

SpEd 5700

Orientation to Teaching Young Children with Disabilities Summer/Fall Semester 2016

Class meeting time:

July 26 – August 1, 2016

Pre-assignments DUE July 22, 2016

Credits: 2**Instructor:** [Barbara Fiechtl](#) (and Guest Speakers)**Location:** Utah State University campus**Class Description:**

This workshop is an orientation for new ATP teachers as they prepare to teach preschoolers with disabilities. Students completing this orientation will be able to:

- (a) describe the referral and qualification process to serve young children with disabilities in the public school setting;
- (b) describe a variety of delivery models for preschool special education services;
- (c) list the components of effective classroom design for preschool classrooms;
- (d) identify the LRBI strategies most commonly used to promote effective classroom management;
- (e) describe basic principles of effective instruction for preschoolers with disabilities;
- (f) describe characteristics of useful IEP and IFSP goals for young children with disabilities and how to develop and implement instructional objectives for these goals;
- (g) list the common characteristics of children with autism and describe basic educational and behavioral strategies for these children;
- (h) define basic principles of applied behavior analysis; and
- (i) list and define four methods of collecting data.

Students will also receive an overview of the ECATP program, course, and technology requirements.

Students were required to complete assignments on line prior to the workshop and are required to attend all sessions of the workshop to receive credit. Students' knowledge will be assessed through quizzes, which cover the pre-workshop material and the daily content of the workshop. Students must receive a minimum of 80% on these assessments (average) to receive a passing grade for this class.

Instructor Information**Barbara Fiechtl**E-mail: barbara.fiechtl@usu.edu

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Required Texts and Materials

The following texts will be referenced during the workshop:

- *Utah's Early Childhood Core Standards*, Utah State Office of Education
- *LRBI Technical Assistance Manual* Utah State Office of Education.
- *Special Education Rules*, Utah State Office of Education.

Other readings may be distributed by individual presenters at the workshop.

Course Objectives with 2012 CEC Common Core (ICC) and Early Childhood Special Education (ECSE) Standards

Standard #1: Foundations Knowledge: ICC1K6 Issues, assurances, and due process rights related to assessment, eligibility, and placement within a continuum of services.

Standard #2: Development and Characteristics of Learners Knowledge: ICC2K5 Similarities and differences of individuals with and without exceptional learning needs.

Standard #3: Individual Learning Differences Knowledge: ICC3K2 Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development.

Standard #4: Instructional Strategies Knowledge:

ICC4S1 Use strategies to facilitate integration into various settings.

ICC4S3 Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.

Standard #5: Learning Environments and Social Interactions Knowledge: ICC5K1 Demands of learning environments.

ICC5K2 Basic classroom management theories and strategies for individuals with exceptional learning needs.

ICC5K3 Effective management of teaching and learning.

ICC5S2 Identify realistic expectations for personal and social behavior in various settings.

ICC5S4 Design learning environments that encourage active participation in individual and group activities.

ICC5S5 Modify the learning environment to manage behaviors.

ICC5S11 Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs.

ICC5S15 Structure, direct, and support the activities of paraeducators, volunteers, and tutors.

ECSE5S1 Select, develop, and evaluate developmentally and functionally appropriate materials, equipment, and environments

ECSE5S2 Organize space, time, materials, peers, and adults to maximize progress in natural and structured environments.

ECSE5S3 Embed learning opportunities in everyday routines, relationships, activities, and places.

Standard #7: Instructional Planning Knowledge: ICC7K2 Scope and sequences of general and special curricula.

ICC7K3 National, state or provincial, and local curricula standards.

ICC7K5 Roles and responsibilities of the paraeducator related to instruction, intervention, and direct service.

ICC7S6 Sequence, implement, and evaluate individualized learning objectives.

ICC7S11 Prepare and organize materials to implement daily lesson plans.

ICC7S12 Use instructional time effectively.

ECSE7S4 Implement developmentally and functionally appropriate activities, using a variety of formats, based on systematic instruction.

Standard #8: Assessment Knowledge ICC8K3 Screening, prereferral, referral, and classification procedures.

