

Reedley College

Department of Early Childhood Education

ECE 31 – Early Intervention

Section 52953 - 3 units –48 Lab Hours - Zoom meeting Tuesdays 6:00-8:00 p.m.

Instructor: Meredith Mathias-Bautista, School Psychologist MS PPS

E-mail is the preferred way to reach me

See Course Homepage for more details and zoom log in

Course Description: Introduce 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 (IEP) participate effectively in IFSP and IEP 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.

Student Learning Outcomes (SLOs):

- 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.

Required Textbooks:

Will be provided by the instructor and will be able to be downloaded: Inclusion Works! Creating Child Care Programs That Promote Belonging for Children with Disabilities SECOND EDITION

Regular Use of Canvas-all weekly assignments will be posted there with due dates.

Regular Use of RC email.

Open Educational Resources (OER):

This course is an Open Educational Resource (OER) course. This means that ALL readings materials and texts are online in PDF format FREE to students. The one required textbook above is available at the Reedley College Library for semester check out in LIMITED quantities, rented from various online site, or it may be purchased from the campus bookstore.

Recommended Materials:

Knowledge of Canvas and how to navigate it.

*students will be utilizing Canvas for EVERYTHING for this course.

Regular Computer Usage

LAB Requirement: .

1. This course requires full participation in lab work and satisfactory evaluation of lab performance.
2. Lab will take place if you are working in a setting with children on an IFSP or IEP. Letter of confidentiality and permission will be given. If you do not have a place to do hours videos will be provided to evaluate.
3. Students must submit written proof of completion of lab hours (timesheet).
4. Lab activities are to be pre-approved by your instructor if you have a place to conduct hours.
5. All lab hours are accompanied with written observations.
6. A minimum of 48 hours of lab work must be completed in order to receive a course grade.

Letter Grade & Passing Course

- To pass the course, students must score a C or higher in each criteria on the final evaluation. Complete all lab hours and lab assignments.

You will be expected to participate in large and small group discussions and various class activities. **Active participation** is likely to enhance your enjoyment of the course material and facilitate a higher level of learning. You will be encouraged to share your own reactions to course materials, lab experiences, questions, and ideas, as these are what will enable you, your classmates, and your instructor (me!) to gain the most from our time together. Reading the assigned materials prior to class is IMPORTANT. Being able to critically analyze what you have read and discussed, as well as make connections to real world settings when applicable, are ultimate goals.

Academic Success:

In order to succeed at the highest level in college, be sure to utilize the College services that are available to all students. This includes the Tutorial Center, Writing Center, Disabled Student Services, Computer Lab, Library, and Counseling Services. The instructor will comply with the requirements of the Americans with Disabilities Act (ADA), by appropriately accommodating any student with verified disabilities.

Confidentiality:

All grades, teaching evaluations, points earned, etc. are to be kept confidential at all times. This means that students WILL NOT share their personal information regarding their grades. Any violation of this policy will result in disciplinary action.

Canvas:

Information about this course, and resources for it, will be available on Canvas. Canvas is available at <http://reedleycollege.edu>. You will use your RC username and password to login. Through Canvas, you will be able to access the syllabus, assignment guidelines, reading materials, textbooks and any handouts that will supplement the texts and/or lectures. In addition, you will be able to send email to your classmates and me. You will also be able to use Canvas to check your grades online. You should monitor your grades to be sure they are entered accurately and completely. If there is a mistake, please bring it to my attention as soon as you notice it. Please keep all returned assignments until your final grade has been posted at the end of the semester in the event that I make a recording error. If you are uncertain or have questions about how to use any part of the Canvas system use the help guides.

Please note that ONLY your RC email address is recognized by Canvas. Any messages that I send to the class will be sent through Canvas, and therefore through your RC email address. I will not respond to personal emails due to spam and other computer viruses, this means if your email is not sent through your Reedley College email, **I will not open it**. You are responsible for information disseminated through email; ignorance ("I didn't check my email," "My email isn't working," "I don't have access to a computer," etc.) is not an acceptable excuse.

