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| **RSED 7100/7106**  Advance Early Intervention  ***Spring 2013***  **- - - - - - - - - -**  **Department of Special Education Rehabilitation Counseling/School Psychology**  **College of Education**  Instructor Information:  **Dr, AmySue Reilly**  1234C Haley Center  (334) 844-2110  [reillam@auburn.edu](mailto:mflores@auburn.edu)  **- - - - - - - - - -**  Office Hours:  **Thursdays 2:00-4:00 *or***  **by appointment** |  |

**RSED 7100/7106 ADVANCE EARLY INTERVENTION**

**Auburn University Department of Rehabilitation and Special Education**

1. ***Course Number and Title*:** **RSED 7100/7106 ADVANCE EARLY INTERVENTION**

*Meeting Times:* Thursdays 6:30 pm to 9 pm in HC 1212

*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:* Thursdays 2 to 4 pm or by appointment

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

3. **Text: AL** 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 is designed to provide students from a variety of disciplines with knowledge needed to apply their primary discipline to early intervention programs with infants and toddlers who are demonstrating or are at risk for developmental delays and their families. Students will obtain information about service coordination; developing, implementing, monitoring, and evaluating individualized family service plans; family support; and program evaluation.

In addition, this course is designed to provide students with advanced early intervention evaluation and assessment knowledge and skills. Specifically, students will learn to use standardized, norm-referenced procedures; formalized curriculum, criterion-based assessments; naturalistic observation strategies; and other procedures to determine a young child's eligibility for early intervention services and to develop program-planning recommendations. Students will obtain information about working with parents, teaming styles, interagency collaboration, parent rights, etc.

The course is designed to provide students with advanced knowledge and skills needed for the provision of family-centered early intervention services for young children with special needs birth to three years and their families. In addition, the course is designed to provide students with a working knowledge of the Alabama Early Intervention System and to facilitate status as qualified service providers in that system.

**5. COURSE OBJECTIVES:**

Upon successful completion of RSED 7200, students from a variety of professional disciplines will:

**TOPICS FROM DIVISION for EARLY CHILDHOOD (DEC) RECOMMENDED PRACTICES**

**Child Focused Intervention (DEC)**

1. Demonstrate the ability to **design environments** which promote children's safety, active engagement, learning, participation, and membership;

2. Demonstrate the ability to **individualize and adapt practices** for each child based on **ongoing data** to meet children's changing needs;

3. Demonstrate the ability to use the **systematic procedures** (**incidental teaching**, **errorless learning, etc.)** within and across **environments, activities, and routines** to promote children's learning and participation;

4. Demonstrate the ability to provide the early intervention service of **special instruction;**

**Family Focused Intervention (DEC)**

5. Demonstrate the ability to **share responsibility and work collaboratively** with families;

6. Demonstrate the ability to **plan** and **implement strategies**, which **strengthen family functioning;**

7. Demonstrate the ability to **individualize services** to families based on their unique characteristics;

8. Demonstrate the ability to use **strengths- and assets-based practices;**

9. Demonstrate the ability to provide a variety of **family intervention options**;

**Teaming (DEC)**

10. Demonstrate the ability to facilitate **family members** in the **decision making** process;

11. Demonstrate the ability to **cross professional boundaries;**

12. Demonstrate the ability to **focus intervention on function**, not services;

13. Demonstrate the ability to **apply primary discipline** to the early intervention process;

14. Demonstrate the ability to perform **professional roles** of **service coordinator, team consultant, or direct service provider**;

15. Demonstrate the ability to provide services both directly and by **consultant/coach model;**

16. Demonstrate the ability to provide service in **partnership with family members and other team members;**

**Technological Applications (DEC)**

17. Demonstrate the ability to **use assistive and instructional technology** in intervention programs for children;

18. Demonstrate the ability to **collaborate with families** and **other professionals** in planning and implementing the use of assistive technology;

