ECE 23 – Practicum in Early Intervention

Wendy Parise – Seminar Instructor and field supervisor
Office: Airport 317C (office hours – as posted)
Phone: 310-434-4704, email: parise_wendy@smc.edu
Homepage: http://homepage.smc.edu/parise_wendy/

5 units

Catalogue Description

Prerequisites: ECE 21 and/or ECE 22, ECE 45, ECE 49 (These courses are prerequisites for those students pursuing the Early Childhood Intervention Assistant or Early Childhood Intervention Teacher Certificate. Please see handouts regarding these certificates for detailed course listings).

This course provides students hands on experience working with infants birth to three years of age and young children with special needs in a variety of early intervention and educational settings, including self-contained and fully-included day care programs and early childhood classrooms. It integrates learned theoretical models to real-life situations, and affords students opportunities for supervised practice as an assistant in the IFSP/IEP process. Students will also assist in the planning and implementation of intervention strategies for infants (0-3) and young children with special needs. Collaborative work will include working with families and other early intervention and special education professionals. Particular emphasis is given to experiences that help increase students’ observation, assessment and intervention planning skills that are culturally sensitive towards the unique needs of families with infants and young children with special needs.

Course Objectives

Upon completion of this course, students will be able to assist in the following:

A. The implementation and design of an individualized intervention program (i.e., individualized family service plan and individualized education plan), that results in specified learning outcomes for a given infant, toddler or young child with special needs
   1. Assessment and interpretation of general behaviors and skills of infants and young children with special needs
   2. Recognition and description of specific needs of target infant/young child
   3. Implementation of intervention strategies for infants and young children with special needs
   4. Evaluation and data collection of target infant/young child’s progress

B. The facilitation of parent-child interactions
C. The creation and arrangement of enhanced learning environments for and young children (i.e., classroom, home, other natural environments)
   1. Development and adaptation of instructional and/or curriculum objectives for typical and atypically developing infants and young children

Upon completion of this course, students will also be able to:
D. Recognize and explain the importance of sensitivity towards cultural and individual differences in learning
E. Recognize the importance of collaboration, and practice their ability to work with other professionals in the practicum site
F. Record and evaluate their own performance
G. Examine and define best practices in early education special education and early intervention

Course Requirements
1. Completion of 6.0 practicum hours a week. A total of 90 practicum hours MUST be completed during the semester. Absences and missed practicum hours must be completed prior to the end of the semester. Failure to complete the minimum or 90 practicum hours will result in a failing grade. If for whatever reason the student is unable to attend a scheduled practicum date, she/he must notify their lead teacher at the practicum site FIRST and then notify the Field supervisor (via email or phone). Practicum sites are predetermined. Students need Instructor’s approval for any sites not on the list of sites presented in class.
2. Current (within 1 year) clear TB test. Health Services at SMC offers free TB testing on Mondays and Tuesdays, 7:30 a.m. to 7:30 p.m. and Wednesdays, 7:30 a.m. to 2:45 p.m. After test is administered, you must return within 48 to 72 hours for result reading. Non-returnees will be charged $10.00 for retesting. Call (310) 434-4262 for any questions.
3. Some facilities may require fingerprinting. While some facilities provide coverage for fingerprinting costs, others may not. This issue will be discussed in class.
3. Attendance and participation in weekly 3-hour seminar
4. Completion of all course assignments.
5. Final project

Your field instructor will observe students in their practicum site twice during the semester.
ECE 23 – Practicum in Early Intervention

Required Texts


Parise, Wendy, ECE 23 – Practicum in Early Intervention Course packet (2005) – class handouts

Suggested Texts


Class Expectations

Class Participation and attendance

As stated in the Course Requirements section, completion of 6.0 practicum hours a week is required. A total of 90 practicum hours MUST be completed during the semester. Absences and missed practicum hours must be completed prior to the end of the semester.

Attendance and participation in seminar class discussions are expected of all students. Attendance to each seminar session is critical and will be considered as part of the participation points towards the final grade. Students are expected to be punctual and remain for the entire class. Late students will be given partial points for participation in that class.

More than 3 absences will result in a failing grade. If you must miss a class or a portion of a class, be sure to have another student pick up an extra set of handouts and review someone’s notes to see what was covered.

Important planning note: If you average 6 hrs/wk at your practicum site, you will need 15 weeks in order to fulfill the 90 hours required in the semester. Keep in mind that many of your practicum sites may have a 1 to 2 week break in which there are no classes in session. Combined with any SMC breaks, this may reduce your available weeks to complete your hours. (As soon as you start at your site, be sure to ask about the breaks or vacation days so you can plan accordingly).

