SPED 5353 Syllabus (ONLINE)

Welcome to SPED 5353: Early Intervention Special Education
[Early Intervention Strategies for Specific Special Populations: 0-8]

I hope you are as happy to be here as I am to have you in the course.

Catalog Description:

> This course focuses on intervention techniques and strategies for children from birth to eight years of age who have disabilities or who are at risk of having developmental delays. Evidence-based strategies, ecological and family approaches, cultural and linguistic practices are introduced, as well as disability definitions, assessment practices, and practical methods for providing interventions to support the development and learning of infants, toddlers, preschoolers, and primary age students in special education and inclusive settings.

Course Content Guide: This course offers technique and information for Special Educators as well as Diagnosticians. Early intervention strategies for special disabled populations covers the professional knowledge and skill competencies professionals use to promote optimal development in children with special needs from birth through eight years of age. Evidence-based strategies, ecological and family approaches, cultural and linguistic practices are introduced, as well as disability definitions, child characteristics, assessment practices, and practical methods for providing interventions. Assessment and evaluation focus supports the development and learning of infants, toddlers, preschoolers and primary age students in special education and inclusive settings.

Specification of Course Goals

A. Students in this course will demonstrate knowledge of Public Laws pertaining to the education of children with disabilities.
B. Students in this course will demonstrate knowledge of the history, rationale, and efficacy of early intervention as well as techniques and strategies for each specific disability.
C. Students in this course will demonstrate knowledge of typical and atypical development in cognitive, communication, social, motor, and adaptive behavior.
D. Students will demonstrate knowledge of best practices in early intervention including: Evidence-based strategies, ecological and family approaches, cultural and linguistic practices are introduced, as well as disability definitions, child characteristics, and methods.

E. Students will demonstrate ability to compose and compile a glossary of early intervention terms appropriate for parents of an at-risk child.
F. Students will demonstrate knowledge and use of assessment and evaluation in the field of early intervention.

Special Education Standards
Standard 1. Understands & applies knowledge of the philosophical, historical, & legal foundations of special education. (This course will focus on the early childhood special education field).
Standard 3. Knows how to communicate & collaborate effectively in a variety of professional settings. (This course will focus on: effective communication and collaboration with professionals, families/caregivers, and other individuals within the school and community; and assisting families/caregivers to use appropriate resources and to address their concerns and priorities for their child).
Standard 4. Understands & applies knowledge of the characteristics & needs of students with disabilities. (This course will focus on the developmental processes across domains such as cognition, communication, motor, and behavior).
Standard 5. Understands formal and informal assessment procedures and knows how to evaluate student competencies to make instructional decisions. (This course focuses on: the federal law's requirements for referral, assessment, qualification, and program development; ethical concerns related to assessment of young children; methods of monitoring daily progress of young children; the relationship of assessment and instruction and how evaluation data leads you to the development of a child's program).
Standard 6. Understands & applies knowledge of procedures for planning instruction and managing teaching and learning environments. (This course will focus on: appropriate behavior management techniques for young children; the impact of the environment on learning and behavior; using the child's IFSP or IEP outcomes/objectives to plan intervention for the child).
Standard 7. Understands & applies knowledge of issues & procedures for teaching appropriate student behavior and social skills. (This course will focus on teaching appropriate techniques for behavior management with an understanding of how our adult behaviors may positively or negatively influence the behavior of the young child).
Standard 9. Understands & applies knowledge of transition issues & procedures across the lifespan. (This course will focus on: the federal laws pertaining to transition plans for young children from the infant/toddler program to the preschool program; how to plan, facilitate & implement transition activities as documented in the IFSP; and how to assist families/caregivers with the transition period).
Standard 10. Promotes students' academic performance in all content areas by facilitating their achievement in a variety of settings & situation. (This course will focus on: instructional techniques for developing skills in the major domain areas; using assessment results to help design, monitor & modify instruction; techniques for motivating children; and the impact of language development on domain areas).
Standard 11. Promotes students' in English language arts and reading. (This course will focus on the developmental process of communication and pre-literacy skills).
Standard 12. Promotes students' performance in mathematics. (This course will focus on developmental mathematical skills and concepts).

<u>Required Textbook</u>:

Raver, Sharon A. (2009). Early Childhood Special Education-0 to 8 Years Strategies for Positive Outcomes. New Jersey: Pearson.

Other Course Readings are found in Resources

Other readings that are provided in Resources on the sidebar of this course; and readings identified in the Discussion Review of Literature area.

