

Class Syllabus

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

Course: CHDEV-16-54006 Early Intervention

Zoom class- Wednesday 7:00pm-8:00pm

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No text book, but materials will be available from the professor and on canvas.

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 and discussions must be turned in on the due date. If late your points may be taken off.

Submitting Assignments: You can submit the assignments according to when instructed to do so on Canvas.

Missed Quizzes: Please let me know if you will miss a quiz and we can make arrangements , if you don't take it you will receive a zero.

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 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 be 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 you on Canvas. Canvas will also be used to post reminders

and notifications of class being canceled.

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.

LAB HOURS

48 Lab hours are required for completion of this class. So 5 hours a week of lab activities and class time. All hours will be due on 5/21/2021.

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.

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Important Dates:

March 15 (M) - Start of this 9 week semester May 17-21

(M-F) -Final Exams week

May 21 (F) -End of the Semester

May 24 (M) -Grades Due

Assignments

Paper: Due 5/21/2021; 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 the 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 may be given that you will take on your own. The final will be an accumulation of all the information we go over in class.

*Accommodations will be made for students with Disabilities.

Grading Policy:

10 quizzes at 20 points each=10 points

10 Discussions/Group Presentations at 20 points each=100

Paper=100 points

Final=100 points

Grading Distribution:

Grade	Percent Points
A	90% 350-400
B	80% 300-349
C	70% 250-299
D	60% 100-249
F	50% 0-99

Class Schedule

3/15 Going over syllabus and Lab Hours, What do you know about special education and early intervention?
3/24- Trauma in Early childhood/IFSP Lab-IFSP activities

3/31- LAB-Early Intervention/Routine Based Activities

4/7 IEP Lecture/confidentiality/parents rights

LAB- Children with speech delays

4/14 Guest Speaker (ECSE teacher) Look over Routine Based Interventions and discuss how to use them with families and create a "Routine Based Intervention" within your discussion group.

4/21 IEP group activity

LAB-IEP activities and goals

4/28 Guest speaker (Nurse) and lecture on developmental disabilities, genetic disabilities, and physical disabilities.

LAB-Children with learning disabilities and Intellectual disabilities

4/31 Guest speaker (Case Manager from Autism program) and lecture on Autism

LAB-Children with Autism/Applied Behavior Analysis

5/7 Group behavior support plans class/LAB combined for this week

5/14 Group Presentations of behavior plans.
LAB-ADD/ADHD students in the classroom

5/21 Final and Paper