Attendance Policy:

The instructor of this course believes that, though not always measurable, much important learning occurs in the classroom when we are engaged in discussions about course content. Because of this belief, the instructor has a policy that students who are absent more than 4 times or more of class meetings, for any reason, cannot receive credit for the class. In this class, **any student who misses four (4) or more classes, for any reason, will not receive credit for the class, regardless of scores earned on work completed.** Attendance will be taken at every zoom meeting.

Communication:

All course communications MUST come to me through the Canvas messaging system or email. I work a full time job and I do my best to respond in a timely manner. All communications will be answered within 24-48 hours. If, for some reason you have not heard from me, please send me a respectful, kind reminder (those are greatly appreciate).

Weekend Hours:

As students, most of you are taking more than one course and have the demands and enjoyments of life. We, instructors also have those same demands and enjoyments, for this reason I am not

available during the weekend/holiday hours.

Leaving Early & Arriving Late Policy:

As a college student who has enrolled in a class, you are aware of the time that each class starts at the time you register. Therefore, being late or leaving early to/from class is **NOT EXCEPTABLE**. This course requires students to attend the class session at the assigned time each week. It is disrespectful to the learning environment of the classroom, your fellow classmates and your instructor to arrive late or leave early. If you are late or leave early you will not receive points for any in class assignments or activities that may occur. ****Yes, you read that correctly.** You will have participation in class, leaving early or arriving late will affect your grade as well as your learning of the material presented in class. If you are late or are leaving early do not come to class.

Participation and Accountability:

We have a lot to learn from each other, so individual contributions to large group discussions are encouraged and individual contributions to small groups are required. When not speaking to the class or a small group, participation includes alert and respectful attention to anyone speaking to the class or small group. Disrespectful behavior to peers and/or the instructor will be dealt with on a case-by-case basis and may result in the loss of points or, in extreme circumstances, dismissal from the course. While it is acceptable to express disagreement with the views of others, including mine, this must always be done in a calm, respectful manner; it is never ok to disrespect or condescend another student or instructor for expressing his/her views.

You, the student, are responsible for all assignments and information that you miss due to any kind of absence. In the event of an absence, it is your responsibility to ask a classmate for notes and information.

Examinations/Quizzes:

During the course students will take quizzes, through the semester. These quizzes will take form in one of the following: short answer, multiple choice, or True/False. The quizzes are completed on Canvas.

Discussion Boards:

Throughout the course of the semester opportunities discussions, activities, reflections, and responses to the course material will be given. It is expected that all students will participate in these activities as the semester goes. All DBs, reflections and quick assignments are to be submitted at college-level writing. APA cited, incorporate content from the module readings, all directions followed and be fully complete. Responses in **ANY** text writing, lower case "i", etc will NOT be accepted and will result in an automatic score of zero (0). This means proper college writing, grammar, writing structure, etc. See writing expectations in the course syllabus. Some of these assignments will be in class some may be online. Follow all directions carefully. Once a

discussion question/activity closes, you will miss these opportunities and not receive points. **These points cannot be made up.**

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 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.

Late Assignments:

Turning assignments in on time is very important. Some assignments WILL NOT be accepted late or made-up, and those include In-Class Participation Points, Quizzes, & Presentations.

Writing Expectations:

You will see in the various assignment guidelines on Canvas as well as in the Assessment Procedures below that writing quality is taken into consideration on all assignments. Overall writing quality includes grammar, usage, mechanics, style, as well as following proper APA citing style where applicable.

The Writing Center (Humanities Building Room 58) offers free writing assistance to students on and off campus. For more information on all they offer, visit or call Writing Center Information at 638-3641 ext. 3619 or email rcwritingcenter@reedleycollege.edu. Learning to study more effectively will also help with writing, and The Tutorial Center (Library Building LRC 111) has a variety of services to help you succeed in college through more effective learning strategies. For more information call the Tutorial Center at 559-638-0358.

Proper writing is a basic expectation when someone has earned a college degree, and writing quality really does matter; it matters here and it will matter in your profession. If you intend to work with children and families, there will be many times when you need to communicate information that is crucial, including rationale for continued funding for your job and the children and families you serve. We often are required to communicate through our writing, and without good, consistent writing mechanics, it is difficult to communicate effectively.

