

**University of Utah
Department of Special Education**

Course Title: SPED 5360/6360
Supporting Young Children with Developmental Delays in Natural Environments
Day / Time: 4:35 to 7:00 p.m., Monday
Location: MBH 111
Credits: 3.0 hours
Instructor: Susan Johnston, Ph.D. CCC-SLP
Office: MBH 219
Phone: 581-5187
Email: Johnst_S@ed.utah.edu
Office Hours: By Appointment

Required Texts:

The following required texts are available at the University Bookstore:

Mulligan, S.A., Green, K.M., Morris, S.L., Maloney, T.J., McMurray, D., and Kittelson-Aldred, T. (1992). *Integrated child care: Meeting the challenging. Tucson: Communication Skill Builders.*

Harms, T., & Clifford, R.M. (1998). *Early childhood environment rating scale: Revised edition.* New York: Teacher's College Press.

O'Brien, M. (1997). *Inclusive child care for infants and toddlers.* Baltimore: Paul H. Brookes.

McClean, M., Bailey, Jr., D. B. & Wolery, M. (1996). *Assessing infants and preschoolers with special needs.* Columbus: Merrill Publishing Co. **(This text was required in a previous course)**

Bailey, D., & Wolery, M. (2nd Ed.) (1992). *Teaching Infants and Preschoolers with Disabilities.* Columbus: Merrill Publishing Co. **(This text was required in a previous course)**

Required Readings:

A required supplemental reading packet is available for check-out in (a) the Department of Special Education reception area, MBH 221, or (b) the reserved readings desk at the Marriott Library.

Required Materials:

Materials necessary (e.g., battery operated toy, batteries, wires, solder, tools, etc.) for the completion of the in-class activity on 4/20 will be made available during that class session. Cost of these materials will depend upon the toy chosen by the student and will be announced prior to that class session.

Accommodations / Adaptations:

The Department of Special Education is committed to policies of equal opportunity and affirmative action, and prohibits discrimination on the basis of race, color, national origin, religion, gender, sexual orientation, age, status as a Vietnam veteran, disabled veteran, or person with a disability. The Department seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the instructor and to the Center for Disability Services, <http://disability.utah.edu/> 162 Olpin Bldg., 581-5020 (V/TDD) to make arrangements

for accommodations. Evidence of practice not consistent with these policies should be reported to the Office of Equal Opportunity and Affirmative Action, at 581-8365.

This information is available in alternative format with prior notification.

Course Description:

This course examines a variety of strategies for organizing and managing various early childhood environments to maximize children's well being and learning. Home, family day-care, and infant, toddler, and preschool group care and/or classroom programs will be analyzed as potential contexts for intervention.

Course Objectives:

Students successfully completing SPED 5360/6360 will be able to:

- Demonstrate knowledge of the characteristics of a variety of early childhood learning environments, including procedures for organizing and administering pre-kindergarten programs, and collaborating with early childhood programs that are administered by different programs or agencies.
- Design appropriate learning environments and activities within home and group care settings, including planning the arrangement of physical space, selecting and adapting toys and learning materials, organizing the overall schedule of activities, and organizing structured and unstructured learning experiences within individual and group activities.
- Demonstrate knowledge of the research base, ethical issues and guidelines, and current state policies related to behavior intervention and corporal punishment.
- Demonstrate knowledge of the research base and validated practices for preventing and managing behavior problems within home, classroom, and group care settings, including guidelines for selecting and establishing age-appropriate least restrictive behavior interventions and monitoring their effectiveness.
- Demonstrate knowledge of a variety of functional assessment strategies for problem behaviors, and select and implement a behavioral checklist, functional analysis interview, and functional analysis observation for a two-four year old child with developmental delays and challenging behavior.
- As part of a team, develop behavior plans that are based on functional assessment, and teach adaptive replacement behaviors as part of the overall intervention plan. One behavior plan should focus on family members or other caregivers serving as the primary interventionists.
- Demonstrate knowledge of the process and content that should be used to develop management plans for young children with intensive health care needs, serious physical disabilities, and severe behavior problems, across the natural settings in which the child participates.
- Demonstrate knowledge of current models and strategies for adapting generic early childhood environments and curriculum for children with developmental delays and sensory impairments.
- Demonstrate knowledge of effective strategies for staff recruitment, training, monitoring, and development.
- Use a variety of instruments and strategies to assess family and classroom environments and interactions within those environments.
- Demonstrate ways to summarize and use information from environmental assessments to improve the quality of learning environments and the intervention available to individual children through the development of action plans for classroom and home environments.
- Demonstrate and apply knowledge in the use and coordination of state and community resources and appropriate referral strategies to assist families in accessing and coordinating appropriate resources.
- Demonstrate knowledge of effective consultation/support specialist/co-teaching roles and models, the communication and organization skills necessary for support and service coordination, and methods for incorporating family-centered intervention principles within inclusive and consultative/support specialist models.
- Develop a first year professional plan for self in support specialist, classroom teacher, and early intervention/support specialist roles.

