

**Northampton Community College**

**Course Title: EARL 222 Supporting Young Learners of Diverse Abilities**

**Syllabus – Online Sections**

**Semester: --------** **Office: --------**

**Instructor: -------- Phone: --------**

**Course: EARL 222 Email:** --------

**Section: -------- Virtual Office Hours:** --------

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**Catalog Description:**

Students learn about and apply evidence-based practices to support each young child’s diverse abilities (birth through five). They examine family centered approaches that encourage the development and full participation of each child by building a sequence of supports and services. Students understand evidence-based practices for referral, assessment, and development of individualized plans. Students explain and analyze how reciprocal partnerships with family members and professionals support the full potential of children with diverse abilities in home, program, and community settings. They identify community resources that can support children of diverse abilities and their families. This course is designed for early childhood education professionals in the field who have previous early childhood coursework and/or work experience. Child Abuse Registry, Criminal Background Check, and FBI clearances are required. Up to 10 hours of field site assignments are embedded in the course. Also available online. This course is not applicable to any associate degree, certificate, or diploma.

**PREREQUISITES:**  **EARL106 and EARL107**

**TOTAL CREDITS: 3 LECTURE HOURS: 2 LAB HOURS: 2**

**This course is designed to promote student learning in relation to the standards and supportive skills outlined by the National Association for the Education of Young Children (NAEYC). The program standards define what you will know and be able to do when you graduate from the program. What you learn in each class and the assessment of your learning is linked directly to the six standards.**

**EARL 222 Learning Outcomes**

**Course Learning Outcome 1: Describe, explain and analyze the historical, legal, and philosophical foundations for early intervention and early childhood special education. Aligns with NAEYC Standard 1.**

**Student Learning Outcomes**

1a. Explain and analyze the evidence for the efficacy of early intervention for supporting young children (birth through five), with, or at risk for, disabilities.

1b. Describe and explain global perspectives on rights of children with disabilities Explain and analyze how culture and language influence each child’s developmental characteristics, and trajectories.

**Course Learning Outcome 2: Examine the importance of using person first language in all interactions.**

**Student Learning Outcomes**

2a. Explain and analyze the significance of using person first language when referring to individuals of diverse abilities.

**Course Learning Outcome 3: Demonstrate an understanding of typical/atypical development, including appropriate approaches to referrals.**

**Student Learning Outcomes**

3a. Identify where early childhood professionals can access information about disabilities. 3b. Explain how diverse and complex characteristics including cultural, linguistic and socio-economic diversity in families and communities can impact the development of children with diverse abilities.

**Course Learning Outcome 4: Explain and analyze effective approaches for collaborating with families of children with diverse abilities using evidence based practices.**

**Student Learning Outcomes**

4a. Explain and analyze strategies that can be used to build positive reciprocal partnerships, communication and collaboration with diverse families to support the development and learning of each child. 4b.Explain and analyze evidence based practices that consider global perspectives and approaches that address stereotypes and biases.

**Course Learning Outcome 5: Explain, analyze, and apply the Individualized Family Service Plans (IFSPs) and Individualized Education Program (IEP) process.**

**Student Learning Outcomes**

5a. Explain, analyze, and apply strategies for collaborating with families and other professionals through sharing information, making decisions, identifying outcomes, and implementing effective programs as part of the IFSP process.

5b. Explain, analyze, and apply strategies for collaborating with families and other professionals through sharing information, making decisions, identifying outcomes, and implementing effective programs as part of the IEP process.

**Course Learning Outcome 6: Explain, and apply inclusive practices for children of diverse abilities.**

**Student Learning Outcomes**

6a. Explain the definition and defining features of inclusion as put forward by the National Association for the Education of Young Children (NAEYC) and the Division for Early Childhood (DEC).

6b. Explain how the national definition of inclusion might apply in diverse settings (home, program, community).

6c. Apply evidence based inclusive practices to early childhood settings.

**Course Learning Outcome 7: Demonstrate evidence-based practices that support access to early childhood environments including Universal Design for Learning (UDL).**

**Student Learning Outcomes**

7a. Apply evidence based knowledge of developmental characteristics and multiple influences to create safe, healthy, respectful, and inclusive environments and opportunities that support each child’s growth, development and learning.

7b. Apply evidence based and developmentally appropriate approaches that support access, such as Universal Design for Learning (UDL) and assistive technology.

**Course Learning Outcome 8: Demonstrate evidence-based and developmentally appropriate approaches that support participation, such as Universal Design for Learning (UDL), peer supports, scaffolding, and embedded instruction.**

**Student Learning Outcomes**

8a. Apply evidence-based Universal Design for Learning (UDL) and developmentally appropriate approaches to supporting participation, such as peer supports, scaffolding and embedded instruction, to support the development of each child.

**The following NAEYC Supportive Skills are to be integrated in assessment as appropriate**

1. Skills in self-assessment and self-advocacy.
2. Skills in mastering and applying foundational concepts from general education.
3. Written and verbal communication skills.
4. Skills in making connections between prior knowledge/experience and new learning.
5. Skills in identifying and using professional resources.

**Alignment of the Course Objectives (above) with National Association for the Education of Young Children, the Division for Early Childhood, and Pennsylvania Special Education Para educator Standards.**

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| **Objective #** | **NAEYC Standards/Course Learning Objectives** | **DEC Standards** | | **PA Special Education Paraeducator Standards** | | |
| 1:Describe, explain and analyze the historical, legal, and philosophical foundations for early intervention and early childhood special education | 1a. Explain and analyze the evidence for the efficacy of early intervention for supporting young children (birth through five), with, or at risk for, disabilities.  1b. Describe and explain global perspectives on rights of children with disabilities  . | Development and Characteristics of Learners EC2K2 EC2K6 EC2K7  Instructional Planning ES7K1  Development and Characteristics of Learners  EC2K4 EC2K6 EC2K7  Language EC6K1 | | Individual Learning DifferencesSEP3K2  Development and Characteristics of Learners SEP2K1 | | |
| 2: Explain and analyze the importance of using person first language in all interactions. | 2a. Explain and analyze the significance of using person first language when referring to individuals of diverse abilities. | Development and Characteristics of Learners EC2K2 EC2K6 EC2K7  Instructional Planning ES7K1 | | Individual Learning Differences  SEP3K2 | | |
| 3. Demonstrate an understanding of typical/atypical development, including appropriate approaches to referrals. | 3a. Identify where early childhood professionals can access information about disabilities.  3b. Explain how diverse and complex characteristics including cultural, linguistic and socio-economic diversity in families and communities can impact the development of children with diverse abilities. | Development and Characteristics of Learners EC2K2 EC2K4 EC2K6 EC2K7  Instructional Planning ES7K1  Language EC6K1  Development and Characteristics of Learners EC2S1 EC3S2  Instructional Strategies EC4S1 EC4S2  Environments/Social Interactions  EC5S2 EC5S5 EC5S6  Instructional Planning EC7K1 EC7K2  Development and Characteristics of Learners EC2K5 EC2K6  Assessment EC8K1  Development and Characteristics of Learners EC2K7  Learning Environments and Social Interactions EC5S7  Language EC6S1  Instructional Planning EC7S1  Assessment EC8S1 EC8S2 EC8S6 EC8S9 EC8S11  Professional and Ethical Practices  EC9S2 EC9S3 EC9S4  Collaboration EC10S1 EC10S EC10S3  EC10S8 EC10S9 | | | | Individual Learning Differences  SEP3K2  Development and Characteristics of Learners SEP2K1  Foundations SEP1K1 SEPK2  Instructional Strategies SEP4S4 SEP4S5  Learning Environments/Social Interactions SEP5S1 SEP5S2  SEP5S4  Language SEP6K1  Instructional Planning SEP7S1 SEP7S2  Development and Characteristics of Learners SEP2K1  Collaboration SEP10K1 SEP10K2  Collaboration SEP10S1 SEP10S2 SEP10S3 | |
| 4.Explain and analyze effective approaches for collaborating with families of children with diverse abilities using evidence based practices. | 4a. Explain and analyze strategies that can be used to build positive reciprocal partnerships, communication and collaboration with diverse families to support the development and learning of each child.  4b.Explain and analyze evidence based practices that consider global perspectives and approaches that address stereotypes and biases. | Development and Characteristics of Learners EC2K2 EC2K6 EC2K7  Instructional Planning ES7K1  Development and Characteristics of Learners EC2S1  Individual Learning Differences  EC3S2  Instructional Strategies  EC4S1 EC4S3 EC4S4. EC4S5.  Learning Environments and Social Interactions EC5S3  EC7K1T.EC7S2. EC7S8.  Professional and Ethical Practices EC9S6.  Collaboration EC10S1 EC10S9 | | | | Development and Characteristics of Learners SEP2K1  Language SEP6K1  Collaboration SEP10K1  **Learning Environments/ Social Interactions SEP5K2 SEP5S3**.  **SEP5S3**  **Instructional Strategies**  **SEP4S4** **SEP4K1**.**SEP4K2**.  **Collaboration**  **SEP10S5** | |
| 5:. Explain, analyze, and apply the Individualized Family Service Plans (IFSPs) and Individualized Education Program (IEP) process | 5a. Explain, analyze, and apply strategies for collaborating with families and other professionals through sharing information, making decisions, identifying outcomes, and implementing effective programs as part of the IFSP process.  5b. Explain, analyze, and apply strategies for collaborating with families and other professionals through sharing information, making decisions, identifying outcomes, and implementing effective programs as part of the IEP process. | | Instructional Strategies EC4S3. EC4S5  Learning Environments and Social Interactions EC5K4  Foundations EC1K1 EC1K2  Instructional Planning EC7K2  Development and Characteristics of Learners EC2S1  Individual Learning Differences  EC3S2  Instructional Strategies EC4S1 EC4S3 EC4S4 EC4S5  Learning Environments and Social Interactions EC5S3 Instructional Planning EC7K1 EC7S2 EC7S8  Professional and Ethical Practices  EC9S6  Collaboration EC10S1 EC10S EC1K2  Development and Characteristics of Learners EC2K6 EC2K7 EC3S2  Instructional Strategies EC4S1 EC4S2 EC4S3 EC4S6 EC1K2 | | Foundations  SEP7S1 SEP1K1 SEP1K2  Instructional Strategies  SEP4K3 SEP4K4 SEP4S1 SEP4S3  Learning Environments/ Social Interaction SEP5K2 SEP5S3 SEP5S2 SEP5S3 SEP5S4 SEP5K1  SEP4S2 | | |
| 6: Explain, and apply inclusive practices for children of diverse abilities. | 6a. Explain the definition and defining features of inclusion as put forward by the National Association for the Education of Young Children (NAEYC) and the Division for Early Childhood (DEC).  6b. Explain how the national definition of inclusion might apply in diverse settings (home, program, community).  6c. Apply evidence based inclusive practices to early childhood settings. | | Development and Characteristics of Learners EC2K2 EC2K6 EC2K7  Instructional Planning ES7K1  Foundations EC1K2  EC1K2 EC1S1.  Professional and Ethical Practices  EC9KI EC9S1  Instructional Planning  EC7S3  Professional and Ethical Practices  EC9S4 | | Development and Characteristics of Learners SEP2K1  Language SEP6K1  Collaboration SEP10K1  Professional and Ethical Practice  SEP9S2 SEP9S3 SEP9S4  SEPS5 SEP9S6 SEP9S7  SEP9S8. SEP9S9 SEP9S11  SEP9S12 SEP9S13  SEP9K1 SEP9S5 .SEP9S10  SEP9S11.SEP9S12. SEP9S3. | | |
| 7. Demonstrate evidence-based practices that support access to early childhood environments including Universal Design for Learning (UDL). | 7a. Apply evidence based knowledge of developmental characteristics and multiple influences to create safe, healthy, respectful, and inclusive environments and opportunities that support each child’s growth, development and learning.  7b. Apply evidence based and developmentally appropriate approaches that support access, such as Universal Design for Learning (UDL) and assistive technology. | | Instructional Strategies EC4S3 EC4S5  Learning Environments and Social Interactions EC5K4  Foundations EC1K1 EC1K2  Instructional Planning EC7K2  Development and Characteristics of Learners EC2S1  Individual Learning Differences EC3S2  Instructional Strategies EC4S1 EC4S3 EC4S4 EC4S5  Learning Environments and Social Interactions EC5S3 Instructional Planning EC7K1 EC7S2 EC7S8  Professional and Ethical Practices  EC9S6  Collaboration EC10S1 EC10S EC1K2  Development and Characteristics of Learners EC2K6 EC2K7 EC3S2  Instructional Strategies EC4S1 EC4S2 EC4S3 EC4S6 | | Foundations SEP7S1 SEP1K1 SEP1K2  Instructional Strategies SEP4K3 SEP4K4 SEP4S1 SEP4S3  Learning Environments/ Social Interaction SEP5K2 SEP5S3 SEP5S2  SEP5S3  SEP5S4 SEP5K1  SEP4S2 | | |
| 8 Demonstrate evidence-based and developmentally appropriate approaches that support participation, such as Universal Design for Learning (UDL), peer supports, scaffolding, and embedded instruction. | 8a. Apply evidence-based Universal Design for Learning (UDL) and developmentally appropriate approaches to supporting participation, such as peer supports, scaffolding and embedded instruction, to support the development of each child. | | Instructional Strategies EC4S3. EC4S5  Learning Environments and Social Interactions EC5K4  Foundations EC1K1 EC1K2  Instructional Planning EC7K2.  Development and Characteristics of Learners EC2S1  Individual Learning Differences EC3S2 | | Foundations  SEP7S1 SEP1K1 SEP1K2  Instructional Strategies  SEP4K3 SEP4K4 SEP4S1 SEP4S3  Learning Environments/ Social Interaction SEP5K2 SEP5S3 SEP5S2  SEP5S3 SEP5S4 SEP5K1 SEP4S2 | | |