Assessment Procedures:

As noted above, the quality of your writing matters. Below you will find a general description of the characteristics that are necessary for an 'A' paper*, a 'B' paper, etc. All work completed outside of class will be graded for content and synthesis of ideas as well as writing format and mechanics.

*Note that in these descriptions, “paper” is used to refer to all assignments written outside of class. Including projects and presentations etc.

- A A superior paper that thoroughly and insightfully addresses each aspect of each item. There may be slight flaws, but overall, this is a paper that demonstrates a thorough and complex understanding of the many concepts covered. Additionally, this paper is void of spelling and grammar mistakes, and thoughts are clearly and succinctly expressed and organized. All sections are complete.
- B A very good paper that is beyond adequate. This is somewhat less developed, insightful, and organized than the ‘A’ paper, yet still is indicative of a good understanding of the concepts. It may have minor problems with writing mechanics such as spelling or grammar, but is clear and coherent. All sections are complete.
- C A good paper that is adequate and addresses each aspect of each item in a satisfactory way. This paper, though, lacks the depth of understanding and synthesis that is evident in the ‘A’ and ‘B’ papers. Each item is addressed fully, but there is a lack of complexity, synthesis of ideas, and quite possibly consistency in understanding concepts. This paper may have numerous but minor problems with writing mechanics. All sections are complete.
- D A minimally acceptable paper that, in a significant way, does not address all of the items. This paper shows problems in many areas and may reflect a more serious lack of understanding about the course concepts and/or information being elicited through each paper item. This paper is likely to have serious problems with writing mechanics. There may be incomplete sections.
- F A failing paper has major deficiencies and does not meet the minimum requirements of addressing each aspect of each item in a way that clearly articulates understanding of course concepts. It is likely that there are serious problems with writing mechanics. There may be incomplete sections.

Honor Code:

As a community of learners together we will adhere to principles of academic integrity and mutual respect while engaged in college work and related activities. You should:

- a) Understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration).
- b) Neither gives nor receives unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) Take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Cheating and Plagiarism:

Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one’s grade or obtaining course credit; such acts also include assisting another student

to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work. Penalties for cheating and plagiarism range from a 0 or an F on a particular assignment, paper, examination or project, through an F for the course, at the discretion of the instructor (Reedley College, 2012, pg. 48). For more information on the college's policy regarding cheating and plagiarism, refer to the Reedley College Catalog 2012-2014, pg. 48.

Disruptive Classroom Behavior:

The classroom is a special environment, even in an online classroom, in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.

Study Expectations:

It is usually expected that students will spend approximately 2 hours of study time outside of class for every 1 hour in class. Some students may need more outside study time and some less. For on campus tutoring, contact the Tutorial Center (Library Building LRC 111) a variety of services to help you succeed in college through more effective learning strategies are offered. For more information call the Tutorial Center at 559-638-0358.

Grading:

10 quizzes at 10 points each=100 points

10 Discussions/Group Presentations at 20 points each=200

Paper=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

All lab hours must also be completed for your final grade due to it being a component of the class.

If a problem arises during the semester, please make an appointment with the instructor or come during office hours to discuss how we can best resolve the issue and help you achieve success in class. Grades are confidential and will not be discussed in the classroom between students or the instructor. Students are NOT to discuss their own grades or evaluations with each other. Doing so constitutes as cheating.

Syllabus Disclaimer:

This syllabus constitutes a contract between the instructor of this course and the student enrolled in the course. The student's decision to take this course denotes:

1. Acceptance of this syllabus.
2. Acceptance of the expectations of this course as outlined by this syllabus.
3. The student understands that the course schedule outline in this syllabus, including assignment due dates, are subject to change. Students will be notified through Canvas, email or in class of any changes.
4. The student's understanding that it is their responsibility to read and complete all assignments and turn in all work by the designated times.

This syllabus and course calendar are subject to change. If you are absent from class, it is your responsibility to check on Canvas for announcements made while you were absent or with a classmate.