19. Demonstrate the ability to **work with families and professionals** to **use technology** to **access information and support;**

20. Demonstrate the ability to **access and/or design, implement, and evaluate training and technical support programs** relating to technology applications;

**Policies, Procedures, and Systems Change (DEC)**

21. Demonstrate knowledge of ways to **help families and professionals proactively shape policy** at the federal, state, and local level;

22. Demonstrate knowledge of ways to **facilitate public policies** which promote use of recommended practices;

23. Demonstrate knowledge of ways to **promote public policy and administer programs** which facilitate family participation in decision making;

24. Demonstrate knowledge of ways to **promote program administration** which endorses **recommended practices;**

25. Demonstrate knowledge of ways to **promote policies and program administration**, which encourage **interagency and interdisciplinary collaboration;**

26. Demonstrate knowledge of ways to promote program policies, administration, and leadership, which endorse **program evaluation and systems change** efforts;

27. Demonstrate the ability to proactively facilitate **funding policies** which are **compatible** with **recommended practices**

**TOPICS FROM NO CHILD LEFT BEHIND (NCLB)**

**Highly Qualified Providers No Child Left Behind (NCLB)**

28. Demonstrate the ability to integrate the interrelatedness of **developmental domains** in early childhood into intervention effectively;

29. Demonstrate the ability to facilitate secure **social/emotional relationships** among young children and their primary caregivers;

30. Demonstrate the ability to **design, implement, and evaluate effective interventions** in collaboration with other team members;

31. Demonstrate the ability to design, implement, and evaluate effective interventions which **integrate domains** in collaboration with other team members;

32. Demonstrate the ability to provide services through a variety of **early intervention models**;

33. Demonstrate the ability to meet **state and national competencies** (ALEI, DEC, NAEYC);

34. Demonstrate the ability to provide services through a variety of **models (**disabilities, risk factors, environments, and development)

**Focusing on What Works/Empirically Based Practices (NCLB)**

35. Demonstrate the ability to design, implement, and evaluate services based on **empirically based practices;**

36. Demonstrate the ability to integrate developmental, individual, and chronological appropriateness within the process of **instructional design;**

37. Demonstrate the ability to design, implement and evaluate **activity**-based, **routine** based, and **play**- based instruction within the context of everyday learning opportunities;

38. Demonstrate the ability to design, implement and evaluate **positive behavioral support** to prevent and/or address behavior problems;

39. Demonstrate the ability to design, implement, and evaluate intervention for young children who have **physical disabilities** using current practices;

**Accountability for Results (NCLB)**

40. Demonstrate the ability to provide services assuring **accountability for results;**

41. Demonstrate the ability to provide services assuring **fidelity of intervention;**

42. Demonstrate the ability to provide services using a variety of **data collection techniques** which are both appropriate for the instructional objective and effective in monitoring outcomes;

**Expanded Options/Flexibility for Parents/Families (NCLB)**

43. Demonstrate the ability to assist families as they make choices with **expanded options for parents;**

**TOPICS FROM IDEA-1997 PART C (IDEA-97/SERVICE DELIVERY)**

**Individualized Family Service Plans (IDEA-97/Service)**

44. Demonstrate the ability to assist families in the development of their **initial IFSP in accordance with federal and state regulations;**

45. Demonstrate the ability to assist families in the development of their **6-month reviews/cumulative IFSP in accordance with federal and state regulations;**

46. Demonstrate the ability to facilitate **transition that is friendly to parents;**

**Natural Environments (IDEA-97/Service)**

47. Demonstrate the ability to extend the impact of early intervention services by analyzing **natural environments** with caregivers to assure that services are incorporated throughout daily routines;