If you are short hours at your practicum site, you may do up to 10 hours doing alternate assignment hours. For example, this may include any of the following: hours at an OT clinic, speech observations and assistance, attend IEP at your site, or go on home visit
with your site supervisor. If you are at a self contained site (or visa versa), you may go visit an inclusive setting for the same age group. If you are working with preschool age, you may go visit an infant program. If you need additional hours of make-up, please see your instructor for pre-approval of assignment hours.

**Be sure to exchange telephone numbers with 2 or 3 other students in the class** to get handouts, notes, etc.

**Assigned readings**

Since class discussion will include information from reading assignments, it is important to have read the assignment **before** coming to class. Be sure to bring your *Children with Special Needs, Lessons for Early Childhood Professionals* book with you to class each week.

**All assignments**

Assignments submitted 1 week after the due date (with excuse) will be subject to a minimum of 20% lower grade. Assignments submitted 2 weeks after due date **will not be accepted**. Opportunities for rewritten assignments must be submitted the **following week** in order to receive credit. Rewritten assignments are subject to a 10% grade reduction.

**Student file box**

A file box containing a folder for each student in the class will be available at each class. All assignments due are to be filed in your folder. It is the student’s responsibility to see that their papers are filed in the correct folder. All returned and graded assignments will be filed in your folder. Please check your file for your graded assignments and take them for your records.

**SMC Code of Ethical Conduct**

For code see [http://www.smc.edu/guide/gen_college.htm](http://www.smc.edu/guide/gen_college.htm)

Students who are unable to conduct themselves in a manner respecting the above code will be dealt with accordingly.

**Students needing accommodations**

Students with medical problems, which might interfere with the class, should alert the instructor. Let me know the nature of the problem, the action they want me to take if the problem occurs during class, and the name and telephone number of your physician and/or names and numbers of people who can be called to take you home or to a place designated for your care.

The instructor will make accommodation for disability related needs if a student has a disabled student center verification and lets the instructor know of these needs. The disabled student center requires that a student with disabilities “self identify” and also provide appropriate documentation in order to establish the existence of the disability and the need for accommodation.
Assignments

The following is a brief overview of required assignments for this course. Details regarding each assignment will be discussed in future sessions.

Case studies/seminar participation (100 points)
Case studies (from the textbook readings) will be assigned. The answers to the case study questions are to be typed and handed on their due date. Participation points will be determined by these assignments and your participation in class. There will be 10 case study questions assigned during the semester.

Focus questions (50 points)
Focus questions are assigned according to the syllabus and will require students to apply information from their text and class discussion to their practicum experience. Focus questions are due in class each week as indicated in the syllabus (see course schedule for details). Answers must be typed and are worth 5 points each. There will be 11 focus questions assigned during the semester. Students are responsible to submit 10 of the 11 and thus may delete one of these assignments. If a student does all 11 assignments, they will receive extra credit points. See Focus Questions handout for details.

Mentor teacher/College supervisor evaluations (350 points total)
The practicum site mentor teacher as well as college supervisor will evaluate students. There will be a midterm self evaluation, midterm mentor teacher/supervision evaluation Final self evaluation and a mentor teacher/supervisor final evaluation.

Individual Support schedule (30 points)
Students will be required to pick one child in their site and chart their individual support schedule. Format will be provided.

Team Ideas for Play sheet (30 points)
Students will be required to plan and execute 1 such plan in their field placement.

Individual Activity Plan (30 points)
Students will be required to plan and execute a small group activity for a small group of children in their field site.

Behavioral Intervention Plan (30 points)
Students will be required to create and implement a behavioral intervention plan targeting a challenging behavior exhibited by a child at their fieldwork site.

Anecdotal Record of developmental progress (30 points)
Students will document the developmental progress of their targeted child on a data sheet. Weekly charting will be kept in order to assist in program modification and lesson planning. Eight data collection entries will be required as well as your analysis of the data.
Final Project (50 points)
Students will be asked to compile a portfolio (or add to their current professional portfolio) that could be used for future professional endeavors. The portfolio will contain the following:

- Your philosophy of education
- Your professional goals
- A case study narrative of your targeted child that includes description of your site and targeted child, compilation of lesson and intervention plans and data collection
- Description of SMC ECSE training program
- Copy of your certificate(s)
# Gradesheet