***DEC - Initial Special Education Professionals in Early Childhood Special/Education/Early Intervention, Birth to Eight Standards:***

Standard 1: Foundations

Standard 2: Development and Characteristics of Learners

Standard 3: Individual Learning Differences

Standard 4: Instructional Strategies

Standard 5: Learning Environments/Social Interactions

Standard 6: Language

Standard 7: Instructional Planning

Standard 8: Assessment

Standard 9: Professional and Ethical Practice

Standard 10: Collaboration

*SEP - Pennsylvania Special Education Paraeducator Standards:*

Standard 1: Foundations

Standard 2: Development and Characteristics of Learners

Standard 3: Individual Learning Differences

Standard 4: Instructional Strategies

Standard 5: Learning Environments/Social Interactions

Standard 6: Language

Standard 7: Instructional Planning

Standard 8: Assessment

Standard 9: Professional and Ethical Practice

Standard 10: Collaboration

**Textbooks and Resources**

**Required Resources:**

**Needed for all class sessions:**

Cultural, Linguistic, and Ability Diversity (CLAD) Resource Packet. Available online at:  
<http://www.northampton.edu/Documents/ECE/CLAD_Resources_2015.pdf>

Sketch pad or notebook with unlined paper

In addition to the required textbooks and resources, you will also need access to a computer.

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| **CLASS #** | **REQUIRED RESOURCES (all accessible external links)** |
| **1** | People First Language by Kathy Snow [**https://nebula.wsimg.com/1c1af57f9319dbf909ec52462367fa88?AccessKeyId=9D6F6082FE5EE52C3DC6&disposition=0&alloworigin=1**](https://nebula.wsimg.com/1c1af57f9319dbf909ec52462367fa88?AccessKeyId=9D6F6082FE5EE52C3DC6&disposition=0&alloworigin=1)  Early Intervention, Then and Now[**http://www.parentcenterhub.org/repository/ei-history/#history**](http://www.parentcenterhub.org/repository/ei-history/#history)  The Importance of Early Intervention for Infants and Toddlers with Disabilities and their Families[**http://www.nectac.org/~pdfs/pubs/importanceofearlyintervention.pdf**](http://www.nectac.org/~pdfs/pubs/importanceofearlyintervention.pdf)  The Outcomes of Early Intervention for Infants and Toddlerswith Disabilities and their Families[**http://www.nectac.org/~pdfs/pubs/outcomesofearlyintervention.pdf**](http://www.nectac.org/~pdfs/pubs/outcomesofearlyintervention.pdf) |
| **2** | [Brandon's Story, A Mother's Voice](https://youtu.be/zIzBK1JgGgM) [**https://www.youtube.com/watch?v=zIzBK1JgGgM&feature=youtu.be**](https://www.youtube.com/watch?v=zIzBK1JgGgM&feature=youtu.be)  InBrief: The Impact of Early Adversity on Children’s Development [**http://developingchild.harvard.edu/resources/inbrief-the-impact-of-early-adversity-on-childrens-development-video/**](http://developingchild.harvard.edu/resources/inbrief-the-impact-of-early-adversity-on-childrens-development-video/)  Developing Multiple Intelligences in Young Learners [**http://www.earlychildhoodnews.com/earlychildhood/article\_view.aspx?ArticleID=251**](http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=251)  Children’s Development of Awareness of Similarities and Differences/What Effective Early Childhood Professionals Know and Do  6 Criteria for Websites [**http://libraries.dal.ca/using\_the\_library/evaluating\_web\_resources/6\_criteria\_for\_websites.html**](http://libraries.dal.ca/using_the_library/evaluating_web_resources/6_criteria_for_websites.html) |
| **3** | The Basics of Early Intervention PowerPoints  Overview of Early Intervention [**http://www.parentcenterhub.org/repository/ei-overview/**](http://www.parentcenterhub.org/repository/ei-overview/)  9 Key Definitions in Early Intervention PowerPoints  Definitions of 9 Key Terms in Early Intervention Handout [**http://www.parentcenterhub.org/wp-content/uploads/repo\_items/legacy/partc/handout2.pdf**](http://www.parentcenterhub.org/wp-content/uploads/repo_items/legacy/partc/handout2.pdf)  EARL 222 Class 3 Scavenger Hunt #2 Assignment Handout  Early Childhood Intervention and the Power of Family [**https://www.youtube.com/watch?v=3GAHmiI1K64**](https://www.youtube.com/watch?v=3GAHmiI1K64) |
| **4** | Preschool Services Under IDEA  [**http://dredf.org/wp-content/uploads/2014/04/preschool\_brief.pdf**](http://dredf.org/wp-content/uploads/2014/04/preschool_brief.pdf)  Key Principles Underlying the IEP Process [**http://ectacenter.org/~pdfs/knowledgepath/ifspoutcomes-iepgoals/Key\_Principles\_IEP\_Process.pdf**](http://ectacenter.org/~pdfs/knowledgepath/ifspoutcomes-iepgoals/Key_Principles_IEP_Process.pdf)  UN Convention on the Rights of the Child in Child-Friendly Language [**http://www.unicef.org/rightsite/files/uncrcchilldfriendlylanguage.pdf**](http://www.unicef.org/rightsite/files/uncrcchilldfriendlylanguage.pdf)  Friendship, Inclusion and Learning  [**http://www2.cde.state.co.us/media/resultsmatter/RMSeries/FriendshipInclusionAndLearning.asp**](http://www2.cde.state.co.us/media/resultsmatter/RMSeries/FriendshipInclusionAndLearning.asp) |

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| **CLASS #** | **REQUIRED RESOURCES (all accessible external links)** |
| **5** | Family Centered Services: Guiding Principles and Practices for Delivery of Family Centered Services [**http://www.iowaideainfo.org/vimages/shared/vnews/stories/50c8aa14e2204/Sec%201%20Pg%201-5%20Family%20Centered%20Services.pdf**](http://www.iowaideainfo.org/vimages/shared/vnews/stories/50c8aa14e2204/Sec%201%20Pg%201-5%20Family%20Centered%20Services.pdf)  Nolan’s Story  [**http://www.cde.state.co.us/resultsmatter/rmvideoseries\_justbeingkids**](http://www.cde.state.co.us/resultsmatter/rmvideoseries_justbeingkids)  Checklist of Effective Partnerships with Families handout  Video 4.8: Maggie & Latesha - Beginning ground conversation[**http://community.fpg.unc.edu/connect-modules/resources/videos/video-4-8**](http://community.fpg.unc.edu/connect-modules/resources/videos/video-4-8)  [Video 4.9: Maggie & Latesha - Middle ground conversation](http://community.fpg.unc.edu/connect-modules/resources/videos/video-4-9)  [**http://community.fpg.unc.edu/connect-modules/resources/videos/video-4-9**](http://community.fpg.unc.edu/connect-modules/resources/videos/video-4-9)  [Video 4.10: Maggie & Latesha - Firm ground conversation](http://community.fpg.unc.edu/connect-modules/resources/videos/video-4-10)  [**http://community.fpg.unc.edu/connect-modules/resources/videos/video-4-10**](http://community.fpg.unc.edu/connect-modules/resources/videos/video-4-10) |
| **6** | Just the Facts, Ma’am: An Inclusion Quiz  Early Childhood Inclusion: A Joint Position Statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young *Children (NAEYC)* [**http://npdci.fpg.unc.edu/resources/articles/Early\_Childhood\_Inclusion**](http://npdci.fpg.unc.edu/resources/articles/Early_Childhood_Inclusion)  CONNECT Foundations of Inclusion Training Curriculum [**http://community.fpg.unc.edu/connect-modules/instructor-community/module-1/Training-Module-on-Early-Childhood-inclusion**](http://community.fpg.unc.edu/connect-modules/instructor-community/module-1/Training-Module-on-Early-Childhood-inclusion)  - Foundations of Inclusion (video)  - Foundations of Inclusion Video Discussion Questions  Research Synthesis Points on Early Childhood Inclusion  [**http://npdci.fpg.unc.edu/resources/articles/NDPCI-ResearchSynthesis-9-2007**](http://npdci.fpg.unc.edu/resources/articles/NDPCI-ResearchSynthesis-9-2007)  How Inclusion is Benefitting One Child Without Disabilities: Dillon’s Story [**http://ici.umn.edu/products/impact/221/9.html**](http://ici.umn.edu/products/impact/221/9.html)  Where I Feel Like Me: Shane’s Inspiration  [**http://www.shanesinspiration.org/where-i-feel-like-me-2/**](http://www.shanesinspiration.org/where-i-feel-like-me-2/) |
| **7** | Growing Up Naturally: Early Intervention in Natural Environments[**http://www.beearly.nc.gov/data/files/pdf/GrowingUpNaturally.pdf**](http://www.beearly.nc.gov/data/files/pdf/GrowingUpNaturally.pdf)  Early Intervention: A Routines-Based Approach - Part 1:Traditional vs Routines  [**https://www.youtube.com/watch?v=OpxGC6G0HMY**](https://www.youtube.com/watch?v=OpxGC6G0HMY)  Early Intervention: A Routines-Based Approach - Part 2: What Intervention Can and Should Look Like[**https://www.youtube.com/watch?v=sL\_WOCu3Ptg**](https://www.youtube.com/watch?v=sL_WOCu3Ptg)  Family-Guided Routines for Early Intervention[**http://fgrbi.fsu.edu/handouts/approach2/Routines2014.pdf**](http://fgrbi.fsu.edu/handouts/approach2/Routines2014.pdf)  Natural Environments: A Letter From a Mother to Friends, Families, and Professionals [**http://yec.sagepub.com/content/5/3/21.full.pdf+html**](http://yec.sagepub.com/content/5/3/21.full.pdf+html)  Jacob’s Story [**http://www2.cde.state.co.us/media/ResultsMatter/RMSeries/JacobsStory.asp**](http://www2.cde.state.co.us/media/ResultsMatter/RMSeries/JacobsStory.asp) |
| **8** | Where We Stand on Responding to Linguistic and Cultural Diversity [**https://www.naeyc.org/files/naeyc/file/positions/diversity.pdf**](https://www.naeyc.org/files/naeyc/file/positions/diversity.pdf)  Developmental Disability Across Cultures [**http://www.kidsnewtocanada.ca/mental-health/developmental-disability**](http://www.kidsnewtocanada.ca/mental-health/developmental-disability)  Communication for Teaming and Collaboration Checklist [**http://ectacenter.org/~pdfs/decrp/TC-2\_Communication\_Teaming\_Collaboration.pdf**](http://ectacenter.org/~pdfs/decrp/TC-2_Communication_Teaming_Collaboration.pdf)  The IFSP video [**https://www.youtube.com/watch?v=SLgbOeEEaRM&feature=youtu.be**](https://www.youtube.com/watch?v=SLgbOeEEaRM&feature=youtu.be)  Bri IFSP Video Chapter 4.3 [**https://youtu.be/GYg1nfe2vyE**](https://youtu.be/GYg1nfe2vyE) |

