**MISSISSIPPI VALLEY STATE UNIVERSITY**



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| **Academic Term and Year** | | Fall 2021 | | | | | | | |
| **Course Prefix and Number** | | EC 401- E01 | | | | | | | |
| **Course Title** | | Early Intervention Strategies | | | | | | | |
| **Days, Time and Location of Class Meeting** | | Online | | | | | | | |
| **Instructor’s Contact Information** | |  | | | | | | | |
| Name: | | Dr. Teresa Banks | | | | | | | |
| Office Location: | | O.P. Lowe 230 | | | | | | | |
| Office Hours: | | Virtual | | | | | | | |
| Office Phone Number: | | 662-254-3698 | | | | | | | |
| E-Mail Address: | | canvas email or office email: Teresa.banks@mvsu.edu | | | | | | | |
| **Course Prerequisites** | | Completed all General Education courses | | | | | | | |
| Technology skills: | | Basic computer skills, working within Windows system environment, navigating the internet, and familiarity with E-mail. | | | | | | | |
| **Course Description** | | Provides procedures and strategies for facilitating the successful inclusion of young children with disabilities in early childhood settings using developmentally appropriate practices. | | | | | | | |
| **Course Objectives** | | **1.**Gain knowledge of historical perspectives, and legal and philosophical bases of Early Childhood/Early Intervention.  **2.**Discuss current trends and culturally sensitive practices in Early Intervention.  **3.**Relate links between program philosophy, program goals, assessment, intervention, and evaluation.  **4.**Demonstrate knowledge of recent brain development research and its implications for early development.  **5.**Demonstrate knowledge of typical development of infants, toddlers, and preschoolers.  **6.**Demonstrate knowledge of risk factors and cultural variability in child development.  **7.**Present information on developmental sequences through age 8.  **8.**Gain knowledge of atypical development and effects of disabling and at-risk conditions.  **9.**Demonstrate understanding of the role of early interactions between the developing child and the environment, including cultural influences, on early  development. | | | | | | | |
| **Course Requirements** | |  | | | | | | | |
| Required textbook(s): | | Inclusive Early Childhood Education  Author: Penny Low Deiner 6th Ed  Cengage Publications | | | | | | | |
| **Supplementary materials:** | | Students are also responsible for reviewing resources and links posted on Canvas  \*IDEA (Individuals with Disabilities Act) 2004 (P.L. 108-446), Part C at http://idea.ed.gov/part-c/search/new or [http://www.copyright.gov/legislation/pl108-446.pdf (Links to an external site.)](http://www.copyright.gov/legislation/pl108-446.pdf)  \* Individualized Family Service Plan (IFSP) form for the State of Virginia [http://www.infantva.org/pr-IFSP.htm (Links to an external site.)](http://www.infantva.org/pr-IFSP.htm)  \* National Early Childhood Technical Assistance Center (NEC-TAC) http://www.nectac.org/  \* Division of Early Childhood (DEC) http://www.dec-sped.org/  \*Zero to Three http://zerotothree.org Shonkoff, J., & Meisels, S.J. (2000). | | | | | | | |
| **Class attendance policy** | | Each student is required to participate in using Canvas Communication Tools, taking online exams, and other aspects of Canvas.  You are expected to log in regularly (**daily**, perhaps several times per day) to submit assignments, check grades, personal messages, and view course materials.  Student(s) who fail to participate in the online course during a course week will be deemed absent for that week. The absence will be annotated as absent unexcused (AU), unless the instructor has been informed beforehand and deemed the absence as absent excused (AE). The instructor shall report all absences to the main campus as required. A student who has not participated for 7 consecutive days regardless if the absences were deemed AU or AE shall be recommended for administrative withdrawal to the main campus.  In a traditional classroom just because a student contacts the instructor and is excused from a scheduled class meeting does not mean the student is given credit for participation or attendance. The student is still annotated as AU or AE**. The online classroom shall be no different in this respect.** It is the instructor's sole discretion as to what he/she shall consider AU or AE. | | | | | | | |
| **Cheating and plagiarism policy** | | Cheating in any fashion will not be tolerated, including but not limited to plagiarizing another’s words, work or ideas on individual class assignments.  To address the situation of plagiarism, the University has implemented *Turnitin* to fight plagiarism and improve reading, writing, and research skills. *Turnitin* is a comprehensive plagiarism prevention system that lets faculty quickly and effectively check all students’ work. Results are based on exhaustive searches of billions of pages from both current and archived instances on the Internet.  Plagiarism will result in at least a failing grade for the assignment(s) and/or course. | | | | | | | |
| **Make-up  policy** | | **Make-up Assignments/Exams**  Make up maybe allowed, depending on the circumstances with an excuse.  It is at the instructor’s discretion. | | | | | | | |