TECHNOLOGY REQUIREMENTS

Course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop. In addition, helpful but not required, are a scanner, a webcam, and a microphone. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) free via UTEP's Microsoft Office Portal. Click the following link for more information about Microsoft Office 365 and follow the instructions.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP Help Desk as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

Course Communication: How we will stay in contact with each other

Because this is an online class, we will not see each other in the ways you may be accustomed.

- **Office Hours**: We will not be able to meet on campus, but I will still have office hours for your questions and comments about the course. My office hours will be held on Blackboard Collaborate during the following times:
    Wednesdays: 9:00 to 11:00 Mountain Time
    Wednesdays 11:00 to 2:00 Teleconference via my cell phone (915) 319-0010
- **Email**: UTEP e-mail is the best way to contact me. I will make every attempt to respond to your e-mail within 24-48 hours of receipt. When e-mailing me, be sure to email from your UTEP student account and please put the course number in the subject line. In the

body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name, and your university identification number.

- **"Ask Me?" on Discussion Board**: If you have a question that you believe other students may also have, please post it in **Ask Me**, the first discussion inside of Blackboard. You may respond to other students' questions if you have a helpful response. I check this every day first thing after logging into Blackboard.
- **Announcements**: Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.
- **Cell Phone**: (915) 319-0010 if you are stuck trying to do your assignments, a quick call could keep you working. Do not hesitate to call me.

Attendance and Participation

To be successful in this course, class functionality, assignments and activities rely heavily on your early understanding of expectations. You are also responsible for doing all assignments and reading the online material and your textbook every week. Please check course announcements to keep abreast of any changes in course content. Specifically:

Attendance in the course is determined by participation in the learning activities of the course. Your participation in the course is important for your not only learning and success but also to create a community of learners. Participation is determined by completion of the following activities:

- Reading/Viewing all course materials to ensure understanding of assignment requirements
- Participating in engaging discussion with your peers on the discussion boards
- Other activities as indicated in the weekly content

Because these activities are designed to contribute to your learning each week, they cannot be made up after their due date has passed.

Deadline Policy All on-line assignments are due by the deadline date and time. Please ensure that you carefully read all instructions for each assignment, particularly the due dates and times. Checking reading instructions and due dates and times are your responsibility. By turning in an assignment at the last minute, you risk losing credit due to the computer's slow processing time. Lessons that are e-mailed after a due date cannot be graded within the system; therefore, emailed lessons cannot always be accepted.

ALTERNATIVELY SUBMITTING WORK IN CASE OF TECHNICAL ISSUES

I strongly suggest that you submit your work with plenty of time to spare in the event that you have a technical issue with the course website, network, and/or your computer. I also suggest you save all your work in a separate Word document as a backup. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing

difficulties submitting your work through the course website, please contact the UTEP Help Desk. You can email me your back-up document as a last resort **before** the due date.

EXCUSED ABSENCES AND/OR COURSE DROP POLICY

According to UTEP Curriculum and Classroom Policies, "When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of "W" before the course drop deadline and with a grade of "F" after the course drop deadline." See academic regulations in the UTEP Undergraduate Catalog for a list of excuse absences. Therefore, if I find that, due to non-performance in the course, you are at risk of failing, I will drop you from the course. I will provide 24 hours advance notice via email.

OR

I will not drop you from the course. However, if you feel that you are unable to complete the course successfully, please let me know and then contact the Registrar's Office to initiate the drop process. If you do not, you are at risk of receiving an "F" for the course.

NETIQUETTE

As we know, sometimes communication online can be challenging. It is possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- o Always consider audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas.

- o Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.

- o When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.

- o Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

Cheating/Plagiarism

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone

intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the Office of Student Conduct and Conflict Resolution (OSCCR) for possible disciplinary action. To learn more, please visit HOOP: Student Conduct and Discipline.

You may not submit work for this class that you did for another class. Some of your course work and assessments may submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used review assignment submissions for originality; and, it will help you learn how to properly attribute sources rather than paraphrase. If students are found to be cheating or plagiarizing, they will be subject to disciplinary action, per UTEP catalog policy. Refer to www.utep.edu/dos/ for further information. In addition, you may also see the Regent Rules and Regulations.

 Accommodations Policy

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the UTEP Center for Accommodations and Support Services (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at cass@utep.edu, or apply for accommodations online via the CASS portal.

 COVID-19 Accommodations

Students are not permitted on campus when they have a positive COVID-19 test, exposure or symptoms. If you are not permitted on campus, you should contact me as soon as possible so we can arrange necessary and appropriate accommodations.

Required E-mail Account
E-mail account: If you do not already have a UTEP e-mail account, please get one immediately. Contact the UTEP help desk for assistance.