48. Demonstrate the ability to provide services through a **home visit** format;

**TOPICS FROM IDEA-1997 DISCRETIONARY FUNDING PRIORITIES**

**Diversity (IDEA-97 Funding Priorities)**

49. Demonstrate the ability to respect the family’s **cultural – life ways** in service delivery;

50. Demonstrate the ability to respect the **linguistic – primary/secondary language** of families;

51. Demonstrate the ability to respect the **ethnicity – race of families** in service delivery;

**TOPICS FROM CURRENT LITERATURE**

52. Demonstrate the ability to integrate current **brain research; and**

53. Demonstrate the ability to collaborate with families proactively to respect **abuse/neglect** requirements.

**6.** COURSE CONTENT: RSED 7100/7106 ADVANCED INFANTS &TODDLERS WITH DISABILITIES**:**

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| ***DATE***  ***Thurs*** | *TOPICS* | ***READINGS ASSIGNMENTS/***  ***PROJECTS DUE*** |
| **6:30 -9 pm**  ***Thur***  **Jan 12** | **Course overview**  **Discussion and overview of 8 class projects**   * ***Project 1*: AEIS Policy Overview** * ***Project 2*: Service Coordination** * ***Project 3*: IFSP Transition Planning and meeting** * ***Project 4*: Effective Policy and Systems Change** * ***Project 5:* IFSP/Transition Plan Development and Teaming** * ***Project 6:* IFSP/Transition Plan Development and Teaming** * ***Project 7:* IFSP Videotape Presentation** * ***Project 8:* Transition Videotape Presentation** | **READINGS**   * **ACDD Article** * **Provider Appraisal Review (PAR)** * **Developmentally Appropriate Practices** * **Review of Selected Articles and websites** |
| ***Thur***  **Jan 19** | ***Lecture – History, Philosophy & Overview Alabama’s Early Intervention System***  **Lecture on Foundation of EI & Principles of Family Centered Care**  **Panel of Families**  **Video – “Nightmare on Acronym Avenue”**  **Review of Provider Appraisal Review (PAR)** | **Week 2 Readings: Download tonight’s reading and read highlighted - have them read before class & be prepared for discussion in class.**   * **Alabama’s State Performance Report** * **Alabama’s Annual Performance Report** * **Weekly Handouts** |
| ***Thur***  **Jan 26** | **Lecture on Legislative Advocacy & “Pinning Their Futures” Initiative**  **Review on State Performance Plan and Annual Performance Report**  **Speaker – Charlot Rittenbaugh** | **Week 3 Readings: Download tonight’s reading and read highlighted - have them read before class & be prepared for discussion in class**   * **Briefing Papers – 7 Things Policymakers Need to Know about School Readiness** * **How A Bill Becomes Law** * **Advocacy and Lobbying Do’s and Don’ts** |
| ***Thur***  **Feb 2** | ***Lecture on Service Coordination, Teaming, EI Applications***  ***Speaker – Chris Gaston – EI Program Director***  ***IFSP Development Based on Best Practices***  ***Video –“Treat Me Right”*** | **Week 4 Readings: Download tonight’s reading and read highlighted - have them read before class & be prepared for discussion in class**   * **ADRS website Review** * **Family Survey Results – Trend Data** * **Review of US Dept of Ed/OSEP website** * **Resources for Using Coaching in EI Programs** |
| ***Thur***  **Feb 16** | ***Project 1 Due***  ***Lecture on DEC Recommended Practices***  ***Transition Plan Development***  ***Speaker – Cathy Jones and LEA***  ***Differences Between Part C & Part B*** | **Week 5 Readings: Download tonight’s reading and read highlighted - have them read before class & be prepared for discussion in class**   * **Alabama Legislative Directory** * **State of Alabama Legislature Website** * **The Alabama Legislature** * **Visiting with Legislators** * **Writing Letters to Legislators & Samples** * **Developing Relationships with Lawmakers** |
| ***Thur***  **Feb 23** | ***Project 2 Due***  ***View and Critique Video tapes on Service Coordination & Family Interviews*** | **Week 6 Readings: Download tonight’s reading and read highlighted - have them read before class & be prepared for discussion in class**   * **Economic Benefits of Investing in Early Childhood** * **AEIS Family Guide** * **The Dance of Partnership: Why Do My Feet Hurt?** * **Team-based Service Delivery Approaches in Pediatric Practice** |
| ***Thur*  Mar 1** | ***Project 3 Due***  ***Lecture on Brain Development & Recommended Practices***  ***Video – “Change the First Five Years & You Change Everything”***  ***Speaker – Jane Davis and Legislator Role Playing*** | **Week 7 Readings: Download tonight’s reading and read highlighted - have them read before class & be prepared for discussion in class**   * **CASE In Point Articles** * **BriefCASE Articles** |
| ***Thur*  Mar 8** | ***Project 4 & 5 Due***  ***Lecture on AEIS Program Profiles & Family Survey*** | **Week 8 Readings: Download tonight’s reading and read highlighted - have them read before class & be prepared for discussion in class**   * **Parent Power** |
| ***Thur***  **Mar 10** | ***Project 6 & 7 Due* = Presentations of IFSP video project** |  |
| *Thur*  *Mar 15* | ***No Class***  ***Auburn University’s 2012 Spring Break*** |  |
| ***Thur***  **Mar 22** | ***Project 8 Due = Presentation of Transition video project***  ***Service Coordination, IFSP, & Transition Debriefing*** |  |
| ***Thur***  **Mar 29** |  |  |
| ***Thur***  **Apr 5** |  |  |
| **Thur**  **Apr 12** |  |  |
| ***Thur***  **Apr 19** |  |  |