-Review a software program developed for preschool age children. Prepare a written review for peers and present in class.

Course Requirements:

SPED 5360

Assignments: Students enrolled in SPED 5360 will have the opportunity to complete 6 assignments and multiple in class activities. The assignments are listed below. More specific information regarding each assignment will be provided during the class session in which it is assigned. If you have any questions about an assignment or how it will be graded please check with the instructor.

Assignment

- (1) Environmental Assessment (30 pts.)
 - (2) Functional Assessment (50 pts.)
 - (3) Plan for preventing and managing behavior problems (50 pts.)
 - (4) Identifying State and Community Resources (20 pts.)
 - (5) First Year Professional Plan (20 pts.)
 - (6) Case Study Presentations (50 pts.)
- In-Class Activities (5 pts. Each)

SPED 6360

Assignments: Students enrolled in SPED 6360 will have the opportunity to complete 7 assignments and multiple in class activities. The assignments are listed below. More specific information regarding each assignment will be provided during the class session in which it is assigned. If you have any questions about an assignment or how it will be graded please check with the instructor.

Assignment

- (1) Environmental Assessment (30 pts)
 - (2) Functional Assessment (50 pts)
 - (3) Plan for preventing and managing behavior problems (50 pts.)
 - (4) Identifying State and Community Resources (20 pts.)
 - (5) First Year Professional Plan (20 pts.)
 - (6) Case Study Presentations (50 pts.)
 - (7) Review Paper on Computers and Technology in Early Childhood Environments (50 pts.)
- In-Class Activities (5 pts. Each)

Grading:

Assignments:

Assignments will be introduced during the appropriate course sessions. More specific information about the content of the assignment and how it will be evaluated will be provided to students at that time.

Late assignments will be not be accepted. In the case of an unpreventable circumstance, the student should give the instructor prior notice in order for consideration to be given to allowing the assignment to be turned in late with or without the loss of points.

Course Grade:

Students will be evaluated on the basis of the assignments and in-class activities. Regular attendance and participation in course sessions and completion of the assigned readings will be necessary to satisfactorily complete the assignments, but are not directly evaluated as a contribution to your course grade. A final

grade will be obtained by adding the points received for each assignment. The numerical value will then be converted to a percentage, with the grading scale as follows:

<u>Percentage</u>	<u>Letter Grade</u>
92-100	A
90-91	A-
88-89	B+
82-87	B
80-81	B-
78-79	C+
72-77	C
70-71	C-
68-69	D+
62-67	D
60-61	D-
0-59	E

Please call or set up an appointment if you have any questions about any of the assignments or grades.

Topics:

Course Overview

Early Childhood Learning Environments

-Rationale for Studying Environments

-Characteristics of early childhood learning environments

-Research on environments and engagement

Assigned Reading:

Mulligan et. al. (1992) Text: Chapters 1,2,6,8,9

McGee, G.G., Daly, T., Izeman, S.G., Mann, L.H., & Risley, T.R. (1991). Use of classroom materials to promote preschool engagement. *Teaching Exceptional Children*, 23(4), 44-47.

Schwartz, I., Billingsley, F. & McBride, B. (1998). Including children with autism in inclusive preschools: Strategies that work. *Young Exceptional Children*. 1(2), 19-26.

Whaley, K.T., & Bennett, T.C. (1991). Promoting engagement in early childhood special education. *Teaching Exceptional Children*, 23(4), 51-54.

Assignment Given:

None

Assignment Due:

None

Objectives Addressed:

-Demonstrate knowledge of the characteristics of a variety of early childhood learning environments, including procedures for organizing and administering pre-kindergarten programs, and collaborating with early childhood programs that are administered by different programs or agencies.

