

**EDP 450/550 - Spring, 1998**  
**Transdisciplinary Teamwork in Early Childhood Special Education**  
**(1 or 2 credits)**

**Meeting Time:** Thurs. 6:00-6:50      400 McGuffey

**Instructor:**      Dr. Brenda Stevens  
Office:                    201 McGuffey Hall,  
Office Hours:        Tuesday and Thursday  
                                 10:00-12:00 & by appointment  
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**Course Description:**

The course focuses on the structure and function of team models in education and methods of working with transdisciplinary personnel in integrating handicapped infants and young children into least restrictive environment educational settings. Using a team approach, skills needed for effective transdisciplinary teamwork are demonstrated and practiced.

**Competencies:**

Students will:

1. Acquire and demonstrate knowledge about team models (multidisciplinary, interdisciplinary, transdisciplinary, interagency).
2. Develop knowledge of community resources in the provision of services to infants and young children who are handicapped and/or at-risk for developmental delay.
3. Identify the roles and functions of professionals and parents in collaborative models and understand methods of using the expertise of both in providing effective experiences for young children.
4. Gain skills in group decision-making and collaborative action in the process of service coordination and interagency planning.
5. Develop skills in transdisciplinary team leadership of professional task forces and parent support groups.

**Text:**

Morsink, C., Thomas, C., & Correa, V. (1995). Interactive Teaming: Consultation and Collaboration in Special Programs. New York: Macmillan Publishing Company.

**Course Requirements:**

**Graduate and undergraduate students** will have a similar set of assignments. All students will be expected to:

- a) keep a log and write a paper describing five hours of field participation,
- b) write a brief paper describing services for preschool age children available within a specific school district,
- c) conduct and write up a self-analysis of interaction style/skills,
- d) take the final exam.

**Graduate students** will be expected to show greater depth and insight in the execution of each assignment.

**Students taking this course for two credits** will be expected to complete all the requirements stated for one hour of credit and in addition to: a) log and paper describing five additional hours of field participation, b) complete a team information report, and c) write a research article review on some aspect of preschool teaming.

A brief description of each course requirement follows; scoring guidelines will be provided for each requirement. It is expected that all submitted work will be your own and typed or word processed. Please keep backup copies of all submitted work for yourself.

### **Requirements for all students**

#### **Field Participation Log and Paper**

Students will spend approximately 5 hours in a field setting in which they can be an active participant. The site should be either an educational or an agency setting. In that site, students will engage in observation of team interactions and will participate as a team member in appropriate activities at each site. The instructor(s) will assist in arranging the field placements. Students who are already working as members of teams may spend the 5 hours at their employment site if they can fill a designated role that is different from their usual role. The log will reflect on the observations students have made and their reactions to the participatory roles they have taken. (Format will be provided.) (Log should be about 4 double spaced typed pages.)

#### **Preschool Children's Services Paper**

Each student will examine, within a school district, the specific nature of the services available for preschool age children with emphasis on how teams are conducted. In addition to team operation, the paper can highlight how children are identified, how parents are involved, what methods of assessment are primarily used, how services are provided and other factors related to this area. Much of this information can be obtained via interviews. (Two pages double spaced).

#### **Self-Analysis**

Each student will do a self-analysis of interaction style/skills. Using a number of formats presented in the readings and by the instructor each student will analyze his/her own interaction style/skills, do a brief summary of the strengths he/she would bring to a transdisciplinary team approach, and identify the skills that he/she would need most to work on in order to be a more effective team member. (As close to two pages double spaced as possible). Note: This assignment will be treated as confidential by the instructor and will not be shared with anyone. If an alternative to this assignment is desired, it must be negotiated within the first two weeks of class.)

#### **Final Exam**

The final exam will be composed of multiple-choice and short essay questions. These questions will assess your ability to apply what you have learned. During the course of the semester each student will **write at least two test questions with answers** (1 multiple choice and 1 short essay) and give the set of questions to the instructor at least one week before the final exam. The questions on the final will be based on the questions submitted by the class members, thus making the test team generated. The test will cover material in the assigned text (regardless of whether it has been discussed in class) and will also cover class discussion, notes, films, class activities, etc.

#### **Participation/Discussion/Attendance**

As this class is taught as a team experience, everyone is expected to contribute to the group learning experience. You are expected to come to every class prepared (having read the assignment in the text and ready to share your ideas about the readings with your colleagues). **One person will be assigned each week to help the class with discussions and activities.** There will be a number of interactive group exercises during classtime. These will be practical examples of how some of our class learning can be used everyday. This is a participation course and unexcused absences from class or field sessions will be reflected in your grade. You are responsible for making any necessary arrangements to complete missed work. (Documented job

responsibilities or serious illness that prevents attendance will be excused, but makeup work will be required.

