

LOS ANGELES MISSION COLLEGE/FALL 2012

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

SECTION #3092 Bilingual Class. Day/Time: TH: 3:30 PM to 6:40 PM Room: CCDS 202

Assistant Professor: Gloria San Jose Daims, M.S.

Email: daimsgs@lamission.edu Ph: 818-364-7860 Office & hours: CCDS 213 Mondays: 3:30 PM to 4:30 PM Tuesdays: 12:15 TO 12:50 PM Wednesdays: 2:00 TO 6:00 PM or by previous appointment)

Course Syllabus

REQUIRED TEXTBOOK: Young Children with Special Needs , 2nd^h Edition, Gargiulo & Kilgo.
ISBN-10: 049581315X ISBN-13: 9780495813156 Year 2011 Publisher CENGAGE

AND Collection of Handouts (Bookstore) G. Daims

Prerequisites: None

Optional (not required) : Early Childhood Special Education 0-8 years Strategies for positive outcomes by Sharon Raver/Pub Pearson Ed 1st date 2009

Course Description:

Lecture: 3 hours. Welcome! Bienvenidos! This course is designed for students interested in working with young children with special needs and their families from birth to preschool 0 to 3: early intervention). Este curso es para estudiantes que estan interesados en trabajar con ninos con necesidades especiales y sus familias desde nacimiento hasta la edad preescolar(intervención temprana 0 a 3). Observation of private and/or state/federal funded early intervention programs is required. Observacion de un centro de intervencion temprana privado o del estado se requerirá en esta clase.

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

*Under no circumstances are children allowed in class

*Cell phones/beepers cannot ring or be used anytime while in the classroom

Cell and pagers are OK in silent modes. Thank you!!!!

*Is NOT allowed having food in the classroom . Please dispose your refuse (bottles/cans) in the trash containers. Thank you!

Class 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.

Accommodations:

Students with a verified disability who may need a reasonable accommodation for this class are encouraged to notify the instructor and contact the Disabled student program Services (DSPS) Instructional Building Room 1018 Ph: 818/364-7732 or 818/364-7861 (TDD) as soon as possible. All information will remain confidential.

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/>

STUDENT LEARNING OUTCOMES:

1) Students will observe infants or toddlers in an early intervention classroom or clinic and will identify teaching strategies supporting children's Individualized Family Service Plan (early intervention center observation).

2) Students will identify and compare generic community resources that provide early intervention services to young children from 0 to 36 month old. (Observation early intervention center and in class research project)

3) Students will distinguish eligibility categories with available services in early intervention (Research paper and exam)

Course Content

- Law and legal mandates/PL 99-457:
Title II part B Title I part C
- IDEA and amendments
- "Zero reject"/Natural Environments, LRE
- "Developmental Disability"/"At-Risk"
- Trends and Issues
- intent of current laws and regulations pertaining to and protecting children with disabilities and their families
- Early Identification
- Screening (ASQ, PEDS)/Assessment/Observation/Data Collection
- IFSP vs IEP
- Noncategorical approach
- Goals and Objectives
- Specialists (DIS)/Transition/LRE
- Programs and Referrals/Regional Center/Early Start/Center-based vs Home based services/Natural Environment
- Family -Professional Partnership/ Family Systems Approach
- Family patterns and expectations/ Family Dynamics/ Family Centered Practices
- Advocacy
- Culture
- The impact of disability on family members
- Teaching Strategies/PITC/Touch Point/Play Based Floor Time
- Incidental Learning: window of opportunity
- Recognize Typical and Atypical Milestones

- Biological, Environmental, combination
- Effectiveness of Early Intervention/ Effective Characteristics of an Early Interventionist
- Home Visiting
- Visual Impairment/ Hearing Impairment/ Motor/Health impairment/ Cognitive Delays/ Social and Emotional
- Communication and Language
- Medical Conditions affecting children's development

<u>Testing Course Requirements</u>	<u>Grade</u>
<u>Point values</u>	
EXAM #1 (involves essay questions, and/or multiple choice and/or True/False)	30
EXAM #2 Involves part one take home exam and part 2 in class exam	30
Observation early intervention program (o to 36 month)	15
Genetic abnormalities research paper +Power point presentation	15
<u>Participation &Attendance</u>	10

***ALL assignments are mandatory. Students who fail to complete any of the assignments will receive an "F" as a final grade. Missing Participation/attendance day will receive a 4 point deduction per day. If you plan to arrive after class starts or leave early please let the Instructor know. Late arrivals, early departures will received half participation points per day.