**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 Expectations:** This is a graduate course addressing advanced methods in Early Childhood Special Education. Upon successful completion of the course, students will have demonstrated competency in (a) all areas covered at the undergraduate level methods /curriculum course and (b) advanced competency in basic core components of this class. In addition, students who enter the course with competency in the undergraduate competencies will work with the instructor to develop a plan for obtaining advanced competencies in individualized areas of interest. Because of the differing levels of expertise students demonstrate upon entering the course, and the differing interests of each student, the procedures and activities of each student may vary.

**Instructional Activities:** A variety of instructional activities will be used in this course. These include, but are not necessarily limited to: reading, class discussion, projects, and reports, observations, in and out of class projects, lecture, demonstration, and lab experiences. These activities will be individualized to meet the unique competencies of each student and are designed to facilitate mastery of course objectives. Students will be given a variety of opportunities to practice and apply the concepts and skills required in this class. Students will contribute to the content of the class by assuming the responsibility for leading discussions about topics/articles and demonstrating specific activities.

**Organization:** All projects/exams must be typed APA format and submitted via Blackboard. Those assignments and projects that are to be typed need to be done in the following format. Font: Times New Roman, 11 inch font, margins: top, right, bottom .5, left 1, spacing: 1.5. Running head: 9 inch font, italicized, bold Running head should say: **Last Name Course Number Project Description (specific name of project) page x of y**. All work will be revised as indicated. Ex: *Tate RSED 7100 Content Intervention Strategies page 1 of 4*

Students are to save and submit ALL projects via Blackboard with the same header and format in the attachment of the message. The subject line must read: **Last Name Course Number Project Description (specific name of project).** *Tate RSED 7100 Content Intervention Strategies*

**Confidentiality:** Respecting family rights to privacy, the identity of children and families will be confidential.

**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:

**Project 2: ARTICLE REVIEWS:** The purpose of the project is to extend students' knowledge of factors, which directly impact *very young children* at risk for developmental delay/disabilities. Emphasize the birth through two-year age group. Articles will be submitted along with their reviews.

