

SPED 63956
Foundations in Early Childhood Intervention
Course Assignments



Legislative Foundations Quiz

10 points

Understanding the legal foundations of our field is essential to providing high quality services to young children with disabilities and their families. Each student will be responsible for completing a collaborative quiz related to the principles of IDEIA and NCLB. The quiz questions and format will be provided in class. Important: Students are required to come to class to complete the assignment.

Theory Presentation

20 points

In addition to the legal and legislative underpinnings of ECSE, educational theorists have made a critical impact on the way we understand and support child development today. Each student will sign up to present the research and educational philosophy of one of the following theorists:

- Erik Erikson
- Abraham Maslow
- Maria Montessori
- Jean Piaget
- B.F Skinner
- Lev Vygotsky

Based on class size, students may work alone, in pairs, or in small groups. Student presentations should be no more than 15 minutes and should include (a) an introduction to the theorist, (b) an explanation/illustration of his/her research, (c) his/her educational theory/philosophy and, (d) evidence of the impact his/her theory has on our professional practice today. Finally, each student presentation should include a one page handout for each student in the class (including the instructor) and a hands-on activity to engage student learning. Creativity is encouraged!

Online Discussions

20 points (10 each)

Collaborative reflection and discussion will be an integral part of the course. Students are expected to engage in two online group discussions. Specific directions and prompts for the group discussions will be posted in vista. In general, each student is required to post (a) an

original answer to the discussion question and (b) two responses to other students. An original answer to discussion questions should be well thought out, research-based answers that include (a) support from the course readings, (b) support from at least one outside source, (c) APA citations and references to evidence your support, and (d) thought provoking ideas and questions to spark discussion. It is imperative that original online discussion answers are posted in a timely manner in order to give others an opportunity to respond. Responses to other students should include (a) statements that are supported by personal experiences and research, (b) statements that go beyond agreement or disagreement and show evidence of critical thinking. Back and forth dialogue is encouraged!

Wiki Page

10 points

In today's environment, early educators need to know how to use the internet to gather and synthesize reliable information related to special education and child development. Each student will be responsible for developing a personal wiki page related to critical periods in brain development for infants and toddlers and methods for supporting healthy brain development in the early years. The information in each student wiki page will need to be acquired from reliable internet sources. Specific directions will be provided in class for (a) how and where to develop the wiki page and (b) how to gather reliable information from the internet.

Specific Disability Report and Panel Discussion

20 points

The educational implications related to specific disability categories are critical information for early childhood special educators. Each student will choose from the list below and develop a report to share with the rest of the class. Your verbal report will be informal, absolutely no longer than 10 minutes, and should include (a) an introduction to the disability or disability category, (b) a description of the cause, outlining both biological and environmental factors (c) the educational implications of the disability as it relates to IFSP/IEP development, and (d) resources/references. Your written report, to be turned in to the instructor, should be no more than four pages and include APA style references. A brief handout should also be developed to share with your classmates and your instructor as an accompanying document for your brief verbal report.

- Cerebral Palsy
- Turner Syndrome
- Fetal Alcohol Syndrome
- Epilepsy/Seizure Disorders
- Cleft Lip and Cleft Palate
- Muscular Dystrophy
- Attention Deficit Hyperactivity Disorder (ADHD)
- Failure to Thrive
- Traumatic Brain Injury
- Autism Spectrum Disorders
- Down Syndrome
- Tourette Syndrome
- Visual Impairments
- Sickle Cell Disease
- Fragile X Syndrome
- Hearing Impairments

Current Trends Article

5 points

Having a sound understanding of the foundations of ECSE is critical to becoming a competent professional. Just as important, is having a clear view of the current trends and debates occurring in the field. Each student will be expected to bring one current trend article to share with the class for discussion. Articles should be (a) current (b) from a reliable source, program, or organization. More details will be provided in class.

Program Presentation

25 points

Critical evaluation of existing early intervention programs will promote a better understanding of the ECSE system as a whole. Each student will choose a program from the list below to research, review, and present to the class. The student presentation should be about 15 minutes in length and include (a) a detailed description of the program (b) a thorough report of the initial research projects affiliated with the program (c) a summary and critical evaluation of the strengths and weaknesses of the program (d) a connection to Bronfenbrenner's ecological theory, and (e) a conclusion that describes the social validity of the program and its outcomes.

- Carolina Abecedarian Project
- Chicago Child-Parent Centers (CPC)
- Comprehensive Child Development Program (CCDP)
- Early Training Project (ETP)
- Head Start
- High/Scope Perry Preschool Project
- HIPPI (Home Instruction Program for Preschool Youngsters)
- Houston Parent-Child Development Center
- Incredible Years
- Infant Health and Development Program
- Nurse-Family Partnership (NFP)
- Oklahoma Pre-K
- Project CARE (Carolina Approach to Responsive Education)
- Syracuse Family Development Research Program
- Early Head Start
- Parents as Teachers

Total Points...

Legislative Foundations Quiz	10 points
Theory Presentation	20 points
Online Discussions	20 points (10 each)
Wiki Page	10 points
Specific Disability Report and Panel Discussion	20 points
Current Trends Article	5 points
Program Presentation	25 points
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Total	100 points

Extra Credit Opportunities!!!

(2 points each)

Ask the instructor for more information if you are interested in any of the following opportunities:

- Provide documentation/proof (e.g. membership number/card) that you joined one or more critical professional organizations during the semester (i.e. NAEYC or DEC)
- Attend a student poster session in Second Life to support ECIS practicum student research projects at the end of the semester.
- Sign up and serve in a leadership role for Ohio DEC (e.g. committee member, chair position) or provide service hours to ODEC board members to help fulfill organization goals for the year.