Being Successful in Online Courses

Online learning is not a spectator sport. It is everyone's responsibility to participate as fully as possible so everyone can get the most from the experience. Here are some simple rules to follow to ensure your participation and engagement in the learning process:

- Ask questions: If you do not know ASK ME the answer, please ask and I or someone else whose answer I have reviewed will share it with you. The ASK-ME area of the discussion board is the forum for asking questions related to content OR any academic problems in this course. Guessing or asking your fellow classmates can sometimes lead you down the wrong path of information. So ask ME!

- Reach out to others: Offer a fact, article, link or other items that can help others learn something you can share.

- Be appropriate: The online classroom is not the place for insulting or insensitive comments, attacks, or venting. Inappropriate behavior will usually subject to disciplinary action, as well.

- Be diplomatic: When sending messages on emotionally charged topics, make sure you write the message and then walk away for at least an hour before re-reading the message and then sending it. Re-reading emotionally charged messages ensures that they are constructive instead of destructive. Think of the person at the other end.

- Stay focused: Stay on topic to increase the efficiency of your learning.

- Students often like to converse socially. To do this, you are strongly encouraged to go to my online area for great discussions, **Rosa's Cantina,** and socialize with your classmates online. This is not a graded area. Please remember, I occasionally do drop in and socialize with you.

Assignments, Discussions and Projects and Description of Activities that make up Weekly Lessons

Activity One:

Activity Two: Assignment end-of-chapter questions

At the end of each text chapter, there are questions about the chapter for you to answer and turn in as a weekly assignment. Go to the end of your chapters and find the weekly assignment questions. Please answer them clearly and concisely with all questions and parts labeled for easy recognition.

Activity Three: Discussion

Description of Activities that make up Weekly Lessons

Activity One: Reading for Facts

First, you might want to preview the background material that summarizes the week's study. Then, read the text material for the week.
Each week we will study chapters in our textbook and several pages in Required Resource Chapter Five. I have also included optional material in Resources if you want further information. When you are finished reading, you are ready for Activity Two.

Activity Two: Answer the Questions

Assignment based on Assignment Questions and end-of-chapter Discussion and Activity Questions

Go to assignment and find the weekly assignment questions. Answer them briefly, clearly and concisely with all questions and parts labeled for easy recognition. Then, go to the end of your chapter(s) and answer the *discussion questions only* found in Discussion and Activity Questions. We do not do the Activity Questions due to our 7-week time constraint.

Activity Three: Short Discussions

Discussion of Weekly Chapter Discussions Opinions and Thoughts

This discussion area is for us to exchange opinions and thoughts. It is not graded, so opine away.

Discussion of Required Resource Chapter 5 on Assessment and Evaluation Reflection and Question

Each week you share a reflection related to the required resource pages assigned for the week to discuss with the class. Please introduce your reflection, thoughts, with a short paragraph summary of the question and information focus of the assigned pages. What important facts or points should your fellow students should look for of value in the reading. Please evaluate the assigned reading pages as (1) appropriate for professionals in the field or (2) for parents of at-risk children, or (3) both.

Specific directions are found below.

1. Introduce your post with a short paragraph summary of reading focus and what your fellow students should look for of value in the article.

2. Label the material as appropriate for professionals in the field or for parents of at-risk children or both.

3. At the end of the semester, you will compile all of your discussion entries and turn them in for a grade.

You may also comment on other posts or ask questions to the student who posted. The other students will be asking questions and commenting on the reflections that you posted as well.

Required Projects for all students in the class:

1. Parental Glossary - Due Week Four

This activity is designed to help parents of at-risk children gain technical and practical understanding of concepts presented in the text. This is a way to develop a teaching resource and gain understanding of abstract concepts. There are many abstract concepts and jargon associated with teaching or working in this field. This project will help you understand those terms and become more comfortable using them with parents. You are or will be working with parents who have discovered or been told that their child has some of the conditions described by the vocabulary in the previous assigned chapters. Please construct a dictionary or list of terms for new parents who are confronted with this situation. Be sure to include positive interventionist vocabulary as well as just descriptions of diagnosis. If you are fortunate enough to be fluent in Spanish, this exercise can be done in Spanish for Spanish-speaking parents. If you are a fluent speaker of another language aside from English or Spanish, please consider using your language and your culture when describing the terms in the chapters. Be sure to address cultural issues gently and respectfully. The finished product should be something that you will use and possibly give to parents after this class is over.

Specific directions for this activity: you will choose terms from the text and develop your own parental glossary. It is a good idea to choose terms that are difficult for most people — by the end of this project, you will have developed something to help the parents of special children. You may develop your own list of 20 terms. For each term, do these three things:

(1) locate and simplify the text definition,

(2) put that definition in words parents will understand, and

(3) generate an example or personal story related to what the term means.

