

SPED 5730
Strategies for Teaching Young Children with Disabilities
 Barbara Fiechtl, Instructor
 Office Hours: Thursday 2:00-4:00 or by appointment
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Course Description: This course provides information on curricula, instructional strategies, service environments, and staffing roles for teachers of young (0-5) children with disabilities.

NCATE Standard	Course Objectives	Learning Activities	Evaluation
CC7S10,	1. Describe program design and monitoring systems for individual or small group programs addressing children's individual educational objectives in a self-contained setting.	Course readings, Case study	Exam
CC4S1, EC5S8, EC7S2, EC10S4,	2. Describe individual teaching during naturally occurring activities in the least restrictive environment, including the intervention strategy and monitoring procedure.	Course readings, Video	Written lesson plan Exam
CC5S4, CC5S9, CC5S12, EC5S3, EC5S4, EC5S5	3. Design a sample daily schedule that addresses individual educational objectives for all children in the routines of the classroom.	Course readings	Written Schedule
EC4S2, EC4S3, CC5K5,	4. Describe issues which may arise during the transition of children moving among services from birth to preschool and into kindergarten, include the roles of school personnel and preparation of parents and children for the transition.	Course readings, case study	Exam
CC5S5, CC5S10,	5. The student will describe strategies to work with children's challenging behaviors.	Course readings, Video	Exam
CC4S4, CC7K2, CC7K3	6. The student will develop a procedure to evaluate preschool curricula	Course readings	Completed checklist Presentation
CC8K2, CC8S6,	7. Given assessment results for a particular child, the student will set instructional objectives for the basic developmental domains.	Course readings	Written assignment Exam
EC10K1, CC10S7, EC10S3, EC10S4, EC10S6, CC4S1, CC5S15, EC9S4,	8. The student will identify the roles of participating adults in a variety of settings and describe training and consultation procedures.	Course readings Video	Exam Case study write-ups Training lesson plans
CC10S10, EC10S1, EC10S2, EC10S6, EC7S1,	9. The student will communicate effectively with families about the child's assessment, curriculum, and progress.	Course readings, Role plays	Exam
EC9S7, EC9S8,	10. Apply evidence-based practices and develop, implement, and evaluate a professional development plan relevant to working with young children.	Course readings	Exam, Written lesson plans

Date	Topic, Assignments, and Readings
Aug. 29	<i>Welcome to your classroom- Scheduling</i>
	In Class assignment – scheduling of six children Grisham-Brown, J., Pretti-Frontczak, K., Hemmeter, M.L., & Ridgley, R. (2002). Teaching IEP goals and objectives in the context of classroom routines and activities. <u>Young Exceptional Children</u> , 6 (1), 18-27. Lawry, J., & Strain, P. (1999) Examining the role of the classroom environment in the prevention of problem behaviors. <u>Young Exceptional Children</u> , 3(1), 11-19.
Sept. 5 & 12	<i>Levels of instruction</i>
	Assignment Due: Intensive Program (Sept. 15) Raver, S. (2003). Keeping track using routine-based instruction and monitoring. <u>Young Exceptional Children</u> , 6(3), 10-20.

	<p>Sandall, S., Schwartz, I., & Joseph, G. (2001). A building blocks model for effective instruction in inclusive early childhood settings. <u>Young Exceptional Children</u>, 4(3), 3-9.</p> <p>Dunst, C. J., Bruder, M. B., Trivette, C. M., & McLean, M. (2001). Natural learning opportunities for infants, toddlers, and preschoolers. <u>Young Exceptional Children</u>, 4(3), 18-25.</p> <p>Ostrosky, M. M., & Kaiser, A. P. (1991). Preschool classroom environments that promote communication. <u>Teaching Exceptional Children</u>, 23(4), 6-10.</p> <p>Kaiser, A.P., & Delaney, E.M. (2001) Responsive conversations: Creating opportunities for naturalistic language teaching. <u>Young Exceptional Children Monographs Series No.3</u>.</p>
Sept. 19 & 26	<i>Assessments for infants and preschoolers</i>
	<p>Assignment Due: Naturalistic Program (Sept. 22)</p> <p>Assessment videos (Sept. 27)</p>
	<p>Boone, H.A., and Crais, E. (1999). Strategies for achieving family-driven assessment and intervention planning. <u>Young Exceptional Children</u>, 3(1), 2-11).</p> <p>Grisham-Brown, J. (1999). Transdisciplinary activity-based assessment for young children with multiple disabilities. <u>Young Exceptional Children</u>, 3(2), 3-9-</p> <p>Ohtake, Y., Santos, R.M., & Fowler, S.A. (2000). It's a three-way conversation: Families, service providers, and interpreters working together. <u>Young Exceptional Children</u>, 4(1), 12-18.</p>
Oct. 3	<i>IEP/IFSP</i>
	In class assignment – Instructional objectives
	<p>Cook, R. (2004). Embedding assessment of young children into routines of inclusive settings: A systematic approach. <u>Young Exceptional Children</u>, 7(3), 2-11.</p> <p>Notari-Syverson, A. R., & Shuster, S. L. (1995). Putting real-life skills into IEP/IFSPs for infants and young children. <u>Teaching Exceptional Children</u>, 27(2), 29-32.</p>
Oct. 10	<i>Assessment to IEP- embedding goals and specific methods</i>
	<p>Chiara, L., Schuster, J. W. Bell, J. K., & Wolery, M. (1995). Small-group massed-trial and individually-distributed-trial instruction with preschoolers. <u>Journal of Early Intervention</u>, 19(3), 203-217.</p> <p>Sewell, T. J., Collins, B. C., Hemmeter, M. L., & Schuster, J. W. (1998). Using simultaneous prompting within an activity-based format to teach dressing skills to preschoolers with developmental delays. <u>Journal of Early Intervention</u>, 21(2), 132-145.</p> <p>Santos, R.M. (2001). Using what children know to teach them something new: Applying high-probability procedures in the classroom and at home. <u>Young Exceptional Children Monographs Series No.3</u></p>

