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 204

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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.

**LAB HOURS**

42 Lab hours are required for completion of this class. If you cannot find or do not already have a lab placement the instructor will give you contact information for you to find a placement. You are required to have your lab hours signed off and after each lab hour you are required to write about your observations and experiences. You will also be required to meet with the instructor to go over your lab progress on a Friday chosen by the instructor or after class if you cannot come on a Friday. All hours will be due on December 18th.

Blackboard is 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 can e-mail more or you can ask a fellow student. 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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**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.

**Important Dates**:

August 17 (M) - Start of Fall Semester

August 28 (F) -Last day to drop a full-term class for a refund

Sept 7 (M) -Labor Day No classes held-campus closed

November 11 (W) - Veterans Day –No classes

November 26-27 (Th-F) -Thanksgiving Holiday –No Classes Campus closed

December 14-18 (M-F) -Final Exams week

December 18 (F) -End of the Semester

December 21 (M) -Grades Due

**Assignments**

**Paper**: In this 5 page paper please state why you have chosen to learn about the field of early childhood special education and why or why not you would choose special education as a career option, what is your own philosophy of early childhood special education, and what theory or method did you discover will be beneficial to you if you were to work with families and their children with special needs, and how would you implement your chosen theory or method in the classroom and in the home.

**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 groups.

**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 |
| 8/17 Registraton, Attendance, Ice Breaker, Lab Hours  Lecture on What are referrals and how to make them. | None | Read pages 7-24 in text book.  Research and presentation to the class on “agencies that help children with special needs ages 0-3” |
| 8/24- Lecture on inclusion and legislation on early intervention.  “Agencies that help children with special needs ages 0-3” Presentation | None | Read pages 25-40 in text book and begin reading Ch. 9. |
| 8/31 Work in groups to research IFSP. Email answers to questions about IFSP to instructor. | **Due Quiz on Ch. 1 completed on Blackboard** | Read Ch. 9. |
| 9/7 Labor Day |  | Read Ch. 2 |
| 9/14 Lecture on IFSP and working with families and collaborating with professionals | **Due Quiz on Ch. 9 on blackboard** | 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 9/28** “Tool |
| 9/21 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. | **Due Quiz on Ch. 2 and lecture completed on Blackboard** | Read Ch. 4  **“Tool Assessment Worksheet” due and presentation.** |
| 9/28 “Tool Assessment” presentations | No Quiz | Continue Reading Ch. 4 and Ch. 6 |
| 9/28 Guest speaker (Nurse) and lecture on developmental disabilities. | **Due Quiz on Ch. 4 and lecture completed on Blackboard** | Read Chapter 7 |
| 10/5 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 |
| 10/12 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) |
| 10/19 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** |
| 10/26 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) |
| 11/2 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) |
| 11/9 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** |
| 11/16 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 11/30** and work on 5 page paper **but not Due till 12/7** |
| 11/23 IFSP role play practice and paper review. | None |  |
| 11/30 IFSP role play | None | 5 page paper |
| 12/7 Turn in paper and review for final. | None | Study for final |
| 12/14 Final  12/18 Lab Hours Due |  |  |