How this will be graded: This assignment is a 20-point assignment, or one point per vocabulary word.

2. Required Resource Chapter 5 on Assessment and Evaluation Reflection and Question Summary

Each week you shared a reflection related to the required resource assigned for the week to discuss with the class. You introduced your reflection, thoughts, or opinion with a short paragraph summary of the information the assigned pages contained and what important facts or points your fellow students should look for of value in the reading. You also labeled the reading pages as appropriate for professionals in the field or for parents of at-risk children, or both.

Since Week 7 is the end of the semester, compile all of your chapter 5 assessment and evaluation readings and discussions, including page numbers, and turn the document in to Assignments for a grade.

Please label and divide each week and indicate reading pages using six headings: **Week One through Week Six**

Grading: Points (4) per unit (6 weeks) turned in to Assignments, 24 points total.

Required Evaluation Final Exam

Final Exam (open book) including a design component due the day after the 7-week class is over.

The assessments of young children are conducted to help practitioners and families make informed, evaluative decisions at several levels. Depending on the purpose of the assessment, the process can be formal or informal and can include testing, observations interviews, portfolios, etc.

Review the required Chapter Five in Resources and answer the Check Your Understanding Questions 1-20. Number the questions and title them so that I know what you are answering please. Answer ALL PARTS OF THE

QUESTION completely. This project is due the last week of class in Assignments, however, it can be turned in at any time before the due date. Grading standards are available in Week Seven of the class.

Grading: 20 points

Course Grading

The following 100 points may be earned by completing the activities below.

Focus Questions for Review and Reflection from your Raver textbook Points (4.3) per unit (7 weeks) turned in to Assignments the last week of class	30
Discussion of Assessment Reflection Required Resource Chapter Five-Posted each week in Discussion and finally summarized and posted in Assignments at the end of our seven-week course. Points (4) per unit (6 weeks) turned in to Assignments the last week of class	24
Parental Personal Glossary -- weekly word discussion postings appropriate for parents from your Raver textbook Points total -20-for 20 words Posted in discussion and finally summarized and turned in to Assignments at the end of our seven-week course.	20
Final-Assessment and Evaluation questions, an open book exam Due Week Seven after Last Day of Class Questions 1-16 earns 1 point per question, total=16 points Questions 17-20 earns 10 points, total=10 points All 20 questions completed, total=26 points	26

Total	100

 * Be aware of the last day to drop with a "W".

Course Schedule and Grading Changes
The course instructor reserves the right to adjust the course syllabus or change assignments as needed. I will be sure to give you plenty of notice prior to any changes. Remember that our course syllabus and class schedule are living documents and can change to clarify or further your learning! All suggestions are welcomed.

COVID-19 PRECAUTIONS

You must STAY AT HOME and REPORT if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. Reports should be made at screening.utep.edu. If you know of anyone who should report any of these three criteria, you should encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to COVIDaction@utep.edu.

For each day that you attend campus—for any reason—you must complete the questions on the UTEP screening website (screening.utep.edu) prior to arriving on campus. The website will verify if you are permitted to come to campus. Under no circumstances should anyone come to class when feeling ill or exhibiting any of the known COVID-19 symptoms. If you are feeling

unwell, please let me know as soon as possible, and alternative instruction will be provided. Students are advised to minimize the number of encounters with others to avoid infection.

Wear face coverings when in common areas of campus or when others are present. You must wear a face covering over your nose and mouth at all times in this class. If you choose not to wear a face covering, you may not enter the classroom. If you remove your face covering, you will be asked to put it on or leave the classroom. Students who refuse to wear a face covering and follow preventive COVID-19 guidelines will be dismissed from the class and will be subject to disciplinary action according to Section 1.2.3 *Health and Safety* and Section 1.2.2.5 *Disruptions* in the UTEP Handbook of Operating Procedures.

(***Classes with on-campus meetings***) Please note that if COVID-19 conditions deteriorate in the City of El Paso, all course and lab activities may be transitioned to remote delivery.

Course Resources: Where you can go for assistance

UTEP provides a variety of student services and support:

Technology Resources

- Help Desk: Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

Academic Resources

- UTEP Library: Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- University Writing Center (UWC): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- Math Tutoring Center (MaRCS): Ask a tutor for help and explore other available math resources.
- History Tutoring Center (HTC): Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- RefWorks: A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

Individual Resources
- Military Student Success Center: Assists personnel in any branch of service to reach their educational goals.
- Center for Accommodations and Support Services: Assists students with ADA-related accommodations for coursework, housing, and internships.

