D. Monterroso CD 44 Fall 2013

Child Development 44

Creative CD44 Early Intervention for children with Special Needs/CD44 Intervencion temprana para ninos con necesidades especiales.

Fall 2013 Section # 0163

Instructor's Name: Doris Monterroso E-mail: dorismonterroso@aol.com

Telephone: (818) 364-7600 Office Hours & Location: Child Development Studies Adjunct office -215

Thursdays 8: 20 am - 8: 50am

Class Time & Location: Thursdays 8:50 pm - 12:00 pm Room: CCDS 201

Catalogue Course Description:

Explores Designed for students interested in working with young children with special needs and their families. Instruction focuses on accommodating and adapting the physical environment, instructional strategies and curriculum to meet the needs of differently abled children from birth to preschool teachers.

Course Objectives:

Content Knowledge: Upon completion of this course students will have an understating of, or be able to apply, the following principles and concepts as it relates to early intervention for children with special needs.

- Law and legal mandates/PL 99-457;
 Title II part BTitle I part C; IDEA and amendments
- 2. " Zero reject"/Natural Environments,
- 3. "Developmental Disability"/"At-Risk"; Trends and Issues
- 4. intent of current laws and regulations pertaining to and protecting children with disabilities and their families
- 5. Early Identification
- Screening (ASQ, PEDS)/Assessment/Observation/Data Collection
- 7. IFSP vs IEP
- 8. Noncategorical approach
- 9. Goals and Objectives
- 10.Specialists (DIS)/Transition/LRE
- 11.Programs and Referrals/Regional Center/Early Start/Center-based vs Home based services/Natural Environment
- 12. Family Professional Partnership/ Family Systems Approach
- 13. Family patterns and expectations/ Family Dynamics/ Family Centered Practices

- 14.Advocacy
- 15.Culture
- 16. The impact of disability on family members
- 17. Teaching Strategies/PITC/Touch Point/Play BasedFloor Time
- 18.Incidental Learning: window of opportunity
- 19. Recognize Typical and Atypical Milestones
- 20.Biological, Environmental, combination
- 21.Effectiveness of Early Intervention/ Effective Characteristics of an Early Interventionist
- 22. Home Visiting
- 23. Visual Impairment/ Hearing Impairment/ Motor/Health impairment/ Cognitive Delays/ Social and Emotional
- 24. Communication and Language
- 25. Medical Conditions affecting children's development

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Student Learning Outcomes		Assessment Meth	College SLO
1.	Describe the impact of political and social influences on the field of Early Childhood/Special	1. Two exams (midterm & final);	 Aesthetic Written and Oral
2.	Education Identify and provide examples of categories of	Exams involve essay questions,	Communication
	special needs according to the Individuals with Disabilities Education Act as they apply to infants,	research articles, research	3. Aesthetic
3.	toddlers and preschool age children Examine strategies to facilitate smooth transitions from Part C to Part P programs and from	resources and/or	Responsiveness
	from Part C to Part B programs and from preschool to Kindergarten age programs.	multiple choice and/or	
4.	Assess the impact of current litigation and legislation regarding individuals with	True/False)	
5.	exceptionalities. Discuss and describe the screening, referral and	2. Observation of	
	assessment process.	an early intervention	
6.	Interpret Individualized Family Service Plans and Individualized Education Programs.	program	
7.	Examine the process for accessing community agencies, referral systems, and procedures for	3. Genetic	
	specialized support, resource and placement	abnormalities research paper +	
8.	options in the county/area of residence. Define and discuss the family systems approach	powerpoint	
0.	to early intervention and identify ways to	presentation	
	enhance family support and family-professional partnerships.	4. Participation &	
9.	Propose strategies to successfully advocate for	Attendance	
10	children with special needs and their families. Compose a sensitive parent-teacher collaboration		
10.	model based on the emotional needs of families		
	with infants, toddlers and young children with		
11.	disabilities. Identify intervention strategies and ways to adapt		
	physical environments to meet the instructional		
12	needs of infants and toddlers with special needs. Recognize the typical and atypical milestones of		
12.	children birth to 3 years of age and identify the		
	strengths and special needs of the child in the		
13	context of his/her family. Formulate IEP's and IFSP's goals and objectives		
	Use effective verbal and written communication		
	skills to actively collaborate with families in an		
	ongoing and positive manner to support each child's development		
15.	Demonstrate a professional commitment to		
	confidentiality and the need for a safe, secure and nurturing environment for the child and		
	family		

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Required Texts and Materials:

- Gargiulo & Kilgo -Young Children with Special Needs , 2nd^h Edition,. ISBN: 978-1-4018-6082-0 Optional:
- Hanson, & Lynch. Early Intervention Implementing Child and Family Services for Infants and Toddlers Who Are At Risk or Disabled, second edition. Austin, Texas: Pro-Ed, 1995

Attendance and Participation:

Students are expected to attend each scheduled class period prepared to turn in assigned work and to discuss assigned reading.

