

SpEd 5810: Introduction

Instructor: [Barbara Fiechtl](#) [Denise Johnson](#)

Office: Education Bldg. 318

Phone: (435) 797-3258

E-mail: bjfic@cc.usu.edu djohnson5810@hotmail.com

Other contact information **Lindy Marler**, Technical Support Phone: (435) 797-8284 or 1-800-522-9731 (See [Note](#) below) E-mail: CECSEP@cpd2.usu.edu

Required Texts and Materials All weekly reading assignments are located in the [Course Reserve](#) section of the USU Library Web page. When prompted for the password enter: FIE5810

Course Objectives: This experience, "Practicum with Infants and Families", will be unlike any practicum you have had to date. The context of the practicum is quite different and so are the goals and the activities that you will engage in to accomplish these goals. It is important that you understand each of these differences.

A. Practicum Setting

You will not be conducting your practicum experience in a public facility, such as a classroom, but rather in a family's home. The important thing to remember is that you are a guest. These families are doing us all a great favor. They are allowing us to learn from their experiences and knowledge and they are allowing us to intrude into their lives. Your behavior during this practicum will determine whether future students will have this experience. There are certain ground rules that you need to understand. 1. Demonstrate respect of the family.

This can be done through your attentiveness and your use of language. Make sure your words and actions convey a nonjudgmental attitude (leave your biases at the door). Make sure you listen to what the parents have to say and don't control conversations. Spend time talking about the family as well as sharing information about yourself. Don't complain to the family. Spend time observing and making yourself aware of the contributions and challenges that having a child with special needs presents in your assigned family. Above all, let them know that you are comfortable and relaxed with them and that you have come to learn from them. And most of you will finish this practicum with new friends from this family.

2. Demonstrate organization and flexibility.

Make sure you demonstrate that you have a reason for being in their home. Once you have negotiated activities with the family, come prepared to engage in that activity. Even though you need to show that you have a plan, make sure you demonstrate that you are flexible as well. Few things in the lives of most families go as planned. Your presence in a family's home does not change this fact. Make sure that you are sensitive to needs for alterations in the plan for the day. It will be important for you to be able to switch activities at a moment's notice or to change your visits from day to day. You are required

to demonstrate two traits. The first is to be flexible and the second is, as the Boy Service scouts would say, . . . "Be prepared".

B. Practicum Goals

The goals of this practicum are a bit different from other practicum experiences. During classroom practica, your goal is to practice and master specific skills. During this practicum, your primary goal is to increase your awareness of families and how the presence of a child with a delay or a disability affects family functioning. This awareness is necessary to identify the skills you will need to work with infants and families and to begin the process of mastering them. The following is a summary of practicum goals: Demonstrate awareness of family concerns, priorities and resources when one young member has a disability. Identify professional skills needed to work with infants who have special needs and their families. Demonstrate some of the skills identified in #2 above.

C. Practicum Activities

The activities that you will engage in to accomplish the goals are explained below. Some of the activities are designed to enhance your awareness of the family that includes a child with special needs. These include the initial interview and observing or participating in two family routines. Other activities are designed to help you identify important skills that professionals need when working with families. An example is observing other early intervention providers when they conduct a home or center-based visit.

Still others are designed to allow you to practice communication and helping skills. The activities that you negotiate with the family and service coordinator and conduct in the home will allow you to practice these skills

NCATE Standards

Course Objectives	Learning Activities	Evaluation
<p>Unit 1 - Describe the many roles of early interventionists and how they interact with families in a family-centered manner.</p> <p>NCATE Standards: EC2:S4, EC7:S2, EC7:S14, EC8:S1,S2, S3</p>	Course readings	Exam Paper Unit essays
<p>Unit 2 - Describe and implement family information-gathering techniques.</p> <p>NCATE Standards: EC2:S5, S7, S8, S11</p>	Course readings Video	Interview assignment Unit essays Exam
<p>Unit 3 - Describe key issues and ways to support parent/infant</p>	Course	Case study Exam

interactions. NCATE Standards: EC2:S5, EC4:S11, EC6:S3	readings	Unit essays
Unit 4 - Describe service environments and intervention strategies for infants and toddlers. NCATE Standards: EC7:S1, S3, S4, S5, S6, S7, S8, S9, S10, S11, S16	Course readings	Case study Exam Unit essays
Unit 5 - Describe prenatal risk factors. NCATE Standards: EC2:S2	Course readings Video Case study NI CU video	Exam Unit essays
Unit 6 - Describe medical problems in young children. NCATE Standards: EC3:S3, EC4:S11	Course readings Video Case study	Exam Unit essays
Unit 7 - Explain motor and sensory impairments and their impacts on development of young children. NCATE Standards: EC2:S9, EC4:S3, S4, S6, EC5:S3	Course readings Video Case study	Exam Unit essays
Unit 8 - Explain safety and health issues in working with young children. NCATE Standards: EC4:S12, S14 EC5:S7	Course readings Video Case study	Exam Unit essays
Practicum - The students will implement activities using family-centered strategies. NCATE Standards: EC7:S1, S3, S4, S5, S6, S7, S8, S9, S10, S11, S16	Course readings	Exam Parent report Lesson plans Lesson evaluation

Unit Due Dates

Unit Assignments	Due Date
Unit 1 due 12:00 (noon)	1/17/06
Unit 2 due 5:00 PM	1/27/06
Unit 3 due 5:00 PM	2/9/06
Unit 4 due 5:00 PM	2/23/06
Unit 5 due 5:00 PM	3/10/06
Unit 6 due 5:00 PM	3/24/06
Unit 7 due 5:00 PM	4/5/06
Unit 8 due 5:00 PM	4/20/06

Unit Descriptions and Links

Unit 1

Introduction to family-centered practice/ Introduction to the course

Why is it important to learn about family-centered practice?

- . What are the many roles that early intervention and early childhood special education professionals assume when working with infants and toddlers with special needs and their families?

We have designed a unit with activities and readings that answer these two questions. If you do not feel you need to answer these questions and would like to go directly to the self- evaluation, please do so. You will need to complete each reading and respond to the self- evaluation. Check student manual for due date and fax number.

Before you begin, answer the two questions listed above. It will be interesting to see if your answers change over the course of this unit.

[Handout describing Unit 1 activities](#)