- [Counseling and Psychological Services:](#) Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.

COPYRIGHT STATEMENT FOR COURSE MATERIALS

Copyright law protects all materials used in this course. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

Calendar

Focus Area Topic	Activities	Week / Due Date
Reading	Weekly Activities	All Activities: Open Monday-End Sunday at 11:59 PM
Week One Read Part I Raver (Chapters 1, 3, 4) Introduction to Online Learning; Locate and Skim *5353 Required Chapter Five Resource on Assessment and Evaluation* Foundations of Early Childhood Special Intervention/Education Programs Ages 0-8 Reading 1 Resources Optional	1. Read weekly Introduction and preview and chapter(s) 2. End-of-chapter questions from Raver in Assignment 3. Discussion activities in Discussion	Activity 1: Begin Monday – Try to finish reading by Wednesday Activity 2: Begin Monday - End Sunday at 11:59 PM Activity 3: Post by Thursday - End Sunday at 11:59 PM
Week Two Read Chapters 8 and 9 Raver Infants, Toddlers, Preschoolers Emotional or Behavioral Disorders *5353 Required Chapter Five Resource on Assessment and Evaluation*	1. Read weekly Introduction and preview and chapter(s) 2. End-of-chapter questions from Raver in Assignment	Activity 1: Begin Monday – Try to finish reading by Wednesday Activity 2: Begin Monday - End Sunday at 11:59 PM Activity 3: Post by

Reading 2 Resources Optional	3. Discussion activities in Discussion	Thursday - End Sunday at 11:59 PM
Week Three Read Chapters 2 and 10 Raver Cultural/Linguistic Diversity and Multiple Disabilities *5353 Required Chapter Five Resource on Assessment and Evaluation* Reading 3 Resources Optional	1. Read weekly Introduction and preview and chapter(s) 2. End-of-chapter questions from Raver in Assignment 3. Discussion activities in Discussion	Activity 1: Begin Monday – Try to finish reading by Wednesday Activity 2: Begin Monday - End Sunday at 11:59 PM Activity 3: Post by Thursday - End Sunday at 11:59 PM

Week Four
Read
Reading 4 Resources -Please Read- No questions to answer Parents/Families of Young Special Needs Children
5353 Required Chapter Five Resource on Assessment and Evaluation
    The Parental Glossary is due this week.
 	
    Discussion activities in Discussion
	1. Read weekly Introduction and preview
	
	2. Discussion activities in Discussion
	
	3. **Parental Glossary Due**
		Activity 1: Begin Monday -End Wednesday day
		
		Activity 2: Begin Monday - End Sunday at 11:59 PM
		
		Activity 3: -End Sunday at 11:59 PM

Week Five Read Raver Chapters 5 and 6 Developing and Emerging Cognitive and Language/Learning Disabilities	1. Read weekly Introduction and preview and chapter(s)	Activity 1: Begin Monday – Try to finish reading by Wednesday Activity 2: Begin

5353 Required Chapter Five Resource on Assessment and Evaluation Resources Readings 5 and 6 Optional	2. End-of-chapter questions from Raver in Assignment 3. Discussion activities in Discussion	Monday - End Sunday at 11:59 PM Activity 3: Post by Thursday - End Sunday at 11:59 PM
Week Six Chapters 11 and 12 Raver Sensory Techniques for 0-3 Special Needs *5353 Required Chapter Five Resource on Assessment and Evaluation* Resources Readings 7, Chapter 8 Optional	1. Read weekly Introduction and preview and chapter(s) 2. End-of-chapter questions from Raver in Assignment 3. Discussion activities in Discussion	Activity 1: Begin Monday – Try to finish reading by Wednesday Activity 2: Begin Monday - End Sunday at 11:59 PM Activity 3: Post by Thursday - End Sunday at 11:59 PM
Week Seven Chapter 7 Raver Physical Intervention for 0-3 Special Needs *5353 Required Chapter Five Resource on Assessment and Evaluation* Resources Reading 9 Optional **Summary Assessment Reflections turned in to Assignment** **Final: Assessment and Observation Questions- Open Book Final**	1. Read weekly Introduction and preview and chapter(s) 2. End-of-chapter questions Assignment from Raver 3. Summarize and turn in Assessment reflections **Final: Assessment and Observation Questions- Open Book Final**	Activity 1: Begin Monday -End Wednesday day Activity 2: Begin Monday - End last day of class Activity 3: Post in Assignments- End last day of class Final-Day after last day of class
	Please fill out the course evaluation as soon as possible... It has been my pleasure to have you in this online class	