

*University of Maryland
Department of Special Education
Spring, 2018*

EDSP 430: Early Intervention: Early Childhood Special Education

Instructor: *Dr. Sandy Newcomb*
Phone: 301-412-7435
Email: snewcomb@umd.edu

Dr. Paula Beckman
Phone: 301-405-6492
Email: pbeckman@umd.edu

Room: Benjamin 2119
Class Time: Thursday, 2:00 – 4:00
Office Hours: Dr. Newcomb: Thursday 1:00 – 2:00
Other times by appointment

Course description:

EDSP 430 is designed to be consistent with the CEC and NAEYC standards for teachers of early childhood by providing students with subject matter, curriculum, learner characteristics, reflection opportunities, and intervention techniques to use with young children who have moderate to severe disabilities. Students will be provided with lectures and reading materials to integrate and reflect on current trends and research in early intervention and early childhood special education. Students will focus on instructional content and practice that are appropriate for young children with disabilities. In addition, videotapes, field experiences, and case studies will provide students with opportunities to apply and synthesize knowledge relative to being a teacher in early childhood special education.

Competencies:

As a result of class participation and completion of assigned readings, written assignments and field participation, students will demonstrate the following competencies:

1. Demonstrate an understanding of the due process rights of students, parents and teachers related to assessment, eligibility, and placement within a continuum of services. (Social & Cultural Contexts; Learners; EC 1, 3, InTASC 4)
2. Demonstrate the ability to select, adapt, and use instructional strategies and materials appropriate for children in early intervention (Pedagogy, Curriculum, Social & Cultural Contexts; EC 1; InTASC 1, 2)
3. Demonstrate an understanding of the strategies needed for successful transitions from Early Intervention to Special Education (Learners, Social & Cultural Contexts; EC 1, 7; InTASC 1, 2)

4. Demonstrate an understanding of the influence of stress and trauma (including abuse), protective factors and resilience, and supportive relationships on the social and emotional development of young children. (Pedagogy, Curriculum, Social & Cultural Contexts; EC 1; InTASC 1)
5. Demonstrate an understanding of the impact of medical conditions on family concerns, resources, and priorities as well as on the development of young children (Pedagogy, Curriculum, Social & Cultural Contexts; EC 1; InTASC 1, 2).
6. Demonstrate the ability to use intervention strategies with young children and families that affirm and respect family, cultural, and linguistic diversity (Pedagogy, Curriculum, Social & Cultural Contexts; EC 1, 7; InTASC 2, 3)
7. Demonstrate the ability to develop and evaluate Individualized Family Service Plans and Individualized Education Plans (Pedagogy, Curriculum, Social & Cultural Contexts; EC 1; InTASC 6, 7)
8. Demonstrate an understanding of appropriate intervention strategies and curricula used in early intervention. (Pedagogy, Curriculum, Social & Cultural Contexts; EC 1, 4; InTASC 8)

University Class Policies

As a student, you have the responsibility to be familiar with and uphold the *Code of Academic Integrity* and the *Code of Conduct*, as well as for notifying your course instructors in a timely fashion regarding academic accommodations related to absences and accessibility as indicated below.

You also have the right to know the expectations set by University Policy. The University of Maryland values the diversity of its student body and is committed to providing a classroom atmosphere that encourages the equitable participation of all students.

University Policies outlined at this link are particularly relevant to your experience in academic courses: <http://ugst.umd.edu/courserelatedpolicies.html>. Topics that are addressed in these policies include academic integrity, student and instructor conduct, accessibility and accommodations, attendance and excused absences, grades and appeals, copyright and intellectual property.

Academic integrity: The University of Maryland, College Park has a student-administered Honor Code and Honor Pledge. For more information on the Code of Academic Integrity or the Student Honor Council, please visit <http://www.studenthonorcouncil.umd.edu/whatis.html>. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. The code prohibits students from cheating, fabrication, facilitating academic dishonesty, and plagiarism. Instances of this include submitting someone else's work as your own, submitting your own work completed for another class without permission, or failing to properly cite information other than your own (found in journals, books, online, or otherwise). Any form of academic dishonesty will not be tolerated, and any sign of academic dishonesty will be reported to the appropriate University officials.

Special needs: If you have a registered disability that will require accommodation, please see the instructor so necessary arrangements can be made. If you have a disability and have not yet registered with the University, please contact Disability Support Services in the Shoemaker Building (301.314.7682, or 301.405.7683 TTD) as soon as possible.

Religious observances: The University of Maryland policy on religious observances states that students not be penalized in any way for participation in religious observances. Students shall be allowed, whenever possible, to make up academic assignments that are missed due to such absences. However, the student must contact the instructor **before** the absence with a written notification of the projected absence, and arrangements will be made for make-up work or examinations.

Missed single class due to illness: Once during a semester, a student's self-authored note will be accepted as an excuse for missing a minor scheduled grading event in a single class session if the note documents the date of the illness, acknowledgement from the student that information provided in the note is correct, and a statement that the student understands that providing false information is a violation of the Code of Student Conduct. Students are expected to attempt to inform the instructor of the illness prior to the date of the missed class.*

Major scheduled grading events: Major Scheduled Grading Events (MSGE) are indicated on the syllabus. The conditions for accepting a self-signed note do not apply to these events. Written, signed documentation by a health care professional, or other professional in the case of non-medical reasons (see below) of a University-approved excuse for the student's absence must be supplied. This documentation must include verification of treatment dates and the time period for which the student was unable to meet course requirements. Providers should not include diagnostic information. Without this documentation, opportunities to make up missed assignments or assessments will not be provided.