| **Teaching/Learning Strategies** | | The primary instructional model for this course is collaborative learning.  Specifically, the instructor will set course content, course objectives, and methods of classroom assessment.  The course will incorporate the following instructional strategies: class discussion, online activities, assigned readings, and/or individual projects.  Students are encouraged to actively participate in activities, ask questions, and contribute comments for discussion.  Students are also encouraged to offer input regarding instructional strategies and assignments.  Most importantly, students are expected to be active learners and to ask for clarification when they have questions.  In order to be successful in the class, it is important that students, read the assigned material, and submit assignments and be prepared to discuss what they have read.  The goal of this approach is to develop a safe learning environment that addresses a variety of learning styles, promotes critical thinking, and fosters creativity. | | | | | | | |
| **Submission of Work:** | | **Scheduled assignments MUST be completed and successfully submitted through the CANVAS Assignment Tool (drop box) by due date and time.** Assignments automatically become unavailable after the due date/time expires. All assignments MUST be keyed using MS Word or saved as a DOC files and no multiple submissions will be allowed.  All assignments MUST be submitted using the appropriate software. | | | | | | | |
| **Course Drops/Incompletes:** | | Students not completing the course for any reason are required to submit official drop notices to the Registrar’s Office prior to the deadline date. **This is your responsibility**. Failure to comply with the procedure WILL result in your receiving a letter grade of “**F**”.  Not officially withdrawing from the university may impact your financial aid and result in you owing the university. | | | | | | | |
| **Online communication**  **Observation of “Netiquette”:** | | Students MUST use WebCT mail for contact with the instructor and other members of the class.  All your Online communications should be composed with fairness, honesty and tact. What you put into an Online course reflects on your level of professionalism | | | | | | | |
| **Technology Infusion** | | **Hardware:**   |  |  | | --- | --- | | **Operating  System:** | Windows 10, NT,  XP or a Macintosh System 8.1 or higher | | **Processor:** | 200 MHz or higher | | **Memory:** | 32 MB of RAM | | **H Drive Space:** | 100 MB free disk space | | **Modem:** | 28.8 kbps or higher | | **Monitor:** | 800x600 resolution |   **Software:**   |  |  | | --- | --- | | **Internet Access:** | Any Internet Service Provider | | **Browser:** | Internet Explorer, Google Chrome, Mozilla Firefox or higher\*, AOL 5.0 or higher\*\* | | **Application** | Recommend Microsoft Word or application file name **.doc** | | **Audio & Video:** | RealPlayer, Quick Time | | | | | | | | |
| **Technical Problems:** | | If you experience technical/computer difficulties (*need help downloading browsers or plug-in, logging into your course, using your course web site tools, or experience errors or problems while in your online course*). | | | | | | | |
| **Evaluation Procedures** | | Access WebCT course at [http://webct.mvsu.edu:8080 (Links to an external site.)](http://webct.mvsu.edu:8080/) or [www.mvsu.edu (Links to an external site.)](http://www.mvsu.edu/) click on WebCT for detailed instructions regarding assignments | | | | | | | |
| |  |  |  | | --- | --- | --- | | **Grading Criteria** | | | | A | 90-100 | 90% | | B | 89-80 | 80% | | C | 79-70 | 70% | | D | 69-60 | 60% | | F | 59-below | 50% | | | |  |  |  | | --- | --- | --- | | **Assessments** |  | **Points** | | Projects | **2** | **100** | | Assignments | **9** | **350** | | Discussions | **5** | **100** | |  |  |  | | **Total** |  | **550** |   **NOTE: THIS MAY BE ADJUSTED BY THE COURSE INSTRUCTOR.** | | | | | | | |
| **Rubric(s):** | | Assignments with rubric will be attached in Canvas | | | | | | | |
| **ADA Statement** | | **Americans with Disabilities Act**:  Mississippi Valley State University does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. *The student has the responsibility of informing the course instructor (at the beginning of the course) of any disabling condition, which will require modification to avoid discrimination*. Faculty members are required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels. | | | | | | | |
| **Statement of Diversity** | | We believe that diversity issues are of major import to student and school success.  We fundamentally believe in and support the value of heterogeneous groups and the richness of benefits when students are involved with diverse populations, settings, and opinions.  This course is designed on the basic assumption that learning is something we all actively engage in by choice and personal commitment.  The format of this class will be a community of scholars, each with their rights and responsibilities of membership.  We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another’s rights to differing opinions. | | | | | | | |
