1. ***Course Number and Title*:** **RSED 5100/6100/6106 INFANTS AND TODDLERS WITH DISABILIITES**

 *Meeting Times:* Tuesdays 4:00 to 6:30 pm

 *Credit*: 03 semester hours Prerequisites: RSED 3100, RSED 5060

 *Instructor:* Dr. Amy Sue Reilly reillam@auburn.edu

 *Office:* 1232C Haley Center *Phone*: 844-2110

 *Office hours:* Tuesdays at 2 to 4 pm or by appointment

**2. *Date syllabus prepared:*** January 2011

**3**. **Text:** Alabama Early Intervention System. (2006) Handbook Part C Provider Appraisal Review. Montgomery, AL.

 **Additional Readings and References:** Required readings will be indicated at a later date. Related materials will be on reserve in the Learning Resource Center in 3402 Haley Center, posted on Blackboard, available in the Auburn University bookstore, or available from the instructor.

**4. Course Description:** This course provides students with information about: ***(a)*** the legislative, historical, and philosophical basis of early intervention for young children birth through age two with special needs and their families; ***(b)*** knowledge of the Alabama Early Intervention System; ***(c)*** knowledge of the impact of risk status and disability on infants/toddlers and their families; and ***(d)*** knowledge of family-centered techniques for assessing infant/toddler development and designing and implementing interventions. In addition, students are introduced to the requirements for delivering early intervention services to infants and toddlers with special needs and their families in the state of Alabama. **Lab Time:** TBA in conjunction with projects

**5. COURSE OBEJCTIVES:** Upon successful completion of this course, students will demonstrate the following competencies by the designated activities:

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| **1.** | **Competency:** Demonstrate awareness of the **historical and legislative basis** for early intervention. |
| **2.** | **Competency:** Demonstrate awareness of the **Alabama Early Intervention System** including procedures for public awareness, child find, eligibility criteria, eligibility determination, mandated services, parents' rights, procedural safeguards, individualized family service plans, service coordination, EPSDT, personnel standards, time lines, District Coordinating Council (DCC), Interagency Coordinating Council (ICC), etc. |
| **3.** | **Competency:** Demonstrate awareness of **teaming** issues, which influence early intervention with infants and toddlers demonstrating developmental delays and their families. |
| **4.** | **Competency:** Demonstrate awareness of **established / biological / environmental** factors which can impact infant development. |
| **5.** | **Competency:** Demonstrate awareness of **typical and atypical growth and development** during infancy in the following domains: cognition, social/emotional, communication, motor, adaptive. |
| **6.** | **Competency:** Demonstrate awareness of **eligibility criteria** for early intervention in the state of Alabama as compared to other states across the nation and the eligibility criteria for special education services based on the developmental delay category (3-8 years) in Alabama. |
| **7.** | **Competency:** Demonstrate awareness of the **family-centered philosophy** in early intervention including: (a) the **pleasures** and **stresses** frequently associated with **parenting** a child with a disability; (b) techniques for assisting **families** to **assess** their concerns, priorities, and resources for promoting their child's optimal development; and (c) **implications** for the early intervention process. |
| **8.** | **Competency:** Demonstrate an awareness of infant development **screening**, **evaluation**, and **assessment** procedures and implications for **intervention.** |
| **9.** | **Competency:** Demonstrate an understanding of appropriate areas to target for **assessment** and **intervention** with infants at risk for and experiencing developmental delay. |
| **10.** | **Competency:** Demonstrate an awareness of **infant-parent interaction** patterns including implications for intervention. |
| **11.** | **Competency:** Demonstrate awareness of assessment and intervention **adaptations** to accommodate for physical, sensory, communication, learning, behavior or health problems. |
| **12.** | **Competency:** Demonstrate the ability to develop and implement initial and ongoing **Individualized Family Service Plans.** |
| **13.** | **Competency:**  Demonstrate the ability to design **data collection** systems to monitor child progress. |
| **14.** | **Competency:** Demonstrate knowledge of **activity-based, play-based, child directed, routine-based** early intervention strategies. |
| **15.** | **Competency:** Demonstrate awareness of **curricula** materials to be used as resources in the development of intervention programs for children with varying disabilities. |
| **16.** | **Competency:** Design and evaluate **environments** for promoting optimal infant/toddler development. |
| **17.** | **Competency:** Demonstrate awareness of the **efficacy** of early intervention. |
| **18.** | **Competency:** Demonstrate awareness of **procedural safeguards** provided to the birth- through two population and their families by Part C of P.L. 105-17. |
| **19.** | **Competency:** Demonstrate the awareness of procedures for **evaluating early intervention programs** (Provider Appraisal Review). |
| **20.** | **Competency:** Demonstrate awareness of techniques for selecting, training, supporting, and monitoring **paraprofessional** early interventionists. |
| **21.** | **Competency:** Demonstrate awareness of procedures for facilitating **transitions** in early intervention. |
| **22.** | **Competency:** Demonstrate awareness of **service coordination** models and roles of service coordinators. |
| **23.** | **Competency:** Demonstrate awareness of immediate and long-term risk associated with **premature birth.** |
| **24.** | **Competency:** Demonstrate awareness of techniques to facilitate optimal development in infants and toddlers **at risk** for developmental delay. |
| **25.** | **Competency:** Demonstrate awareness of techniques to facilitate optimal development in infants and toddlers with **multiple and severe disabilities.** |
| **26.** | **Competency:** Demonstrate awareness of techniques to facilitate optimal development in infants and toddlers with **sensory impairment.** |
| **27.** | **Competency:** Assess own needs for **further training** and demonstrate knowledge of a means to obtain that training. |