Oct. 17	<i>Reflecting on classroom methods</i>
	Assignment Due: Curriculum checklists (Oct. 25)
	<p>Santos, R. M., Lignugaris/Kraft, B., & Akers, J. (1999). Tips on planning center time activities for preschool classrooms. <i>Young Exceptional Children</i>, 2(4), 9-16.</p> <p>Hoyson, M., Jamieson, B. V., Strain, P. S., & Smith, B. J. (1998). Duck, duck-colors and words: Early childhood inclusion. <i>Teaching Exceptional Children</i>, 30(4), 66-71.</p> <p>Cavallaro, C. C., & Handy, M., & Cabello, B. (1993). Developmentally appropriate strategies for promoting full participation in early childhood settings. <i>Topics in Early Childhood Special Education</i>, 13(3), 293-307.</p> <p>Rosenberg, S., Clark, M., Filer, J., Hupp, S., & Finkler, D. (1992). Facilitating active learner participation. <i>Journal of Early Intervention</i>, 16(3), 262-274.</p>
Oct. 24	Midterm
Oct. 31	<i>Staff training and support-working with other programs</i>
	Assignment Due: Staff training component of program write-ups. (Nov. 6)
	<p>Odom, S. L., Horn, E. M., Marquart, J. M., Hanson, M. J., Wolfberg, P., Beckman, P., Lieber, J., Li, S., Schwartz, I., Janko, S., & Sandall, S. (1999). On the forms of inclusion: Organizational context and individualized service models. <i>Journal of Early Intervention</i>, 22(3), 185-199.</p> <p>Donegan, M.M., Ostrosky, M.M., & Fowler, S.A. (1996). Children enrolled in multiple programs: Characteristics, supports, and barriers to teacher communication. <i>Journal of Early Intervention</i>, 20(20), 95-106.</p> <p>Dinnebeil, L.A., & McInerney, W.F. (2000). Supporting inclusion in community-based settings: The role fo the "Tuesday morning teacher." <i>Young Exceptional Children</i>, 4 (1), 19-26.</p>
Nov. 7	<i>Management of behavior problems in preschoolers.</i>
	Assignment Due: Group instruction with curriculum (Nov. 17)
	<p>O'Brien, M., Porterfield, J., Herbert-Jackson, E., & Risley, T. R. (1979). <i>The toddler center</i>, Baltimore: University Park Press, (pp., 29-47).</p> <p>Neilsen, S. L., Olive, M. L., Donovan, A., McEvoy, M. (1998). Challenging behaviors in your classroom? <i>Young Exceptional Children</i>, 2(1), 2-10.</p> <p>Laus, M., Danko, C., Lawry, J., Strain, P., & Smith, B. J. (1999). Following directions: Suggestions for facilitating success. <i>Young Exceptional Children</i>, 2(4), 2-8.</p>
Nov. 14	<i>Teaching play skills</i>
	<p>Collins, B. C., Ault, M. J., Hemmeter, M. L., & Doyle, P. M. (1996). Come play: Developing children's social skills in an inclusive preschool. <i>Teaching Exceptional Children</i>, 29(1), 16-21.</p> <p>Buchanan, M., & Cooney, M. (2000). Play at home, play in the classroom: Parent/professional partnerships in supporting child play. <i>Young Exceptional Children</i>, 2(4), 9-15.</p> <p>Hanline, M.F. (2002) Supporting emergent literacy in play-based activities. <i>Young Exceptional Children</i>, 4(4), 10-15.</p>
Nov. 28 & Dec. 5	<i>Transition issues - child</i>
	Assignment Due: Group instruction with materials (Due Dec. 6)
	<p>Johnson, L. J., Gallagher, R. J., Cook, M., & Wong, P. (1995). Critical skills for kindergarten: Perceptions from kindergarten teachers. <i>Journal of Early Intervention</i>, 19(4), 315-328.</p> <p>Fiechtl, B., Rule, S., & Innocenti, M. (1989). It's time to get ready for school. <i>Teaching Exceptional Children</i>, 21, 63-65.</p>

FINAL EXAM – WEDNESDAY, DEC. 12

Points will be given for the following:

Scheduling assignment	75 points
Intensive program	50 points
Naturalistic program	75 points
Assessment evaluations (3)	25 points (each)
Instructional Objectives	30 points
Checklists completed	75 points
Staff training	45 points
Group instructional programs	
with curriculum	80 points
with materials	95 points
Midterm/Final Exam	300 points (total)
Attendance/Participation/Professional Points	<u>100 points</u>
Total Points	1000 points

When students miss class, it is their responsibility to obtain handouts and make arrangements to view films and tapes. Any assignment submitted after the due date (without 8 hours prior notice to the instructor) will have points deducted for each day past due.

A = 95-100	C+ = 78-80
A- = 91-94	C = 75-77
B+ = 88-90	C- = 72-74
B = 84-87	D = 62-71
B- = 81-83	F = Below 61

Compute your grade at any time, divide the total number of points you have received and multiply by 100. Then use the scale.

“All students should be aware that effective June 15, 1990, the application for teacher certification includes a section that asks if the applicant has ever been convicted of violating any law (except traffic violations).”