| **Course Experience and Assessments addressing NAEYC Standards**   |  |  | | --- | --- | | **STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING**  Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child. | Idea Reflection/Power point  DAP assignment  IFSP  Peoples First Language  Room Arrangement | | **STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS**   Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children’s families and communities. They know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families. | Partnership with families assignment  IFSP | | **STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES**   Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child. | Assessment and Screen assignment  IFSP  Progress Monitoring assignment | | **STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES TO CONNECTWITH CHILDREN AND FAMILIES**  Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child’s development and learning. | DAP assignment  Assistive Technology activity  Adaptation and Accommodation assignment | | **STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM**   Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child. | Adaptation and Accommodation assignment ADHD/ADD activity  Assessment and evaluation assignment | | **STANDARD 6. GROWING AS A PROFESSIONAL**  Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies. | Mid-term project  Final Project | | **STANDARD 7: EARLY CHILDHOOD FIELD EXPERIENCES**  Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8 years) and in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs). | Final project | | | | | | | | |
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| **Course Outline:**  **Disclaimer:***The Instructor has the right to adjust the schedule as needed.*   |  |  |  |  | | --- | --- | --- | --- | | **Week** | **Assignments** | **Minutes** | **Points** | | *Week 1* | **Read  Chapter 1: Including all children in a dynamic educational system**  **Introduction activity: People First Language**  **Disability Awareness by State assignment** | *60*  *60* | *20*  *40* | | *Week 2* | **Read Chapter Two: Partnering with families and honoring their diversity**  Partnering with families | *50*  *120* | *20*  *30* | | *Week 3* | **Read Chapter Three: Assessment and Evaluation**  Discussion  Board 1 | *50*  *45* | *20*  *50* | | *Week 4* | **Read Chapter Four: Curriculum and Standard in inclusive settings**  IFSP: Dashawn’s Case | *50*  *60* | *20*  *100* | | *Week 5* | **Read Chapter Five: Individualizing planning**  Discussion Board 2  **IEP Video Development assignment** | *50*  *90* | *20*  *30* | | *Week 6* | **Read Chapters Six( Parental Development) and Seven: Infant and toddler at risk)**  Response to Intervention | *60*  *90* | *40*  *30* | | *Week 7* | **Read Chapters Eight (Children with Specific Learning Disabilities) and Nine( Children with Social, Emotional and Behavior Disorders)**  Discussion Board 3  **Accommodations vs modification** | *50*  *60* | *20*  *60* | | Week 8 | Mid-Term Examination | 60 | 100 | | Week 9 | **Read Chapter Ten: Children with Attention deficient/ hyperactivity disorders**  Discussion  Board 4  **ADHD: Delivery of SPED services** | 50  90 | 20  40 | | Week 10 | **Read Chapter Ten: Children with Attention deficient/ hyperactivity disorders**  Assistive Technology | 50  50 | 20  60 | | Week 11 | **Read Chapters Eleven (Children with Communication Disorders) & Twelve (Children who are English Language Learners)**  Discussion Board 5  Behavior Management & ADHD | 60  30  100 | 30  30  60 | | Week 12 | **Read Chapters Thirteen ( Children with autism spectrum disorders) & Fourteen (Children with intellectual delays and disabilities)**  **Autism Spectrum Case study** | 60  120 | 40  60 | | Week 13 | Read Chapter 9  Accommodation assignment/Assistive technology assignment | 120 | 70 | | Week 14 | Read Chapter 10& 11  Behavior Management & ADHD assignment | 200 | 50 | | Week 15 | Final exam/ Projects  Final Exam | 240  120 | 60  100 | | | | | | | | | |
|  | **Total minutes** | | | | **2,225** | **1,340** |
| **Bibliography** | | |  | | | | | | | |
| **Comments** | | | This syllabus is not a contract. It is only a guideline. The instructor reserves the right to make changes and additions to this syllabus at her/his discretion. If changes are necessitated during the term of the course, you will be notified of changes via WebCT mail. | | | | | | | |

**Reference**

1. Dyson, A., Howes, A. and Roberts, B. 2004. What do we really know about inclusive schools? A systematic review of the research evidence. D. Mitchell (ed.), Special Educational Needs and Inclusive Education: Major Themes in Education. London, Routledge
2. Penny Low Denier, Inclusive Early Childhood Education: Development, Resources, and Practice,  6th Edition

**Websites:**

1. www.acf.dhhs.gov: Administration for Children, Youth and Families (ACYF)
2. http://erkps.crc.uluc.edu/ccdece/ccdece.html: Center for Career Development in Early Care and Education
3. http://www.naeyc.org: National Association for the Education of Young Children (NAEYC)