

SPED 63958 Early Childhood Intervention Methods



Instructors

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Course

The class focuses on the study of evidence-based practices for blended early childhood education and intervention environments using principles of universal design, tiered instruction, and responsive learning. Students will gain access to support curriculum design and/or embedded learning opportunities with evidence from empirically validated practices including:

- Information regarding designing effective learning environments in blended early childhood classrooms.
- Effective strategies for designing instruction using principles of universal design, tiered instruction, and systematic teaching.
- A strong network of colleagues who are interested in improving instruction in early childhood classrooms.
- A rich “library” of resources related to designing instruction for young children.

Expectations

Students are expected to attend, be prepared for, and participate in **all** class sessions. Each class session will be composed of problem-based learning activities, cooperative learning group activities, demonstrations, lectures, time for group and individual reflection, and lectures supported by PowerPoint. Class sessions will also provide students with opportunities to apply new knowledge and receive feedback on assignments. One point will be subtracted from the over-all course grade for each class missed.

NOTE: If special circumstances interfere with a student's attendance, they must notify the instructor(s) 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.

- Students are expected to complete all assignments according to all course policies. All products should be complete, professional, and on time (e.g., typed, APA style, no plagiarism, submitted with a name, using BBL or KSU dropbox. If you use dropbox, make certain you email both Michelle and Ashley to ensure they know where your assignment is).
- Students will find creative ways to explore new ideas and problem solve with others (e.g., use the Q & A forum in BBL, be responsive to your peers), and work collaboratively in learning and applying course content.
- Lastly, students are expected to use technology in their search for information, communication with the instructors and other students, and in dissemination of products. All students must ensure they have consistent access to a computer!

Format

This class will be a hybrid online class that in addition to face-to-face meetings utilizes both synchronous and asynchronous distance learning elements. Teaching is designed to promote exploration of ideas, contribution via collaboration, and strengthening all modes of communication to create an optimal space for student learning.

Tentative Class Schedule, Summer 2013

Note: All dates are finalized, but topic dates may change dependent on guest presenter availability.

Week	Date	Format	Topic	Activities
WEEK 1	Tuesday, June 4th	F2F	Course introduction	Complete readings
			Evidence-based practices	
			Tiered framework for instruction	
	Wednesday, June 5th	Synchronous	Arranging consequences that increase behavior <ul style="list-style-type: none"> • Positive reinforcement 	Complete readings
			Positive Behavior Support <ul style="list-style-type: none"> • PBS in the preschool environment 	
	Thursday, June 6th	Asynchronous	Biting behavior investigated	Complete readings Complete online activities
	Friday, June 7th	Asynchronous	All of Week 1	Quiz (due by 11:59pm)
WEEK 2	Tuesday, June 11th	F2F	Functional behavior assessment (FBA)	Complete readings
	Wednesday, June 12th	Synchronous	Naturalistic interventions <ul style="list-style-type: none"> • Milieu teaching • Mand/model • Incidental teaching 	Complete readings
	Thursday, June 13th	Asynchronous	Supporting children with mental health disorders	Complete readings Complete online activities
			Emotional and behavioral disorders in young children	
	Friday, June 14th	Asynchronous	All of Week 2	Quiz (due by 11:59pm)

Tentative Class Schedule, Summer 2013 (continued)

Week	Date	Format	Topic	Activities
WEEK 3	Tuesday, June 18th	F2F	<i>Evidence-based interventions student presentations</i>	Complete readings
	Wednesday, June 19th	Synchronous	Peer-mediated interventions ERRAPP for medical routines	Complete readings
	Thursday, June 20th	Asynchronous	Triple P Structured teaching	Complete readings Complete online activities
	Friday, June 21st	Asynchronous	All of Week 3	Quiz (due by 11:59pm)
WEEK 4	Tuesday, June 25th	F2F	<i>Assistive technology student presentations</i>	Complete readings
	Wednesday, June 26th	Synchronous	Positioning, handling, and feeding techniques	Complete readings
	Thursday, June 27th	Asynchronous	Take home final	Final due Wednesday, July 3rd by 11:59pm

Assignments and Points

1. Weekly Quizzes (40 points total, 10 points available per week)
2. Assistive Technology Student Presentations (10 points)
3. Evidence Based Intervention Student Presentations (20 points)
4. Final Take Home Exam (30 points)

Each Assignment is described in more detail in the Assignments document.