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| **CLASS #** | **REQUIRED RESOURCES (all accessible external links)** |
| **9** | Steps in the Early Intervention Part 1 Handout  Lancaster County Early Intervention 2014 Orientation Video [**https://www.youtube.com/watch?v=SoaXaMC70dA**](https://www.youtube.com/watch?v=SoaXaMC70dA)  Early Recognition Of Child Development Problems [**https://www.youtube.com/watch?v=KrUNBfyjlBk**](https://www.youtube.com/watch?v=KrUNBfyjlBk) |
| **10** | Steps in the Early Intervention Process Part 2: Gathering Information Handout  Screening, Evaluation and Assessmentin Early Intervention[**http://www.education.pa.gov/Documents/Early%20Learning/Early%20Intervention/Laws%20Regulations%20and%20Announcements/Announcements/2012/EI%2012-01%20Screening%20Evaluation%20and%20Assessment%20in%20Early%20Intervention.pdf**](http://www.education.pa.gov/Documents/Early%20Learning/Early%20Intervention/Laws%20Regulations%20and%20Announcements/Announcements/2012/EI%2012-01%20Screening%20Evaluation%20and%20Assessment%20in%20Early%20Intervention.pdf)  Authentic Assessment in Early Intervention[**http://www2.cde.state.co.us/media/ResultsMatter/RMSeries/AuthenticAssessInEI\_SA.asp**](http://www2.cde.state.co.us/media/ResultsMatter/RMSeries/AuthenticAssessInEI_SA.asp)  Gathering and Giving Information with Families [**https://depts.washington.edu/isei/iyc/21.4\_woods.pdf**](https://depts.washington.edu/isei/iyc/21.4_woods.pdf)  How Do You Share Assessment Results with Families? [**http://veipd.org/earlyintervention/how-do-you-share-assessment-results-with-families/**](http://veipd.org/earlyintervention/how-do-you-share-assessment-results-with-families/) |
| **11** | PA IFSP/IEP Form [**http://www.pattan.net/category/Legal/Forms/Browse/Single/?id=4db2885acd69f9c443550000**](http://www.pattan.net/category/Legal/Forms/Browse/Single/?id=4db2885acd69f9c443550000)  EARL 222: Class 11: Steps in the Early Intervention Process Part 2: IFSP Handout  What is the difference between and IFSP and an IEP?[**http://www.pacer.org/parent/php/PHP-c59.pdf**](http://www.pacer.org/parent/php/PHP-c59.pdf)  EARL 222: Class 11: Module: IEPs/Head Start Center for Inclusion PowerPoints  EARL 222 Class 11 Videos |
| **12** | Guidelines to Support the Early Intervention Process: Transition [**http://pattan.net-website.s3.amazonaws.com/images/2013/05/29/EI\_Trans\_Guidelns\_050713.pdf**](http://pattan.net-website.s3.amazonaws.com/images/2013/05/29/EI_Trans_Guidelns_050713.pdf)  Transition from the IFSP to the IEP: What’s the Importance of Collaboration?[**http://webapp.northampton.edu/CLAD/clad-resources/videos.aspx**](http://webapp.northampton.edu/CLAD/clad-resources/videos.aspx)  CONNECT Module 2 Video 2.3 Highlights of a Home Visit  [**http://community.fpg.unc.edu/connect-modules/resources/videos/video-2-3**](http://community.fpg.unc.edu/connect-modules/resources/videos/video-2-3)  CONNECT Module 2 Video 2.4 Highlights of a Classroom Visit  [**http://community.fpg.unc.edu/connect-modules/resources/videos/video-2-4**](http://community.fpg.unc.edu/connect-modules/resources/videos/video-2-4)  Transition from Early Intervention Services into Part B Preschool Special Education Checklist  [**http://ectacenter.org/~pdfs/decrp/TR-2\_EI\_to\_Preschool.pdf**](http://ectacenter.org/~pdfs/decrp/TR-2_EI_to_Preschool.pdf) |
| **13** | Research Synthesis Points on Quality Inclusive Practices  [**http://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/NPDCI-ResearchSynthesisPointsInclusivePractices-2011\_0.pdf**](http://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/NPDCI-ResearchSynthesisPointsInclusivePractices-2011_0.pdf)  Integrating Principles of Universal Design into the Early Childhood Curriculum [**http://www.southernearlychildhood.org/upload/pdf/Dimensions\_Vol41\_1\_Dinnebeil.pdf**](http://www.southernearlychildhood.org/upload/pdf/Dimensions_Vol41_1_Dinnebeil.pdf)  Assistive Technology: Supporting the Participation of Children with Disabilities[**http://journal.naeyc.org/btj/200311/assistivetechnology.pdf**](http://journal.naeyc.org/btj/200311/assistivetechnology.pdf)  Adapted Play Materials [**http://connectability.ca/Garage/wp-content/uploads/workshops/adapted\_materials/adapted\_materials.html**](http://connectability.ca/Garage/wp-content/uploads/workshops/adapted_materials/adapted_materials.html) |
| **14** | CONNECT Module 1 Video 1.3 Routine at Home – Playing Peek-a-Boo  [**http://community.fpg.unc.edu/connect-modules/resources/videos/video-1-3**](http://community.fpg.unc.edu/connect-modules/resources/videos/video-1-3)  Embedded Learning Opportunities PowerPoint Presentation  [**https://depts.washington.edu/hscenter/sites/default/files/01\_15m\_inclusion\_inservice/11\_elo/documents/elo\_presentation.pdf**](https://depts.washington.edu/hscenter/sites/default/files/01_15m_inclusion_inservice/11_elo/documents/elo_presentation.pdf)  Embedded Instruction Practices [**https://youtu.be/LxHVkQm2mfM**](https://youtu.be/LxHVkQm2mfM)  CONNECT Module 1 Video 1.16: Routine in a program – reading at circle time [**http://community.fpg.unc.edu/connect-modules/resources/videos/video-1-16**](http://community.fpg.unc.edu/connect-modules/resources/videos/video-1-16)  CONNECT Module 1 Video 1.12: Routine in a program – rolling with friends [**http://community.fpg.unc.edu/connect-modules/resources/videos/video-1-12**](http://community.fpg.unc.edu/connect-modules/resources/videos/video-1-12) |

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| **CLASS #** | **REQUIRED RESOURCES (all accessible external links)** |
| **14** | Scaffolding Children’s Learning  [**https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/practice/engage/iss/scaffolding.html**](https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/practice/engage/iss/scaffolding.html)  Curriculum Modifications: Peer Support |
| **15** | DEC Recommended Practices 2014 video [**https://youtu.be/KhqerY2e5mE**](https://youtu.be/KhqerY2e5mE)  DEC Recommended Practices in Early Intervention/Early Childhood Special Education 2014  [**http://dec.membershipsoftware.org/files/Recommended%20Practices/DEC%202014%20Recommended%20Practices.pdf**](http://dec.membershipsoftware.org/files/Recommended%20Practices/DEC%202014%20Recommended%20Practices.pdf)  Recognizing and Performing the DEC Recommended Practices [**http://ectacenter.org/decrp/**](http://ectacenter.org/decrp/)  Recommended Practices Glossary [**http://dec.membershipsoftware.org/files/Recommended%20Practices/RP%20Glossary%20FINAL%20Format%206\_10\_15%20.pdf**](http://dec.membershipsoftware.org/files/Recommended%20Practices/RP%20Glossary%20FINAL%20Format%206_10_15%20.pdf)  National Association for Gifted Children – Early Childhood position statement [**http://www.nagc.org/sites/default/files/Position%20Statement/Early%20Childhood%20Position%20Statement.pdf**](http://www.nagc.org/sites/default/files/Position%20Statement/Early%20Childhood%20Position%20Statement.pdf) |
| **16** | I’m Tyler[**https://www.youtube.com/watch?v=yZR1Jf-2sCI**](https://www.youtube.com/watch?v=yZR1Jf-2sCI) |

**Course Policies**

**Class Attendance and Withdrawal**:  
Online courses are designed to give you some flexibility in your ability to access course content, submit assignments, and interact with your instructor and fellow students. However, these courses are not self-paced. You are expected to fully participate in all class activities, and to submit all assignments by their due dates.  
Note that if you do not participate in the class, submit assignments, or contact the professor during a consecutive two-week period, you may be withdrawn from the class on the recommendation of the professor. However, do not assume that this will happen automatically. Unless you officially withdraw, you may owe money and receive an "F" as your final grade.

**Assignments:**

All assessments will follow the APA format:

* All assessments (including Journals) will have a cover page
* Cover pages for all assignments will include:  (in this order)
  + Name
  + Assignment Title
  + Course Section and Semester
  + Professor’s Name
  + Date Submitted
* Running Head and page numbers will be used
* Reference page citations will be correctly formatted
* In-text citations will be correctly formatted and must match the reference page
* 12-point font, double space, and page numbers will be used
* Paragraphs will be indented

**Consequences of Late Work or Missed Exams:**Assignment details and due dates can be found in the **Assignments** section of Blackboard. Late assignments will result in points deducted as follows:

* All weekly assessments (e. g. journals) are due on time. Late submissions will not be accepted.
* All major papers, projects, and quizzes will drop two percentage points for each day that they are late. Refer to rubrics for further information.
* All missed assessment items will get “0” points.

In case of unexpected emergencies that result in lateness, email your course instructor as soon as possible. **Electronic Communication:** I will be using NCC e-mail account through Blackboard to communicate with the group or individuals as needed. You are expected to check your NCC e-mail regularly. If you have any questions or concerns, contact me through my NCC e-mail, by writing the course number in the “subject line”. I will not open any mail sent through a personal account.

**Privacy Statement**

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| All video assignments are designed to support your learning; however, we must respect the confidentiality of each child and their family. These videos can only be shared with your instructor. They may never be posted or shared on public sites including the e-portfolio. When uploading your video to You Tube, you must make sure it is unlisted and should be removed upon completion of your course. Make sure that every child you photograph or video tape has a signed release form on file and follow the policies of your lab site. These photographs and videos can only be shared with your instructor. They may never be posted or shared on public sites including the e-portfolio.  Photo /Video Release Form:  Make sure that every child you photograph or video tape has a signed release form on file and follow the policies of your lab site. These photographs and videos can only be shared with your instructor. They may never be posted or shared on public sites including the portfolio. |

**Tutoring Services**: The Learning Center at NCC provides free tutoring services, including real-time online tutoring. Please see the folder called **Student Rights and Support Services** in the **Course Information** page for details and applicable tutoring links. See the following website for the most up-to-date online tutoring schedule and information:  
<http://www.northampton.edu/Student-Resources/Learning-Center/Tutoring-Services/Online-Tutoring.htm>

Access the online tutor for ECE courses at the following email address: [ecetutor@northampton.edu](mailto:ecetutor@northampton.edu)  
  
**Advising:** The current ECE advisor is Andrea Powell. Her contact information is as follows:

**Incomplete Policy:** An Incomplete grade of “I” is issued only at the student’s request with the permission of the instructor, to allow completion of specific course work the student did not complete due to valid, unforeseen circumstances. The deadline for completing the course requirements is no more than 5 months after the date grades were due in the semester in which the “I” grade was issued. The professor will designate that the incomplete grade becomes a specific letter grade if the work is not completed.  
  
**For further information** regarding any NCC procedures or policies refer to the current **Student Handbook** at the following link:  
<http://www.northampton.edu/Documents/Academics/Student%20Handbook.pdf>

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| **Attention Students!**  This course has been constructed utilizing Principles of Universal Instructional Design. If you are re-questing reasonable accommodations, please contact the Office of Disability Services at 610-861-5342 or [disabilityservices@northampton.edu](mailto:disabilityservices@northampton.edu).Additional information for students with disabilities may also be found at <http://www.northampton.edu/Student-Resources/Disability-Services.htm> |

**Important NCC Services and Policies**

GENERAL COLLEGE POLICIES:

**Class Attendance and Withdrawal**: Class attendance and engagement in the learning process are critical factors in determining students’ success in their courses. NCC students are expected to attend all class sessions of courses in which they are enrolled, and are responsible for all material presented in class sessions of these courses. (Check COURSE policy section of syllabus for specific instructor policies in addition to college policies)

A student who misses class more than twice the number of weekly meetings of the class (or the equivalent in short-term classes) may be withdrawn from the course by the instructor. Students who are withdrawn for poor attendance will receive a grade of W. Faculty may issue a withdrawal through the first 90% of the semester (14th week or equivalent in short-term classes). After the 90% period a student may not withdraw or be withdrawn.

In an internet-based distance learning course, a student is considered to have missed the equivalent of more than twice the number of weekly meetings of a traditional classroom course in a consecutive two-week period if there has been no participation by the student in the class through submission of assignments, participation in discussion forums or contact with the Instructor in any way during the period.

