A. Department of Special Education
SED802, Advanced Early Childhood Intervention
3 credit hours

B. Catalogue Course Description: Advanced curriculum and program development for infants, toddlers, and preschoolers in schools, centers, or home settings, including collaboration with families and professionals, continuous assessment, and program evaluation.

C. Text(s):
Pretti-Frontczak, K., & Bricker, D. (2004). *An Activity-Based Approach to Early Intervention 3rd edition.* Baltimore: Brookes Publishers.

Required reading on e-reserve available through Blackboard and the library home page. See complete list under tentative course timeline.

D. Course Objectives:
Upon satisfactory completion of the course, students will be able to:

1. Discuss current Part B and Part C legislation of the Individuals with Disabilities Education Act

2. Identify families= concern, resources, and priorities and translate these into outcomes, goals, and objectives for a children receiving early intervention services

3. Identify and demonstrate skills necessary for successful collaboration with families and professionals, including those from different cultures

4. Discuss models of teaming currently used in early intervention

5. Design age-appropriate, activity-based and routine-based intervention programs which could be used in home-based programs, center-based programs and/or child care settings, including necessary adaptations

6. Develop strategies for monitoring and evaluating child progress, including methods for family involvement

7. Discuss transition issues and the role of the early intervention team

These student learning outcomes align with CEC Standards 2, 3, 4, 5, 7, 8, 9, 10.

E. Course Outline

Week 1: Legal foundations of Early Childhood Intervention
        History of law and children with special needs
        Part C and Part B
        Philosophy of Inclusion

Overview of assessment
Week 2: Families
History of Parent/Professional Partnership
A Family Systems Perspective
Working with families who are different from yourself
Service Coordination
Week 3: IFSP/IEP
Identifying concerns, priorities, resources
Outcomes vs. goals and objectives
Models of Teaming
Collaborative Teaming Skills
Week 4: Intervention
Natural environments and contexts
Activity-based and routine-based intervention planning
Monitoring and evaluating progress
Week 5: Transition
Opportunities for transition
Seamless service delivery

F. Course Requirements

1. Class Attendance

Regular attendance is expected throughout the summer semester. This is especially critical in a concentrated, 5-week course. Therefore, missing one class is equal to missing two-three classes of a more typical course. See attendance policy. As well, this is a seminar style class where active class participation is expected; hence, if you miss class, you miss opportunities to learn from your colleagues.

2. Assigned Readings

Students are expected to have completed all readings prior to class. E-reserve articles pertinent to each topic are located through Blackboard and on the library web page. The password will be distributed in class.

3. Class Participation

Graduate students are expected to contribute to class discussions and seek and share resources above and beyond those on the syllabus. This is a seminar class and not a passive lecture / discussion style learning environment. YOUR contributions are more important than mine! The information in this course will enable graduate students to think differently about young children with special needs and their families. There are two cardinal rules about this course:

#1: PEOPLE FIRST LANGUAGE WILL BE USED AT ALL TIMES.

#2. FAMILIES ARE NOT BLAMED FOR CHILDREN ' S DISABILITIES.

Cell phones and pagers will be silenced during class time. If you must take a call, please exit quickly and quietly.

4. Individual Projects

DEC Recommended Practices Self-Evaluation: Each student will complete a partial pre and post self-evaluation using the DEC RP workbook as provided in class. This information will be used through the 5 weeks to guide teaching and learning. This information can be used in students' professional portfolios and professional development plans. Due: June 30 & July 23, 2008

Electronic Resource Portfolio: Each student will develop an electronic resource portfolio to be posted on Blackboard. The specific requirements will be discussed in class and on Blackboard by the end of the first week of class. Due: July 20, 2008

5. Team Projects

Part I IFSP: Given a created family vignette, teams will write an IFSP with the (a) family's concerns, priorities, and resources; (b) one outcome, telling how it can integrated across all developmental domains; (c) how the outcome can be routine-based; (d) natural environments/contexts in which the outcome can be addressed, including the community and (e) assessment procedures for the outcome Due: July 23, 2008

Part II Activity-Based Learning: Using the information from #3, teams will detail activity-based learning strategies suitable for a typical preschool classroom. A listing of appropriate materials, methods, and progress documentation will accompany the team project. Presentation / Due: July 23, 2008

6. "Quizzes"

There will be four quizzes throughout the course covering the topics under section F. These are designed to help students integrate information covered in course topics and prepare for writing comprehensive exam responses. Due dates posted on timeline.

G. Additional requirements for graduate student in 700 level courses Not Applicable

H. Evaluation Methods:

Evaluation Tool	Possible Points
1. Team IFSP Project	25
2. Team Activity-Based Learning Project	25
3. DEC RP	25
4. Electronic Resource Portfolio	25

5. Quizzes (4 @ 25pts each)   <u>100</u>

              Total Possible Points   200

<u>Grading Scale:</u> 90 - 100% = A; 80 -   89% = B; 70 -   79% = C; 60 -   69% = D; Below 60%=F

I. Student Progress: Following each quiz and assignment, grades will be posted on Blackboard so students can check progress at any time.

