

Rev. May 2007

ASHLAND UNIVERSITY
Dwight Schar College of Education
Department of Early Childhood
Course Syllabus

Graduate: Undergrad X
Credit Hours: 10
Field/Clinical Hours: 300

Course Number: EDEC 466

Course title for the catalog:

Student Internship-Early Childhood Intervention Specialist

Catalog description:

Supervised field experience with an Intervention Specialist designed for the student teacher to demonstrate abilities to work effectively in two different settings (two age groups) serving young children with exceptional educational needs.

The prerequisite (s) for this course is (are):

All student teaching requirements.

The enrollment restriction(s) for this course is (are):

None

Course and field/ clinical experience objectives (including knowledge, skills, and dispositions):

Knowledge:

The teacher education student will have knowledge of:

1. The individual student's IEP and 504 plan.
2. The history, philosophy, and legal basis of the models of early childhood service delivery.
3. Expectations of the supervising intervention specialist and parents of the young children in the assigned class or caseload.
4. Safety issues and procedures.
5. Curriculum theory for developmentally and exceptionally appropriate practices.
6. Educational philosophy and history related to early intervention.
7. Education as a political, social and intellectual activity related to services for young children and their families.
8. Child development from birth to grade three.
9. The unique social and cultural backgrounds of the students and families they

come in contact with.

10. Relationships of the cognitive, adaptive, social/emotional, communication, and motor domains to etiology and characteristics of common disabilities in young children and their implications for development.
11. Effects of stress, trauma, and protective factors to child development.
12. Play-based assessment practices.
13. Personal and Professional Standards of Behavior that support student learning (i.e. maturity, temperament, flexible/accepts constructive criticisms, enthusiasm, efficacy/commitment/dependable attendance, and ethics).

Skills:

The teacher education student will have skills to:

1. Develop a positive learning environment for a young child and her/ his primary caretakers that is sensitive to both language and cultural differences.
2. Articulate a personal philosophy of education.
3. Develop an IFSP or IEP using a cross-disciplinary team model (multi-disciplinary, interdisciplinary).
4. Conduct formal and informal assessments for the purpose of program planning for young children with common disabilities.
5. Develop individualized intervention strategies for children from IFSP or IEP assessment results.
6. Use formative and summative evaluations needed for quality in program placements.
7. Develop and/or select educational materials, settings, and strategies (including technology) that respond to cultural, linguistic, and gender differences as well as characteristics of the learner as a member of a team.
8. Create play environments that are multi-sensory, developmentally, and functionally appropriate as well as psychologically and physically safe.
9. Assist families with referral services.
10. Advocate for young learners in authentic ways: identifying their resources, priorities, and concerns.
11. Modify learning environments based upon appropriate expectations and ongoing analysis of the child's ecological systems that promote child interaction.
12. Take responsibility for intervention services from the case load of the cooperating teacher that includes assessment, intervention, evaluation, and transition planning.
13. Articulate historical, philosophical, and legal basis for services for young children with and without special needs.
14. Identify current trends and issues in early childhood education and early childhood special education.
15. Apply theories and current research of child development in learning contexts for typical and atypical learners.
16. Assess children's cognitive, social/emotional, communication, motor, adaptive, and sensory development with significant family involvement.
17. Assess and implement health procedures: feeding and nutrition strategies for young children with special needs.
18. Apply collaborative models of teaming in diverse service delivery settings that

- support interagency agreements.
19. Reflect on ones own practice philosophy while developing a professional development plan.
 20. Read and apply research to practices in the field for assessment, instruction, and teaming.
 21. Follow guidelines established by school Board policies, negotiated agreements and school law and Ashland University Policies and Student Teaching Handbook Requirements.

Dispositions:

The teacher education student will:

1. Demonstrate a commitment to developing the highest educational and quality of life potential for young learners and their families.
2. Value and seek inclusive settings.
3. Promote the development of sensitivity and responsiveness to all individuals.
4. Assume competence of young children rather than base judgement on labels.
5. Reflect on ones own use of theory for practice.

Suggested texts and/or references:

Student Teaching Handbook

Suggested instructional strategies:

Ten weeks working full time as an intervention specialist in educational institutions and home settings. Five weeks at each site, weekly seminars, journals, video recall sessions, teaming, teaching.

Description of field/clinical experiences:

Field Experience

Ten weeks total working as a professional educator, five weeks at each site with a minimum two weeks assuming full responsibility at each site.

Clinical Experience

N/A

Evaluation of Students:

1. A minimum of seven visits from the university supervisor, cooperating teacher evaluation form, supervising teacher evaluation form, self- reflection.
2. Comply with all requirements in the Student Teaching/Internship Handbook.
3. For every “unexcused absence” by the TES, the Final Grade will be reduced one grade (on + and – letter grading scale).

Faculty who frequently teach the course:

Licensure Program in which course is required:

Early Childhood Intervention Specialist

If the course is offered for either undergraduate or graduate credit, identify the respective difference in expectations:

N/A

Bibliography (Learned Societies, etc.):

Charles, C. & Senter, G. (2007). *Elementary classroom management* 5th ed. White Plains, NY: Longman Publishers. ISBN-10: 020551071X

Clift, R., Houston, W., & Pugach, M. (1990). *Encouraging reflective practice in education*. New York: Teachers College Press. ISBN-10: 0807729906

Cooper, J. (Ed.). (2005). *Classroom teaching skills*. 8th ed. Lexington, MA: D.C. Heath. ISBN-10: 0618496009

Karlin, M. & Berger, R. (1992). *Discipline and the disruptive child*. Englewood Cliffs, NJ: Parker Publishing. ISBN-10: 0132196433

McCarney, S. & Cummins, K. (1989). *The student teachers guide*. Columbia, MO: Hawthorne Educational Services.

Posner, G. (2004). *Field experience: A guide to reflective teaching*. 6th ed. White Plains, NY: Longman Publishers. ISBN-10: 0205420273

Slick, G. (Ed.). (1995). *Preparing new teachers: Operating successful field experience programs*. Thousand Oaks, CA: Corwin Press. ISBN-10: 0803962088

Wong, Harry. (2004). *First Days of School*. Harry K. Wong Publications. ISBN-10: 0962936065

Council for Exceptional Children (1998). *What every special educator must know: The international standards for the preparation and certification of special education teachers* 3rd ed. Reston, VA: the Council for Exceptional Children. ISBN-10: 0865863237

Educational Testing Service (1995). *Praxis III: Classroom performance assessment orientation guide*. Princeton, NJ: Educational Testing Service.