- If you cannot attend class for any reason, it is important that you notify instructor in advance.
- More than three absences will result in being drop out of the class.
- Class participation is also very important and will influence your grade. Each class period
 will include lecture, whole group discussions, and small group work. This work cannot be
 made up. There will also be information presented in class that will not be
 in the reading material.
- Three tardies will be consider as 1 absence.
- Get the name, telephone number, e-mail address of one of the student's in this class to get an update of what you have missed, in case you have to miss a class due to unavoidable circumstances.
 - Calendar is tentative and may change. Students are responsible to keep updated on calendar changes.

Extra credit:

Attending to ONE workshop/conference related to the field of child development will be accepted as an extra credit work. A maximum of <u>3 points for conference</u>/ workshop will be accepted for this course. Below are the extra credit detailed requirements:

- 1. Student needs to attend the workshop or conference during the semester.
- 2. Student will need to type 1 ½ page with the following sections
 - a. Summary of the event
 - i. What did you learn? (Be specific)
 - ii. Would you recommend it? Why?
 - iii. Attach proof of your attendance to your paper (copy of certificate, handouts or brochure

Late Assignments:

 Occasionally something occurs that prevents an assignment from being submitted on time. If this has been discussed with instructor in advance, there is no penalty. However if work is submitted late without a previous agreement with instructor, your grade for that assignment will be graded at 50% of the original value of the assignment. Late assignments with 50% off the original value will only be accepted up to a week later of the due date.

If you decide to drop the class it is important to follow the proper procedures in order to avoid getting an "F" in the class.

There are some useful numbers on campus: general campus 818-364-7600 Library x7106 Learning center x7756 Admission & Records 818/833-3322 Bookstore 818/ 364-7768 Campus sheriff x818-364-7843 (or free from campus pay phones: hit *11)

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Students with Disabilities:

 If you have an identified special needs/disability which may affect your performance in class, please approach instructor to discuss appropriate accommodations for your successful participation in class. You also need to contact our campus Disabled Student Program & Services. DSP&S is located in Instructional Building. Visit DSP&S at www.lamission.edu/dsps or 818-833-3313

Electronic Equipment Use:

• Please be courteous and turn your cell phone off or on silent mode. All other music equipment e.g. IPods, MP3's, are not allowed during class.

Academic dishonesty

Plagiarism is the use of others' words and/or ideas without clearly acknowledging their source. When you incorporate those words and ideas into your own work, you must give credit where credit is due. Plagiarism, intentional or unintentional, is considered or cheating on assignments (e.g., copying or giving answers, using "crib" sheets, etc.) will (I) receive a zero (fail) on the assignment, and (2) be referred to the Vice President of Student Services for further disciplinary action, following due process. For further information on plagiarism go to the Writing Center website and refer to the STANDARDS OF STUDENT CONDUCT AND DISCIPLINARY ACTION in the Current Schedule of Classes and the Catalog.

Financial Aid is available! Call (818) 364-7648

Go to the Financial Aid Office in the Student Services Annex of the Instructional Building Website address: http://www.lamission.edu/financialaid/

Financial Transactions with Students

• Faculty members are prohibited from engaging directly with students in their classes in the sale or rental of required or recommended materials or activities charges. When a faculty member wishes to distribute classroom materials for which students are required to pay, the faculty member shall use a voucher system through the College's bookstore or business office and must substantiate that the materials are being provided at cost. Faculty members are prohibited from engaging in other financial transactions with students, except to facilitate participation in voluntary, extracurricular activities, such as theater trips or sporting events. In that case, the faculty member is required to provide appropriate accounting and receipts upon request to the supervising administrator

Class Format:

Lectures, readings, videos, group/class discussions, assignments and in-class activities will be used to understand the principles and practices in the field of child development. It is your responsibility to communicate with instructor, regarding understanding of the course/materials and professional or personal obstacles that may be have an effect on your coursework. Es su responsabilidad el comunicarse con el instructor, referente a la comprensión del curso y materiales. No dude en comunicar cualquier obstáculo personal; o profesional que crea pueda afectarle en esta clase

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ASSIGNMENTS:

Assignments/ Schedule

The time set for each chapter and schedule of assignments is tentative and may change. Changes to the schedule may be made and when necessary. Any changes will be announced in class and it is your responsibility to keep abreast of them. There are no make-ups for mid or final Exam. More detailed information on each assignment will be distributed in class during the course of the semester.