To maximize your learning, if possible, get to know the instructor(s) and let the instructor(s) get to know you. If you have a learning problem or disability talk with the instructor early so that appropriate arrangements can be made.

## **Requirements for students taking two credits**

### **Field Participation Log and Paper**

This assignment will be the same as the one for students taking one hour of credit except that students taking two hours of credit will be expected to log and report on **10 hours of field experience**.

### **Team Information Report**

The second field experience is to be at a site different from the one in which the participation experience has been done. It should also take approximately five hours total. Students will **do one of the following**: (Either report should be a least two typed pages.)

1. **Interview** at least three members of an early childhood collaborative team (one that operates differently from the one where they participated) and write a brief report describing the similarities and differences in their perspectives about team functioning. The report will conclude with a comparison of this team with course information. (Interview question format will be provided.)
2. **Attend 2 meetings** of an early childhood collaborative group during the semester and write a brief report describing the similarities and differences in the perspectives expressed by the group members. The report will conclude with a comparison of this experience with course information (Observation format/questions will be provided.)

### **Research Article Review**

Each student will submit a review of a journal article review describing a data based research study dealing with teaming. This review will be from one to two pages in length, double spaced, typed, and will follow a particular outline format which will be provided.

### **Grades:**

This course is graded A through F. You can earn a maximum of 100 points (for one credit) and 200 points (for two credits) for this class. Grades will primarily criterion-referenced. Work submitted must meet certain criteria or it will be returned to be redone. Points will be awarded for each project or assignment. Final grades will be derived using the percentage weighting for different course requirements as listed above. Letter grade percentage equivalents are listed below:

The following is a breakdown of the course requirements and point system:

### **Course requirements**

<b>One credit</b>	<b>Point value</b>
Field participation-(5 hours & log)	20
Preschool services paper	20
Self-analysis	20
Final exam	20
Participation / discussion / attendance	20

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Total points	100
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<b>Two credits</b>	<b>Point value</b>
Field participation experience (10 hours and log)	40
Paper describing preschool services	20
Team information report	40
Research article review	40
Self-analysis	20
Final exam	20
Participation / discussion / attendance	20
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Total points	200

90% or more of the total possible points will be an A.  
 97-100=A+, 93-97=A, 90-93=A-

80% to 90% of the total possible points will be a B.  
 87-90=B+, 83-87=B, 80-83=B-

70% to 80% of the total possible points will be a C.  
 77-80=C+, 73-77=C, 70-73=C-

60% to 70% of the total possible points will be a D.  
 67-70=D+, 63-67=D, 60-63=D-

59% or less of the total possible points will be an F.

## Tentative Class Schedule

<b>Date</b>	<b>Topic</b>	<b>Assignment</b>
January 15	Introduction to Course and Overview	Ch 1
January 22	Framework & Rationale for Interactive Teaming	Ch 2 Q sort
January 29	Historical Foundations of Consultation & Teaming Panel Discussion: Community experts	Ch 3 Career cycle
February 5	Dimensions of the Interactive Team Class exercise	Ch 4 Myers-Briggs Conflict Mode
February 12	Understanding the Roles & Perspectives of Team Members <b>Research article review due &amp; discussion</b>	Ch 5 Listening Skills
February 19	Enhancing Communication Skills	Ch 6 Cultural Journey
February 26	Considering Cultural Diversity	Ch 7 Leader Skills
March 5	Developing Service Coordination Skills	Ch 8
March 7-15	<b>Spring Break</b>	
March 19	Empowering Team Members Through Staff Development <b>Self-analysis due</b>	Ch 9
March 26	Enabling and Supporting Families	Ch 11
April 2	Implementation with Infants & Preschoolers with Disabilities <b>Preschool services paper due &amp; discussion</b>	Ch 10
April 9	Implementation with Culturally & Linguistically Diverse Students	Ch 12 Ch 13
April 16	Implementation of Teaming with Students with Mild and Severe Disabilities <b>Questions for the final exam are due</b>	Field reports
April 23	Summary of field observations <b>Logs and Field reports due &amp; discussion</b>	Ch. 14
Apr. 30	Application of Teaming Model in the Future <b>Team Information reports due</b>	Review

**Final exam:**

**TBA**