Students who are withdrawn from the class for lack of attendance may appeal the enforced withdrawal to the instructor. If the instructor agrees to reinstate the student, he/she will be required to a complete a reinstatement form and return it directly to the Vice President for Student Affairs. If the appeal is denied, the student may speak with the appropriate academic dean and/or the Vice President for Student Affairs. Further discussion may take place with the faculty member, but the final decision on withdrawal rests with the faculty member.

*Students will not be graded on attendance; however, students may be graded on class participation.*

**Academic Honesty Policy**: Northampton Community College considers honesty to be essential to the learning experience. Academic honesty is one of the values that we expect members of the NCC community will apply in their work on this campus and take into their lives beyond NCC. Violations of academic honesty harm the learning experience and violate the expectations and values that we hope the NCC community embraces. We expect all members of the NCC academic community to conduct themselves and their work ethically and honestly.

**Student Responsibilities**

* Students are solely responsible for their work and for making sure that their work represents their own honest efforts to meet the goals of the course.
* They are responsible for learning and following the policies and expectations of the college and for understanding the consequences of actions that violate the policy on academic honesty.
* They are responsible for showing that the work they present is theirs in whatever ways are deemed appropriate by the faculty for the course.

**Faculty responsibilities**

* Faculty members are responsible for demonstrating academic honesty in their work.
* They are responsible for making their expectations related to academic honesty clear to their classes including which activities and resources are allowed and the consequences for violations in their courses.
* They are responsible for communicating about violations of the academic honesty policy to students and their division Dean and to the Vice president for Student Affairs.

**Academic Honesty Violations**: Violations of the academic honesty policy include any actions that attempt to gain academic credit for work that does not represent the student’s own efforts and knowledge. They include, but are not limited to the following situations and examples:

* Cheating on examinations and quizzes –
  + Using notes, materials, and/or mechanical, electronic or technological devices not authorized by the instructor during examinations or quizzes.
  + Providing or receiving help on an examination or test in a manner not authorized by the instructor.
  + Buying, selling, improperly obtaining, or using any tests or examinations.
  + Posing as another student or allowing another student to pose as you when taking an exam or quiz.
  + Altering or adding answers on exercises, exams, or quizzes after the work has been graded.
* Plagiarizing –
  + Using the ideas or words of others without appropriate quotation and documentation that acknowledges the source or sources -- in other words, presenting someone else’s work as one’s own.
  + Copying, exact words, phrases or sentences without quoting and giving credit to the source.
  + Using a paraphrased version of the opinions, work, or ideas of others without giving credit.
  + The wrongful appropriation of all or part of someone else’s literary, artistic, musical, mechanical, or computer-based work.
* Copying all or part of an assignment, (a research paper, lab report, or workbook) from another person or resource and presenting it as your own work.
* Purchasing an assignment and submitting it as your own work.
* Falsifying or inventing information, data or research material. Altering or forging records or submitting false records as part of course work or making false statements, excuses, or claims to gain academic credit or influence grading.
* Listing sources that you never consulted.
* Gaining unauthorized access to another person’s or the College’s computer system or tampering with or copying programs, files, data or access codes associated with coursework.
* Tampering with or damaging the work of others or preventing others from completing their own assignments.

**Consequences of Violations**: When a faculty member believes that a student has committed acts that violate the academic honesty policy, he or she will advise the student of the offense and the penalty imposed. A faculty member may apply one of the following penalties:

* A written warning, with the requirement that the assignment be redone within the instructor’s specified time.
* A failing grade for the assignment or test.
* An “F” grade for the course.

**Commitment to Diversity**: Northampton Community College is committed to creating and fostering a learning and working environment based on open communication and mutual respect. This is an integral part of the College’s academic mission to enrich our students' educational experiences and prepare them to live in and contribute to a global society. If you encounter sexual harassment, sexual misconduct, sexual assault, or discrimination based on race, color, religion, age, national origin, ancestry, sex, sexual orientation, gender identity, or disability please contact the Equal Opportunity Office at 610-861-5496 or [hwhitaker@northampton.edu](https://webmail.northampton.edu/gw/webacc/be9d73deddeb0ee473b2a64a84f3092f7dbce5/GWAP/HREF/hwhitaker@northampton.edu)

If you see it, report it

[northampton.edu/reportit](https://webmail.northampton.edu/gw/webacc/be9d73deddeb0ee473b2a64a84f3092f7dbce5/GWAP/HREF/northampton.edu/reportit)

**ONLINE SUPPORT:**

NCC Help Desk: [helpdesk@northampton.edu](mailto:helpdesk@northampton.edu) and Telephone number 610-861-5413

Office of Online Learning and Instructional Technology: [onlinelearning@northampton.edu](mailto:onlinelearning@northampton.edu) and Telephone number 610-861-4160

Like Us on Facebook at <http://www.facebook.com/ncconlinelearning>

Blackboard Help: <https://help.blackboard.com/en-us/Learn/Reference/Blackboard_Learn_Videos/Student_Videos>

Blackboard Collaborate Help: <http://support.blackboardcollaborate.com> and Telephone number 1-877-382-2293

NCC Online Tutoring: [learning-center@northampton.edu](mailto:learning-center@northampton.edu)

**Policy Regarding Children:** The extended (defined as 30 minutes or more) presence of unattended children (including children of staff and students) under the age of 16 on campus, unless officially registered in a College program is strictly prohibited.

Children are not permitted in class. The classroom instructor has the authority to make an exception to this policy for an emergency circumstance, using the following criteria: if at all possible, students must contact the instructor prior to the class to seek permission; students may not request this special exception more than twice in one semester; and children may not be disruptive (i.e. – noisy, moving around, interfering with the teaching-learning process) or they will be asked to leave immediately with their parent/guardian.

**Disability Services**: Northampton Community College encourages academically qualified students with disabilities to take advantage of its educational programs. Services and accommodations are offered to students with disabilities at no additional cost to facilitate accessibility to College programs and facilities. These services are based upon each student’s individual needs and must be indicated by current documentation of disability. For more information, you can contact the Coordinator of Disability Services at 610-861-5342 or TDD (610) 861-5351 or view the Disability Services Webpage by following these links from the NCC home page (<http://www.northampton.edu>): Administration > Student Services > Students With Disabilities.

**Netiquette:** is the etiquette for electronic communications via email, threaded discussions on bulletin boards and online chats. This ensures that all students are being considerate of others, their time and opinions. Listed below are guidelines regarding personal conduct in your virtual classroom communications:

* Responses to other students should address the ideas or work submitted not the person.
* Being respectful is essential. Be understanding of diverse opinions, life experiences, cultures and backgrounds.
* Be mindful this is educational communication.
* Be cautious in using sarcasm or humor which may be misunderstood in online communications.
* Messages can express opinions and personal experiences but be concise. Using all capital letters is appropriate for distinguishing a heading or relevant topic but is also viewed as shouting online.
* Remember your Northampton Community College email is for educational purposes only.

**Instructional Plan**

**Assignments Required and Weight of Each in Determining Final Grade**:

1. Scavenger Hunt #1 – 5%
2. Family Interview – 10%
3. Scavenger Hunt #2 – 5%
4. Scavenger Hunt #3 –5%
5. Using Routines in Natural Environments – 10%
6. Learn Your Community – 10%
7. Jigsaw Activity – 5%
8. Supporting Melanie’s IFSP Goals – 10%
9. Supporting Rose – 15%
10. Weekly Journals – 10%
11. Weekly Discussion Forums – 15%

**Description of Assignments**

Content related to ability diversity will be reflected within the assignments and in the course calendar.

**Assignment 1: Scavenger Hunt #**1: The purpose of this assignment is to identify key facts that are necessary for the successful completion of this course.

* Discover

**Assignment 2: Family Interview:** The purpose of this assignment is provide an opportunity to apply the concepts of ethnographic interviewing and family-centered practice to the process of learning about a family’s experiences with early intervention.

* Conduct
* Reflect
* Analyze

**Assignment 3: Scavenger Hunt #2:** The purpose of this assignment is to describe key components of the state early intervention system.

* Research

**Assignment 4: Scavenger Hunt #3:** The purposeof this assignment is to describe key components of the state preschool program for children with disabilities.

* Research

**Assignment 5: Using Routines in Natural Environments:** The purpose of this assignment is to apply concepts related to routines-based practice in natural environments to a specific child and setting.

* Reflect
* Explain and analyze
* Apply

**Assignment 6: Learn Your Community:** The purpose of this assignment is to discover and share community-based resources that can support young children of diverse abilities and their families.

* Explain and analyze
* Apply

**Assignment 7: Jigsaw Activity:** The purpose of this assignment is to research evidence-based sources of information about specific disabilities and conditions.

* Research

**Assignment 8: Supporting Melanie’s IFSP Goals:** The purpose of this assignment is to demonstrate the application of acquired knowledge to supporting a child’s IFSP goals in ways that reflect both family-centered and evidence-based practices.

* Reflect
* Analyze
* Apply

**Assignment 9: Supporting Rose**: The purpose of this assignment is to demonstrate the application of acquired knowledge to supporting a child’s IEP goals in ways that reflect both recommended and evidence-based practices.

* Reflect
* Analyze
* Apply

**Discussion Forum**: You will participate in weekly forums, responding to the guiding questions as well as interacting with others. This is an important aspect of the course where you will have an opportunity to share your thoughts as well as clarify your concepts. Evidence based practice and children with diversity will be included in weekly forums.

**Due Dates for Assignments**: Responses to guiding questions of the weekly forum are due by midnight on Thursday; all other assignments are due by midnight on Sunday of the week that they are due.

**Feedback on Assignments/Projects/Discussions:**  
Once your assignments have been submitted they will be graded. You will be able to view your grades and any written feedback in the Grade Book of Blackboard.  You can expect to receive a grade and/or written feedback on your weekly assignments (journals, assignments, labs, etc.) within 7 days of submission. Your discussion forum posts will be read at least every other day and graded within 3 days of the discussion forum closing.

**Assessment Criteria:**

The general criteria for grading work is as follows:

A = Students demonstrate ability to describe, explain, analyze, and apply information, reasoning, context, knowledge, and judgment.

B = Students demonstrate ability to describe and explain information, reasoning, and knowledge.

C = Students demonstrate ability to describe information.

D = Students demonstrate partial ability to describe information.

**Grade Scale**: The following grades are used in the Early Childhood department:

A = 93 – 100 %

A- = 90 – 92 %

B+ = 87 – 89 %

B = 83 – 86 %

B- = 80 – 82 %

C+ = 77 – 79 %

C = 73 – 76 %

D+ = 67 – 72 %

D = 60 – 66 %  
F = 0 – 59 %

**Please note: There are no A+ or C- grades. Any final grade below C means that the course must be repeated and passed in order to enroll in Internship.**

Rubrics are provided for each graded assignment. Use your rubric as a guide for completing your assignment, to ensure that you are describing, explaining, and analyzing the course concepts by using your knowledge of related concepts from other courses. Grades are directly related to the quality of your analysis and critical thinking about the assigned questions. Use your own words to explain your thoughts rather than using phrases directly from textbooks and other resources. It is important for you to clearly reflect your understanding of the weekly topics.

The online grade book will calculate your total points and weighted percentages.   
Your final weighted percentage will be used to determine your final grade.

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| **Save all your work!**  You are expected to save all your assignments and rubrics on disks/thumb drives as back up data to safe guard against loss of your hard copy or problems with your hard drive. You will need artifacts from this and other courses to develop your TAOC Portfolio. |

**Course Calendar**

I reserve the right to change topics or assignments when necessary to make classes more relevant to current events or required student outcomes. Therefore, you should not submit assignments ahead of schedule unless you have obtained permission to do so. Check **Announcements** in Blackboard and the **Assignments** section for details and/or changes to assignments. Be sure to print out a copy of the Course Calendar with due dates listed. All assignments are due by midnight on Sunday.