Topic:

Environmental Assessment / Analysis

Assigned Reading:

O'Brien (1997) Text: Chapter 10

Benner, S.M. (1992). Analyzing environments: The home. In S.M. Benner, *Assessing young children with special needs: An ecological perspective* (pp. 125-142). New York: Longman.

Drinkwater, S. & Demchak, M. (1995). The preschool checklist. *Teaching Exceptional Children*. 4-8.

Harms, T., & Clifford, R.M. (1998). *Early childhood environmental rating scale: Revised Edition*. New York: Teacher's College Press.

Nordquist, V.M., & Twardosz, S. (1992). Environmental Analysis: The preschool setting. In S.M. Benner, *Assessing young children with special needs: An ecological perspective* (pp. 143-167).

Project RIDE (date unknown). *Effective preschool classroom practices* (pp.17-34).

Assignment Given:

SPED 5360 and SPED 6360: (#1) Environmental Assessment

Assignment Due:

None

Objectives Addressed:

- Demonstrate knowledge of current models and strategies for adapting generic early childhood environments and curriculum for children with developmental delays and sensory impairments.
- Use a variety of instruments and strategies to assess family and classroom environments and interactions within those environments.
- Demonstrate ways to summarize and use information from environmental assessments to improve the quality of learning environments and the intervention available to individual children through the development of action plans for classroom and home environments.

SPED 5360/6360
NO CLASS SESSION / Martin Luther King Holiday
January 20, 2002

SPED 5360/6360
January 27, 2003

Topic:

Proactive Approaches to Managing Challenging Behavior
-Functional Assessment

Assigned Reading:

Mulligan et al. (1992) text: Chapter 4

Foster-Johnson, D., & Dunlap, G. (1993). Using functional assessment to develop effective, individualized interventions for challenging behaviors. *Teaching Exceptional Children*, 25, 44-50.

Johnston, S. & Reichle, J. (1993). Designing and implementing interventions to decrease challenging behavior. *Language, Speech, and Hearing Services in Schools*, 24, 225-235.

Mason, S.A. & Egel, A.L. (1995). "What does Amy like?" Using a mini-reinforcer assessment to increase student participation in instructional activities. *Teaching Exceptional Children*, 42-45.

Assignment Given:

SPED 5360 and SPED 6360: (#2) Functional Assessment

Assignment Due:

SPED 5360 and SPED 6360: (#1) Environmental Assessment

Objectives Addressed:

- Demonstrate knowledge of the research base, ethical issues and guidelines, and current state policies related to behavior intervention and corporal punishment.
- Demonstrate knowledge of the research base and validated practices for preventing and managing behavior problems within home, classroom, and group care settings, including guidelines for selecting and establishing age-appropriate least restrictive behavior interventions and monitoring their effectiveness.
- Demonstrate knowledge of a variety of functional assessment strategies for problem behaviors, and select and implement a behavioral checklist, functional analysis interview, and functional analysis observation for a two-four year old child with developmental delays and challenging behavior.
- As part of a team, develop behavior plans that are based on functional assessment, and teach adaptive replacement behaviors as part of the overall intervention plan. One behavior plan should focus on family members or other caregivers serving as the primary interventionists.

SPED 5360/6360
February 3, 2003

Topic:

Designing Appropriate Learning Environments and Activities

Assigned Readings:

Mulligan et. al. (1992) Text: Chapter 5

O'Brien (1997) Text: Chapters 1, 2, 4, and 5

Assignment Given:

None

Assignment Due:

None

Objectives Addressed:

-Design appropriate learning environments and activities within home and group care settings, including planning the arrangement of physical space, selecting and adapting toys and learning materials, organizing the overall schedule of activities, and organizing structured and unstructured learning experiences within individual and group activities.

SPED 5360/6360
February 10, 2003

Topic:

Proactive Approaches to Managing Challenging Behavior
-Antecedent Based Strategies
-Communicative Replacements

Assigned Reading:

Sigafoos, J. (2000). Communication development and aberrant behavior in children with developmental disabilities. *Education and Training in Mental Retardation and Developmental Disabilities*, 35(2), 168-176.

Reichle, J. & Johnston, S. (1993). Replacing challenging behavior: The role of communication intervention, *Topics in Language Disorders*, 13(3), 61-76.

