



# CHDV 44: Early Intervention for Children with Special Needs



**Section(s):** 18742 & 23633 (Online 8 Weeks)

**Date:** Feb 4- March 27, 2019

**Office:** GC 180 C

**Canvas:** [www.ilearn.laccd.edu](http://www.ilearn.laccd.edu)

**How to Reach Course Facilitator:**

**Email:** [smithmh@wlac.edu](mailto:smithmh@wlac.edu)

**Website:** <http://smithwlab.weebly.com/>

**Conference Hours:**

E-mail any time on Canvas

Canvas chat: W 2:00 pm -3:00 pm

## Dr. Marini Smith

### WELCOME to CHDV 44!

During this eight-week session, you will develop your understanding of children with special needs and an overview of special education. You will also learn about the legal rights of people with disabilities, IEP's and IFSP's, early identification and assessment, the role of the educator, services in all disciplines and professions, and the importance of school and family partnerships, including culturally responsive curriculum and instruction. The goal is for you to become a better educator who is responsive, knowledgeable, and able to design and implement instruction by the end of this course.

### COURSE DESCRIPTION

This course focuses on accommodating and adapting the physical environment, instructional strategies and curriculum to meet the needs of differently-abled children and their families. Legal mandates and the impact of laws and legislation will be examined in respect to the impact on children and their families. Understanding the process of assessment and developing an Individual Family Service Plan will be analyzed and discussed. This course covers the theoretical aspects of working with children with special needs. This course will focus on children ages 0-8 to encompass school age children as well infants through pre-school age children.

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## COURSE OBJECTIVES

- (1) Identify historical, legal and physical issues for children with special needs.
- (2) Discuss major approaches to intervention and the implication of early intervention.
- (3) Discuss program guidelines and basic issues as they relate to a culturally and linguistically diverse society.
- (4) Review programs, classroom environments and strategies for children with specific special needs.
- (5) Identify specific exceptionalities and intervention techniques.
- (6) Advocate for children and their families.

## STUDENT LEARNING OUTCOMES

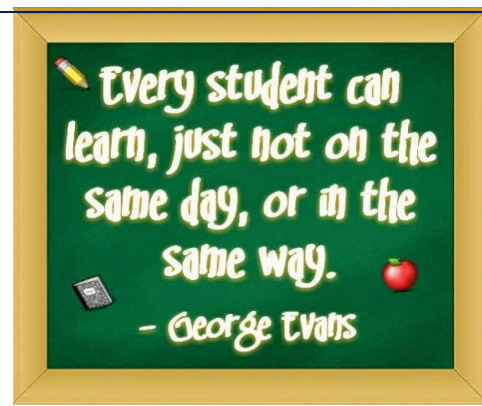
1. Adapt a program of study that best fits a child's needs using appropriate learning and teaching styles.
2. Students will be able to identify a variety of disorders and disabilities and how to best assist the specific child in a classroom setting.
3. Students will identify and describe the family systems approach to early intervention and develop a strategy to enhance family support and family professional partnerships in an early intervention program.

## INSTITUTIONAL STUDENT LEARNING OUTCOMES

- (A) Critical Thinking: Analyze problems by differentiating fact from opinions, using evidence, and using sound reasoning to specify multiple solutions and their consequences.
- (G) Cultural Diversity: Respectfully engage with other cultures in an effort to understand them.

## CHILD DEVELOPMENT STUDENT LEARNING OUTCOMES

Demonstrate familiarity with appropriate materials, equipment, and teaching approaches that support optimum learning and development for young children. The student will justify the relevance and appropriateness of the activity in relationship to the objectives of the activity.



## What is this class about?

*Taking this class will help to shed light on the world of early intervention for children with special needs. Overview of programs providing special education services for children with special needs focusing on preschool through school age. It will include a study of various early/care early intervention natural environments and educational settings, legislation, characteristics of various exceptionalities and educational implications. Observation in schools will be required. This course identifies the political and social implications that affect special education, and it identifies the different categories of disabilities.*



## What will you learn?

During this eight-week session, you will develop your understanding of the overall personal health and well-being of the exceptional child. The goal is for you to become a better educator who is responsive, knowledgeable, and able to design and implement instruction by the end of this course. The skills you learn will help you succeed both in and out of class. Successful college students are self-motivated and understand the importance of studying the material, coming to class prepared, and practicing the skills learned. I anticipate this to be a transformative journey for all of us, and I look forward to it!