Non-consecutive, medically necessitated absences from multiple class sessions: Students who throughout the semester miss multiple, non-consecutive class sessions due to medical problems must provide written documentation from a health care professional that their attendance on those days was prohibited for medical reasons.

Non-medical excused absences: According to University policy, non-medical excused absences for missed assignments or assessments may include illness of a dependent, religious observance, involvement in University activities at the request of University officials, or circumstances that are beyond the control of the student. Students asking for excused absence for any of those reasons must also supply appropriate written documentation of the cause and make every attempt to inform the instructor prior to the date of the missed class.

Required texts:

Rush, D., & Shelden, M. (2011). *The Early Childhood Coaching Handbook*.
Baltimore, MD: Paul Brooks.

Other readings are available through ELMS at: <https://elms.umd.edu/> and/or will be distributed in class.

REQUIREMENTS FOR EDSP 430:

Written Assignments:

Each student will complete 4 written assignments, plus 4 reflection assignments. Assignments must be typed, grammatically correct and completed in a timely manner. Points will be deducted for unexcused late assignments. Assignments with a grade of less than 90% can be re-written to improve your grade. Please turn in original assignments and revisions together. The revisions are due one week after the assignment is returned to you. Revisions will not be accepted after that.

1. Family interview and IFSP - From the family interviews conducted in EDSP 433, the student will develop an IFSP for that child and family. The MD On-line IFSP form will be used for this assignment. 50 points
2. IEP Matrix – In class we will develop an IEP for a specific case study using the on-line Maryland IEP form. Directions for access to the MD On-line IEP will be given in class. From the IEP, each student will develop an IEP Matrix. 50 points
3. Motor observation – Students are expected to observe a young child with a motor delay/disability using the guidelines given in class. This may be a gross or fine motor observation. Write a typed, double-spaced summary of your observation. 25 points
4. Evidenced-based practice - Each student will review 5 intervention research studies and write a brief abstract of each one. 50 points
5. Activities/reflections – Each student will complete 4 activities/reflections (distributed in class). Topics are relevant to class content. 40 points

Completion of Field Placement Requirements (points will be weighted to represent 5% of total grade in EDSP 430)

The field placement is connected to your learning in every course and critical to your development as a teacher. You will be evaluated on the following components of the field placement

- Attendance (as recorded on the attendance log signed by your mentor and submitted at the end of the semester)
- Record-Keeping (timely submission of all required paperwork related to field placements, including field placement agreement, attendance log, placement information form, student evaluations of placement, etc.)

- Mentor Evaluations (scores on final evaluation completed by Mentor)
- Reflections (3-5 reflections assigned by and submitted to seminar professor)
- Field Placement Seminar (attendance and participation in two seminars throughout the semester. Dates TBA.)

Student Notices

Use of Electronic Devices:

- All students are expected to turn off or silence cell phones during class, unless they receive special permission for unusual circumstances.
- Use of the Internet is not permitted except in circumstances as authorized by the instructor.
- Students may not send text or email messages during class
- Students may be asked to refrain from use of laptop computers at the instructor's discretion

* Points will be deducted for unauthorized use of cell phones, text messages, laptops or Internet during class.

GRADING: Total points = 225

A+ = 99-100%	A = 94-98%	A- = 90-93%	B+ = 87-89%	B = 84-86%	B- = 80-83%
C+ = 77-79%	C = 74-76%	C- = 70-73%	D+ = 67-69%	D = 64-66%	D- = 60-63%
F= below 60%					

EDSP 430: Class Schedule for Spring 2018

Week	Topics	Readings and Due Dates
1-24	Introduction MD On-line IFSP	
1-31	Observing Motor Skills in Young Children Working with families	Case study: Recipe for Rachel; At the Close of the Day DUE: Reflection 1 (Rachel)
2-7		
2-14	Working with medically fragile children	Guest speaker: Dr. Jeni Stepanek Case study: Heaven's Glory DUE: Reflection 2 (Heaven's Glory)
2-21	Coaching in EI	<i>Early Childhood Coaching Handbook</i> , Chapters 1-4
2-28	Toddler groups and coaching	<i>Early Childhood Coaching Handbook</i> , Chapter 8 Case study: Proceed with caution DUE: Reflection 3 (Coaching)
3-7	Conducting home visits and coaching during home visits	<i>Early Childhood Coaching Handbook</i> , Chapter 7 Case study: An Uncertain Future; What Color is Forever DUE: Reflection 4 (Home Visit)
3-14	Diversity in EI	
3-21	SPRING BREAK	
3-28	Facilitating transition (Infant-Toddler to Preschool; Preschool to Kindergarten) Developing IEP Matrix	Reading: http://www.hdi.uky.edu/nectc/NECTC/Home.aspx (specific reports will be assigned to students)
4-4	Workday for motor observation	
4-11	The Family Experience in EI	Guest speaker: Tina Cruz DUE: Motor Observation
4-18	Behavior management for children with challenging behaviors	Guest speaker: Jill Austin, BCBA - TTEN DUE: IFSP
4-25	Family perspectives on Advocacy and Special Education Conflict	Guest speaker: Kim Leland DUE: IEP Matrix
5-2	PLACEMENT IMMERSION WEEK	
5-9	Evidence-based practice presentations	DUE: Evidence-based practice