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| **Wk** | **Topic** | **Reading and Print Materials** | **Learning Experiences** | **Assignments/**  **Due Dates** | **Instructional Resources** |
| **1** | **Welcome and introduction to the course**  Review of expectations, responsibilities, and foundations for the course  What is early intervention? And why is it important?  Terminology (e.g., person-first language)  Importance of intervening early for infants, toddlers, and young children (and especially children with or at risk for delays or disabilities)  Overview of resources on ability diversity that are available to EC students at NCC- (CLAD resource packet) | People First Language by Kathy Snow [**https://nebula.wsimg.com/1c1af57f9319dbf909ec52462367fa88?AccessKeyId=9D6F6082FE5EE52C3DC6&disposition=0&alloworigin=1**](https://nebula.wsimg.com/1c1af57f9319dbf909ec52462367fa88?AccessKeyId=9D6F6082FE5EE52C3DC6&disposition=0&alloworigin=1)  Early Intervention, Then and Now[**http://www.parentcenterhub.org/repository/ei-history/#history**](http://www.parentcenterhub.org/repository/ei-history/#history)  The Importance of Early Intervention for Infants and Toddlers with Disabilities and their Families[**http://www.nectac.org/~pdfs/pubs/importanceofearlyintervention.pdf**](http://www.nectac.org/~pdfs/pubs/importanceofearlyintervention.pdf)  The Outcomes of Early Intervention for Infants and Toddlerswith Disabilities and their Families[**http://www.nectac.org/~pdfs/pubs/outcomesofearlyintervention.pdf**](http://www.nectac.org/~pdfs/pubs/outcomesofearlyintervention.pdf) | Discuss the importance of person first language and the expectations for it to be used in all course interactions.  Building from the readings, summarize the evidence base for the importance and efficacy of early intervention.  Discussion Forum: Introduce Yourself – Share and learn about other students in the course.  Reflection: Beyond Person-First Language – Discuss importance of using person first language. Consider how to respond when others do not use person first language. | Verify Email  Complete & Submit Student Information Form  Submit Course Expectations  Assignment 1: Scavenger Hunt #1  Due Week 2 | Pennsylvania Early Learning Standards for Infants and Toddlers. Retrieved from [**http://www.pakeys.org/uploadedContent/Docs/PD/Standards/Infant%20Toddler%202010.pdf**](http://www.pakeys.org/uploadedContent/Docs/PD/Standards/Infant%20Toddler%202010.pdf)  Pennsylvania Early Learning Standards for PreKindergarten. Retrieved from [**http://www.pakeys.org/uploadedContent/Docs/PD/Standards/Pre-Kindergarten%202010.pdf**](http://www.pakeys.org/uploadedContent/Docs/PD/Standards/Pre-Kindergarten%202010.pdf)  Individuals with Disabilities Education Act (IDEA) [**http://ectacenter.org/idea/idea.asp**](http://ectacenter.org/idea/idea.asp)  Chapter 4226: Early Intervention Services [**http://www.pacode.com/secure/data/055/chapter4226/chap4226toc.html**](http://www.pacode.com/secure/data/055/chapter4226/chap4226toc.html)  Chapter 14: Special Education Services and Programs [**http://www.pacode.com/secure/data/022/chapter14/chap14toc.html**](http://www.pacode.com/secure/data/022/chapter14/chap14toc.html)  Pletcher, L. C., & Younggren, N. O. (2013). *The early intervention workbook: Essential practices for quality services*. Baltimore: Paul Brookes. |

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| **Wk** | **Topic** | **Reading and Print Materials** | **Learning Experiences** | **Assignments/ Due Dates** | **Instructional Resources** |
| **2** | **Learning About Differing Abilities**  ● Viewing each young learner as exceptional  ● Causes of differing abilities  ● How children develop an awareness of similarities and differences  ● Multiple intelligences | [Brandon's Story, A Mother's Voice](https://youtu.be/zIzBK1JgGgM) [**https://www.youtube.com/watch?v=zIzBK1JgGgM&feature=youtu.be**](https://www.youtube.com/watch?v=zIzBK1JgGgM&feature=youtu.be)  InBrief: The Impact of Early Adversity on Children’s Development [**http://developingchild.harvard.edu/resources/inbrief-the-impact-of-early-adversity-on-childrens-development-video/**](http://developingchild.harvard.edu/resources/inbrief-the-impact-of-early-adversity-on-childrens-development-video/)  Developing Multiple Intelligences in Young Learners [**http://www.earlychildhoodnews.com/earlychildhood/article\_view.aspx?ArticleID=251**](http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=251)  Children’s Development of Awareness of Similarities and Differences/What Effective Early Childhood Professionals Know and Do  6 Criteria for Websites [**http://libraries.dal.ca/using\_the\_library/evaluating\_web\_resources/6\_criteria\_for\_websites.html**](http://libraries.dal.ca/using_the_library/evaluating_web_resources/6_criteria_for_websites.html)  Asking the Right Questions in the Right Ways: Strategies for Ethnographic Interviewing  **http://leader.pubs.asha.org/article.aspx?articleid=2292396** | Watch one family’s story of the impact of early intervention and inclusion  Use the *In Brief* reading to explore the multiple factors that can impact the development of children with diverse abilities  Present how children develop an awareness of differences and similarities  Present perspective of multiple intelligences and the view that we each have areas of strength and areas in which we benefit from supports  Share that several course assignments will require finding online resources, which makes it important to understand how to evaluate the quality of websites.  Discussion Forum – Resource to Support Your Learning: Identify resources you can use to support your ability to work effectively with children of diverse abilities  Reflection – Reflection on Ability: After viewing the video Brandon’s Story, reflect on the responsibilities of early childhood professionals for recognizing and supporting ability in differing forms. | Assignment 2: Family Interview  Due Week 12  Locate a family whose child participated in early intervention services within the last five years. Share with the family that you will be interacting with them to discuss their experiences in early intervention.  For the interview component, students will develop and use thoughtfully worded questions to guide a conversation with the family. Questions should address positive and negative family experiences with   * the evaluation/diagnosis process * early intervention providers and professionals * inclusion * the use of family routines in the early intervention program * finding services and supports for their child and family | Pletcher, L. C., & Younggren, N. O. (2013). *The early intervention workbook: Essential practices for quality services*. Baltimore: Paul Brookes.  Learning about Different Abilities and Fairness. In L. Derman-Sparks & J. Olsen Edwards. (2010). *Anti-bias education for young children and ourselves*. Washington, DC: NAEYC.  Become Friendly with Special Education  **http://www.sau41.org/student\_services/Become%20Friendly%20with%20Special%20Education.pdf**  So Many Ways to Learn [**http://www2.cde.state.co.us/media/ResultsMatter/RMSeries/SoManyWaysToLearn\_SA.asp**](http://www2.cde.state.co.us/media/ResultsMatter/RMSeries/SoManyWaysToLearn_SA.asp) |

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| **Wk** | **Topic** | **Reading and Print Materials** | **Learning Experiences** | **Assignments** | **Instructional Resources** |
| **3** | **Underpinnings of early Intervention in the U. S. (Part 1)**  -history  -federal legislation  -definitions  -demographics (national, state, local) | The Basics of Early Intervention PowerPoints  Overview of Early Intervention [**http://www.parentcenterhub.org/repository/ei-overview/**](http://www.parentcenterhub.org/repository/ei-overview/)  9 Key Definitions in Early Intervention PowerPoints  Definitions of 9 Key Terms in Early Intervention Handout [**http://www.parentcenterhub.org/wp-content/uploads/repo\_items/legacy/partc/handout2.pdf**](http://www.parentcenterhub.org/wp-content/uploads/repo_items/legacy/partc/handout2.pdf)  EARL 222 Class 3 Scavenger Hunt #2 Assignment Handout  Early Childhood Intervention and the Power of Family [**https://www.youtube.com/watch?v=3GAHmiI1K64**](https://www.youtube.com/watch?v=3GAHmiI1K64) | Overview of the history of services and supports for infants, toddlers, and young children  Overview of the federal legislation  Definitions of key terms  Overview of demographics (Resource 6)  Identification of state-specific early intervention resources  Discussion Forum: One Important Question Identify and answer questions about the basic components of early intervention.  Reflection: Why Intervene Early? Discuss rationale based on readings from Weeks 1-3. | Assignment 3: Scavenger Hunt #2 Due Week 4  Find your state’s definition/ explanation for each of the following words/phrases:   * State EI program/website * developmental delay * evaluation and assessment guidance * multidisciplinary * native language * natural environments * prior written notice * number of children who receive EI services * name/contact information for Part C Coordinator | Module 1: The Basics of Early Intervention [**http://www.parentcenterhub.org/repository/partc-module1/**](http://www.parentcenterhub.org/repository/partc-module1/)  Twenty-Five Years of Progress in Educating Children With Disabilities Through IDEA [**http://www2.ed.gov/policy/speced/leg/idea/history.pdf**](http://www2.ed.gov/policy/speced/leg/idea/history.pdf)  The Importance of Early Intervention for Infants and Toddlers with Disabilities and their Families  [**http://www.nectac.org/~pdfs/pubs/importanceofearlyintervention.pdf**](http://www.nectac.org/~pdfs/pubs/importanceofearlyintervention.pdf)  Parallels in Time [**http://www.mnddc.org/parallels/index.html**](http://www.mnddc.org/parallels/index.html)  36th Annual Report to Congress [**http://www2.ed.gov/about/reports/annual/osep/2014/parts-b-c/index.html**](http://www2.ed.gov/about/reports/annual/osep/2014/parts-b-c/index.html)  Foundations of Early Intervention [**http://www.nectac.org/wamodules/foundations.asp**](http://www.nectac.org/wamodules/foundations.asp) |

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| **Wk** | **Topic** | **Reading and Print Materials** | **Learning Experiences** | **Assignments/Due Dates** | **Instructional Resources** |
| **4** | **Underpinnings of early Intervention in the U. S. (Part 2)**  -Section 619/ preschool  - UN Convention on the Rights of the Child | Preschool Services Under IDEA  [**http://dredf.org/wp-content/uploads/2014/04/preschool\_brief.pdf**](http://dredf.org/wp-content/uploads/2014/04/preschool_brief.pdf)  Key Principles Underlying the IEP Process [**http://ectacenter.org/~pdfs/knowledgepath/ifspoutcomes-iepgoals/Key\_Principles\_IEP\_Process.pdf**](http://ectacenter.org/~pdfs/knowledgepath/ifspoutcomes-iepgoals/Key_Principles_IEP_Process.pdf)  UN Convention on the Rights of the Child in Child-Friendly Language [**http://www.unicef.org/rightsite/files/uncrcchilldfriendlylanguage.pdf**](http://www.unicef.org/rightsite/files/uncrcchilldfriendlylanguage.pdf)  Friendship, Inclusion and Learning  [**http://www2.cde.state.co.us/media/resultsmatter/RMSeries/FriendshipInclusionAndLearning.asp**](http://www2.cde.state.co.us/media/resultsmatter/RMSeries/FriendshipInclusionAndLearning.asp) | Provide a brief overview of services and supports for preschool age children with disabilities under IDEA  Discuss the federally-mandated components of preschool special education plans, highlighting differences from infant-toddler services  Share content in Preschool Inclusion: Together from the Start  [**http://www.spannj.org/resources/SPAN\_Inclusion\_Mini-conference.pdf**](http://www.spannj.org/resources/SPAN_Inclusion_Mini-conference.pdf)  Watch and discuss a video that shows the integration of a child’s IEP in early childhood classroom activities  Discussion Forum: Global Perspectives on Children – Differing international approaches to supporting young children of diverse abilities  Reflection: Friendship, Inclusion, and Learning Share the benefits of inclusion for the self-esteem, the learning, and the sense of belonging for Evelynn AND for Jadyn. Comment on the role of the teacher in implementing a child’s IEP. | Assignment 4: Scavenger Hunt #3 Due Week 5  Find the answers to the following questions in your state.   * Where is your state’s 619 agency located? What is the URL for their website? * Who is your state’s 619 Coordinator? What is his or her contact information? * How does your state define eligibility for 619 services? Where can you find that guidance? * Does your state have a state IEP form? Is it different for preschoolers? * Does your local school district have its own IEP form? * How does your state define inclusion? Where can you find that guidance? | Walsh, S., & Taylor, R. (2010). *Understanding IDEA: What it means for preschoolers with disabilities and their families.* Missoula, MT: Division for Early Childhood of the Council for Exceptional Children.  Special Quest Modules: Preschool Inclusion Series [**http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/Disabilities/Staff%20Support%20and%20Supervision/Orientation/specialquest-training-library/training-library.html#preschool**](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/Disabilities/Staff%20Support%20and%20Supervision/Orientation/specialquest-training-library/training-library.html#preschool)  Special Education Guide [**http://www.specialeducationguide.com/pre-k-12/what-is-special-education/the-special-education-process-explained/**](http://www.specialeducationguide.com/pre-k-12/what-is-special-education/the-special-education-process-explained/)  What is the difference between and IFSP and an IEP? **http://www.pacer.org/parent/php/PHP-c59.pdf** |