## Why should you care?

By understanding the theoretical and philosophical foundations of early intervention programs and the needs of exceptional children, we can better understand the how to maximize their learning and foster inclusive education. By taking this course, you will work towards developing and/or improving your competencies as a college student, early childhood teacher, child care personnel in in-service training programs, and parent. You will learn ways to work effectively with young children who may have challenges in physical, cognitive, language, social, or behavioral development. You will also learn how to arrange the environment so that every child has developmentally appropriate learning opportunities.





## Read

You will read the assigned text – see information listed below. You will also have additional assigned readings outside of the course text.

## Think/Ask/Discuss

This is an interactive class, even though it is online (Canvas). I really encourage discussions and interactions which will foster a more engaging learning environment. I expect you to ask questions when you need clarification or more information, and feel comfortable to share your ideas freely.

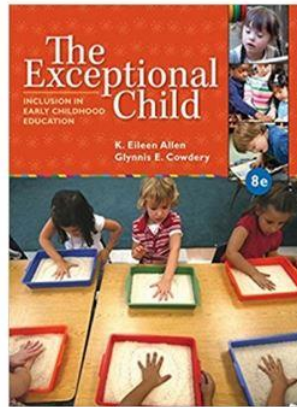
## Observe

You will conduct a minimum of three hours of observation in an early intervention setting, which can include a preschool setting, therapy center, early intervention program, child care center, etc.

## Write

Throughout the course, you will be writing responses to readings in a variety of forms (Canvas discussions, reflections, etc.) In addition, you will be writing a developmentally appropriate lesson plan.

# Textbooks



### Required Textbook:

Allen, K.E. (2015). [The Exceptional Child: Inclusion in Early Childhood Education](#). Connecticut. [Wadsworth Publishing](#).

ISBN-10: 1285432371

ISBN-13: 978-1285432373

## TO BE SUCCESSFUL IN THIS CLASS

### TO BE SUCCESSFUL IN THIS CLASS

1. Read the **assigned chapters** each week. Outline and summarize the information. Be prepared to participate in forum discussions and activities based on the readings each week.  
For less expensive alternatives for the textbook, try amazon.com, textbooks.com, half.com, other discount textbook websites, or using the reserve copies in the library or Student Success Center.
2. Use a **Dictionary** to look up any unfamiliar words. You may want to put dictionary.com on your phone or personal wireless device.
3. Use the textbook website to study vocabulary and take practice exams.
4. Form a **study group** with some of your peers. Practice teaching each other what you have learned.
5. Be sure that **study time** is in your daily schedule. **For every hour spent in a college course, you should be spending 2 hours studying/reviewing outside of class! Since this is an 8-week course, you should plan to spend a minimum of 12 hours per week on course requirements!**
6. Pay attention to **due dates** and **submit work at least 12 hours before it is due to account for technical difficulties**. Give yourself enough time to proofread and rewrite your work.
7. Contact the **facilitator** to discuss any concerns or for additional information. You may contact me anytime on Canvas. Please allow for 24-48 hours (M-F) for a reply.
8. Become acquainted with the **resources at the library**. If needed, seek guidance for effective research methods.
9. Have fun and know that **YOU GOT THIS!!**

## Our Class Assignment Schedule:

Week of	Topic	Chapter(s) to be Read <u>by</u> class on Monday *	Assignment
February 4	Netiquette/ Online Community Building Introduction to Special Education <b>Chapter 1-</b> An Inclusive Approach to Early Education	Chapter 1	<b>-Get Text Book!</b> -Readings for next class -Canvas Discussion/ Activity
February 11	<b>Chapter 2-</b> Federal Legislation: Early Intervention and Prevention	Chapter 2	-Readings for next class -Canvas Discussion/ Activity <b>- Learning Celebration (LC) #1- Chaps 1 &amp; 2 by 11: 59pm on 2/17</b>
February 18	<b>Chapter 3-</b> Inclusive Programs for Young Children	Chapter 3	<b>DUE 2/24: Assignment#1: Parenting an Exceptional Child</b>  -Readings for next class -Canvas Discussion/ Activity
February 25	<b>Chapter 4-</b> Normal and Exceptional Development	Chapter 4	-Readings for next class -Canvas Discussion/ Activity  <b>LC #2- Chaps 3 &amp; 4 by 11: 59pm on 3/3</b>
March 4	<b>Chapter 5-</b> Developmental Disabilities	Chapter 5	<b>- DUE on 3/6: Assignment #2- IRIS Modules</b> -Readings for next class -Canvas Discussion/ Activity
March 11	<b>Chapter 6-</b> Sensory Impairments: Hearing and Vision	Chapter 6	<b>DUE 3/15: Assignment#3: Panel Reflection</b>  <b>LC #3- Chaps 5 &amp; 6 by 11: 59pm on 3/17</b> -Canvas Discussion/ Activity -Readings for next class
March 18	<b>Chapter 7-</b> Physical Disabilities and Health Problems	Chapter 7	<b>DUE 3/24: Assignment#4: Written Lesson Plan</b> -Canvas Discussion/ Activity -Readings for next class
March 25	<b>Chapter 8-</b> Learning and Behavior Disorders  <b>Have a great spring break!!</b>	Chapter 8	<b>- DUE 3/27: Assignment #5: Early Intervention Observation</b>  <b>LC #4- Chaps 7 &amp; 8 by 11: 59pm on 3/27</b>