***a. 2 research based articles on each of your 2 specific disabilities***

***b. 2 research based articles on each of your 2 given intervention strategies***

***c. 1 research based article on “sensitive and successful” on working with culturally diverse families.***

***d. 1reserach based article on evaluation instrument used with this pop.***

***f. 2 research based articles on 2 different curriculum used with this pop.***

***g. 1 research based articles on “hot topics” or current issues or interests***

***h. 1 research based article on “abuse/neglect”, reporting procedures, DHR, ect***

**Project 3: Effective Policy, Procedures and Systems Change:** The purpose of this project is to equip students with the most effective skills and techniques needed to proactively impact and shape policy at a federal, state and local level. This project is give students practical hands on experience with policy and systems change issues.

A) Students will identify their individual federal, state and local policymakers by submitting a Legislative Outreach Action Plan. The Plan will include: the identified pertinent policymakers contact information; actions taken to impact policy; copies of letters and other correspondence written to proactively shape policy to at least 5 policymakers. The students’ letters will include a summary of two important policy issues facing infants/toddlers/young children with disabilities and how they are promoting policy/legislative change.

B) Students will review the State and Federal Election Chart and compare and contrast two candidates within Alabama and describe their stand on issues related to young children and their families. Bonus points will be given for direct face to face contact with legislators.

**Project 4: Effective Transition Planning:** The purpose of this project is to provide students with experience developing an IFSP Transition Plan according to state and federal regulations which includes a written Transition Plan, documented contact with the LEA and the actual transition meeting***.*** Each team will interview a local Preschool Coordinator within the LEA using the Transition Questionnaire developed by the instructor. The students will then write a report documenting the five most effective transition practices and the five greatest challenges existing between school systems and early intervention programs and five strategies for enhancing collaboration, communication and coordination between the two systems.

**Project 5: *VIDEO TAPE*** ***of “how to” Infant /Toddler Screening, Evaluation, and Assessment* : 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: *VIDEO TAPE of “how to”:* 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*.** 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.

**Statement regarding family participation:** Any evaluation/assessment reports completed as part of this class are to be used for 7100/7106 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 **GRADUATE** students, the grade will be based on the following components:

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| ***PROJECTS*** | ***POINT***  ***VALUE*** | ***POINTS EARNED*** |
| ***Project 1:*** Learning Activities | **100 points** |  |
| ***Project 2:*** **Article Reviews (10)** | **100 points total** |  |
| ***a. 2 research based articles on each of your 2 specific disabilities*** | 20 points total |  |
| ***b. 2 research based articles on each of your 2 given intervention strategies*** | 20 points total |  |
| ***c. 1 research based article on “sensitive and successful” on working with culturally diverse families.*** | 10 points total |  |
| ***d. 1reserach based article on evaluation instrument used with O-3 kiddos*** | 10 points total |  |
| ***f. 2 research based articles on 2 different curriculum used with O-3 kiddos*** | 20 points total |  |
| ***g. 1 research based articles on “hot topics” or current issues or interests*** | 10 points total |  |
| ***h. 1 research based article on “ abuse/neglect”, reporting procedures, DHR, ect*** |  |  |
| ***Project 3***: **Effective Policy, Procedures and Systems Change**  ***1 article policy, procedures, and/or systems change*** | 100 points |  |
| ***Project 4***: **Effective transition planning interview Part C and LEA Coordinator for ECSE** | 150 points |  |
| ***Project 5:*** ***VIDEO TAPE*** of “how to” Infant /Toddler Screening, Evaluation, and Assessment | 200 points |  |
| ***Project 6:*** ***VIDEO TAPE*** of “how to” Initial Parent Contact; Family Concerns, Priorities and Resources AND then ” IFSP, Intervention Plans, & Transition | 200 points |  |
| ***Project 7:*** Graduate Project | 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. If teacher decides, 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**. **All work must be completed for a grade to be earned by student**. **Incompletes will drop a letter grade. All incompletes must be resolved by the first day of class the following semester.**

**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.

**Active participation** is defined as volunteering during discussion, ongoing contribution to group work, remaining on task throughout activities etc… Using class activity time to check email, visit websites, and send messages, complete work for other courses etc… **will not an appropriate professional behavior.**

**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.