USU Incomplete Policy

Incomplete (*I*) Grade. Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the work in a course due to extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating circumstance' will include:

1. incapacitating illness which prevents a student from attending classes for a minimum period of two weeks,
2. a death in the immediate family,
3. financial responsibilities requiring a student to alter course schedule to secure employment,
4. change in work schedule as required by employer, or
5. if there are other emergencies that students think necessitate an incomplete grade, then students will need approval from both the instructor and the department head.

Documentation of the circumstances cited to justify an incomplete grade is required. If an incomplete is approved, two grades will be given, an "I" and a letter grade for the course computed as if the missing work were zero. The student is required to complete the work by the time agreed upon, or not longer than 12 months. If no change of grade is submitted by the instructor within the prescribed period, the "I" will be removed and the letter grade originally submitted with the "I" will remain as the permanent grade for the course. Arrangements to complete the missing coursework are to be made directly with

the instructor awarding the "I" grade, and in accordance with departmental policy. In the absence of the original instructor, special circumstances must be handled by the department head. Documentation of required work to be completed in order to remove the "I" grade must be filed with the department office. The "I" grade should generally not require a complete repeat of the course. A student should not reregister for the course. All "I" grades must be changed to letter grades prior to graduation, regardless of whether or not the course is required for the degree.

Students with Disabilities

If a student has a disability that may require some accommodations, the student must document the disability through the Disability Resource Center, preferably during the first week of the course. Any requests for special consideration relating to attendance, pedagogy, taking of examinations, etc. must be discussed with and approved by the Disability Resource Center. In cooperation with the Disability Resource Center, course materials can be provided in alternative formats -- large print, audio, diskette or Braille. If you have additional questions or concerns, please contact the head of the Department of Special Education and Rehabilitation.

Department Policies

Student Behavior & Academic Honesty

Student behavior in accordance with USU's Student Code of Conduct/Rights is expected during all interactions with faculty and peers. It is expected that students' work will conform to the highest standards of academic honesty. Incidences of academic dishonesty (e.g., cheating on tests, plagiarism, lying to university supervisors) will be referred to program committees for disciplinary action.

Certification/Undergraduate Course Requirements (Effective Fall 1994)

Students are required to earn a "B-" or higher in all certification courses. Students who receive a grade below "B-" must retake the course. Each student will be allowed to repeat a maximum of one course (course is defined as didactic courses, practica and student teaching). In addition, students who withdraw from 2 practica (or one practica 2 times) may not be permitted to continue their program.

Student teaching may not be repeated without appeal and approval by the appropriate special education program committee.

Students who do not apply for certification within 12 months of graduating may be subject to additional coursework prior to recommending certification.

Background Check

As a result of a legislative mandate, all students planning on obtaining a teaching license in Utah must complete a background check prior to their initial practicum. Background check information must be submitted by March 15 prior to the fall semester when students plan to begin their special education coursework. Forms are available in the Teacher Education, Graduation & Licensing Office, EDUC Bldg, Rm 103.

Notice of Academic Dishonesty

The university expects that students and faculty alike maintain the highest standards of academic honesty. For the benefit of students who may not be aware of specific standards of the university concerning academic dishonesty, the following information is quoted from the Code of Policies and Procedures for Students at Utah State University, Article V, Section 3 (USU Schedule of Classes, p. 133).
Violations of University Standards

1. Acts of academic dishonesty.

A. Cheating includes intentionally:

1. Using or attempting to use or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity;
2. Depending upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;

3. Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
4. Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission; and
5. Engaging in any form of research fraud.

B. Falsification includes the intentional and unauthorized altering or inventing of any information or citation in an academic exercise or activity.

C. Plagiarism includes knowingly representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

Violations of the above policy will subject the offender to the university's discipline procedures as outlined in Article VI, Section 1 of the Handbook. Those procedures may lead to:

- (a) a reprimand;
- (b) a grade adjustment;
- (c) being placed on warning or probation;
- (d) suspension from the university; or
- (e) expulsion from the University.