I. **Course Prefix & Number:** ESP 78O (6 units)

II. **Course Title:** Field Experience in Early Childhood Special Education - Infant/Toddler

III. **Course Credit Hours:** 6 hours

IV. **Semester:** Fall 2014

V. **Instructor:** Dr. Catherine Lyons

VI. **Office Location:** CEB 124  
**Class Location:** CEB 118B

VII. **Office Hours:** Wednesdays: 1:00-4:00pm (and by appointment)

VIII. **Telephone:** 895-1112 (Voice Mail)  
lyonsc@unlv.nevada.edu (email)

IX. **Prerequisite(s):**

Students must have the consent of the instructor. Consent will not be given unless a) the student has completed ESP 780 (3 units) and has either completed ESP 774 - Curriculum Development in Early Childhood Special Education or ESP 775 - Strategies for Early Childhood Special Education, or is simultaneously enrolled in one of these courses. In addition, the student must be able to do the fieldwork in an approved setting. Minimal requirements for an approved setting include:

1. Appropriate age children who are eligible under Part C of P. L. 108-446.

2. The agency responsible for the program has agreed to the placement and recognizes that the student is expected to fulfill the requirements of this fieldwork.

3. There must be an approved master teacher/interventionist willing to provide supervision. This means, at a minimum, an appropriately credentialed individual approved by both the University supervisor and the relevant agency.

4. The placement must be close enough to the University to not place an undue hardship upon the department in providing on-site visits.

X. **Course Description:**

A forty-hour per week supervised teaching/EI experience with infants and toddler age young children (between the ages of birth and three years) with disabilities and their families. The experience includes working with families from diverse cultural and ethnic backgrounds in individual, small, and large group activities as interventionist/ assistant, teacher and/or EI coordinator; planning and implementing family education; and exploring and utilizing community resources to meet the individual needs of children and their families. This full-time semester-long experience builds upon and extends the activities and experiences of didactic coursework.
InTASC Standards Addressed:

- Standard 1.0 Learner Development
- Standard 2.0 Learning Differences
- Standard 3.0 Learning Environments
- Standard 4.0 Content Knowledge
- Standard 5.0 Application of Content
- Standard 6.0 Assessment
- Standard 7.0 Planning for Instruction
- Standard 8.0 Instructional Strategies
- Standard 9.0 Professional Learning and Ethical Practice
- Standard 10.0 Leadership and Collaboration

CEC/DEC (ECSE) Standards Addressed:

- Standard 1 Foundations
- Standard 2 Development and Characteristics of Learners
- Standard 3 Individual Learning Differences
- Standard 4 Instructional Strategies
- Standard 5 Learning Environments/Social Interactions
- Standard 6 Language
- Standard 7 Instructional Planning
- Standard 8 Assessment
- Standard 9 Professional and Ethical Practice
- Standard 10 Collaboration

XI. Course Objectives:

Knowledge:

1. Each student will demonstrate knowledge of strategies for teaching infants and toddlers individual and developmentally appropriate skills from culturally diverse backgrounds respecting family cultural and ethnic values in the process. ICC3K5, ICC5K10.
   Measurement/Evaluation: Instructional Unit

2. Each student will demonstrate knowledge of how to implement inclusive programming child in a range of natural environments. ICC1K6.
   Measurement/Evaluation: On-Site Observation & Instructional Unit

3. Each student will demonstrate knowledge of the important components of strategies for working with families that result in competencies for self and family assessment, goal setting and prioritizing that are consistent with an enablement and empowerment approach to family involvement. ICC1K4, ICC1K7, ICC5K8, ECSE10S2, ECSE10S3.
   Measurement/Evaluation: Instructional Unit

Skills:

1. Each student will demonstrate competency in planning and implementing strategies for teaching students and working with families from culturally diverse backgrounds that respect family cultural and ethnic values. INTASC1(c), InTASC2(d), InTASC2(e), ECSE3S1, ECSE4S1, ECSE8S1, ECSE9S3, ICC4S3, ICC9S6, ICC10S10.
   Measurement/Evaluation: On-Site Observation & Instructional Unit
2. Each student will demonstrate the use of strategies to promote the successful transition of students with disabilities to increasingly less restrictive educational settings. ICC4S6, ICC10S6, ICC10S7, ICC10S9, ECSE10S1, ECSE8S6, ECSE10S3.