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| **Wk** | **Topic** | **Reading and Print Materials** | **Learning Experiences** | **Assignments/Due Dates** | **Instructional Resources** |
| **5** | **Key Values for Supporting Young Children of Diverse Abilities and Their Families: Family-centered services and supports**    1) Family-Centered Services  ● Principles of family-centered practice  ● Family-centered communication | Family Centered Services: Guiding Principles and Practices for Delivery of Family Centered Services [**http://www.iowaideainfo.org/vimages/shared/vnews/stories/50c8aa14e2204/Sec%201%20Pg%201-5%20Family%20Centered%20Services.pdf**](http://www.iowaideainfo.org/vimages/shared/vnews/stories/50c8aa14e2204/Sec%201%20Pg%201-5%20Family%20Centered%20Services.pdf)  Nolan’s Story  [**http://www.cde.state.co.us/resultsmatter/rmvideoseries\_justbeingkids**](http://www.cde.state.co.us/resultsmatter/rmvideoseries_justbeingkids)  Checklist of Effective Partnerships with Families handout  Video 4.8: Maggie & Latesha - Beginning ground conversation[**http://community.fpg.unc.edu/connect-modules/resources/videos/video-4-8**](http://community.fpg.unc.edu/connect-modules/resources/videos/video-4-8)  [Video 4.9: Maggie & Latesha - Middle ground conversation](http://community.fpg.unc.edu/connect-modules/resources/videos/video-4-9)  [**http://community.fpg.unc.edu/connect-modules/resources/videos/video-4-9**](http://community.fpg.unc.edu/connect-modules/resources/videos/video-4-9)  [Video 4.10: Maggie & Latesha - Firm ground conversation](http://community.fpg.unc.edu/connect-modules/resources/videos/video-4-10)  [**http://community.fpg.unc.edu/connect-modules/resources/videos/video-4-10**](http://community.fpg.unc.edu/connect-modules/resources/videos/video-4-10) | Review the guiding principles of family-centered practices and services  Watch Nolan’s Story from *Just Being Kids* to identify what you see that is consistent with family-centered practices and services.  Use a checklist of the characteristics of effective partnerships to assess the interactions in three different videos  Discussion Forum: Observing Effective Partnerships  Use the Checklist of Effective Partnerships with Families while watching three videos. Comment on the family-centered communication strategies you observed in the video.  Reflection: Family-Centered Vignette – Read a vignette and reflect on what a more family-centered approach might have been. | No assignment. | Pletcher, L. C., & Younggren, N. O. (2013). *The early intervention workbook: Essential practices for quality services*. Baltimore: Paul Brookes. (chapter 3)  CONNECT Module 3: Communication for Collaboration  [**http://community.fpg.unc.edu/connect-modules/learners/module-3**](http://community.fpg.unc.edu/connect-modules/learners/module-3)  CONNECT Module 4: Family-Professional Partnerships [**http://community.fpg.unc.edu/connect-modules/learners/module-4**](http://community.fpg.unc.edu/connect-modules/learners/module-4)  Communication Strategies Observation Checklist [**http://community.fpg.unc.edu/sites/community.fpg.unc.edu/files/resources/Handout/CONNECT-Handout-3-2.pdf**](http://community.fpg.unc.edu/sites/community.fpg.unc.edu/files/resources/Handout/CONNECT-Handout-3-2.pdf)  Foundations for Infant/Toddler Services in Early Intervention (PA): Module 1 – Family-Centered Interventions [**http://www.eita-pa.org/course/foundations-for-infanttoddler-services-in-early-intervention/**](http://www.eita-pa.org/course/foundations-for-infanttoddler-services-in-early-intervention/)  Special Quest Building Relationships with Families [**http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/Disabilities/Staff%20Support%20and%20Supervision/Orientation/specialquest-training-library/training-library.html#preschool**](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/Disabilities/Staff%20Support%20and%20Supervision/Orientation/specialquest-training-library/training-library.html#preschool) |

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| **Wk** | **Topic** | **Reading and Print Materials** | **Learning Experiences** | **Assignments/**  **Due Dates** | **Instructional Resources** |
| **6** | **Key Values for Supporting Young Children of Diverse Abilities and Their Families: Inclusion**  ● What research says about inclusion  ● Definition and defining features of inclusion  ● Legal and policy basis of inclusion  ● What inclusion is; what inclusion isn’t (e.g., a location)  ● Applying what you know to create high quality inclusive learning for each child | Just the Facts, Ma’am: An Inclusion Quiz  Early Childhood Inclusion: A Joint Position Statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young *Children (NAEYC)* [**http://npdci.fpg.unc.edu/resources/articles/Early\_Childhood\_Inclusion**](http://npdci.fpg.unc.edu/resources/articles/Early_Childhood_Inclusion)  CONNECT Foundations of Inclusion Training Curriculum [**http://community.fpg.unc.edu/connect-modules/instructor-community/module-1/Training-Module-on-Early-Childhood-inclusion**](http://community.fpg.unc.edu/connect-modules/instructor-community/module-1/Training-Module-on-Early-Childhood-inclusion)  - Foundations of Inclusion (video)  - Foundations of Inclusion Video Discussion Questions  Research Synthesis Points on Early Childhood Inclusion  [**http://npdci.fpg.unc.edu/resources/articles/NDPCI-ResearchSynthesis-9-2007**](http://npdci.fpg.unc.edu/resources/articles/NDPCI-ResearchSynthesis-9-2007)  How Inclusion is Benefitting One Child Without Disabilities: Dillon’s Story [**http://ici.umn.edu/products/impact/221/9.html**](http://ici.umn.edu/products/impact/221/9.html)  Where I Feel Like Me: Shane’s Inspiration  [**http://www.shanesinspiration.org/where-i-feel-like-me-2/**](http://www.shanesinspiration.org/where-i-feel-like-me-2/) | Use materials from the CONNECT Foundations of Inclusion Training Curriculum to provide an overview of the definition, components and applications of inclusion  Ask participants to complete a True/False quiz based on research facts from *Research Synthesis Points*. Debrief the quiz by reviewing the synthesis points one by one.  Read about and apply an understanding of the evidence-based practices that support inclusion.  Discussion: Shane’s Inspiration  After watching the video, share three examples of community settings, other than school or program, where it is important for young children of diverse abilities to be included. Discuss the following: 1) examples of community where you have seen effective inclusion; 2) examples of a place that aren’t but should be; and 3) at least one strategy for how you could help make that setting more inclusive.  Reflection: Dillon’s Story  Read How Inclusion is Benefitting One Child Without Disabilities: Dillon’s Story [**http://ici.umn.edu/products/impact/221/9.html**](http://ici.umn.edu/products/impact/221/9.html) | No assignment | Roffman, L, & Wanerman, T. (2011). *Including one, including all*. St. Paul, MN: Redleaf Press. (chapters 1-2)  Richardson-Gibbs, A.M., & Klein, M. D. (2014). *Making preschool inclusion work: Strategies for supporting children, teachers, & programs*. Baltimore: Brookes.  CONNECT Foundations of Inclusion Training Curriculum [**http://community.fpg.unc.edu/connect-modules/instructor-community/module-1/Training-Module-on-Early-Childhood-inclusion**](http://community.fpg.unc.edu/connect-modules/instructor-community/module-1/Training-Module-on-Early-Childhood-inclusion)  Kaczmarek, L. (2006). Supporting families of children with disabilities in inclusive programs.  **http://www.naeyc.org/f**  **iles/yc/file/200601/Kac**  **zmarekBTJ.pdf** |

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| **Wk** | **Topic** | **Reading and Print Materials** | **Learning Experiences** | **Assignments/Due Dates** | **Instructional Resources** |
| **7** | **Key Values for Supporting Young Children of Diverse Abilities and Their Families: Routines/ Natural Environments**  ● Benefits of using routines and natural environments to support development  ● Integration of goals from IEPs and IFSPs into daily activities and routines | Growing Up Naturally: Early Intervention in Natural Environments[**http://www.beearly.nc.gov/data/files/pdf/GrowingUpNaturally.pdf**](http://www.beearly.nc.gov/data/files/pdf/GrowingUpNaturally.pdf)  Early Intervention: A Routines-Based Approach - Part 1:Traditional vs Routines  [**https://www.youtube.com/watch?v=OpxGC6G0HMY**](https://www.youtube.com/watch?v=OpxGC6G0HMY)  Early Intervention: A Routines-Based Approach - Part 2: What Intervention Can and Should Look Like[**https://www.youtube.com/watch?v=sL\_WOCu3Ptg**](https://www.youtube.com/watch?v=sL_WOCu3Ptg)  Family-Guided Routines for Early Intervention[**http://fgrbi.fsu.edu/handouts/approach2/Routines2014.pdf**](http://fgrbi.fsu.edu/handouts/approach2/Routines2014.pdf)  Natural Environments: A Letter From a Mother to Friends, Families, and Professionals [**http://yec.sagepub.com/content/5/3/21.full.pdf+html**](http://yec.sagepub.com/content/5/3/21.full.pdf+html)  Jacob’s Story [**http://www2.cde.state.co.us/media/ResultsMatter/RMSeries/JacobsStory.asp**](http://www2.cde.state.co.us/media/ResultsMatter/RMSeries/JacobsStory.asp) | Read about the evolution of thinking about using routines and natural environments to support development (*Growing Up Naturally*)  Watch two video clips (Early Intervention) that show examples of what routines-based practices can look like.  Read and discuss family/home routines based on reading *Family-Guided Routines for Early Intervention.*  Discussion: Explain the benefits - Watch a video (Jacob’s Story)/Read an Article (Natural Environments) and discuss benefits of using routines-based approaches  Reflection: What would you say? Explain the benefits of using routines-based approaches and natural environments to support a child with a disability. | Assignment #5: Using Routines in Natural Environments Due Week 5   1. Read Jake’s story. 2. Use state early learning guidelines to discover expectations for children who are typically developing in two areas of development. 3. Use the chart provided to identify ways in which daily routines in a child care classroom can support Jake’s development in two areas. Identify evidence-based practices to support your answers. 4. Use the chart provided to identify two routines at home that could be used to support development in the same areas. Identify evidence-based practices to support your answers. | Foundations for Infant/Toddler Services in Early Intervention (PA): Module 3 – Routines-based interventions [**http://www.eita-pa.org/course/foundations-for-infanttoddler-services-in-early-intervention/**](http://www.eita-pa.org/course/foundations-for-infanttoddler-services-in-early-intervention/)  Project TaCTICS Module 3: Using Daily Routines as the Context for Intervention  [**http://tactics.fsu.edu/modules/modThree.html**](http://tactics.fsu.edu/modules/modThree.html)  Video 1.16: Routine in a program – reading at circle time [**http://community.fpg.unc.edu/connect-modules/resources/videos/video-1-16**](http://community.fpg.unc.edu/connect-modules/resources/videos/video-1-16)  CONNECT Module 1: Embedded Interventions [**http://community.fpg.unc.edu/connect-modules/learners/module-1**](http://community.fpg.unc.edu/connect-modules/learners/module-1)  [**A Home Visit with Kris and Kiyah**](http://dmm.cci.fsu.edu/IADMM/videoexamples/KrisKiyah.html)  [**A Home Visit with Brandon's Family**](http://dmm.cci.fsu.edu/IADMM/videoexamples/Brandon.html)  [**Parents Talk About the Toy Bag**](http://dmm.cci.fsu.edu/IADMM/videoexamples/ToyBag.html)  7 Key Principles: Looks Like/Doesn’t Look Like  [**http://ectacenter.org/~pdfs/topics/families/Principles\_LooksLike\_DoesntLookLike3\_11\_08.pdf**](http://ectacenter.org/~pdfs/topics/families/Principles_LooksLike_DoesntLookLike3_11_08.pdf) |