McCloskey, C. (1996). Taking positive steps toward classroom management in preschool: Loosening up without letting it all fall apart. *Young Children*, 51(3), 14-16.

Webber, J., & Schenermann, B. (1991). Managing behavior problems: Accentuate the positive... Eliminate the negative! *Teaching Exceptional Children*, 24(1), 13-19.

Assignment Given:

SPED 5360 and SPED 6360: (#3) Challenging Behavior Intervention Plan
SPED 5360 and SPED 6360: (#6) Case Study Presentations

Assignment Due:

SPED 5360 and SPED 6360: (#2) Functional Assessment

Objectives Addressed:

- Demonstrate knowledge of the research base, ethical issues and guidelines, and current state policies related to behavior intervention and corporal punishment.
- Demonstrate knowledge of the research base and validated practices for preventing and managing behavior problems within home, classroom, and group care settings
- As part of a team, develop behavior plans that are based on functional assessment, and teach adaptive replacement behaviors as part of the overall intervention plan.

SPED 5360/6360
NO CLASS SESSION / President's Day
February 17, 2003

SPED 5360/6360
February 24, 2003

Topic:

Computers in Early Childhood Education: centers, curricular applications, software selection

Location:

MBH Computer Lab

Assigned Reading:

Menlove, M. (1996). A checklist for identifying funding sources for assistive technology. *Teaching Exceptional Children*, 28, 20-24.

NAEYC Position Statement: Technology and young children-Ages three through eight. (1996). *Young Children*, 11-16.

Shade, D. (1996). Software evaluation. *Young Children*, 17-21.

Snider, S. & Badgett, T. (1995). "I have this computer, what do I do now?" Using technology to enhance every child's learning. *Early Childhood Education Journal*, 23(2), 101-105.

Hitchcock, C. & Noonan, M. (2000). Computer-Assisted Instruction of Early Academic Skills. *Topics in Early Childhood Special Education*. 20(3), 145-158.

Assignment Given:

SPED 6360: (#7) Synthesis Paper

Assignment Due:

SPED 6360 and SPED 5360: (#3) Challenging Behavior Intervention Plan

Objectives Addressed:

- Demonstrate knowledge of current models and strategies for adapting generic early childhood environments and curriculum for children with developmental delays and sensory impairments.
- Review a software program developed for preschool age children. Prepare a written review for peers and present in class.

SPED 5360/6360

March 3, 2003

Topic: Computers in Early Childhood Education: Centers, Curricular Adaptations, Software Selection

Location:
MBH Computer Lab

Assigned Reading:

Assignment Given:
None

Assignment Due:
None

Objectives Addressed:

- Demonstrate knowledge of current models and strategies for adapting generic early childhood environments and curriculum for children with developmental delays and sensory impairments.
- Review a software program developed for preschool age children. Prepare a written review for peers and present in class.

SPED 5360/6360

March 10, 2003

Topic:

- Developing and Implementing Interventions in Natural Settings
- Other Caregivers as Interventionists
- Monitoring Progress

Assigned Reading: None

Assignment Given: None

Assignment Due: SPED 6360: (#7) Synthesis Paper Outline

Objectives Addressed:

- Demonstrate knowledge of the research base, ethical issues and guidelines, and current state policies related to behavior intervention and corporal punishment.
- Demonstrate knowledge of the research base and validated practices for preventing and managing behavior problems within home, classroom, and group care settings
- As part of a team, develop behavior plans that are based on functional assessment, and teach adaptive replacement behaviors as part of the overall intervention plan.

SPED 5360/6360
NO CLASS SESSION / Spring Break
March 17, 2003

SPED 5360/6360
March 24, 2003

Topic:

Coordination and Utilization of State and Community Resources

Location:

MBH Computer Lab

Assigned Reading:

None

Assignment Given:

SPED 5360 and SPED 6360: (#4) Identifying State and Community Resources

Assignment Due:

None

Objectives Addressed:

-Demonstrate and apply knowledge in the use and coordination of state and community resources and appropriate referral strategies to assist families in accessing and coordinating appropriate resources.