   Measurement/Evaluation: On-Site Observation & Instructional Unit

3. Each student will prepare and demonstrate the use of individual and group intervention plans and activity plans, group projects, cooperative learning, inquiry experiences and systematic instruction. INTASC1(a), InTASC2(a), InTASC2(b), InTASC2(c), InTASC2(e), InTASC2(f), ICC7S10, ICC7S12, ECSE10S3.

   Measurement/Evaluation: On-Site Observation & Instructional Unit

4. Each student will demonstrate competency in utilizing the results of observation and assessment to select and modify developmentally and individually appropriate strategies and curricula for infants and toddlers across areas of development including communication/language, social, and motor. INTASC4(c), InTASC5(h), InTASC6(i), InTASC7(a), InTASC9(c), ICC5S1, ICC5S2, ICC5S3, ICC5S4, ICC5S6, ICC5S7, ICC5S10, ICC5S11, ICC5S13, ICC5S14, ICC5S15, ICC5S16, ECSE4S8, ECSE5S2, ECSE5S3, ECSE5S4, ECSE5S6, ECSE6S1, ECSE6S2.

   Measurement/Evaluation: On-Site Observation & Instructional Unit

5. Each student must participate in curricular assessment and demonstrate ability to summarize and integrate the results of assessment into family-focused recommendations for content and strategies of intervention. InTASC1(a), InTASC6(b), InTASC6(e), ECSE2S1, ECSE3S1, ECSE3S2.

   Measurement/Evaluation: On-Site Observation & Instructional Unit

6. Each student will practice the CEC Code of Ethics and other standards of the profession, upholding high standards of competence and integrity at all times during the field experience. InTASC9(b), InTASC9(e), ECSE8S1.

   Measurement/Evaluation: On-Site Observation & Instructional Unit

7. Each student will exhibit competency in both utilizing and demonstrating basic principles of instructional strategy including behavior management, appropriate use of technology, as well as use of time, space, and peers to paraprofessionals, family members and other professional staff and administrators. InTASC1(b), InTASC2(b), InTASC3(b), InTASC3(c), InTASC3(g), InTASC4(a), InTASC4(b), InTASC4(d), InTASC5(a), InTASC5(b), InTASC5(d), InTASC6(f), InTASC7(b), InTASC7(c), InTASC8(a), InTASC8(d), InTASC8(e), InTASC8(f), InTASC8(g), InTASC8(h), InTASC8(i), ICC5S1, ICC5S2, ICC5S3, ICC5S4, ICC5S6, ICC5S7, ICC5S10, ICC5S11, ICC5S13, ICC5S14, ICC5S15, ICC5S16, ECSE4S8, ECSE5S2, ECSE5S3, ECSE5S4, ECSE5S6, ECSE6S1, ECSE6S2.

   Measurement/Evaluation: On-Site Observation & Instructional Unit

8. Each student will demonstrate both knowledge of and competency in strategies for collaborative goal setting. InTASC1(c), InTASC2(d), InTASC7(e), ECSE2S1, ECSE6S1, ECSE3S1, ECSE7S1, ECSE7S4; ECSE7S7.

   Measurement/Evaluation: On-Site Observation & Instructional Unit

9. Each student will demonstrate competency in designing, implementing and revising IFSPs in collaboration with family members and other professionals. InTASC2(f), InTASC3(f), InTASC2(f), InTASC3(f), InTASC6(c), InTASC7(f), InTASC9(d), ECSE1S1, ECSE2S1, ECSE3S1, ECSE3S2, ECSE5S3, ECSE4S2, ECSE7S1, ECSE7S2, ECSE7S3, ECSE7S4, ECSE7S5, ECSE7S6, ECSE7S7, ECSE7S8, ECSE10S6.

