Class Syllabus

Instructor: Meredith Mathias, M.S., P.P.S, School Psychologist

Course: CHDEV-32-55222 Early Intervention

Tuesdays, 6:00 – 7:50 pm

Place: SOC 36

E-mail: Meredith.mathias@reedleycollege.edu

Textbook: Allen, K. Eileen; Cowdery, Glynnis E., (2009) **The Exceptional Child Inclusion in Early Childhood Education.**

Course Outcomes: Upon completion of this course, students will be able to-

-Analyze and interpret indicators of a possible disability.

-Assess the probability of genetics versus environmental factors leading to disabilities.

-Participate in the development and writing of service plans (IFSP) and participate effectively in IFSP meetings.

-Make referrals to appropriate services agencies for further assessments or intervention services.

Goals/Objectives: My goal is to introduce to you the principles and foundations of Early Childhood Special Education and how to apply those in an educational setting. To analyze and interpret indicators of possible disability, assess the probability of genetics versus environmental factors leading to disabilities, participate in the development and writing of service plans (IFSP) and participate effectively in IFSP meetings, and make referrals to appropriate service agencies for further assessments or intervention services. We will study the different interventions, strategies, and methods used to help infants and preschoolers with handicapping conditions. We will also review strength based strategies to help families and teachers better care for their infant or preschooler.

**ACCOMODATIONS**-If you have a verified need for an academic accommodation or materials in alternate media (i.e., Braille, large print, electronic text, etc.), per the Americans with Disabilities Act (ADA) or section 504 of the Rehabilitation Ace, please contact me ASAP. I am happy to work with students to ensure and support your academic success.

**Blackboard Companion Course**: You can visit the Blackboard companion for this course to review the instructor presentations and discussion topics for any class meeting you may have missed or want to review.

To visit Blackboard, simply click on the Bb link near the bottom of the Reedley College Web-page at www.reedleycollege.edu.

Blackboard is not a required part of this course. This companion is provided simply as a courtesy to the students. Blackboard may be used to find grades, assignments or class information.

**Having Problems**? If at any time you find you are having trouble succeeding in this course, whether because of a change in your life circumstances or because of something you don’t understand about the material, please see the instructor. There are a number of services available to assist Reedley College students in succeeding in their coursework such as the tutoring center and writing center.

**Class Policies and Procedures**:

**Attendance**: Learning through sharing and classroom activities is a VERY large part of this class. You will not pass this class if you do not attend regularly. Regular attendance is EXPECTED. If you stop coming to class after the deadline, you will get an "F." If you choose to be dropped from this course it is YOUR responsibility to notify the records office by the drop deadline. If you miss more than 2 consecutive class lectures within the first 4 weeks of class you MAY be dropped from the course. Late arrivals and early departures will have a negative effect on your grade. There will be extra points when participating in discussion groups.

It is your responsibility to respect the requirements and rules of this course. You will be held accountable for all announcements made in class whether you are present or not. It is NOT my responsibility to “fill you in” on what you missed. If you are absent you may e-mail me or contact someone from your discussion group and collect any handouts given during class. I will not bring extra handouts to class the next lecture. You need to get the phone number/email address of a fellow student(s) in order to get information in case of your absence.

**Here is a place to get a fellow student(s) name, number, and/or e-mail**

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone#/email\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone#/email\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Cheating/Plagiarism**: Cheating and/or plagiarism will not be tolerated. A student will receive no credit for the assignment if in the opinion of the instructor the individual has cheated

**Late Work**: All assignments must be turned in on the due date at the beginning of class for full credit. If assignments are turned in after the first 15 minutes of class they are considered LATE and will lose points. The semester is broken up into four different units. Any work due during that unit MUST be turned in by the end of the unit.

**Submitting Assignments**: You can submit assignments to the instructor during class, to the main switch board before the class period or on blackboard in the course turnitin assignments section (if the assignment permits). NO EMAILED ASSIGNMENTS WILL BE ACCEPTED!! YOU MAY NOT TURN ASSIGMENTS INTO THE CHILD DEVELOPMENT OFFICES! I will only accept assignments during class for the class in session

**Missed Tests/Quizzes**: Inform the instructor as soon as you know you will miss a test day and arrangements will be made for you to take the test at another time. If you fail to inform the instructor before the test date, it will be too late for you to make up that test. Do not take this lightly. No excuses will be accepted.

**Retaining Returned Assignments**: Students disagreeing with the assigned final grade will be required to supply evidence to the contrary. Therefore, it is suggested that students retain all returned/graded assignments and tests until after they have signed-out on the final day of class.

**Changing Syllabus Statement**: This course syllabus is equivalent to a contract between the instructor and the student. However, the information in this syllabus is subject to change at any time during the semester. All changes will be stated in class and students are responsible for noting such changes. In the event that you are absent on the day changes are made, it is your responsibility to find out the changes and adhere to them.

The student’s decision to attend the class denotes acceptance of:

This syllabus as a contract outlining the student’s responsibilities to complete all required assignments by the due dates

The policy that late assignments will not be accepted

The changing syllabus statement

The expectations of this course as outlined in this syllabus

That final grades are determined on the basis of accumulated points from required assignments

The policy that students are responsible for supplying evidence of any discrepancy in grades as determined by returned/graded assignments.