6. COURSE CONTENT: RSED 5100/6100/6106 INFANTS AND TODDLERS WITH DISABILITIES

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| **4-6:15 pm*****Thur*****Jan 13** | Course Overview, Content and Tentative Course Schedule Discussion of Course ProjectsDiscussion of small groups |  |
| ***Thur*****Jan 20** | Early Intervention System (EI), AL PAREligibility and Criteria |  |
| ***Thur*** **Jan 27** | Service Coordination, AL PARIndividualized Family Service Plan | *Proj 1* **a. “functional vision and hearing kit”** |
| ***Thur*****Feb 3** | Intervention Plans and Data CollectionEI Intervention Strategies and Lesson Plans |  |
| ***Thur*****Feb 10** | EI Disabilities: medical, at-risk, pre and post natal | *Proj 2* **Disabilities in Early Intervention** |
| ***Thur*****Feb 17** | EI Evaluations for eligibility and criteria |  |
| ***Thur* Feb 24** | EI Intervention strategiesSS “*Show and Tell AT devices”* | *Proj 3* **Assistive Technology** *Proj 1* **b. make 5 assistive technology devices** |
| ***Thur* Mar 3** | EI Intervention strategies  | *Proj 7:* ***Graduate Project*** |
| ***Thur*****Mar 10** | EI Curriculum | *Proj 4:* **Learning Center** |
| ***Thur*****Mar 24** | Individualized Family Service Plan Components |  |
| ***Thur*****Mar 31** | Individualized Family Service Plan ComponentsTransition and Transition Plans | *Proj 5.* **Initial Parent Contact; Infant/Toddler Screening, Functional Vision and Hearing kit, Evaluation and Assessment; Family Concerns, Priorities and Resources.**  |
| ***Thur*****Apr 7** | Current Issues in EI |  |
| ***Thur*****Apr 14** | Guest Speaker | *Proj 6.* **Initial Individualized Family Service Plan (IFSP) Development and Intervention Plans** |
| ***Thur*****Apr 21** | Exam 1 |  |

**7. Course Requirements:** In addition to preparation and participation in each class, course requirements include a variety of projects. Each student will complete and pass each required project, quizzes, and exams with a minimum of 80% before the student will be assigned a passing grade for the course. Each student should come to class prepared to demonstrate their knowledge of the content to be addressed in written format.

**Methodology used by professor in class**: A variety of teaching methods are used in this class. They include, but are not limited to, lecture, discussion, viewing and discussion of slides and videotapes, simulations, and completion of projects.