   Measurement/Evaluation: Instructional Unit

10. Each student will demonstrate competency in designing and implementing methods for monitoring, summarizing and evaluating the acquisition of child and family outcomes as out-lined in the IEP. InTASC4(e), InTASC6(a), InTASC6(g), InTASC6(h), InTASC7(d), InTASC8(b), InTASC9(a), ECSE1S1, ECSE4S2, ECSE7S8, ECSE6S1, ECSE8S1, ECSE8S2, ECSE8S3, ECSE8S4, ECSE8S5, ECSE8S6, ECSE8S11.

    Measurement/Evaluation: On-Site Observation & Instructional Unit
11. Each student will demonstrate ability to incorporate individual child/parent/family change data into an overall plan for evaluation of program effectiveness. InTASC1(c), InTASC2(c), InTASC3(a), InTASC3(d), InTASC6(c), ECSE6S1, ECSE8S1, ECSE8S2, ECSE8S3, ECSE8S4, ECSE8S5, ECSE8S6, ECSE8S11.
   Measurement/Evaluation: Instructional Unit

12. Each student will demonstrate appropriate use of space, time, materials and adults to maximize progress at home and school. InTASC3(d), InTASC4(g), InTASC4(h), InTASC4(i), InTASC5(c), ICC5S13, ECSE5S2, ECSE5S6.
   Measurement/Evaluation: On-Site Observation & Instructional Unit

13. Each student will demonstrate ability to implement health, safety and nutrition practices including practices for illness and communicable disease and recognize signs of abuse and neglect. InTASC9(f), ECSE5S6, ECSE5S7.
   Measurement/Evaluation: On-Site Observation & Instructional Unit

Disposition(s):

1. Each student will develop competency in observing and facilitating family/child interactions as primary contexts for learning. This will include the demonstration of an awareness of the importance of family as a critical context for learning and growth. InTASC10(p), ECSE6S1, ECSE7S3, ECSE7S4, ECSE8S2, ECSE8S4, ECSE8S5, ECSE9S1, ECSE9S2, ECSE9S3, ECSE10S1, ECSE10S2, ECSE10S5, ECSE10S6.
   Measurement/Evaluation: On-Site Observation & Instructional Unit

2. Each student will employ strategies and methods with supervisor approval, which reflect sensitivity to the communication patterns, interaction styles, child rearing practices and traditions different cultures and individual family values. InTASC10(q), InTASC10(r), ICC5S1, ICC6S2, ICC7S3, ECSE8S2-6, ICC10S2-5, ECSE10S1-6.
   Measurement/Evaluation: On-Site Observation

Results:

1. Each student will demonstrate the ability to organize and present, both orally and in written form, the rationale, methods/strategies for family collaboration and child instruction, and results and critical analysis (with discussion of implications) for at least two different children and families and four different skills.

XII. Suggested Resources:

Required Texts:


Or


Current and Classical References:


Federal Register, Volume 64, Number 48, Friday, March 12, 1999, Pp. 12405- 12672. 34 CFR Parts 300 and 303, Assistance to States for the Education of Children with Disabilities and the Early Intervention Program for Infants and Toddlers with Disabilities; Final Regulations.

Federal Register, Volume 63, Number 71, Tuesday, April 14, 1998, Pp. 18289-18296. Early Intervention Program for Infants and Toddlers with Disabilities; Final Rule.


National Association for the Education of Young Children. (1986). Position statement on developmentally appropriate practice in early childhood programs serving young children from birth through age 8. *Young Children, 41*(6), 4-19.