Students disagreeing with the above statements should withdrawal from this course section and enroll in a section of this course taught by another instructor.

**Important Dates**:

August 15 (M) - Start of Fall Semester

August 26 (F) -Last day to drop a full-term class for a refund

Sept. 2 (F) - Last day to register for a full term class

Sept 2 (F) - Last day to drop a full term class to avoid a “W”

Sept 5 (M) -Labor Day No classes held-campus closed

Oct 14 (F) - Last day to drop with a “W”

November 11 (F) - Veterans Day –No classes

November 24-25 (Th-F) -Thanksgiving Holiday –No Classes Campus closed

December 12-16 (M-F) -Final Exams week

December 16- (F) End of the Semester

**Assignments**

**Paper**: In this 3-5 page paper please state why you have chosen the field of early childhood development as a career option, what is your own philosophy of early childhood education, and what theory or method did you discover will be beneficial to when working with families and children and would you implement your chosen theory or method.

**Extra assignments**: Will be given out by instructor either will be a written out assignment that you must complete or an article to read and discuss within your discussion groups.

**Exams**: A short quiz will be given at the end of each chapter. The final will be both multiple choice and essay questions.

\*Accommodations will be made for students with Disabilities.

**Grading Policy**:

10 quizzes at 20 points each=200 points

Discussion Groups/Assignments 10 points each=110

Paper=90 points

Final=100 points

**Grading Distribution**:

|  |  |  |
| --- | --- | --- |
| Grade | Percent | Points |
| A | 90% | 450-500 |
| B | 80% | 400-449 |
| C | 70% | 350-399 |
| D | 60% | 300-349 |
| F | 50% | 250-299 |

**Class Schedule**

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| --- | --- | --- |
| Class Dates/Schedule | Quizzes | Assignments due for the following week |
| 8/16-Registraton, Attendance, Ice Breaker, Class Syllabus, and Lecture Chapter 1. | None | Read Chapter 1 and article “*What makes Early Intervention Programs Work? The Program, its Participants, and their Interactions”* |
| 8/23 Quiz on chapter 1, discuss article in discussion groups, and lecture on chapter 2. | Chapter 1 | Read Chapter 2 and article *“Early Intervention for Infants and Toddlers with disabilities”* |
| 8/30 Quiz on chapter 2, discuss article in discussion groups, go over IDEA and IFSP paper work and process. | Chapter 2 | Within your discussion group choose an assessment used on infants and/or toddlers and complete “Tool Assessment Worksheet” and be ready to present you tool to the class |
| 9/6 Discussion group presentations | No Quiz | Read *“Basics of Play” and “Setting the stage”* |
| 9/13 Discuss readings in discussion groups, look over Routine Based Interventions and discuss how to use them with families. | No Quiz | Read “Learning at home and Home Like Environments” |
| 9/20 Discuss reading in discussion group and create a “Routine Based Intervention” with in your discussion group. Lecture on Chapter 3. | No Quiz | Read Chapter 3 and *“Caring for Infants and Toddlers in Groups”*  Be ready to present your “Routine Based Intervention” to the class |
| 9/27 Quiz on Chapter 3, discussion group presentations on “Routine Based Interventions”, and lecture on Chapter 4. | Chapter 3 | Read Chapter 4 |
| 10/4 Quiz on chapter 4 and special guest speaker (ECSE teacher) and lecture on chapter 5. | Chapter 4 | Read Chapter 5 |
| 10/11 Quiz on Chapter 5 and discussion groups about guest speaker. Lecture on chapter 6. | Chapter 5 | Read Chapter 6 |
| 10/18 Quiz on chapter 6 and in discussion groups; discuss how you could accommodate a child with a hearing or vision impairment in your class during a specific classroom routine and lecture on chapter 7 | Chapter 6 | Read Chapter 7 |
| 10/25 Quiz on chapter 7, Guest speaker (Physical therapist or nurse from Early Intervention program), lecture on chapter 8, and discuss paper that will be due on 11/29. | Chapter 7 | Read Chapter 8 and read article on Autism |
| 11/1 Quiz on chapter 8, discuss article in discussion groups, and look at behavior plans. | Chapter 8 | Work on behavior plans and present them to the class. |
| 11/8 Presentations of behavior plans, guest speaker (ECSE teacher from an Autism program), and lecture on chapter 9 | No Quiz | Chapter 9 and Reading on how to work with the family with a child with disabilities |
| 11/15 Quiz on chapter 9 and discuss article in discussion group, and lecture on chapter 10. | Chapter 9 | For class 11/29-Chapter 10 and Reading on multidisciplinary teams and how they work with child and family |
| 11/22 Turn in paper, quiz on chapter 10 and discuss article in discussion groups, and go over IFSP role play. | Work on paper | 3-5 page paper |
| 11/29 IFSP role play and get review for final. | Chapter 10 | Review final guide |
| 12/6 Review for final | No Quiz |  |
| 12/13 Final |  |  |