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| **Wk** | **Topic** | **Reading and Print Materials** | **Learning Experiences** | **Assignments/ Due Dates** | **Instructional Resources** |
| **8** | **Key Values for Supporting Young Children of Diverse Abilities and Their Families: Collaborating with Diverse Families and Partners**  ● Supporting families with different values and priorities  ● Supporting families with different home languages  ● Cultural views of diversity  ●  ● Partners in early intervention: SLPs, OTs, PTs, etc.  ● What does effective teamwork look like?  ● Finding resources in each community | Where We Stand on Responding to Linguistic and Cultural Diversity [**https://www.naeyc.org/files/naeyc/file/positions/diversity.pdf**](https://www.naeyc.org/files/naeyc/file/positions/diversity.pdf)  Developmental Disability Across Cultures [**http://www.kidsnewtocanada.ca/mental-health/developmental-disability**](http://www.kidsnewtocanada.ca/mental-health/developmental-disability)  Communication for Teaming and Collaboration Checklist [**http://ectacenter.org/~pdfs/decrp/TC-2\_Communication\_Teaming\_Collaboration.pdf**](http://ectacenter.org/~pdfs/decrp/TC-2_Communication_Teaming_Collaboration.pdf)  The IFSP video [**https://www.youtube.com/watch?v=SLgbOeEEaRM&feature=youtu.be**](https://www.youtube.com/watch?v=SLgbOeEEaRM&feature=youtu.be)  Bri IFSP Video Chapter 4.3 [**https://youtu.be/GYg1nfe2vyE**](https://youtu.be/GYg1nfe2vyE) | Review the NAEYC guidance on supporting cultural and linguistic diversity.  Develop an appreciation of differing cultural and world views of disability by reading Developmental Disability Across Cultures.  Expand understanding of the partners in early intervention along with the knowledge and skill representatives of each discipline brings.  Discover evidence-based practices for teaming and collaboration and a checklist for using those practices (Communication for Teaming and Collaboration Checklist).  Analyze team interactions using the  Communication for Teaming and Collaboration Checklist.  Discussion: Early Intervention Partners – Work with classmates to identify the expertise of frequent early intervention partners. Discuss how those capabilities could be used to support families and teams.  Reflection: Analyze This! Use the Communication for Teaming and Collaboration Checklist to analyze strengths and identify areas to enhance. | Assignment #6: Learn Your Community Due Week 11  Identify resources in your community to support children of diverse abilities and their families, including families who are culturally, linguistically, and socio-economically diverse. including:  • accessible playground(s)  • low cost or no cost interpretation and translation services  • pediatricians or pediatric dentists that work with children with significant disabilities  • respite care for families who have a child with a disability | CONNECT Module 3: Communication for Collaboration **http://community.fpg.unc.edu/connect‐modules/learners/module‐3/**  CONNECT Module 4: Family-Professional Partnerships[**http://community.fpg.unc.edu/connect-modules/learners/module-4**](http://community.fpg.unc.edu/connect-modules/learners/module-4)  Family‐Professional Collaboration Landing Pad **http://npdci.fpg.unc.edu/family‐professional‐collaboration**  Special Quest Modules: Building Relationships with Families; Collaboration and Teaming [**http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/Disabilities/Staff%20Support%20and%20Supervision/Orientation/specialquest-training-library/training-library.html**](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/Disabilities/Staff%20Support%20and%20Supervision/Orientation/specialquest-training-library/training-library.html)  Responsiveness to ALL Children, Families, and Professionals: Integrating Cultural and Linguistic Diversity into Policy and Practice [**http://dec.membershipsoftware.org/files/Position%20Statement%20and%20Papers/Position%20Statement\_Cultural%20and%20Linguistic%20Diversity.pdf**](http://dec.membershipsoftware.org/files/Position%20Statement%20and%20Papers/Position%20Statement_Cultural%20and%20Linguistic%20Diversity.pdf)  Definitions of Related Services[**http://www.wrightslaw.com/info/relsvcs.defs.htm**](http://www.wrightslaw.com/info/relsvcs.defs.htm) |

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| **Wk** | **Topic** | **Reading and Print Materials** | **Learning Experiences** | **Assignments/ Due Dates** | **Instructional Resources** |
| **9** | Steps in the Early Intervention Process Part 1: From Concern to Referral  ● typical/atypical  ● acting on concerns  ● Child Find/referral | Steps in the Early Intervention Part 1 Handout  Lancaster County Early Intervention 2014 Orientation Video [**https://www.youtube.com/watch?v=SoaXaMC70dA**](https://www.youtube.com/watch?v=SoaXaMC70dA)  Early Recognition Of Child Development Problems [**https://www.youtube.com/watch?v=KrUNBfyjlBk**](https://www.youtube.com/watch?v=KrUNBfyjlBk) | Read about referral activities and options, including Child Find and Public Awareness Programs  Identify state-specific agencies, entities, and guidance  Read about prior written notice and parent consent  Discussion Forum: Getting to Know Your State Standards -  Find your state’s early learning guidelines/standards and read them thoroughly. Discuss how you can use this resource to help you in: 1) monitoring each child’s progress; 2) sharing information and developmentally appropriate expectations with families; and 3) making appropriate referrals.  Reflection: Natalie’s Story – Read about one family’s experience and identify evidence-based practices you can use when sharing developmental concerns | No assignment this week. | Pletcher, L. C., & Younggren, N. O. (2013). *The early intervention workbook: Essential practices for quality services*. Baltimore: Paul Brookes. (chapter 4)  Raver, S. A., & Childress, D. C. (2015). *Family-centered early intervention: Supporting infants and toddlers in natural environments*. Baltimore: Brookes. – Chapter 3  Building the Legacy for Our Youngest Children with Disabilities modules  3. Pre-Referral and Referral Activities [**http://www.parentcenterhub.org/repository/partc-module3/**](http://www.parentcenterhub.org/repository/partc-module3/)  The Right to Early Intervention for Infants and Toddlers and Their Families in Pennsylvania: A Handbook for Parents  [**http://disabilityrightspa.org/File/publications/the-right-to-early-intervention-for-infants-and-toddlers-and-their-families-in-pennsylvania-.pdf**](http://disabilityrightspa.org/File/publications/the-right-to-early-intervention-for-infants-and-toddlers-and-their-families-in-pennsylvania-.pdf)  Become Friendly with Special Education  [**http://www.sau41.org/student\_services/Become%20Friendly%20with%20Special%20Education.pdf**](http://www.sau41.org/student_services/Become%20Friendly%20with%20Special%20Education.pdf) |

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| **Wk** | **Topic** | **Reading and Print Materials** | **Learning Experiences** | **Assignments/ Due Dates** | **Instructional Resources** |
| **10** | Steps in the Early Intervention Process: Part 2: Gathering information | Steps in the Early Intervention Process Part 2: Gathering Information Handout  Screening, Evaluation and Assessmentin Early Intervention[**http://www.education.pa.gov/Documents/Early%20Learning/Early%20Intervention/Laws%20Regulations%20and%20Announcements/Announcements/2012/EI%2012-01%20Screening%20Evaluation%20and%20Assessment%20in%20Early%20Intervention.pdf**](http://www.education.pa.gov/Documents/Early%20Learning/Early%20Intervention/Laws%20Regulations%20and%20Announcements/Announcements/2012/EI%2012-01%20Screening%20Evaluation%20and%20Assessment%20in%20Early%20Intervention.pdf)  Authentic Assessment in Early Intervention[**http://www2.cde.state.co.us/media/ResultsMatter/RMSeries/AuthenticAssessInEI\_SA.asp**](http://www2.cde.state.co.us/media/ResultsMatter/RMSeries/AuthenticAssessInEI_SA.asp)  Gathering and Giving Information with Families [**https://depts.washington.edu/isei/iyc/21.4\_woods.pdf**](https://depts.washington.edu/isei/iyc/21.4_woods.pdf)  How Do You Share Assessment Results with Families? [**http://veipd.org/earlyintervention/how-do-you-share-assessment-results-with-families/**](http://veipd.org/earlyintervention/how-do-you-share-assessment-results-with-families/) | Discuss screening, evaluation, and assessment procedures, using the Steps in the Early Intervention Process Part 2: Gathering Information handout.  Discuss the importance of using authentic assessment practices that include collaboration with family members. Watch Authentic Assessment in Early Intervention to underscore these ideas ([**http://www2.cde.state.co.us/media/ResultsMatter/RMSeries/AuthenticAssessInEI\_SA.asp**](http://www2.cde.state.co.us/media/ResultsMatter/RMSeries/AuthenticAssessInEI_SA.asp))  Discuss the importance of engaging, supporting and communicating with families in all aspects of the process, including how that communication may vary with the cultures, languages, and preferences of the family  Discussion Forum: No discussion forum this week  Reflection: Applications - Reflect on what you’ve read and what you’ve seen this week and discuss at least two ways in which you can see using resources or practices you learned about this week in any early childhood setting. | Assignment 7:  Jigsaw Activity Due Week 13  Divide students up alphabetically.  For each category below. . .  •Attention-Deficit/Hyperactivity Disorder (AD/HD)  •Prenatal exposure to drugs  •Autism Spectrum Disorder  •Blindness/Visual Impairment  •Deafness/Hard of Hearing  •Down Syndrome  •Mental Health Challenges  •Challenging Behavior  •Sensory Processing Disorder  •Gifted  •Intellectual disability  . . . students will need to find 1) websites that identify evidence-based practices for supporting young children with that type of disability and 2) organizations that support families of children with that type of disability. When all of the assignments are completed, students will assemble the pieces of the puzzle to provide a set of resources. | Module 3: Developing Initial and Continuing Individualized Family Service Plans [**http://www.nectac.org/wamodules/moduleifsp.asp**](http://www.nectac.org/wamodules/moduleifsp.asp)  The IFSP Process: Referral Through  Program Evaluation **ttp://www2.ku.edu/~kskits/ta/Packets/WritingFamily\_GuidedPDF/IFSPPr**  **ocess.pdf**  Screening, Evaluation, and Assessment Procedures[**http://www.parentcenterhub.org/repository/partc-module4/**](http://www.parentcenterhub.org/repository/partc-module4/)  Initial and ongoing formative assessment  [**http://ectacenter.org/wamodules/functional.asp**](http://ectacenter.org/wamodules/functional.asp)  Washington Module 2[**https://unc-fpg-cdi.adobeconnect.com/\_a992899727/wam2t1/**](https://unc-fpg-cdi.adobeconnect.com/_a992899727/wam2t1/)  About Specific Disabilities [**http://www.parentcenterhub.org/repository/specific‐disabilities/**](http://www.parentcenterhub.org/repository/specific‐disabilities/)  Building on Strengths: Assessment [**https://youtu.be/8m8EaXbsaJU**](https://youtu.be/8m8EaXbsaJU) |

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| **11** | Steps in the Early Intervention Process: Part 3: Developing and Implementing Plans | PA IFSP/IEP Form [**http://www.pattan.net/category/Legal/Forms/Browse/Single/?id=4db2885acd69f9c443550000**](http://www.pattan.net/category/Legal/Forms/Browse/Single/?id=4db2885acd69f9c443550000)  EARL 222: Class 11: Steps in the Early Intervention Process Part 2: IFSP Handout  What is the difference between and IFSP and an IEP?[**http://www.pacer.org/parent/php/PHP-c59.pdf**](http://www.pacer.org/parent/php/PHP-c59.pdf)  EARL 222: Class 11: Module: IEPs/Head Start Center for Inclusion PowerPoints  EARL 222 Class 11 Videos | Read the Pennsylvania IFSP/IEP form as a precursor to learning about the components of an IFSP.  Read about the differences between an IFSP and an IEP.  Share sequence of PowerPoints, handouts, and videos from the Head Start Center for Inclusion’s IEP Module to address content on what an IEP is and who is involved in creating it, the link between the IEP and a child’s participation in an preschool setting, and how to use an IEP in the classroom with regard to planning activities for the child with diverse abilities.  Discussion Forum: Nathan’s IEP Goals and Outcomes- Analyze the goals and outcomes for Nathan, and identify opportunities for addressing the objectives within daily routines in a preschool classroom.    Reflection: Importance of Early Childhood Involvement – Analyze the sample IEP form provided and describe the ways in which participation of early childhood educators is essential in developing, implementing, and monitoring an effective IEP. | Assignment 8: Supporting Melanie’s IFSP Goals  Due Week 14  Read about a 28-month old child and the goals/outcomes of her IFSP. Identify opportunities in daily and less frequent routines to work toward attainment of her outcomes in ways that also support family cohesion and honor family language and culture. | PA IFSP/IEP Form [**http://www.pattan.net/category/Legal/Forms/Browse/Single/?id=4db2885acd69f9c443550000**](http://www.pattan.net/category/Legal/Forms/Browse/Single/?id=4db2885acd69f9c443550000)  Family-Guided Routines Based Intervention [**http://fgrbi.fsu.edu/**](http://fgrbi.fsu.edu/)  Project TaCTICs [**http://tactics.fsu.edu/modules/modOne.html**](http://tactics.fsu.edu/modules/modOne.html)  Head Start Center for Inclusion IEP module  [**http://depts.washington.edu/hscenter/iep-training-modules**](http://depts.washington.edu/hscenter/iep-training-modules)  Aidan’s Parent Teacher Conference[**http://www2.cde.state.co.us/media/resultsmatter/RMSeries/AidensParent-TeacherConference.asp**](http://www2.cde.state.co.us/media/resultsmatter/RMSeries/AidensParent-TeacherConference.asp)  Content of the IFSP [**http://www.parentcenterhub.org/repository/partc-module6/**](http://www.parentcenterhub.org/repository/partc-module6/)  Finley’s Parent-Teacher Conference  [**http://www2.cde.state.co.us/media/resultsmatter/RMSeries/FinleysParent-TeacherConference\_SA.asp**](http://www2.cde.state.co.us/media/resultsmatter/RMSeries/FinleysParent-TeacherConference_SA.asp) |