<u>Total points you can earn</u>	<u>100</u>
90-100 (90-100%) = A	
80-89 (80-89%) = B	
70-79(70-79%) = C	
60-69 (60-69%) = D	
0-59 (0-59%) = F	

EXTRA CREDIT: 3 points extra credit will be given to those students who use the Child Development resource center or the writing /tutoring center on campus to review their observation paper ONLY. Proof of received tutoring services needs to be attached to the early intervention observation paper. Additional Extra credit: 3 points for conference will be accepted for this course. One workshop will count towards one course only) Attending to ONE workshop/conference related to the field of child development will be accepted as an extra credit work. Requirements: Student needs to attend the workshop or conference during the present semester. Student will need to type 1 ½ page with the following sections 1) Summary of the event 2)What did you learn? (Be specific) Would you recommend it? Why? Attach proof of your attendance to your paper (copy of certificate or handouts) Please contact Child Development resource center to find out about CD workshops available during the semester.

Cheating and Plagiarism will not be tolerated. Plagiarism: Representation of expression or ideas from either published or unpublished work(s) as students own (or from other student's

work). Students who do not adhere to these guidelines will be subject to instructor and college disciplinary action (please refer to LAMC policy on Academic dishonesty on college catalogue)

I care about your learning material, getting a good grade, and have a positive experience!!! Your class participation is very valuable and always appreciated. Students and teachers benefit from each other's feedback and experiences.

No absence excuses a student from making up work missed. Students must contact a fellow student to find out about the material covered during the class and any assignments due. Trade names and phone numbers with two other students in case you miss a class and need lectures notes. You are not competing in class. Help each other!!! Always contact the instructor when you need help(contact info is stated above). According to LAMC policy, you are expected to attend very meeting of all classes for which you are registered. Please follow LAMC standards of conduct, Class attendance is essential for understanding and comprehension of the material.**Being late or leaving early account for half and absence. If you need to leave early please let me know.**be on time , do not leave early, stay up to date with the assignments, do not miss Exams/assignments, ask questions and seek help from the instructor as necessary MAKE SURE YOU SIGN THE ATTENDANCE ROSTER EACH TIME YOU ATTEND AND STAY IN CLASS.It is the student's responsibility to process "adds", 'drops", etc in timely manner. Failure to process "drops" so may result in a grade of "F" in this class.

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)

☺ General guidelines for homework assignments: ☺

<p>☺ Computer generated ☺ <u>Bold the questions</u> ☺ 12 point font ☺ Double space Black ink ONLY</p> <p>☺ <u>Include a title page.</u> Title page includes the following: Title of assignment, name of course, instructor's name, student's name, section number, hour & day of class, date. DO NOT bring your work in a folder. Only <u>stapled papers</u> will be accepted. .☺☺☺***Failure to do the above will bring point deductions***☺☺☺</p> <p><u>From the date the assigned reading paper is due to the day you turn in your observation you will receive a deduction of 5 points for EACH day being late!!!</u></p>

ASSIGNMENTS

A. Observation early intervention program (15 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. SUBMITTING PAPER TO INSTRUCTOR: DO NOT INCLUDE ANY FOLDERS OR PLASTIC COVERS. JUST STAPLE YOUR PAPER. Contact an educational program that provides services to exceptional young children. The instructor will assist students in selecting appropriate programs.

Please make sure you don't include any personal information about the subjects being observed. Observe the program and answer the following 8 questions: Please type all the questions before you answer them.