**\*Additional readings, such as articles and text excerpts are TBD and will be assigned throughout the semester. The instructor reserves the right to make adjustments and modifications to the course schedule and assignments as needed. Students should anticipate revisions and divergencies.**

## Course Assignments

**\*All assignments are due via Canvas at 11:59 pm on the day specified, unless otherwise specified by the instructor. Please submit uploaded documents in Microsoft Word or PDF ONLY. I cannot accept assignments submitted in Pages, Notebook, etc. Assignments submitted in any format other than Word or PDF (assignments created in Google Docs are fine) will receive a zero. If you do not have a computer at home, you may use the Open Computer Lab during posted hours, located in Library, 2nd floor. Not having internet or computer, or having technical difficulties are not valid excuses for late, incomplete, or missing assignments. I would recommend submitting assignments at least 12 hours before the due date, to account for managing potential technical difficulties. When applicable, all submitted documents should be typed, double-spaced, 12-point, Times New Roman font, APA.**

### Assignment #1- Parenting an Exceptional Child (SLO #3)

Congratulations! This year a child with exceptional needs will join your family! You will receive your child and his/her specific condition, disability, or exceptionality. You will investigate the need and collect resources that assist professionals by providing information and suggestions for meeting needs. **(How you share is up to you, i.e. Padlet, instagrok, brochure, thing link, cloud, QR, website, etc. Your final product will be shared in a brief presentation in class).** Due February 24<sup>th</sup>.

**Assignment #2- IRIS Modules for Inclusive Education (SLO #1, #2, #3)** - You will be required to go through the four designated IRIS modules and complete the corresponding activities that are assigned. **Due March 6<sup>th</sup>.**

Table 2 IRIS Modules/Articles for Inclusive Education

Module Name and URL	Description
What Do You See? Perceptions of Disability <a href="http://iris.peabody.vanderbilt.edu/da/chalcycle.htm">http://iris.peabody.vanderbilt.edu/da/chalcycle.htm</a>	a. Explores potential biases against people with disabilities b. Focuses on strengths
Assistive Technology: An Overview <a href="http://iris.peabody.vanderbilt.edu/at/chalcycle.htm">http://iris.peabody.vanderbilt.edu/at/chalcycle.htm</a>	c. Assistive Technology Devices and Services d. Assistive Technology resources
The Pre-referral Process: Procedures for Supporting Students with Academic and Behavioral Concerns <a href="http://iris.peabody.vanderbilt.edu/preref/chalcycle.htm">http://iris.peabody.vanderbilt.edu/preref/chalcycle.htm</a>	<ul style="list-style-type: none"> <li>• Purpose of pre-referral process</li> <li>• Six stages of pre-referral process</li> </ul>
Classroom Assessment (Part 1): An Introduction to Monitoring Academic Achievement in the Classroom <a href="http://iris.peabody.vanderbilt.edu/gpm/chalcycle.htm">http://iris.peabody.vanderbilt.edu/gpm/chalcycle.htm</a>	e. Assessing and monitoring achievement in the general education classroom

### Assignment #3- Panel Reflection (SLO #3)

You will view the video recording of a question-answer panel that took place in my previous CD 44 class. (YouTube link will be provided). Panelists will consist of experts in the field of early intervention. You will prepare questions ahead of time (based on speaker bios). You will write a two to three page reflection on your analysis of the panel discussion and make connections to personal experiences and concepts discussed in the course. **Due March 15<sup>th</sup>.**