**Confidentiality:** Because professionals must respect families' rights to privacy, RSED students will keep the identity of children and families confidential. Names included on project reports will be fictitious. Code names are to be used any time references are made to children and families. At no time will students in any way identify or reveal any information about children and families to individuals not directly authorized as team members.

**Lab Activities:** Lab experiences are to be scheduled around class projects.

**COURSE ASSIGNMENTS:** Submit all work through blackboard assignments. Save documents using your

last name, course number, and topic (i.e., *Pope RSED 6140 MAPS)*

**Project 1: Learning Activities =** These five activities will be assigned throughout the semester by the instructor. Here are two of the learning activities that you will complete:

 **A.** Each student will make his/her own **“functional vision and hearing kit”** as part of the infant/toddler screening and evaluation process.

 **B.** Each student will make **five of his/her own assistive technology** appropriate for the use with infants and toddlers to functionally participate in their natural environment.

**Project 2: Disabilities in Early Intervention:** The purpose of the project is to extend students' knowledge of factors, which cause or place *very young children* at risk for developmental delay/disabilities. Emphasize the birth through two-year age group. Each student will be assigned three different conditions about which they have little knowledge and research current material on each topic. Each delay/disability needs to contain pictures throughout the paper. The paper needs to be no more than four pages on each topic. Papers need to contain references from one journal, one book, and two different websites, be sure to include a reference page within the paper.

**Project 3: Assistive Technology:** The purpose of this project is give students practical hands on experience using technology to assist an infant/toddler to increase, maintain, or improve functional capabilities. Each student will be assigned to a specific domain or academic area or specific disability concern and will have to select five (5) assistive technology devices appropriate for the use with infants and toddlers to functionally participate in their natural environment. Students will provide information/demonstration on each device, its uses, where it can be purchased (websites, catalogs, etc.), and recommendations.

**Project 4: Learning Center:** The purpose of this project is to help students understand and develop learning centers, which they can use in: their practicum, other clinical settings, and future job settings. This infant/toddler focus center will also include activities that will assist in meeting the functional outcomes developed in Project #5. **The required materials for the learning centers are: (a) 5 M. Hunter lesson plans, (b) 5 File Folder Games, (c) 5 books, (d) 5 Songs on CD, (4) 5 sensory activities, (f) 5 manipulatives, and (g) 25 PEC symbols as well as demonstrate how you addressed culture within the learning center.**

**Project 5: Initial Parent Contact; Infant/Toddler Screening, Functional Vision and Hearing kit, Evaluation and Assessment; Family Concerns, Priorities and Resources.** The purpose of this project is to give students practice assuring family “procedural safeguards” are met as outlined in the AL PAR prior to the evaluation process; give students supervised practice conducting an initial screening, evaluation, and assessment of an infant’s development at the time of the eligibility determination process; and give students supervised practice conducting a “family assessment” according to the IDEA Part C guidelines. In addition, students use their “***functional vision and hearing” kit*** as part of the infant/toddler screening and evaluation process.

**Project 6: Initial Individualized Family Service Plan (IFSP) Development and Intervention Plans:** The purpose of this project is to give students supervised experience using family-centered practices as they conduct an initial IFSP meeting, an ongoing IFSP review, and a transition meeting; and, give students practice developing intervention plans which systematically and logically develop empirically based instruction / support to achieve child and family outcomes targeted on the IFSP.

***Project 7: Graduate Project (RSED 6100/6106 only) For Example, Program Evaluation*.** Students will evaluate one early intervention environment using the DEC Recommended Practices Program Evaluation and the Infant Toddler Environmental Rating Scale. Students will justify each rating by giving a description of their observations and also provide recommendations. They are encouraged to take the initiative to seek out opportunities to observe or participate in a variety of intervention activities.

Graduate students will select a topic, with the assistance and approval of the instructor, and write a minimum of a 8-page paper following APA format. Use Times New Roman with 11 inch font, margins are top, bottom, right are .5” and left is 1”. Need annotative bibliography and no cover page. Running head on document is your last name, RSED 6100 or 6106, Title, and page x of y.

**Project 8: Exam 1=** Students will demonstrate their ability to integrate information presented in class and through readings by answering the exam questions.

