

Class Syllabus

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

Course: CHDEV-16-55007 Early Intervention

Monday, 6:00 – 7:50 pm

Place: CCI 205

E-mail: Meredith.mathias@reedleycollege.edu

Text book: *Activity-Based Approach to Early Intervention*, Author-Johnson, 4th Edition, Published 2015 by Brookes, ISBN 9781598578010

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.

Learning Outcomes will be:

- 1) Apply fundamental concepts in identification, assessment, and early intervention treatments for infants, 0-3, who have disabilities and other special needs and their families.
- 2) Describe sensory capabilities, motor capabilities and social/emotional capabilities of infants with disabilities and other special needs.
- 3) Design and implement interventions for infants with disabilities and other special needs.
- 4) Develop a formal case of information based on observation and data collection.

IMPORTANT

It is your responsibility to respect the requirements and rules of this course. You will be held accountable for all announcements made in class or on Canvas 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 email me and you may also need to get the phone number or email address of a fellow student(s) in order to get information in case of your absence.

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: You can submit the assignments according to when instructed to do so on Canvas or face to face. **NO EMAILED ASSIGNMENTS WILL BE ACCEPTED!! YOU MAY NOT TURN ASSIGNMENTS INTO THE CHILD DEVELOPMENT OFFICES!**

Missed Quizzes: You have a week to complete the quizzes so there will be no makeups or late quizzes, if you don't take it on time you will receive zero points. 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.

Canvas Companion Course:

Canvas is a **REQUIRED** component of this course. This course syllabus as well as all assignments and reading assignments will not be printed out but is available to you via Canvas. There will also be assignments, discussion boards, and quizzes that must be completed within the canvas system when instructed by your teacher. Course PowerPoints presentations and discussion topics for any class meeting will also be available for your review. Canvas will also be used to post reminders and notifications of class session cancelations. To visit Canvas, simply click on the Bb link near the bottom of the Reedley College Web-page at 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 Canvas. You may also use the on campus computer center.

Attendance:

It is your responsibility to let the instructor know when you will not be in class and your responsibility to get the work or assignments or any announcements from the day you were absent.

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.

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 me 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.

LAB HOURS

48 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 14th.

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.

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 13	(M)	- Start of Fall Semester
August 31	(F)	-Last day to drop a full-term class for a refund
Sept 7 closed	(M)	-Labor Day No classes held-campus
November 12	(M)	- Veterans Day –No classes
November 22-23 closed	(Th-F)	-Thanksgiving Holiday –No Classes Campus

December 10-14 (M-F) -Final Exams week
 December 14 (F) -End of the Semester
 December 17 (M) -Grades Due

Assignments

Paper: Due 11/21; 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 did you discover in this class (such as/but not limited to methods, interventions, teaching styles) that would be beneficial to you if you were to work with families and their children with special needs, and how would you implement and share these discoveries 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 taken in class. The final will be an accumulation of all the chapters we go over in class.

*Accommodations will be made for students with Disabilities.

Grading Policy:

14 quizzes at 20 points each=280 points

14 Discussion Group/Group Presentations at 10 points each=140

Paper=40 points

Final=40 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

Class Dates/Schedule Lectures and Activities	Quizzes	Assignments due for the following week
8/15 Registration, Attendance, Ice Breaker, Lab Hours	None	Read Ch. 1. Purpose and Overview
8/22- Lecture on Ch. 1, inclusion and legislation on early intervention. “Agencies that help children with special needs ages 0-3” Presentation	None	Read Ch. 2 History and Contemporary Status of Early Intervention/Early Childhood Special Education Programs
8/29- Lecture on Ch. 2 and IFSP Work in groups to research IFSP.	Quiz on Ch. 1	Read Ch. 3 Comprehensive Linked System Framework for Service Delivery with Young Children
9/5 Lecture on IFSP and working with families and collaborating with professionals/Ch. 3 Activity- Initial Interview with family	Quiz on Ch. 2	Read Ch. 4 Description of Activity-Based Intervention
9/12 Guest Speaker (ECSE teacher) Look over Routine Based Interventions and	Quiz on Ch. 3	Read Ch. 5 Conceptual Foundations for Activity-Based Intervention

<p>discuss how to use them with families and create a “Routine Based Intervention” with in your discussion group. Lecture on Ch. 4.</p>		
<p>9/19 Continue “Routine Based Intervention” with in your discussion group. Lecture on Ch. 5</p>	<p>Quiz on Ch. 4</p>	<p>Read Ch. 6 Organizational Structure of Activity-Based Intervention</p>
<p>9/26 Guest speaker (Nurse) and lecture on developmental disabilities. Lecture on Ch. 6 Group presentations on “Routine Based Interventions” and lecture on genetic disabilities and physical disabilities.</p>	<p>Quiz on Ch. 5</p>	<p>Read Ch. 7 Issues Associated with the Use of Activity-Based Intervention</p>
<p>10/3 Activity Lecture Ch. 7</p>	<p>Quiz on Ch. 6</p>	<p>Read Chapter 8 The Challenges of Intervention Research and the Empirical Bases for an Activity-Based Approach</p>
<p>10/10 Guest speaker (Physical therapist) and lecture on chapter 8</p>	<p>Quiz on Ch. 7</p>	<p>Read Chapter 9 Observation Skills: The Foundation of Activity-</p>

Activity		Based Intervention
10/17 Lecture on Ch. 9 and 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.	Quiz on Ch. 8	Group presentation on behavior support plan and read Ch. 10 Activity-Based Intervention in Center-Based Programs
10/24 Lecture on Ch. 10, Group presentations on behavior support plans, and discuss paper that will be due on 11/21.	Quiz on Ch. 9	Read Ch. 11 Activity-Based Intervention and Home-Based Programs
10/31 Take home activity	Quiz on Ch. 10	Take home activity will be due.
11/7 Guest speaker (Case Manager from Autism program) and lecture on Autism and Ch. 11	Due take home activity	Read Ch. 12 Using Activity-Based Intervention with Children Who Have Significant Impairments
11/14 Go over IFSP/IEP step by step and discuss IFSP/IEP role play. lecture on creating IFSPs/IEP and multidisciplinary teams	Due Quiz on Ch. 11	Work on paper due 11/21 Work on IFSP/IEP role play with discussion groups Due 12/5

when creating IFSP/IEP and lecture on Ch. 12		
11/21 IFSP/IEP role play practice and activities that go with it (goals, accommodations, services)	Paper due	Read ch. 13 Activity-Based Intervention and the Team Read ch. 14 Early Intervention/Early Childhood Special Education Intervention and Future Accommodations
11/28 and lecture on ch. 13 and 14	Due Quiz on Ch. 12	Work on role play
12/5 IFSP/IEP role play and review for final.	Due Quiz on Ch. 13 and 14	Study for final
12/12 Final 12/14 Lab Hours Due		