Class Syllabus

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

Course: CHDEV-32-59676 Early Intervention

Monday, 6:00 – 7:50 pm

Place: CCI 205

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Text book: *Very Young Children with Special Needs* ;Fifth Edition, By: Vikki F. Howard; University of Montana Western, Estee Aiken; University of Montana Western, and Denielle Miller; Montana Office of Public Instruction

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 in an inclusive setting.

**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:**

Blackboard is a **REQUIRED** component of this course. This course syllabus as well as all assignments and reading assignments will not be printed out but be available to you via blackboard. There will also be assingments that must be completed within the blackboard system. Course powerpoints presentations and discussion topics for any class meeting will also be available for your review. Blackboard will also be used to post reminders and notifications of class session cancelations. To visit Blackboard, simply click on the Bb link near the bottom of the Reedley College Web-page at [www.reedleycollege.edu](http://www.reedleycollege.edu). As a child development student you may access black board by using the Child Development resource room hours of operation will be posted on blackboard. You may also use the on campus computer center.

**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.

**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.

**The statements below are taken directly from the Reedley College Catalog**

***Academic Dishonesty***

*Students at Reedley College are entitled to the best education that the college can make available to them, and they, their instructors, and their fellow students share the responsibility to ensure that this education is honestly attained. Because cheating, plagiarism, and collusion in dishonest activities erode the integrity of the college, each student is expected to exert an entirely honest effort in all academic endeavors. Academic dishonesty in any form is a very serious offense and will incur*

*serious consequences.*



***Cheating***

*Cheating is the act or attempted act of taking an examination or performing an assigned, evaluated task in a fraudulent or deceptive manner, such as having improper access to answers, in an attempt to gain an unearned academic advantage. Cheating may include, but is not limited to, copying from*

*another’s work, supplying one’s work to another, giving or receiving copies of examinations without an instructor’s permission, using or displaying notes or devices inappropriate to the conditions of the examination, allowing someone other than the officially enrolled student to represent the student, or*

*failing to disclose research results completely.*

***Plagiarism***

*Plagiarism is a specific form of cheating: the use of another’s words or ideas without identifying them as such or giving credit to the source. Plagiarism may include, but is not limited to, failing to provide complete citations and references for all work that draws on the ideas, words, or work of others, failing to identify the contributors to work done in collaboration, submitting duplicate work to be evaluated in different courses without the knowledge and consent of the instructors involved,*

*or failing to observe computer security systems and software copyrights. Incidents of cheating and plagiarism may result in any of a variety of sanctions and penalties, which may range*

*from a failing grade on the particular examination, paper, project, or assignment in question to a failing grade in the course, at the discretion of the instructor and depending on*

***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**

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 come to my office hour 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 or email address of a fellow student(s) in order to get information in case of your absence.

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

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

***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 5 minutes of class they are considered **LATE** and will lose points. Assignments must be turned in within 7 days of the due date and will automatically lose 50% of the available points for the assignment.

**Submitting Assignments**: Most papers must be turned in using the “turnitin” link found on blackboard. If the assignment does not require an electronic submission you can submit the assignments to the instructor during class, to the main switch board before the class period. NO EMAILED ASSIGNMENTS WILL BE ACCEPTED!! YOU MAY NOT TURN ASSIGMENTS INTO THE CHILD DEVELOPMENT OFFICES!

***Missed Tests***: 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.

***Accommodations for Students with Disabilities****:* 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 Act, please contact me as soon as possible.

***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.

**Important Dates**:

August 11 (M) - Start of Fall Semester

August 22 (F) -Last day to drop a full-term class for a refund

August 29 (F) - Last day to register for a full term class

August 29 (F) - Last day to drop a full term class to avoid a “W”

Sept 1 (M) -Labor Day No classes held-campus closed

Sept 12 (F) -Last Day to change a Fall class to/from a Pass/No

Pass grading basis

Oct 10 (F) - Last day to drop with a full-term class

November 11 (T) - Veterans Day –No classes

November 27-28 (Th-F) -Thanksgiving Holiday –No Classes Campus closed

December 8-12 (M-F) -Final Exams week

December 12 (F) -End of the Semester

December 15 (M) -Grades Due

**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 how 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 and/or an in class activity to discuss within your discussion group and/or presentation.