Public Law 105-17: The Individuals with Disabilities Education Act Amendments of 1997. (Can be downloaded from http://thomas.loc.gov/)


XIII. Course Requirements and Grading Policy:

Course Requirements:

1. Each student must attend scheduled biweekly group meetings (alternate Wednesdays at 6:45pm) beginning September 3rd.

2. Each student must spend thirty hours per week in an approved setting with an approved master interventionist working directly with 0 to 3 year old children with disabilities who are from different cultural backgrounds and a minimum of 10 additional hours per week doing out-of-class related activities (i.e., home visits, IFSP meetings, parent conferences and IFSP evaluation and development) under the supervision of the master interventionist and university supervisor.

3. Each student must obtain a mean score of at least 2.0 or higher on the fieldwork evaluation form (see attached) for items I, II and III.

4. Each student will develop an intervention plan, which describes two elements of the curriculum utilized for each of four to six infants and their families. Included in the curriculum plan must be:

   A. Rationale: A referenced justification for the theoretical underpinnings of the curriculum and instructional strategies employed.
B. **Parent/Family Involvement:** A complete description of how parents and other family members are involved both in the selection of family and child goals and in the selection of strategy and implementation of the curriculum including strategies to attain family goals.

C. **Method:** A complete description of what the intervention team members (including yourself) do while teaching, including representative lesson plans from each child as well as descriptions of how families are assisted in the attainment of goals on the IFSP. Lesson plans should include both baseline and intervention phases of instruction.

D. **Results:** A graphic presentation of the performance of students (and family members) from beginning of the semester to the end of the semester. Results may be averaged and presented in tabular form by each curricular area.

E. **Discussion:** A brief discussion of the results including some discussion of what you would do differently if you had the degrees of freedom to do so.

**Grading Policy:**

Final grade for this class will be determined by the total number of points earned in two areas. First is performance on site. Your site supervisor (master interventionist) will award up to 10 points for performance on site and your university supervisor will award an additional 10 points for performance on site for a total of 20 points. Both master interventionist and university supervisor must use the attached fieldwork observation form as the basis for award of points. An average overall rating lower than 2.0 automatically means 0 points are awarded. In other words a minimally acceptable average score is 2.0 or higher on the Fieldwork Evaluation Form. In addition, up to 80 points may be awarded for the required **Instructional Unit** which must be turned in no later than **Monday December 1st by 5:00 p.m.** No unit will be accepted after this date and time. The following scale will be used to determine the course grade:

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = Below 60

**XIV. Field Experience Schedule** (Class meets on Wednesday of **bold** weeks):

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<tr>
<th>Week</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>1.</td>
<td>Observe members of the EI team at the center. Visit with parents and other family members as opportunity arises.</td>
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<tr>
<td>2.</td>
<td>Continue observation but focus now upon strategies EI staff use as they work with individual children and other family members. Also begin review of assessment results and IFSPs.</td>
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<tr>
<td>3.</td>
<td>As directed assist the EI special educator and other team members work with individual children.</td>
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<td>4.</td>
<td>As directed by the EI special educator in charge, accept responsibility for running two instructional sessions (lesson or</td>
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activity plans) for 4-6 students daily. In activity-based settings, take responsibility for conducting two group activities daily.

5. Continue implementing Week 8-12 lessons/activity plans. Also accompany EI staff on at least three home visits. Note interaction patterns between parents and child and/or between parents and staff.

6. Expand intervention/activity plan implementation to all children. Each child in the group must have at least one intervention plan or the equivalent. It is you, not the supervising interventionist, who is responsible for the development of these plans if they do not already exist. Discuss with your EI supervisor the focus of your instructional unit (i.e., which children you will highlight, which plans for each you will describe and which family goals you will describe).

7. Gain approval for content, children and strategies components of your instructional unit. Meet, first, with your EI site supervisor and then with your university instructor. (Review what you intend to include with your supervising EI teacher before you meet with me.)

*8. By the end of this week there should be at least one baseline completed for each child (minimum of 4). Also, continue implementing teacher/staff developed programs including where appropriate OT, PT, Speech, etc. Mid-term Fieldwork Evaluation Form and Notebook (notebook should include everything listed under weeks one through seven above) due Wednesday, October 15th at 6:45 pm.