**Statement regarding family participation:** Any evaluation/assessment reports completed as part of this class are to be used for RSED 5100/6100/6106 class purposes only, and are not to be given to families. Families should be informed prior to their agreement to participate in the evaluation/assessment process that they will not receive a report or diagnosis based on student evaluation/assessment procedures. ***This is strictly a LEARNING process and no information obtained should be interpreted as accurate for "real-life" evaluation/assessment purposes.***

**EVALUATION:** Final grades will be based on points assigned through completion and evaluation of course requirements and grades will be assigned on the basis of number of accumulated points, as follows:

For **UNDERGRADUATE** students**,** the grade will be based on the following components:

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| --- | --- | --- |
| ***PROJECTS*** | ***POINT VALUE*** | ***POINTS EARNED*** |
| ***Project 1:*** Learning Activities  | 50 points |  |
| ***Project 2:*** Disabilities in EI | 50 points |  |
| ***Project 3:*** Assistive Technology | 50 points |  |
| ***Project 4:*** Learning Center | 200 points |  |
| ***Project 5:*** Initial Parent Contact; Infant/Toddler Screening, Evaluation, and Assessment; Family Concerns, Priorities and Resources  | 200 points |  |
| ***Project 6:*** IFSP and Intervention Plans  | 200 points |  |
| ***Exam 1*** *(on blackboard readings & additional readings)* | 100 points |  |
|  | **Total: 850 pts** |  |

**850-765 points = A 764-680 points = B 679-595 points = C 594-510 points= D 509 and below= F**

For **GRADUATE** students, the grade will be based on the following components:

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| ***PROJECTS*** | ***POINT VALUE*** | ***POINTS EARNED*** |
| ***Project 1:*** Learning Activities  | 50 points |  |
| ***Project 2:*** Disabilities in EI | 50 points |  |
| ***Project 3***: Assistive Technology | 50 points |  |
| ***Project 4:*** Learning Centers  | 200 points |  |
| ***Project 5:*** Initial Parent Contact; Infant /Toddler Screening, Evaluation, and Assessment; Family Concerns, Priorities and Resources  | 200 points |  |
| ***Project 6:*** IFSP and Intervention Plans  | 200 points |  |
| ***Project 7:*** Graduate Project (RSED 6100/6106 only) | 100 points |  |
| ***Exam 1*** *(on blackboard readings & additional readings)* | 100 points |  |
|  | **Total: 950 pts** |  |

**950-860 points = A 859-760points = B 759-665 points = C 664-475 points= D 474 and below= F**

**Grading Criteria:** Projects turned in late with the instructor’s approval will be worth 80% of their on-time value. Projects turned in late without the instructor's prior approval will not be accepted. Students will revise projects and exams as indicated. Revisions given to the instructor within one week may earn a potential of half of the credit not obtained on the original project. Attendance and preparation as demonstrated by class participation will be considered when calculating final grades. Incompletes will drop a letter grade. All incompletes must be resolved by the first day of class the following semester.

**Tests will be administered via Blackboard during the semester.**

**Course Evaluation:** Student perception and evaluation of the course is valued by the instructor, the department,

and the university. Three specific methods for obtaining student perception and evaluation of the course are

requested. These evaluation procedures are both formative and summative in nature.Studentswill be asked to

complete the Auburn Course Evaluation Survey (ACES). The computer scored results are summarized for the

department and submitted to the department chairman and the instructor.

**8. CLASS POLICIES:**

**Professionalism**: Students must understand the privileges and obligations associated with their professional role. The Council for Exceptional Children - Division for Early Childhood endorses a Code of Ethics is a minimum expectation for Auburn ECSE students (See CEC web page). In addition, WebCT has documents, which outline basic professional expectations of the program. These are (a) ECSE Practicum/Internship Admission Policy, (b) Professionalism in ECSE, and (c) Professional Dress Code.

