according to the recommended timeline. Also note that while the calendar provides recommended due dates for all assignments and activities, the actual due date for assignments/activities associated with each learning module is 11:59PM the last night of the module, the evening before a new module begins.

What should I do if I have questions or concerns?

- Use the “3 before me rule” (meaning before contacting Ashley Lyons, Kristen Plageman, or the other instructors)

- For example, have you reviewed course materials for answers to basic questions around participation, grading, and attendance? Have you talked to other students? Have you posted questions in appropriate online discussion threads in BBL? Have you problem solved on your own? Have you paused for a minute, re-read the instructions or viewed content again?
- Still stuck? Contact any of the instructors at the e-mails provided on the syllabus or within BBL. Please don't be concerned about contacting any of the instructors if you are overwhelmed, unsure, or stuck!

What is expected of me as a participant in this class?

- There are a mixture of master's degree, doctoral, and professionals from the field who are participating in the class. Each person has an individualized goal for their participation.
- In general, all participants, but those seeking graduate credit in particular, are expected to engage in self-reflection and evaluation activities to facilitate changes in their practice.
- Participants are expected to find creative ways to explore new ideas and problem solve with others.
- Participants seeking graduate credit are expected to prepare for and participate in **all** modules. Each module is composed of problem-based learning activities, demonstrations, discussions, time for group and individual reflection, and lectures supported by PowerPoint. Modules will also provide participants with opportunities to apply new knowledge and receive feedback.
- Participants are expected to complete all instructional activities and performance assessments according to directions posted in BBL (see Calendar of Events for a summary – available the first week of class). All products should be complete, professional, and on time.
- Lastly, participants are expected to use technology in their search for information, communication with the instructor and other students, and in dissemination of products.
 - All students must ensure they have **daily** access to a computer to engage in word processing activities, e-mail communications, and Internet searches. Most students prefer to use the e-mail address/account automatically generated through the use of BBL.

What is expected of the instructors for this class?

- Flexibility
- Supportive learning environment
- Ongoing critical feedback
- Stimulating learning activities

What are the instructors' philosophies toward teaching and learning?

- Learning is co-constructed by the interactions of those involved in the learning activity.
- Much of the responsibility for learning falls to the participant, but a strong guide is needed to make learning effective and efficient.
- Improving teaching techniques requires ongoing reflection, data collection, and revision.
- Learners should be engaged and critical thinkers – but the instructor needs to encourage multiple means of engagement and promote critical thinking.

Jones and colleagues (1995) describe engaged learning as follows:

In engaged learning settings, students are *responsible for their own learning*; they take charge and are self-regulated. They define learning goals and problems that are meaningful to them; have a big picture of how specific activities relate to those goals; develop standards of excellence; and evaluate how well they have achieved their goals. They have alternative routes or strategies for attaining goals--and some strategies for correcting errors and redirecting themselves when their plans do not work. They know their own strengths and weaknesses and know how to deal with them productively and constructively. Engaged learners are also able to shape and manage change (p. 8).

How can I be most successful?

- Identify strengths and emerging skills as a learner. You will need strong information literacy and writing skills. For emerging skills seek outside help from other students, other faculty, and resources on campus (e.g., Writing Center, Educational Librarian)
- Check your time management skills. This is not a class where you can allot a single day for participation. Short assignments are often due daily and you need to develop strategies for keeping up and moving forward.

Supplemental Resources:

1. BBL tutorials and support (all URLs are also posted in BBL)
 - a. Browser and System requirements for BBL Learn Version 9.1, Service Pack (SP) 8):
<http://kb.blackboard.com/pages/viewpage.action?pageId=101285991>
 - b. Course to Course Navigation in BBL:
http://ondemand.blackboard.com/r91/movies/bb91_tools_course_to_course_nav.htm
 - c. BBL User Guide: <http://library.blackboard.com/ref/ea984982-19d6-4b71-9776-adab0e79ef77/index.htm>
 - d. BBL 9.1 SP 8 Help for Students: <http://help.blackboard.com/student/>
 - e. Submitting Assignments in BBL (this is a PDF document, available at the course homepage)