9. Begin the intervention phases for each skill targeted for each child that will be included in your unit. Continue carrying out activity plans designed by other staff.

10. Observe teacher administering screening, criterion referenced educational, and for parent-child interaction scales.

11. Administer at least 1 screening instrument. Also administer at least 1 educational assessment if you have not already had the opportunity to do so.

12. Administer parent/child interaction scale. Also complete diagram of family system. (Select the family based on teacher input but it should be one of the families highlighted in your unit).

13. Continue implement EI staff developed programs as well as those activities included your unit. Meet with university advisor to review intervention phase data that will be included in your curriculum plan. Begin to assume full responsibility as the EI lead teacher/interventionist.

14. Participate (under direction of teacher) in collection of year-end or midterm summative evaluation of family and child progress. Assume full responsibility for the classroom or group activities.

*15. End of year observation of your performance must be conducted during this week. Last week of work at placement. End of semester evaluation meeting with teacher and
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instructor. **Plan is due MONDAY, December 1st by 5:00pm of this week.**

16. End of semester evaluation meeting with teacher and instructor.

*Fieldwork evaluation form completed during these weeks.

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XV. Provost’s Statements

**Academic Misconduct** – Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the **Student Academic Misconduct Policy** (approved December 9, 2005) located at: [http://studentconduct.unlv.edu/misconduct/policy.html](http://studentconduct.unlv.edu/misconduct/policy.html).

**Copyright** – The University requires all members of the University Community to familiarize themselves and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws.** The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: [http://www.unlv.edu/committees/copyright/](http://www.unlv.edu/committees/copyright/).

**Disability Resource Center (DRC)** – The Disability Resource Center (DRC) determines accommodations that are “reasonable” in promoting the equal access of a student reporting a disability to the general UNLV learning experience. In so doing, the DRC also balances instructor and departmental interests in maintaining curricular standards so as to best achieve a fair evaluation standard amongst students being assisted. In order for the DRC to be effective it must be considered in the dialog between the faculty and the student who is requesting accommodations. For this reason faculty should only provide students course adjustment after having received this “Academic Accommodation Plan.” If faculty members have any questions regarding the DRC, they should call a DRC counselor.

UNLV complies with the provisions set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The DRC is located in the Student Services Complex (SSC-A), Room 143, phone (702) 895-0866, fax (702) 895-0651. For additional information, please visit: [http://drc.unlv.edu/](http://drc.unlv.edu/).
Religious Holidays Policy -- Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor no later than the last day of late registration of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. This policy shall not apply in the event that administering the test or examination at an alternate time would impose an undue hardship on the instructor or the university which could have been avoided. For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=4&navoid=164.

Tutoring -- The Academic Success Center (ASC) provides tutoring and academic assistance for all UNLV students taking UNLV courses. Students are encouraged to stop by the ASC to learn more about subjects offered, tutoring times and other academic resources. The ASC is located across from the Student Services Complex, #22 on the current UNLV map. Students may learn more about tutoring services by calling (702) 895-3177 or visiting the tutoring web site at: http://academicsuccess.unlv.edu/tutoring/.

UNLV Writing Center
One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance.

Appointments may be made in person or by calling 895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: http://writingcenter.unlv.edu/

Rebelmail – By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s Official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu.

Collection of Student Assignments for Accreditation Purposes
Assignments completed for this course may be used as evidence of candidate learning in national, regional and state accreditation reports of COE programs. Names and other identifying elements of all assignments will be removed before being included in any report. Students who do not wish their work to be used for accreditation purposes must inform the instructor in writing by the end of late registration. Your participation and cooperation in the review of COE programs is appreciated. Thank you.
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<th>Proficiency</th>
<th>Format &amp; Organization</th>
<th>Completeness Of Information</th>
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<td>Exceeds Expectations</td>
<td>• Consistent organization                                                              • Contained 10 references</td>
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<td>• Consistent use of APA style                                                           • Used a variety of references</td>
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<td>• Correct spelling &amp; grammar                                                             • Presented unusual information about infant/family</td>
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