Topic:

Understanding and Balancing Team & Supervisor Roles
-Staff recruitment and development
-Supervision of Paraprofessionals

Assigned Reading:

O'Brien (1997) Text: Chapter 3, 11, 12

Mulligan et al (1992) Text: Chapter 11 & 12

Gersten, R., Chard, D., & Baker, S. (2000). Factors enhancing sustained use of research-based instructional practices. *Journal of Learning Disabilities*, 33(5), 445-457.

Appl, D. (1995). Moving towards inclusion by narrowing the gap between early childhood professionals. *Early Childhood Education Journal*, 23(1), 23-26.

Cook, R.E., Tessier, A., & Klein, M.D. (1996). Effective use of paraprofessionals and volunteers in early intervention programs. In *Adapting early childhood curricula for children in inclusive settings*, 4th Ed. (pp. 420-453). Columbus: Merrill.

Kaiser, A., Ostrosky, M. & Alpert, C. (1993). Training teachers to use environmental arrangement and milieu teaching with nonvocal preschool children. *Journal of the Association for Persons with Severe Handicaps*, 18(3), 188-199.

Lieber, J., Beckman, P., Hanson, M., Janko, S., Marquart, J., Horn, E., Odom, S. (1997). The impact of changing roles on relationships between professionals in inclusive programs for young children. *Early Education and Development*, 8(1), 67-82.

Marchant, C. (1995). Teachers' Views of Integrated Preschools. *Journal of Early Intervention*, 19(1), 61-73.

Assignment Given:

SPED 5360 and SPED 6360: (#5) First Year Professional Plan

Assignment Due:

None

Objectives Addressed:

- Demonstrate knowledge of effective strategies for staff recruitment, training, monitoring, and development.
- Demonstrate knowledge of effective consultation/support specialist/co-teaching roles and models, the communication and organization skills necessary for support and service coordination, and methods for incorporating family-centered intervention principles within inclusive and consultative/support specialist models.
- Develop a first year professional plan for self in support specialist, classroom teacher, and early intervention/support specialist roles.

SPED 5360/6360

April 7, 2003

Topic:

Understanding and Balancing Team & Supervisor Roles

- Staff recruitment and development
- Supervision of Paraprofessionals

Assigned Reading:

None

Assignment Given:

None

Assignment Due:

SPED 5360 and SPED 6360: (#4) Identifying State and Community Resources
SPED 6360: (#7) Synthesis Paper Due

Objectives Addressed:

- Demonstrate knowledge of effective strategies for staff recruitment, training, monitoring, and development.
- Demonstrate knowledge of effective consultation/support specialist/co-teaching roles and models, the communication and organization skills necessary for support and service coordination, and methods for incorporating family-centered intervention principles within inclusive and consultative/support specialist models.
- Develop a first year professional plan for self in support specialist, classroom teacher, and early intervention/support specialist roles.

SPED 5360/6360
April 14, 2003

Topic:

Adapting Toys and Activities for Children with Special Needs

Assigned Reading:

Mulligan et al. (1992) Text: Chapter 10

McCormick, L. & Feeney, S. (1995). Modifying and expanding activities for children with disabilities. In *Young Children*, 10-17.

Rocklage, L., Peschong, M., Gillett, A., & Delohery, B. (1996). General low-end technology ideas using off-the-shelf products. *Good Junk + Creativity = Great Low-end Technology*. pp. 1-13. Ypsilanti, MI.

Sheldon, K. (1996). "Can I play too?" Adapting common classroom activities for young children with limited motor abilities. *Early Childhood Education Journal*, 24(2), 115-120.

Assignment Given:

None

Assignment Due:

SPED 5360 and SPED 6360: (#5) First Year Professional Plan

Objectives Addressed:

-Demonstrate knowledge of current models and strategies for adapting generic early childhood environments and curriculum for children with developmental delays and sensory impairments.

SPED 5360/6360
April 21, 2003

Topic:

Case Study Presentations

Assigned Reading:

None

Assignment Given:

None

Assignment Due:

SPED 5360 and SPED 6360: (#6) Case Study Presentations

Objectives Addressed:

- Demonstrate knowledge of the research base, ethical issues and guidelines, and current state policies related to behavior intervention and corporal punishment.
- Demonstrate knowledge of the research base and validated practices for preventing and managing behavior problems within home, classroom, and group care settings
- As part of a team, develop behavior plans that are based on functional assessment, and teach adaptive replacement behaviors as part of the overall intervention plan.