**Exams**: Short quizzes will be given that you will be taking on blackboard. The final may 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 Group/Group Presentations 20 points each=100

Paper=100 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 |
| 8/11-Registraton, Attendance, Ice Breaker, Lecture on What are referrals and how to make them. | None | Read pages 7-24 in text book. |
| 8/18- Lecture on inclusion and legislation on early intervention. | None | Read pages 25-40 in text book and read *“What Makes Early Intervention Programs Work”* |
| 8/25 Lecture on IFSP paper work and process. | **Due Quiz on Ch. 1 and lecture completed on Blackboard** | Read Ch. 9. 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, **For class 9/15** |
| 9/1 Labor Day | **Due Quiz on Ch. 9 and lecture completed on Blackboard** | Read Ch. 2 |
| 9/8 Lecture on working with families and collaborating with professionals | No Quiz | “Tool Assessment Worksheet” due and presentation. |
| 9/15 “Tool Assessment” presentations | **Due Quiz on Ch. 2 and lecture completed on Blackboard** | Read Ch. 4 |
| 9/22 Guest Speaker (ECSE teacher) Look over Routine Based Interventions and discuss how to use them with families. and create a “Routine Based Intervention” with in your discussion group. Lecture on developmental areas and atypical development. | No Quiz | Continue Reading Ch. 4 and Ch. 6  And create a “Routine Based Intervention” with your discussion group and present it on **10/6**. |
| 9/29 Guest speaker (Nurse) and lecture on developmental disabilities. | **Due Quiz on Ch. 4 and lecture completed on Blackboard** | Read Chapter 7 |
| 10/6 Group presentations on “Routine Based Interventions” and lecture on genetic disabilities and physical disabilities. | **Due Quiz on Ch. 6 and lecture completed on Blackboard** | Read Chapter 8 |
| 10/13 Guest speaker Physical therapist) and lecture on chapter 8 and sensory impairments. Discussion groups; discuss how you could accommodate a child with a hearing or vision impairment or physical disability in your class during a specific classroom routine. | **Due Quiz on Ch. 7 and lectures completed on Blackboard** | Read document on Behavior (will be posted on Blackboard) |
| 10/20 Lecture on Applied Behavior Analysis and behavior support plans.  In Discussion groups you will be given a scenario of a child with a negative behavior and your group will complete a behavior support plan. | **Due Quiz on Ch. 8 and lectures completed on Blackboard** | Group presentation on behavior support plan **Due 10/27** |
| 10/27 Group presentations on behavior support plans and discuss paper that will be due on 11/24. | **Due Quiz on Behavior and behavior support plans lecture completed on Blackboard** | Read article on Autism (will be posted on Blackboard) |
| 11/3 Lecture on Autism and discuss article in discussion groups. | None | Reading on how to work with the family with a child with disabilities (will be posted on Blackboard) |
| 11/10 Guest speaker (Case Manager from Autism program) and lecture on creating IFSPs and multidisciplinary teams when creating IFSP. | **Due Quiz on Autism lecture completed on Blackboard** | Work on 3-5 page paper but not **Due till 12/1** |
| 11/17 Go over IFSP step by step and discuss IFSP role play. | **Due Quiz on IFSP lecture completed on Blackboard** | Work on IFSP role play with discussion groups **Due 11/24** and work on 3-5 **but not Due till 12/1** |
| 11/24 IFSP role play presentation. | None | 3-5 page paper |
| 12/1 Turn in paper and review for final. | None | Study for final |
| 12/8 Final |  |  |