



CENTER ON DISABILITIES AND
HUMAN DEVELOPMENT

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University of Idaho

College of Education,
Health and Human Sciences

EDSP 505

What Does “Follow the Child” Mean?

Instructor: Robin Greenfield, Ph.D.

Number of Professional Development Graduate Credits: 1

Course Location: This is an online course using the Idaho Training Clearinghouse Learning Management System (LMS) at the Center on Disabilities and Human Development at the University of Idaho. There are no face-to-face classes. The web link for the LMS is:

<http://www.idahotc.com/lms>

Contact Information

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Technical Assistance

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Course Description

Session 1: “Availability for Learning: The Forgotten Senses”- This session will address how our senses are designed to develop and work together. Two often ignored senses, the proprioceptive sense and the vestibular sense are critical to a child’s overall functioning. The webinar will use a multi-sensory perspective to help participant’s understand how to interpret a child’s behavior to help them plan instruction.

Session 2: “Looking at the World Through Rose-Colored Glasses: Approached to Positive Assessment” – This session will discuss the perspectives and assumptions that educators, medical professionals, and other related service providers often employ when viewing a child with severe disabilities. A more effective child-centered approach to assessment (e.g., identifying strengths, abilities) will be proposed which emphasizes a capacity building rather than deficit-framing perspective.

Session 3: “Self-Regulation and Self-Stimulation: The Emotional Heart of the Child”
This final session will describe the importance of observing a child’s existing spontaneous behaviors. The sensory, cognitive, and physiological aspects of self-regulation will be discussed and consideration will be given to the crucial importance of self-stimulation behaviors as self-regulation behaviors.

University of Idaho Learning Outcomes

1. Learn and integrate

Through independent learning and collaborative study, attain, use, and develop knowledge in the arts, humanities, sciences, and social sciences, with disciplinary specialization and the ability to integrate information across disciplines.

2. Think and create

Use multiple thinking strategies to examine real-world issues, explore creative avenues of expression, solve problems, and make consequential decisions.

3. Communicate

Acquire, articulate, create and convey intended meaning using verbal and non-verbal methods of communication that demonstrate respect and understanding in a complex society.

4. Clarify purpose and perspective

Explore one’s life purpose and meaning through transformational experiences that foster an understanding of self, relationships, and diverse global perspectives.

5. Practice citizenship

Apply principles of ethical leadership, collaborative engagement, socially responsible behavior, respect for diversity in an interdependent world, and a service-oriented commitment to advance and sustain local and global communities.

Specific Course Objectives Related to Above Learning Outcomes:

At the conclusion of this course, participants will:

- Describe how the proprioceptive and vestibular senses are critical to a child's overall functioning
- Describe how to use an multi-sensory approach to assessment
- Describe the difference between a capacity building and deficit framing perspective to assessment
- Describe the importance of a child's self-stimulation behaviors as potential self-regulation behaviors

Graduate Credit Course Requirements

1. Participation: Participants are required to log into/attend the full period (2 hours) of all webinars in this series.
2. Quizzes: All quizzes must be submitted through the Idaho Training Clearinghouse LMS. <http://www.idahotc.com/lms>
3. Survey: Participants are required to complete a course satisfaction survey.
4. Final assignment: Complete a written assignment (requirements listed below) must be submitted through the Idaho Training Clearinghouse LMS.

Note: There are no outside readings or materials required for this course. Handouts for each webinar session are located in the course site at the Idaho Training Clearinghouse LMS.

Quizzes

All quizzes must be completed on the Idaho Training Clearinghouse Learning Management System on the date(s) specified in the course site. Students must earn an 80% score on each quiz to pass the course. Quizzes can be retaken until passed.

Quiz 1 (20 points)

Quiz 2 (20 points)

Quiz 3 (20 points)

Final Assignment

Final Assignment (100 points)

1. Create a PowerPoint presentation based on the topics in the three webinar sessions.
2. Identify the audience the presentation is written for (e.g., Teachers, Paraprofessionals, Additional Service Providers, or Parents).

Grading Policy

This is a Pass/Fail course.

1. Participants must earn an 80% score on each quiz to pass the course. Quizzes can be retaken until passed.
2. Credit participants must earn an 80% (80/100) on the final written assignment to pass the course.
3. Participants must complete the online course satisfaction survey.

Academic Integrity

The University of Idaho has as one of its core values the ideal of academic honesty and integrity. University of Idaho students live and work in a collegiate community which emphasizes their responsibility for helping to determine and enforce appropriately high standards of academic conduct. The faculty of the University of Idaho expects all students to adhere to the highest standards of academic honesty, and to refrain from any action which infringes upon academic freedom of other members of the academic community. Please refer to the University of Idaho - Student Code of Conduct Article II-Academic Honesty.

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Sexual harassment violates state and federal law and policies of the Board of Regents, and is expressly prohibited, see Faculty Staff Handbook: [3220](#). Retaliation for bringing forward a complaint is prohibited, see [3810](#).

Questions or concerns about the content and application of these laws, regulations or University policy may be directed to the Director, Human Rights Access and Inclusion (885-4285); Coordinator of Disabled Student Services (885-6307); Idaho Commission on Human Rights (208-334-2873); Regional Office for Civil Rights, U.S. Department of Education in Seattle (206-220-7900); Equal Employment Opportunity Commission, Seattle District Office (206-220-6883); or Seattle Regional Office of Federal Contract Compliance Programs, U.S. Department of Labor (206-398-8000). Complaints about discrimination or harassment should be brought to the attention of the Human Rights Compliance Office (885-4285 or hrai@uidaho.edu).