1. Name, phone number , address of the program and contact person:
Population served and ages .
Date/Time of observation.
Length of observation:
Number of adults and number of children.
2. Physical environment: 2.1 Describe the type of equipment and materials in the classroom: (furniture or any other special equipment). 2.2. Provide three examples of materials you observed the children using in the classroom. What are the therapies being observed? (physical therapy, speech, infant stimulation, occupational therapist? Please describe 2.3 Describe the attractiveness, colors, wall displays, illumination in the room

The children in the program: Observe the 4 developmental domains:

3. Physical domain:

3.1 Describe children's physical skills (gross/fine motor) (Eg. Were most of the children ambulatory, did they all have appropriate coordination and balance? How did they explore the environment? Use of walkers, wheelchairs, etc...).

4. Socio-emotional domain:

4.1 What types of play did you observe? (Solitary, parallel, onlooker, associative and/or cooperative). Provide examples.

4.2 Overall, did you see observe one type of play being more or less prevalent than others? Provide 2 examples

4.3 How do the children interact with the adults? How did the adults interact with the children? Provide 2 examples

4.4 How did the children express their feelings (anger, frustration, sadness)? Provide 2 examples

(Go to next page)

5. Cognitive domain: 5.1 What did you see the children learning? (gross, fine motor, language, self help skills, etc..) Provide 3 specific examples

6. Language development:

6.1 Expressive: How do the children express themselves? (using sign language, pointing, nodding , equipment, single or complex sentences? Provide 2 examples 6.2 Receptive: Are the children able to understand a basic conversation, follow one or two step commands? Provide 2 examples

7. Personal experience:

Write a short paragraph explaining what you have learned by doing this observation.

8. Staple to your observation the visitor's sticker (if any) and the letter signed by agency.

B. Group Research paper (Special Education topic) 15 points (5 point Power Point presentation and 10 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 your own words 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.

A. Research Questions:

- 1) History of the syndrome (when it was discovered, how, by whom, where?)
- 2) Cause of the syndrome (genetic, environmental, trauma, etc..) Explain the causes/ be specific.
- 3) How can the syndrome be diagnosed?
- 4) Is this a syndrome that can be prevented? If, yes, How? If you answer is no, Are there any research studies, clinical studies addressing possible causes or cures?
- 5) 5.1 What are the characteristics and symptoms of this syndrome? 5.2 What is the prognosis? (is there a cure, can it be improved, does it get worse, short life?, etc..)

A. Bibliography: All the books and journals used for your paper should be listed alphabetically in a bibliography on the last page of your paper. Please use APA format to list your bibliography.

Eg. Bibliography: Allen, D., Cowdery, G. (2005), The Exceptional Child. Inclusion in Early Childhood Education, New York, Delmar Learning

You should consult a total of 4 different sources (textbooks, electronic textbooks| books and/or journal articles.) At least 1 source should have been published in the last 5 years. Also, try to find one relevant source published within the last year. Then, use your research information to answer the 5 questions listed above.

If you use any information from a website, make sure it is a website from a university, hospital or professional journal. A maximum of 2 reliable websites (universities, research hospitals and professional journals) are allowed to be used on this research paper.

OBSERVATION PROCEDURES:

- Do not go to your class observation site with a cold or any other infectious illness. Call the center and request to reschedule the observation.
- Arrive a 5 to 10 minutes before the scheduled time to observe the classroom.
- Sign in on the daily signature form (Time in and time out)
- While you are in the room, maintain as quiet as possible but stay close enough to hear and see what is going on. Remember, you are just an observer! Do not encourage any talking with the children or teachers!!! Try to be invisible!!! :)
- Please turn off your cell phone and DO NOT use your phone while you are doing the observation!
- Bring into the classroom the minimum personal belongings. If you do have a purse, please keep it close to you, so children will not have an easy reach to it.
- If you are observing in the same classroom and at the same time as another student, do not sit together. Avoid conversations and/or comments
- Do not discuss the children and their behavior in or outside the classroom. The observation is personal and confidential.