A. Observation early intervention program (100 points) (4 to 5 pages long/double space only)
This assignment requires to observe an early intervention program/class (infants & toddlers) (private or public). You will need to take hand written notes while you do the observation. However, your final product needs to be typewritten.

<u>SUBMITTING PAPER TO INSTRUCTOR: DO NOT INCLUDE ANY FOLDERS OR PLASTIC COVERS.</u>
<u>JUST STAPLE YOUR PAPER.</u> Contact an educational program that provides services to exceptional young children. The instructor will assist students in selecting appropriate programs.

<u>Please make sure you don't include any personal information about the subjects being observed.</u>

Observe the program and answer the following <u>8 questions:</u> Please type all the questions before you answer them.

B. Group Research paper (Special Education topic) 15 points (5 point Power Point presentation and 100 points paper)

You will be assigned a specific syndrome to be researched. This is an academic paper to be researched and presented using power point with another classmate from your class. Make sure you use <u>your own words</u> when writing this paper. If you need to use the same words found on a book, then use the APA style for citations. Please visit the library and/or the LAMC writing center to review your paper or learn about the APA style. Your paper should be organized as follows: Please type all the questions before you answer them.

Course Requirements & Grading

2 Exams (Midterm & Final) 50 pts. Ea.

Observation early intervention program 100 pts.

Genetic abnormalities research + 100 pts

Powerpoint

Participation & Attendance 40 pts

Grading Criteria

340-306 (90-100%) = A 305-272 (80-89%) = B 271-238 (70-79%) = C 237-204 (60-69%) = D 203- under (0-59%) = F D. Monterroso CD 44 Fall 2013

<u>Class Schedule</u> COURSE CALENDAR/CD 44, Fall 2013 Section #0163

DATE-2011	Topics/Assignments	*Reading
	*You need to complete the assigned readings PRIOR to	<u>Assignments</u>
08/29	<u>the lecture.</u> Introduction, orientation, overview.	Intro
06/29	In class activity.	IIIIO
09/05	Foundations of Early Childhood Special Education	Chapter 1
037 03	Did you choose your observation site? Talk to me if you	
	have not!!!	
09/12		<u>Ch.2</u>
	The Context of Early Childhood Special Education	
	Sign IN observation site list. Talk to me if you don't have	
00/10	one!	G Gl. 2
09/19	Family Based Early Childhood services	Start Ch. 3
	Initial Assessment of Young children	Ch.4
09/26	mittal Assessment of Today emidien	CII.4
10/03	Review Midterm Test #1 (ch. 1 to 4)	Chapter 5
	Lottery to Form groups of three for research project	
	Draw of research topics!!!	
10110	Midterm is today!!!! Assessment for program planning.	
<u>10/10</u>	Delivering services to young children with special needs	Ch 6
10/17	Curriculum for young children with special needs	Ch7
		GI O
10/24	Designing Learning Environments	Ch8
10/24	Your research paper and power point presentation is due next week!	
10/31	Halloween!!!!	
<u>11/07</u>	All research papers due today! Presentations start today	
11/14	Presentations continue today!	
11/14	Special Education Program observation is due today!	Ch.9
	Small group sharing Sp ed visits	
	Strategies for teaching young children with special needs	
<u>11/21</u>	Contemporary Issues and challenges in Early Childhood	Ch.10
	Special Education. Ch. 9&10	
11/20	FINAL EXAM NO CLASS THANKSCHVING HOLIDAYI	
11/28	NO CLASS. THANKSGIVING HOLIDAY!	
12/05	CLASS ACTIVITY	
	VIDEO	
12/12	Grade review/Turn in your grade record sheet	
	Time: TBA	
	ENJOY THE HOLIDAYS!!	

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Exam 1 =/50	Exam 2 =/50
Special Ed Site Observation =/100	Research Paper/ Presentation=/100
Participation=/40 1234	TOTAL/340
Τ	My Grade