

SPED 63956
Foundations in Early Childhood Intervention
Fall 2009
Tuesdays 4:25-7:05PM
202 Moulton Hall



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Course Description

The focus of this class is to provide an overview of issues facing young children with disabilities within the context of family/society including: historical overview of the field, early childhood service models, theoretical perspectives, implications of childhood disabilities, role of the ECI professionals, national and international trends, and recommended assessment, intervention, and evaluation practices. The core principles of NCLB and IDEA are reviewed with specific emphasis on Part B and Part C provisions for IFSP and IEP development.

The experiences, knowledge, ideas, and opinions of students are respected and welcomed as an integral part of the course.

General Instructor and Course Information

Instructor:	Sandra Hess Robbins, M.Ed.
E-Mail:	srobbin4@kent.edu
Office:	300J White Hall
Office Hours:	Tuesdays 1:00-4:00 and 7:00-9:00
Course Format:	Hybrid: Mostly face to face with some online sessions
Course Time:	Tuesdays 4:25-7:05
Course Location:	202 Moulton Hall



Vista Information

Class information including syllabus, description of assignments, weekly lectures/handouts, course policies, supplemental readings, tips, and related links are posted on the WWW. You can obtain desired course information using any Internet browser and going to <http://vista8.kent.edu>

Once you've arrived at the site, click on the KSU hyperlink, then on the log in button. When prompted, enter your user name and password (same as @kent address). Click on the course and enter the space. You may be prompted to download JavaScript etc. To access files posted in VISTA you will need PowerPoint software (can purchase from KSU bookstore) and Acrobat Reader (can download for free).

If you have trouble logging in to Vista or need help with your Flashline username and password, please contact the Kent State Help Desk (330-672-HELP; helpdesk@kent.edu).



Communicating with Classmates

VISTA Chat

Vista chat allows section members to communicate and collaborate with each other in real time by sending text messages, creating drawings, and sharing images. The chat room contains both chat and whiteboard functions.

Google Talk

Google Talk is a program that supports online discussion and instant messaging features. Each student will need to create a Google account in order to download the Google Talk program.

Students can use instant messenger without additional equipment, but online communication requires a headset with microphone that can be purchased at local computer supply stores for under \$20.00. As students create accounts, please share your Google name.

- Setup a Google Talk Account: <http://www.google.com/talk/>
- Further Information About Google Talk: <http://www.google.com/talk/about.html>

SKYPE

SKYPE is another option for online discussions and instant messaging communication. What is different between SKYPE and Google Talk, is SKYPE will allow you to talk with more than one person (i.e., conference calling feature). A headset is also needed to be able to use SKYPE.

- Setup a SKYPE Account: <http://www.skype.com/useskype/>

Required Texts



Howard, V.F., Williams, B. & Lepper, C.E. (2005). Very young children with special needs: A formative approach for today's children: 3rd Edition. Prentice Hall.



Sandall, S., Hemmeter, M. L., Smith, B. J., & McLean, M. (2005). DEC recommended practices: A comprehensive guide. Longmont, CO: Sopris West.

Recommended Text



Copple, C., & Bredekamp, S. (2009). Developmentally appropriate practice in early childhood programs serving children birth through eight. Washington DC: National Association for the Education of Young Children.

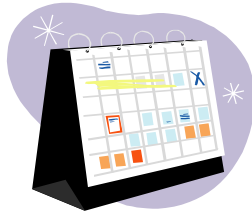
Additional readings will be posted weekly in the course vista space

Course Competencies

The readings, class discussions, activities, and assignments of this course are intended to provide you with opportunities to develop these skills, as outlined by the CEC Special Education standards:

SPED 63956 Foundations in Early Childhood Intervention

Knowledge/Skill	Competency Description
CC1K1	Models, theories, and philosophies that form the basis for special education practice
CC1K8	Historical points of view and contribution of culturally diverse groups
CC1K9	Impact of the dominant culture on shaping schools and the individuals who study and work in them
CC1S1	Articulate personal philosophy of special education
EC1K1	Historical and philosophical foundations of services for young children both with and without exceptional learning needs
EC1K2	Trends and issues in early childhood education and early childhood special education
EC1K3	Law and policies that affect young children, families, and programs for young children
EC5K1	Medical care considerations for premature, low-birth-weight, and other young children with medical and health conditions
CC9K4	Methods to remain current regarding research-validated practice
CC9S10	Access information on exceptionalities
EC9.K1	Organizations and publications relevant to the field of early childhood special education



Course Calendar

Date & Format	Topic	Readings	Assignments
Week 1 September 1 Face to face	Introductions Overview of Syllabus and Assignments	Syllabus Assignments	Log on to VISTA Sign up for theory presentation
Week 2 September 8 Face to face	Historical Evolution of Early Childhood Intervention	VYCWSN: Chapter 1 & 2 DEC: Chapter 1 VISTA Reading	
Week 3 September 15 Face to face	Legal and Legislative Foundations: The Evolution and Implications of IDEIA and NCLB	VYCWSN: Chapter 9 & 10 VISTA reading	
Week 4 September 22 Face to face	Theory presentation work day		Legislative Foundations Quiz
Week 5 September 29 Face to face	Educational Theorists		Theory Presentation
Week 6 October 6 Face to face	Service Delivery Models & Related Service Personnel	VYCWSN: Chapter 3 DEC: Chapter 6 & 8	Sign up for Specific Disability Report (VISTA)

Date & Format	Topic	Readings	Assignments
Week 7 October 13	DEC conference NO CLASS		Work on Specific Disability Report
Week 8 October 20 Online	Professional Organizations and Ethical Considerations	NAEYC Code of Ethical Conduct Recommended: DAP: Chapter 1	Online Discussion
Week 9 October 27 Face to face	Human Development: Infants and Toddlers	VYCWSN: Chapter 4 & 5 Recommended: DAP: Chapter 2, 4, 6, & 8	
Week 10 November 3 Online	Human Development: Brain		Wiki page
Week 11 November 10 Face to face	Human Development: Risk Factors and Medical Considerations	VYCWSN: Chapter 6, 7, & 8	Specific Disability Report & Panel Discussion
Week 12 November 17 NAEYC conference Online	Working with Diverse Cultures and Families	DEC: Chapter 4 & 5 VISTA Reading	Online Discussion
Week 13 November 24 Thanksgiving	Program Presentation work day NO CLASS		Work on Program Presentation
Week 14 December 1 Face to face	Current Trends: Natural Environments and Evidence-Based Practice	VISTA Reading	Current Trends Article

Date & Format	Topic	Readings	Assignments
Week 15 December 8 Face to face	Early Childhood Intervention Model Programs		Program Presentation
Finals Week December 15 Face to face	Early Childhood Intervention Model Programs		Program Presentation