**Attendance:** The Department of Rehabilitation and Special Education attendance policy is that (a) only one (1) absence is permitted for a semester course that meets once a week, and (b) only two (2) absences are permitted for a semester course that meets two or more times a week. Failure to meet this standard will result in a grade of “FA” (failure for excessive absences) unless the student withdraws from the class prior to the withdrawal date (see university semester calendar). At the discretion of individual instructors, verified absences ***may be*** excused under unusual circumstances (see *Tiger Cub*). In order for the absence to be considered excusable, however, the instructor must be in receipt of the documentation within seven days from the class in which the absence occurred. As well, students are expected to arrive to class on time. Two unexcused tardies are equivalent to 1 unexcused absence. If a student misses a class for an approved reason (official University excuse, illness, or personal emergency, as indicated in the Tiger Cub), **the student is responsible for initiating arrangements to make up missed work.** Attendance and preparation as demonstrated by class participation will be considered when calculating final grades. Unexcused absences will result in course grade reduction.

**Team Process:** Earlychildhood special educators/early interventionists team with a variety of other individuals including parents, professionals and paraprofessionals. Consequently, RSED 5100/6100 students will work in teams as a preparation for their future role as a professional team member. Students will be divided into teams for designated projects.

**Confidentiality:** Because professionals must respect families' rights to privacy, students will keep the identity of children and families confidential. Names included on project reports will be fictitious. Code names are to be used any time references are made to children and families. At no time will students in any way identify or reveal any information about children and families to individuals not directly authorized as team members.

**Accommodations for Students with Disabilities:** Students who need special accommodations in class, as provided by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of his/her Accommodations Letter and an Instructor Verification Form to the meeting. If the student does not have these forms but needs accommodations, he/she should make an appointment with the Program for Students with Disabilities, 1228 Haley Center, 844-2096 (V/TT).

**Academic Honesty Policy:** All portions of the Auburn University student academic honesty code (Title XII) found in the *Tiger Cub* will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

**Student Academic Grievance Policy**: The purpose of this university policy is to “resolve academic grievances of students, which results from actions of faculty or administration. This resolution should be achieved at the lowest level and in the most equitable way. The burden of proof rests with the complainants.” See ***Tiger Cub*** for steps toward redress.

**Auburn University Policy on Classroom Behavior**: *The following policy applies to all settings (i.e., university, school setting, and off campus locations pertaining to the internship experience).* “. . . Behavior in the classroom that impedes teaching and learning and creates obstacles to this goal [learning] is considered disruptive and therefore subject to sanctions . . . Students have the responsibility of complying with behavioral standards. . . Examples of improper behavior in the classroom (including the virtual classroom of e-mail, chat rooms, telephony, and web activities associated with courses) may include, but are not limited to the following: arriving after a class has begun, eating or drinking, use of tobacco products, monopolizing discussion, persistent speaking out of turn, distractive talking, including cell phone usage, audio or video recording of classroom activities or the use of electronic devices without the permission of the instructor, refusal to comply with reasonable instructor directions employing insulting language or gestures, verbal, psychological, or physical threats, harassment, and physical violence.” (See ***Tiger Cub***)

**Course Contingency:** If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs than addendum to your syllabus and/or course assignments will replace the original materials.

**Organization:**  Students are encouraged to read directions carefully, making sure to address each part of the projects/exams. Components to be given to the instructor are designated in the project description. Paragraphs, headers, page numbers should be used whenever possible to organize exams and projects. Projects will be submitted through Blackboard. Please put your name on each page of all projects and exams. If projects are to be handed in than all projects/exams must be stapled and clamped as necessary.

**Preparation/Participation:** Mastery of the content in each class is a prerequisite for subsequent classes. Consequently, it is imperative that students ready and study the assigned material prior to class. Each student should come to class prepared to discuss the content and critique all readings.

**Instructional Activities:** A variety of instructional activities will be used in this course. These include, but are not necessarily limited to reading, discussion, and observations, in and out of class projects, demonstrations, field trips, guest speakers, videotape observations, lab experiences and lecture.

**Lab Experiences and Settings:** Students will participate in a number of laboratory experiences relating to the birth through age two population. Any and all interactions students have with young children and families will be supervised by qualified personnel. Families have the right to discontinue any activity at any time.

**Guest Speakers:** Individuals, who play essential roles in the early intervention process, will be invited to speak to the class. These may include administrators, service coordinators, representatives from ADRS, parents and paraprofessionals.