- When you departure please, remember to thank the teachers and/or any other staff!
- At the end of the observation, have the supervising teacher or Director sign the observation letter.

ENJOY YOUR OBSERVATION!!! ☺

COURSE CALENDAR/CD 44, Fall 2012 Section #3092

<u>DATE-2011</u>	<u>Topics/Assignments</u>	<u>*Reading</u>
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REVISED CD44 09/12

	<u>*You need to complete the assigned readings PRIOR to the lecture.</u>	<u>Assignments</u>
08/30	Introduction, orientation, overview. What is the meaning of early intervention/ Professional avenues.In class activity.	Intro
09/06	Foundations of Early Childhood Special Education Review sites to observe. IFSP's vs IEP's / IPP's Regional Center system	Chapter 1
<u>09/06</u>	Share with instructor site to observe an early intervention center . <u>Sign IN observation site list. Talk to me if you don't have one!</u> The Context of Early Childhood Special Education	<u>Ch.2</u>
09/13	Family Based Early Childhood services	Start Ch. 3
09/27	Assessment of Young children with Special Needs/ Ages and Stages/ Assessment tools <u>Lottery to Form groups of three for research project</u> <u>Draw of research topics!!!</u>	Ch.4
<u>10/04</u>	<u>Delivering services to children with special needs</u> <u>Review Exam(ch. 1 to 4)/ Meet with your research group</u>	Chapter 5
<u>10/11</u> _____	EXAM #1 is today!!!! <u>Curriculum for children with special needs</u> <u>Meet with your research group</u>	Ch 6
10/18	Designing learning Environments for young children with special needs <u>Meet with your research group/ Presentations and papers due next week!</u>	_____ Ch7
10/25	<u>All research papers due today!</u> <u>Presentations start today</u>	
<u>11/01</u> NO CLASS	NO CLASS. INSTRUCTOR ATTENDING CONFERENCE COMPLETE YOUR CLASS OBSERVATION FOR NEXT WEEK!.	
11/08	<u>Con. Presentations</u> <u>Special Education Program observation is due today! Small group sharing Sp ed visits</u> <u>Strategies for teaching young children with special needs</u> Adapting the Learning Environments for Young Children with Special needs	Ch.8 &9
<u>11/15</u>	Contemporary Issues and challenges in Early Childhood Special Education. Ch. 10	Ch.10
<u>11/22</u>	<u>NO CLASS. THANKSGIVING HOLIDAY!</u>	
<u>11/29</u>	PART ONE <u>TAKE HOME EXAM #2 WILL BE GIVEN TODAY!!!</u>	
<u>12/06</u>	<u>Bring completed take home exam.</u> <u>CLASS ACTIVITY/ VIDEO</u>	
<u>12/13</u>	PART 2 EXAM #2 ENJOY THE HOLIDAYS!!	

GRADE RECORD

NAME _____

Exams will be returned to the instructor after the student has seen the grade. Use this sheet to record and track your progress throughout the semester.

Exam 1-	_____
Exam 2 part 1/Part 2)	_____
Special Ed site observation	_____
Research paper/Presentation	_____
Attendance	_____
Total semester points	_____
Extra credit?	

90-100 (90-100%) = A
80-89 (80-89%) = B
70-79(70-79%) = C
60-69 (60-69%) = D
0-59 (0-59%) = F



CONTENT AND DEVELOPMENT: 50%

- Student answers/completes all parts of the assignment.
- Student responds to all questions and provides examples related to the topic as requested.
- The student seems to be writing from own knowledge or experience.
- All sources used for quotes and facts are credible and cited correctly (journals, textbooks, books, URL's).
- References follow APA format

ORGANIZATION: 25%

- Writing is presented in a logical order and the way is presented or introduced keeps the interest of the reader.

LANGUAGE USE & FORMAT: 25%

- Paper is neatly typed with no distracting corrections
- All sentences are well-structured.
- Correct word usage.
- No grammatical spelling or punctuation errors