Grading Policy

All assignments are due on the date specified in the syllabus. 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 Michelle or Ashley before the assignment is due to discuss options.

Procedures for submitting electronic assignments and/or e-mail

Electronic submission of assignments should be submitted through BBL as a Word or pdf file with the student name. In case the BBL does not work or the file is too large, you may submit to the posted dropbox (link available in BBL). Be sure to email BOTH Michelle and Ashley to let them know your work is the dropbox if you submit it this way. Alternatively, if both BBL and dropbox are not working for you, you may email to BOTH instructors: mgatmait@kent.edu and anlyons@kent.edu.

One of the instructors will send an e-mail confirmation that the assignment was received within 36 hours. The confirmation will be sent to participants' KSU email. ***It is the participant's 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 or the assignment will be returned and 5 points taken off: The **subject line** of the e-mail **AND/OR** the **file** must include three pieces of information: (a) participant's full name, (b) date of submission, and (c) assignment name (see syllabus for assignment names).

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.

Any assignment (EXCLUDING THOSE WHICH ARE SUBMITTED LATE) that earns **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 then have no more than one week following receipt of a grade to make revisions. 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% cannot be obtained on work that is revised.

Grading - Points Total 100 (Note this course is for licensure and students must receive a B or better or they will have to retake the course)

90-100 Points = A

80-89 Points = B

70-79 Points = C

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 as a collaborative team member. 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.

Professionalism Policy

A key competency related to the being a successful scholar is ensuring that you possess the ability to reflect on your own practices, articulate a philosophy and rationale for decisions, continually self-assess and evaluate the effects of your 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:

- Conduct themselves in a mature, professional, and civil manner
- Respect 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 etc.
- Respect faculty member's 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.

Please visit the following websites to learn more about plagiarism and how to avoid it:

<http://owl.english.purdue.edu/owl/resource/619/1/>
<http://owl.english.purdue.edu/owl/resource/589/03/>
<http://owl.english.purdue.edu/owl/resource/589/01/>
<http://libraries.ucsd.edu/locations/ssh/guides/preventing-plagiarism/index.html>
<http://www.lib.usm.edu/legacy/plag/plagiarismtutorial.php>
http://www.clark.edu/Library/iris/quiz/plagiarism_quiz_home.php
<http://plagiarism.arts.cornell.edu/tutorial/exercises.cfm>
<http://www.uky.edu/Ombud/Plagiarism.pdf>

Resources for students on plagiarism:

<http://www.kent.edu/academics/resources/plagiarism/Information-for-Students/index.cfm>
<http://www.library.kent.edu/files/Plagiarism-08262008.swf>

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://www.kent.edu/policyreg/policydetails.cfm?customel_datapageid_1976529=2037779

For a copy of KSU's resources for plagiarism education, see:

<http://www.kent.edu/academics/resources/plagiarism/plagiarism-education.cfm>

**Note: This website also has tips on how to paraphrase to avoid plagiarism.

The following is a list of things you should do when completing assignments for this course:

- Share ideas with others.
- Gain feedback from others (i.e., have them edit drafts of your work).
- Ask questions.
- Feel free to incorporate knowledge, sources, information, and products created in other classes as you create, refine, or revise products for this course.
- Do expect to make mistakes and receive feedback from others and me.
- 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.
- Cite all materials created by others used in your products (including PowerPoint slides). Use APA Vol.5 or 6 guidelines when citing the work of others.

The following are several helpful online APA citation guidelines sites:

- <http://owl.english.purdue.edu/owl/resource/560/01/>
- <http://employees.csbsju.edu/proske/nursing/APA.htm>
- <http://www.liunet.edu/cwis/cwp/library/workshop/citapa.htm>
- <http://citationonline.net/CitationHelp/csg04-manuscripts-apa.htm>
- http://library.nmu.edu/guides/userguides/style_apa.htm

Registration Policy

Registration Requirement: University policy requires all students taking the class for credit to be officially registered in each class they are attending. Students who are not officially registered for a course by published deadlines should not be attending classes and will not receive credit or a grade for the course. Each student must confirm enrollment by checking his/her class schedule prior to the deadline indicated. Registration errors must be corrected prior to the deadline.

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

Kent State University policy 3342-3-01.3 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 this through Student Accessibility Services (contact 330-672-3391). You can also visit www.kent.edu/sas (you will be redirected to: <http://www.registrars.kent.edu/disability/>) for more information on registration procedures.