### Assignment #4- Written Lesson Plan (SLO #1 and #2)

You will create and present a lesson plan designed for any range from pre-school to Grade 3 (approximately ages 18 months to age eight). For lesson plans for grades K-2, you will use the Common Core State standards for your selected grade. Your lesson plan will include accommodations for diverse learners. The lesson plan template will be provided by the instructor and will be submitted on the due date. **Due March 24<sup>th</sup>.**

### Assignment #5- Early Intervention Observation (SLO #2 and #3)

You will conduct three hours of observation in an early intervention setting, which can include a preschool setting, therapy center, early intervention program, child care center, etc. Your three hours of observation can be done in one location or several; in one day or multiple days. However, it is recommended that you observe a variety of settings and/or days, if possible. You will observe these early intervention settings and compile your notes, checklist, analysis, and reflection. Depending on where you observing, you may need to obtain TB clearance, which can be done for free in the WLAC Health Center. **Due March 27<sup>th</sup>.**

**Canvas Discussions-** Each week you will be asked to participate in discussion forums, as well as submit reflective responses to course readings. **Due Weekly.**

## EVALUATION OF STUDENT PERFORMANCE

### Assignment Point Values

Assignment #1: 60  
Assignment #2: 80  
Assignment #3: 40  
Assignment #4: 40  
Assignment #5: 100  
Exams (4 x 25): 100  
Participation/Canvas:  $\geq 80$

**Total Points:  $\geq 500$**

500-450	A
449-380	B
379-350	C
349-300	D
299 and below	F

**Grading:**  
A=90-100 ( $\geq 450$  points)  
B= 80-89 ( $\geq 380$  points)  
C=70-70 ( $\geq 350$  points)  
D= 60-69 ( $\geq 300$  points)  
F= 59 and below ( $299 < \text{points}$ )

**Please Note:**  
**Absolutely no makeup work or assignments, or exams are possible in this course. Please note that the instructor reserves the sole right to make changes to the scheduled reading and writing assignments as and when such changes become necessary.**



## Grading

Your grade will be based on your performance on the four *Learning Celebrations* (formerly known as *exams*), five assignments, and class participation in Canvas discussions/assignments. Written work will be graded on the *substance* of what you write (e.g., accuracy of information, inference and reasoning, etc.) and on the *skill* with which you write (e.g., organization, syntax, spelling, etc.). You are expected to produce writing assignments that meet college-level standards. Some assignments will be scored holistically, and for some assignments, the scoring guidelines and criteria are outlined in a rubric that you must read very carefully.

***Remember that it is better to turn something in – even if you think you may fail – 59 points towards your total is a lot better than 0 points. Even though they are both an F – the 59 points do matter!***

## Participation and Online Conduct

Students must participate regularly and as required in discussion forums, tests, and any other required activity posted in Canvas for this course. If the instructor does not see the required participation activities within the first week of class, the student is subject to being dropped by the instructor. If the student does not participate in the class on the drop deadline date, the student will be dropped from the class by the instructor. If the student shows little activity throughout the course, the student will be dropped from the class and will receive a W on the transcript.

At no time are you to belittle, judge, or criticize another student in the discussion forum. If this occurs, the discussion post will be eliminated and it will not count towards your posting of the three minimum posts required per week.

### House Rules: Netiquette Rules:

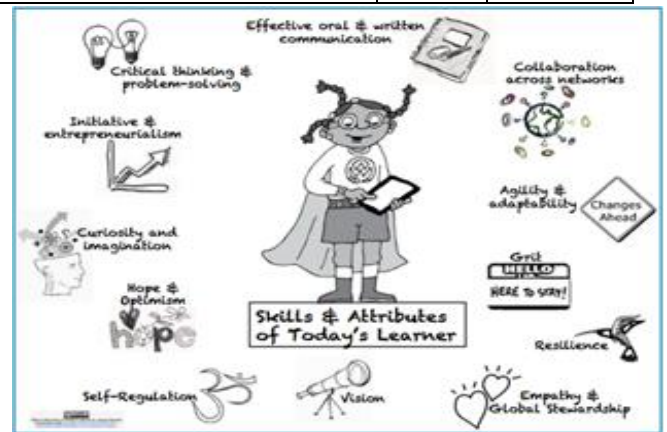
It is essential that you pay close attention to your written communication in an online community. It is extremely important to communicate effectively and clearly to be successful in an online program. Also, it is important that every student follow the Netiquette (online etiquette) requirements.