2. Kent State University Resources
 - a. KSU's Library and associated resources: <http://www.library.kent.edu/page/10000>
 - b. CEECRT Resource library:
<http://www.ehhs.kent.edu/ceecrt/index.php/training/resource-library>

3. Recommended readings
 - a. Bricker, D. (2002). *Assessment, evaluation, and programming system for infants and children* (2nd ed., Vol. 1). Baltimore: Brookes.
 - b. Bateman, B. D. (2007). *From Gobbledygook to clearly written annual IEP goals*. Verona, WI: IEP Resources.
 - c. Bateman, B. D., & Linden, M. (1998). *Better IEPs: How to develop legally correct and educationally useful programs*. 3d Ed. Longmont, CO: Sporis West.
 - d. Clark, S. G. (2000). The IEP process as a tool for collaboration. *Teaching Exceptional Children*, 33(2), 56-66.
 - e. Grisham-Brown, J., & Hemmeter, M.L. (1998). Writing IEP goals and objectives: Reflecting an activity-based approach to instruction for young children with disabilities. *Young Exceptional Children*, 1(3), 2-10.
 - f. Lignugaris-Kraft, B., Marchand-Martella, N., & Martella, R. (2001). Writing better goals and short-term objectives or benchmarks. *Teaching Exceptional Children*, 34(1), 52-58. Pretti-Frontczak, K., & Bricker, D. (2000). Enhancing the quality of individualized education plan (IEP) goals and objectives. *Journal of Early Intervention*, 23, 92-105.
 - h. Hitchcock, C., Meyer, A., Rose, D., & Jackson, R. (2002). Providing new access to the general curriculum: Universal design for learning. *Teaching Exceptional Children*, 35(2), 8-17.
 - i. Hock, M. (2000). *Standards, assessments, and IEPs: Planning for success in the general education curriculum*. Burlington: Vermont Department of Education.
 - j. Kleinert, H. L., & Kearnes, J. F. (Eds.) (2001). *Alternate assessment: Measuring outcomes and supports for students with disabilities*. Baltimore: Brookes Publishing Company.
 - k. Miller, L., & Hoffman, L. (2002). *Linking IEPs to state learning standards: A step-by-step guide*. Austin, TX. Pro-ed.
 - l. Nolet, V., & McLaughlin, M J., (2000). *Assessing the general curriculum: Including students with disabilities in standards-based reform*. Thousand Oaks, CA: Corwin Press Inc.

Module Topics

Module 1: How states are implementing IDEA, forms, policies and procedures

Module 2: Summarizing and setting priorities

Module 3: Writing legally defensible and meaningful IFSP outcomes and IEP goals

Module 4: How to use the AEPS to identify, write, & monitor IFSP outcomes and IEP goals

Module 5: Involving families in developing, implementing, and evaluating the IFSP/IEP

Related FAQ

A. What if I want to do the modules in a different order?

Participants can complete the modules in any order and at any pace; however, feedback and additional support can only be guaranteed during the assigned week. For example, if you choose to do module 2 first, you can work at your own pace but you wouldn't get feedback from the instructors until Module 2 officially begins. Please note that while modules will be posted ahead of time, and assignments are already specified, new information or resources may continue to be posted until the module officially begins. Also note that recorded content, such as lectures, may not be posted until the week the module officially starts. If you feel you can complete a module without that content, you are free to do so.

B. What if I only want to do some of the modules?

Participants taking the course for professional development may complete any of the modules they choose. Participants taking the course for graduate credit must successfully complete all 5 modules by the end of the course.

C. Why is there so much work? How can I complete all of this at such a quick pace?

In the past, the IEP-IFSP course has been held over the course of two months. This summer, however, we have only one month to share the same breadth and depth of content. As such, the course calendar indicates that an assignment or activity is due on most days. Please keep in mind that none of the assignments or activities should be particularly time-consuming (they could be completed during a regular face to face activity period, for example) if you plan your time wisely. Note that on the calendar, the day a new module begins and the following day DO NOT include any assignment or activities submissions. This is to provide you with time to read through required and/or supplemental materials, review recorded content, ask questions, etc. Although assignments are listed as due on a particular day, late points DO NOT ACCURE until after the module is over.