J. Attendance Policy: Absences equating to 20% of class meetings will result in automatic failure. Class sessions missed as a result of late entry into the class will be counted as absences. The student is responsible for presenting the instructor with a reason for absences in order to be given an opportunity to make up missed work. Adequate reasons for class absences include personal illness, death or serious illness in the immediate family, or participation in an approved University activity.
1. Regular attendance is expected throughout the course and will be recorded each class period. Attendance is especially critical in 5-week classes.

2. The student should call or email the instructor <u>prior to the class absence</u>. Included in this message your name, the course number, and reason for the absence.

3. A maximum of three approved absences (equal to one class in a 5-week course) will be allowed. Subsequent absences may result in the lowering of the final grade (e.g., 4 = one grade lower; 5 = two grades lower; 6 = three grades lower, 7 = course failure). Exceptions that have previously been discussed will be allowed.

4. Any absence prior to a required team presentation requires 24 hours notice. If less than a 24-hour notice is given, the instructor may require documentation to determine if the absence will be approved and if a make-up will be permitted.

5. Students will be responsible for obtaining class notes and handouts from other students in the class in the event of any absence.

K. Last Date to Drop the Course: can be found in the Colonel's Compass http://www.eku.edu/compass/.

L. Disability Statement: If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with the course instructor to discuss any academic accommodations you need. If you need academic accommodations and are not registered with the Office of Services for Individuals with Disabilities, please contact the Office on the third floor of the Student Services Building, by email at disserv@eku.edu or by telephone at (859)622-2933 V/TDD. Upon individual request, this syllabus can be made available in alternative forms.

M. Academic Integrity Statement: Students are advised that EKU's Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at www.academicintegrity.eku.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.

Course P/N	Course Title
SED802	**Advanced Early Childhood Intervention**

CONCEPTUAL FRAMEWORK ELEMENTS
CF1: **Knowledge** - Enables candidates to construct understanding of the complexity and richness of the teaching/learning process.
CF2: **Pedagogical Skills** - Enables the professional educator to facilitate learning for all students.
CF3: **Dispositions** - Includes the professional attitudes, values and beliefs that support student learning and development.
CF4: **Technology** - Focuses on preparing candidates who are able to use educational technology to help all students learn.
CF5: **Diversity** - Reflects the Unit's commitment to preparing candidates to support learning for all students

RELATIONSHIP TO:

College of Education Conceptual Framework

K- Basic Knowledge, A- Application, PA- Portfolio Artifact, KA 1, 2, 3, 4, 5, 6- Key Assessments				
CF1	CF2	CF3	CF4	CF5
K, A **KA1**	**K, A** **KA2b**	**K**	**K**	**K**

TEACHER STANDARDS (2008)
STANDARD 1: The teacher demonstrates applied content knowledge
STANDARD 2: The teacher designs and plans instruction
STANDARD 3: The teacher creates and maintains learning climate
STANDARD 4: The teacher implements and manages instruction
STANDARD 5: The teacher assesses and communicates learning results
STANDARD 6: The teacher demonstrates the implementation of technology

STANDARD 7:	Reflects on and evaluates teaching and learning
STANDARD 8:	Collaborates with colleagues/parents/others
STANDARD 9:	Evaluates teaching and implements professional development
STANDARD 10:	Provides leadership within school/community/profession

Kentucky Teacher Standards – Advanced…IECE Teacher Standards

K- Basic Knowledge, A- Application, PA- Portfolio Artifact, KA 1, 2, 3, 4, 5, 6- Key Assessments									
TS1	TS2	TS3	TS4	TS5	TS6	TS7	TS8	TS9	TS10
K, A KA2b, 3, 4a	K, A KA2b, 4a	K, A KA2b, 4a	K, A KA2b, 4a, 5a	K	K	K	K	K	n/a in IECE

EKU GOALS
EKU-G1. To promote and support an inclusive climate that respects and celebrates diversity by attracting, developing and educating a diverse student, faculty, and staff population.
EKU-G2. To continuously assess and improve the services and infrastructure of the University to support and maintain high quality programs.
EKU-G 3. To promote learning through high quality programs, research, and support services.
EKU-G4. To develop and enhance an environment facilitating intellectual curiosity, cultural opportunities and problem-solving abilities for members of the University community.
EKU-G5. To increase and enhance external and internal constituency engagement, while maintaining a connection with the southeastern region of Kentucky.

EKU Goals

EKU-G1	EKU–G2	EKU-G3	EKU-G4	EKU-G5
X	-	X	X	-

KERA Initiatives

Identify the initiative number(s) for each category			
Learner Goals/Academic Expectations	Program of Studies: Understandings	Program of Studies: Skills & Concepts	Core Content
-	-	-	-

EPSB Themes – not exactly sure about these

COURSES	Diversity	Technology	Literacy	Code of Ethics	Leadership
K- Basic Knowledge, A- Application, PA- Portfolio Artifact, KA 1, 2, 3, 4, 5, 6- Key Assessments					
SED802	K	K	-	-	-

SPA

STANDARD NAME GOES HERE
Standard 2: Development and Characteristics of Learners
Standard 3: Individual Learning Differences
Standard 4: Instructional Strategies
Standard 5: Learning Environments and Social Interactions
Standard 7: Instructional Planning
Standard 8: Assessment
Standard 9: Professional and Ethical Practice
Standard 10: Collaboration