Please adhere to the following Netiquette rules:

- **Respectful:** Remember, the written word can be offensive so treat each other with respect. Review your comments before submitting them to ensure that your opinion is expressed, but in a respectful manner. Your comments and discussions should be focused on enhancing the learning environment. Do not judge, but challenge. You can challenge a comment, but do it respectfully.
- **Encouraging:** Comments should allow others to agree or disagree with your statements. Encourage peers who express their thoughts and validate them. Recognize good work and critical thoughts.
- **Observe:** Recognize that everyone has different experiences in life and will bring that experience into the discussion. Sometimes words are misinterpreted so if you disagree or are offended by a comment, ask a question for clarification so that your responses will be based on facts and information. Observe before defending your position.
- **Disagree politely:** While comments such as “I agree” or “I disagree” should always be followed with a reasonable and valid explanation, do this politely and by using facts, not opinion.
- **No Yelling:** Make your points, but do not YELL! Writing in all caps indicates that you are yelling at the reader. Also, avoid using exclamation marks or any other sign that indicates you are upset. Remember, this is a public forum where everyone is trying to learn.
- **No Profanity:** Online learning is not a place to use profanity or to discriminate. This will not be allowed and such communication will not be tolerated. In addition, no points will be earned for discussions or replies that include profanity.
- **Signature:** Always sign your name. Make sure you use only your real name as specified by your application to the college.
- **Shine:** Make yourself look good through words. Remember, you are only known through your written words so represent yourself in a professional manner.

**Negative behavior will not be rewarded so please adhere to the Netiquette rules and be respectful to one another.**

Grade Tracker – Fill in the total points from each assignment. Divide by the total possible points to get your grade on that assignment. To get your final grade, add all of your points and divide by 600.			Total Points	Total Possible
Assignment #1				60
Assignment #2				80
Assignment #3				40
Assignment #4				40
Assignment #5				100
Canvas/Participation				80
Exams				100
<b>Total</b>				500



**Course Contacts:**

Name: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Name: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Name: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

### Student Services Offices

Student Services provides a wide array of programs and services to fulfill the needs of WLAC's diverse student body. Visit the link below to explore all Student Service programs in details.

<http://wlac.edu/services-resources/index.aspx>

[Admissions & Records](#)

[Assessment & Matriculation](#)

[Bookstore](#)

[Business Office](#)

[CaWORKS/GAIN](#)

[Counseling](#)

[Disabled Students Program & Services](#)

[EOPS/CARE](#)

[Financial Aid](#)

[Health Center](#)

[International Student Program](#)

[Outreach and Recruitment](#)

[Puente Program](#)

[Transfer Center](#)

[TRIO Programs](#)

- [Educational Talent Search](#)

- [TRIO STEM](#)

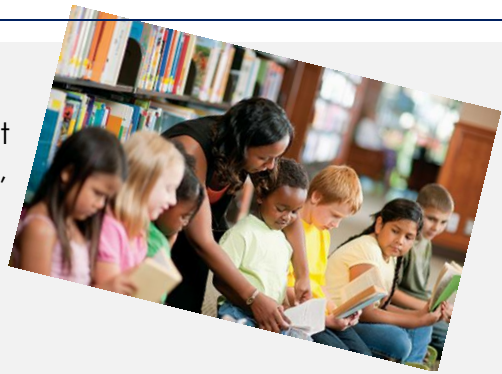
- [Upward Bound](#)

[Veterans Services](#)



## DO YOU NEED ASSISTANCE?

If you need assistance with writing for your courses – check out [THE WRITING CENTER](#). Need money for books, living expenses, course fees? The [FINANCIAL AID](#) office may be able to help.



## [ACCOMMODATIONS STATEMENT](#) :

### Office of Disabled Student Programs and Services (DSP&S)

The DSPS Office is located in Student Services Building, SSB, 3rd floor, room 320, phone, 310 287 4420.

“Students with disabilities who need any assistance or accommodations should contact the instructor. Students should also contact the Disabled Student Programs & Services (DSPS) center located in SSB 320 or call 310-287-4420.”

[dspd@wlaac.edu](mailto:dspd@wlaac.edu).

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# Academic Policies

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## ACADEMIC DISHONESTY AND PLAGIARISM

**Academic Honesty/Plagiarism Statement:** All students are expected to adhere to West Los Angeles College standards of academic honesty. This includes plagiarism, the unlawful copying and failure to give credit to (cite) sources that you may use in the research and writing performance of your class work. Cheating and other forms of misconduct are covered under this statement. Failure to do so may result in failed assignment and/or a failed grade in this class.

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