

SPECIAL EDUCATION DEPARTMENT
UNIVERSITY OF MARYLAND
Spring 2015

EDSP 430/EDSP 631: Early Intervention: Early Childhood Special Education

Instructor: Sandra Newcomb, Ph.D.
Paula Beckman, Ph.D.

Time: Wednesday, 4:15 – 7:00 p.m.; Room 0202

Office hours: By appointment

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Course description:

EDSP 430/631 is designed to be consistent with the CEC 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. 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 understanding of family systems and the role of the family in early intervention including family interactions as the primary context for early intervention services. (Social & Cultural Contexts; Learners; EC 1, 3; InTASC 2, 8)
3. 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)
4. 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)
5. 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)
6. 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).
7. 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)
8. 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)
9. Demonstrate an understanding of appropriate intervention strategies and curricula used in early intervention. (Pedagogy, Curriculum, Social & Cultural Contexts; EC 1, 4; InTASC 8)

Academic Integrity/Honor Code

The University has approved a *Code of Academic Integrity*. Along with certain rights, students also have the responsibility to behave honorably in an academic environment. Academic dishonesty, including cheating, fabrication, facilitating academic dishonesty and plagiarism will not be tolerated. Any abridgment of academic integrity standards will be referred directly to the Honor Council. Students can consult the University publication entitled *Code of Academic Integrity*, available on the web at www.inform.umd.edu/CampusInfo/Departments/jpo/code/.html.

The University has a nationally recognized *Honor Code*, administered by the Student Honor Council. The Student Honor Council proposed and the University Senate approved the Honor Pledge. The University of Maryland *Honor Code* reads: " I pledge on my honor that I have not

given or received any unauthorized assistance on this assignment/examination.” Unless you are specifically advised to the contrary, the Pledge statement should be handwritten and signed on the front cover of all papers, projects or other academic assignments submitted for evaluation in this course. Students who fail to write and sign the Pledge will be asked to confer with the instructor.

Academic Accommodations

If you have a documented disability and wish to discuss academic accommodations, please contact the instructor at the beginning of the semester. For all students: You may need help in achieving your goals in such areas as study skills, time management, exam skills, writing, etc. Please note that UMCP offers academic support at the Learning Assistance Service (LAS), a division of the Counseling Center. LAS is located on campus at 2201 Shoemaker Building, (301)-314-7693. Website is www.inform.umd.edu/LASRV

Required texts:

Readings as assigned. See CLASS SCHEDULE

Requirements for EDSP 430/631:

Class participation and readings: Each student is expected to complete required readings prior to class. Readings will be discussed in class. In addition, students will complete 6 activities/reflections (distributed in class) and participate in class discussion relative to each activity.

Assignments: Each student will complete 4 written assignments and 6 class activity/reflection assignments. Written 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 story compare and contrast. Each person will read two family stories (to be distributed in class) and will write a compare/contrast paper. 50 points
2. Case review and IEP - Each student will be given a detailed case study. From the information, each student will develop an IEP for that child. Each student will use the Maryland State IEP form discussed in class. 30 points
3. Family interview and IFSP - Each student will interview a family of a child with a disability. From the interview, the student will develop an IFSP for that child and family. Interview - 20 points; IFSP - 30 points (Total=50 points)
4. Evidenced-based practice - Each student will review 5 intervention research studies and write a brief abstract of each one. Each student will present one study in class. 30 points

5. Class participation – Students will complete 6 activities/reflections (distributed in class) and participate in class discussion relative to each activity. These need to be turned in or e-mailed one week after they are distributed. (10 points each = 60 points).

GRADING: Total points =170

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%					

CLASS SCHEDULE for Spring 2015

<p>January 28 Legal Foundations of special education and early intervention READINGS: MSDE Procedural Safeguards Parental Rights; Maryland Learning Links Tutorial: Developing IFSPs: http://marylandlearninglinks.org/3547</p> <p>Maryland Online IEP Demonstration Site http://olms1.cte.jhu.edu/1344</p>	<p>March 25 Consultation and Coaching in EI READINGS: Hanft, Ch 3, 6 Case study: Proceed with caution, Beyond Duty</p> <p>DUE: Family stories compare and contrast</p>
<p>February 4 Developing IFSPs Service coordination and IFSPs READINGS: Maryland IFSP Maryland Learning Links Tutorial: Developing IFSP http://marylandlearninglinks.org/3547</p> <p>DUE: Reflection 1: Outcomes</p>	<p>April 1 Home visiting READINGS: Case studies: Passing Time and An Uncertain Future. Hanft, Ch. 5</p> <p>DUE: Reflection 5: Consultation and coaching</p>
<p>February 11 Working with families in early intervention Developing relationships with families</p> <p>READINGS: Case studies: Recipe for Rachel, Heaven’s Glory</p> <p>DUE: Reflection 2: Rachel and Heaven’s Glory</p>	<p>April 8 Toddler groups Instructional strategies in early intervention Activity based intervention Integrated therapies Hanft, Chapter 6</p> <p>DUE: Reflection 6: Home visits</p>
<p>February 18 Working with culturally diverse families READINGS:</p>	<p>April 15 Facilitating transitions/ developing IEPs Case studies: A Change of Plans</p> <p>DUE: IEP for Danny</p>
<p>February 25 Routines Based Interview</p> <p>DUE: Reflection 3: Families and diversity</p>	<p>April 22 Working with medically fragile children</p>
<p>March 4 New State Initiatives in MD Marcella E. Franczkowski, M.S. Assistant State Superintendent Division of Special Education/Early Intervention Services Maryland State Department of Education</p>	<p>April 29 Fostering resilience</p> <p>DUE: Family interview and IFSP</p>
<p>March 11 Conflict resolution</p> <p>DUE: Reflection 4: New state initiatives</p>	<p>May 6</p> <p>DUE: Evidenced-based practice: Research study presentation</p>
<p>March 18 Spring Break!!</p>	