(Use this sheet upon which to record your grades during the semester)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Possible points</th>
<th>Points earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus question #1</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Focus question #3</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Focus question #4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Focus question #5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Focus question #6</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Focus question #7</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Focus question #8</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Focus question #9</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Focus question #10</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Focus question #2</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Case study “Andrew”</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Case study “Rosie”</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Case study “Sara”</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Case study “Marcus”</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Case study “Irina”</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Case study “Sam”</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Case study “Brian”</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Case study “Daniel”</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Case study “Kath. Mary”</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Case study “Reflections”</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Individual Support schedule</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Team Ideas for Play Sheet</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Individual Group plan</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Behavior intervention plan</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Anecdotal record</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Midterm self evaluation</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Mentor/supervisor MT eval</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Mentor/supervisor final eval</td>
<td>150</td>
<td></td>
</tr>
<tr>
<td>Final self evaluation</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Final portfolio</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td><strong>Total points</strong></td>
<td><strong>700</strong></td>
<td></td>
</tr>
</tbody>
</table>

A = 630-700  
B = 560-629  
C = 490-559  
D = 420-489  
F = 0-419

**Important:** Students must receive a final grade of “C” or better in order to count this class towards their early childhood intervention assistant or early childhood intervention teacher certificate.
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READING</th>
</tr>
</thead>
</table>
| Wk 1: 8/30: | Introduction, practicum sites  
Syllabus, Course objectives, requirements  
Role of Paraprofessional and EC Educator |         |
| Wk 2: 9/6: | Inclusion team, starting the Conversation  
Practicum goal setting  
Practicum sites chosen, contacted, begin hours  
Focus question #1 due | Ch 1    |
| Wk 3: 9/13: | Autism  
Case study “Andrew” (chapter 2) due  
Anecdotal Records  
Select target child at practicum site  
Focus question #3 due | Ch 2    |
| Wk 4: 9/20: | Cerebral Palsy, physical disabilities  
Individual support schedule  
Case Study “Rosie” (chapter 3) due  
Focus question #4 due | Ch 3    |
| Wk 5: 9/27: | Case Study “Sara” (chapter 4) due  
Anecdotal records draft due  
Focus question #5 due | Ch 4    |
| Wk 6: 10/4: | Monitoring Individual child progress  
Case Study “Marcus” (chapter 5) due  
Individual Support schedule due  
Begin Anecdotal record charting  
Focus question #6 due | Ch 5    |
| Wk 7: 10/11: | Preventing and Managing challenging behaviors  
Case Study “Irina” (chapter 6) due  
Discuss Midterm self evaluation  
Team ideas for play sheets  
First draft of anecdotal record charting due  
Focus question #7 due | Ch 6    |
| Wk 8: 10/18: | Other Health Impairments  
Midterm self evaluation due |         |
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wk 9: 10/25:</td>
<td><strong>Midterm individual conferences this week (No scheduled class)</strong>&lt;br&gt;Case Study “Sam” (chapter 7) due&lt;br&gt;Focus question #8 due</td>
<td>Ch 7</td>
</tr>
<tr>
<td>Wk 10: 11/11:</td>
<td>Final project case studies discussed&lt;br&gt;Evaluation of practicum goals&lt;br&gt;Draft of TIP sheet due, peer review&lt;br&gt;Individual Activity plan&lt;br&gt;Facilitating Communication&lt;br&gt;Case Study “Brian” (chapter 8) due&lt;br&gt;Focus question #9 due</td>
<td>Ch 8</td>
</tr>
<tr>
<td>Wk 11: 11/8:</td>
<td>Generic teaching strategies&lt;br&gt;Personal philosophies&lt;br&gt;Case Study “Daniel” (Chapter 9) due&lt;br&gt;TIP sheet due&lt;br&gt;Focus question #10 due</td>
<td>Ch 9</td>
</tr>
<tr>
<td>Wk 12: 11/15:</td>
<td>IDEA&lt;br&gt;Case Study “Katherine Mary” (Ch 10) due&lt;br&gt;Individual Activity Plan due&lt;br&gt;Focus question #2 due</td>
<td>Ch 10</td>
</tr>
<tr>
<td>Wk 13: 11/22:</td>
<td>Picture Exchange Communication system&lt;br&gt;Careers in ECSE&lt;br&gt;Anecdotal Records due</td>
<td></td>
</tr>
<tr>
<td>Wk 14: 11/29:</td>
<td>Final Project Case Study Presentations&lt;br&gt;Final self evaluation due</td>
<td></td>
</tr>
<tr>
<td>Wk 15: 12/6:</td>
<td><strong>Final conferences (No scheduled class)</strong>&lt;br&gt;Final Project Portfolio due&lt;br&gt;Mentor teacher/SMC supervisor evaluation</td>
<td></td>
</tr>
<tr>
<td>Week 16: 12/13:</td>
<td>Final class together&lt;br&gt;Case Study “Reflections” (Chapter 11) Due</td>
<td>Ch 11</td>
</tr>
</tbody>
</table>