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| **12** | **Steps in the Early Intervention Process: Transitions**  ● Transitions  -- from NICU  --from early intervention to preschool  -- to kindergarten | Guidelines to Support the Early Intervention Process: Transition [**http://pattan.net-website.s3.amazonaws.com/images/2013/05/29/EI\_Trans\_Guidelns\_050713.pdf**](http://pattan.net-website.s3.amazonaws.com/images/2013/05/29/EI_Trans_Guidelns_050713.pdf)  Transition from the IFSP to the IEP: What’s the Importance of Collaboration?[**http://webapp.northampton.edu/CLAD/clad-resources/videos.aspx**](http://webapp.northampton.edu/CLAD/clad-resources/videos.aspx)  CONNECT Module 2 Video 2.3 Highlights of a Home Visit  [**http://community.fpg.unc.edu/connect-modules/resources/videos/video-2-3**](http://community.fpg.unc.edu/connect-modules/resources/videos/video-2-3)  CONNECT Module 2 Video 2.4 Highlights of a Classroom Visit  [**http://community.fpg.unc.edu/connect-modules/resources/videos/video-2-4**](http://community.fpg.unc.edu/connect-modules/resources/videos/video-2-4)  Transition from Early Intervention Services into Part B Preschool Special Education Checklist  [**http://ectacenter.org/~pdfs/decrp/TR-2\_EI\_to\_Preschool.pdf**](http://ectacenter.org/~pdfs/decrp/TR-2_EI_to_Preschool.pdf) | Read a manual that summarizes the components of family-centered transitions from the infant-toddler to preschool program.  Watch and apply concepts from videos that show different components of the transition process.  Use the materials from Recommended Practices: Transition to evaluate whether evidence-based transition practices are being used.  Discussion Forum: Supporting Tamiya’s Adjustment. Think about what you know about Tamiya. Now envision the setting to which she is transitioning. Think about the activities she will participate in each day – play, movement from area to area, snack, etc. Describe ways in which you would support Tamiya’s transition to the new classroom. Include materials you would use, adjustments to the environment, ways to collaborate with her family, etc. NOTE: Handout 2.13: Examples of Classroom Arrangements to Support Tamiya’s Adjustment ([**http://community.fpg.unc.edu/sites/community.fpg.unc.edu/files/resources/Handout/CONNECT-Handout-2-13.pdf**](http://community.fpg.unc.edu/sites/community.fpg.unc.edu/files/resources/Handout/CONNECT-Handout-2-13.pdf)) has examples that can be used to structure this assignment.  Reflection: Other Transitions– Analyze and compare checklists of evidence-based practices for several types of transition. | Assignment 9: Supporting Rose  Due Week 15  Identify ways in which you will support Rose to be successfully included in her preschool classroom. Include strategies for supporting her access to and full participation in all the routines of a PreK classroom and strategies for how you will both communicate and collaborate with Rose’s family. For each strategy you propose, identify evidence sources from the materials in this course to support why that would be an effective practice to use.  Rose IEP Meeting  [**http://studio.stupeflix.com/v/M8FHT7JW6u/?autoplay=1**](http://studio.stupeflix.com/v/M8FHT7JW6u/?autoplay=1) | CONNECT Module 2: Transition [**http://community.fpg.unc.edu/connect-modules/learners/module-2**](http://community.fpg.unc.edu/connect-modules/learners/module-2)  Center for Parent Information and Resources Module 8: The Transition Process and Lead Agency Notification to the LEA and SEA [**http://www.parentcenterhub.org/repository/partc-module8/**](http://www.parentcenterhub.org/repository/partc-module8/)  Module 9: Development of the Transition Plan [**http://www.parentcenterhub.org/repository/partc-module9/**](http://www.parentcenterhub.org/repository/partc-module9/)  DEC Recommended Practices for Transition [**http://ectacenter.org/decrp/topic-transition.asp**](http://ectacenter.org/decrp/topic-transition.asp)  Using Social Stories to Ease Children’s Transitions [**http://www.naeyc.org/files/tyc/file/TYC\_V4N1\_BriodyMcGarry.pdf**](http://www.naeyc.org/files/tyc/file/TYC_V4N1_BriodyMcGarry.pdf)  Transitioning from Early Intervention to the Preschool Special Education System  [**https://www.carautismroadmap.org/transitioning-from-early-intervention-to-the-preschool-special-education-system/**](https://www.carautismroadmap.org/transitioning-from-early-intervention-to-the-preschool-special-education-system/)  Transition from Early Intervention to Special Education Preschool[**http://www.utahparentcenter.org/training/videos/ei-to-preschool-videos/**](http://www.utahparentcenter.org/training/videos/ei-to-preschool-videos/) |

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| **13** | **Evidence-based practices: Universal Design for Learning and Assistive Technology** | Research Synthesis Points on Quality Inclusive Practices  [**http://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/NPDCI-ResearchSynthesisPointsInclusivePractices-2011\_0.pdf**](http://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/NPDCI-ResearchSynthesisPointsInclusivePractices-2011_0.pdf)  Integrating Principles of Universal Design into the Early Childhood Curriculum [**http://www.southernearlychildhood.org/upload/pdf/Dimensions\_Vol41\_1\_Dinnebeil.pdf**](http://www.southernearlychildhood.org/upload/pdf/Dimensions_Vol41_1_Dinnebeil.pdf)  Assistive Technology: Supporting the Participation of Children with Disabilities[**http://journal.naeyc.org/btj/200311/assistivetechnology.pdf**](http://journal.naeyc.org/btj/200311/assistivetechnology.pdf)  Adapted Play Materials [**http://connectability.ca/Garage/wp-content/uploads/workshops/adapted\_materials/adapted\_materials.html**](http://connectability.ca/Garage/wp-content/uploads/workshops/adapted_materials/adapted_materials.html) | Review the content of Research Synthesis Points on Quality Inclusive Practices, highlighting the connections to the definition of inclusion, practices that support access, and practices that support full participation.  Provide an introduction to Universal Design for Learning (UDL) and Assistive Technology (AT) using print and video examples.  Discussion Forum: UDL/AT Resources – Select a resource from a list provided by the instructor (EARL 222 Class 13 Universal Design for Learning/Assistive Technology Resources Handout). Summarize the content of the resource and apply how it might be used by a home interventionist or a family to support a child’s learning and development.  Reflection: Who Else? – Analyze lessons learned about UDL and AT and reflect on how those evidence-based practices might be used to support young dual language learners or children with little prior experience. | None | CONNECT Module 5: Assistive Technology [**http://community.fpg.unc.edu/connect-modules/learners/module-5**](http://community.fpg.unc.edu/connect-modules/learners/module-5)  Conn-Powers, M., Cross, A.F., Traub, E.K., & Hutter-Pishgahi, L. (2006, September). The universal design of early education: Moving forward for all children. *Beyond the Journal: Young Children on the Web* [**http://journal.naeyc.org/btj/200609/ConnPowersBTJ.pdf**](http://journal.naeyc.org/btj/200609/ConnPowersBTJ.pdf)  Supporting Early Literacy Through Universal Design & Assistive Technology[**http://depts.washington.edu/hscenter/family-literacy-2**](http://depts.washington.edu/hscenter/family-literacy-2)  Questions to Consider in UDL Observations of Early Childhood Environments **https://www.northampton.edu/Documents/ECE/UDL\_Checklist\_and\_Questions.pdf** |

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| **14** | **Evidence-based practices: Embedded Learning and Scaffolding** | CONNECT Module 1 Video 1.3 Routine at Home – Playing Peek-a-Boo  [**http://community.fpg.unc.edu/connect-modules/resources/videos/video-1-3**](http://community.fpg.unc.edu/connect-modules/resources/videos/video-1-3)  Embedded Learning Opportunities PowerPoint Presentation  [**https://depts.washington.edu/hscenter/sites/default/files/01\_15m\_inclusion\_inservice/11\_elo/documents/elo\_presentation.pdf**](https://depts.washington.edu/hscenter/sites/default/files/01_15m_inclusion_inservice/11_elo/documents/elo_presentation.pdf)  Embedded Instruction Practices [**https://youtu.be/LxHVkQm2mfM**](https://youtu.be/LxHVkQm2mfM)  CONNECT Module 1 Video 1.16: Routine in a program – reading at circle time [**http://community.fpg.unc.edu/connect-modules/resources/videos/video-1-16**](http://community.fpg.unc.edu/connect-modules/resources/videos/video-1-16)  CONNECT Module 1 Video 1.12: Routine in a program – rolling with friends [**http://community.fpg.unc.edu/connect-modules/resources/videos/video-1-12**](http://community.fpg.unc.edu/connect-modules/resources/videos/video-1-12)  Scaffolding Children’s Learning  [**https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/practice/engage/iss/scaffolding.html**](https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/practice/engage/iss/scaffolding.html)  Curriculum Modifications: Peer Support | | Provide an introduction to Embedded Learning and Scaffolding using print and video examples.  Use CONNECT Module 1 videos to highlight evidence-based practices, tools to support teachers and families, and the ways in which embedding instruction can support children of diverse abilities and their peers as well. Emphasize how environmental modifications and peer supports are important components of supporting the full participation of a child with different abilities.  Discussion Forum: *Lizzie’s Ausome Vision*. Watch this video (Lizzie’s Ausome Vision [**https://www.youtube.com/watch?v=y6byaqBFceQ**](https://www.youtube.com/watch?v=y6byaqBFceQ)**)** about a family’s vision for their daughter (who happens to be a child receiving early intervention services in Pennsylvania). Based on everything you’ve learned about in this class, share at least one example of an evidence-based practice you would use to support this family in achieving their vision for their child.  Reflection: Scaffolding Up - Scaffolding is as important a practice for children who are gifted as it is for children with disabilities. Reflect on everything you know about scaffolding and share your thoughts about how you would “scaffold up” for a child whose exceptional intellect required increasing challenges. | None | CONNECT Module 1: Embedded Interventions [**http://community.fpg.unc.edu/connect-modules/learners/module-1**](http://community.fpg.unc.edu/connect-modules/learners/module-1)  Embedded Instruction for Early Learning [**http://www.embeddedinstruction.net/**](http://www.embeddedinstruction.net/)  Embedded Learning Opportunities [**http://depts.washington.edu/hscenter/elo**](http://depts.washington.edu/hscenter/elo)  Campbell, P. H., Milbourne, S. A., & Kennedy, A. A. (2012). *CARA’s kit for toddlers: Creating adaptations for routines and activities*. Baltimore: Brookes.  Deegan Interactions [**https://www.youtube.com/watch?v=oI3zzpB1340**](https://www.youtube.com/watch?v=oI3zzpB1340)  Research Synthesis Points on Quality Inclusive Practices  [**http://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/NPDCI-ResearchSynthesisPointsInclusivePractices-2011\_0.pdf**](http://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/NPDCI-ResearchSynthesisPointsInclusivePractices-2011_0.pdf)  Using What You Know About Each Child to Individualize Instruction  [**https://www.youtube.com/watch?v=0xfxx-YsfMY&ebc=ANyPxKq1ffVy9C9cD\_4ly0OjNIxru53GpRrT6IGnuJm-YbBPxF3SjeUshH8cRzzWVkBVyP7mVpwnklSzYols3kveIeo-Pf09sA**](https://www.youtube.com/watch?v=0xfxx-YsfMY&ebc=ANyPxKq1ffVy9C9cD_4ly0OjNIxru53GpRrT6IGnuJm-YbBPxF3SjeUshH8cRzzWVkBVyP7mVpwnklSzYols3kveIeo-Pf09sA) |

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| **15** | **Supporting Each Child’s Abilities:**  **DEC Recommended Practices** | DEC Recommended Practices 2014 video [**https://youtu.be/KhqerY2e5mE**](https://youtu.be/KhqerY2e5mE)  DEC Recommended Practices in Early Intervention/Early Childhood Special Education 2014  [**http://dec.membershipsoftware.org/files/Recommended%20Practices/DEC%202014%20Recommended%20Practices.pdf**](http://dec.membershipsoftware.org/files/Recommended%20Practices/DEC%202014%20Recommended%20Practices.pdf)  Recognizing and Performing the DEC Recommended Practices [**http://ectacenter.org/decrp/**](http://ectacenter.org/decrp/)  Recommended Practices Glossary [**http://dec.membershipsoftware.org/files/Recommended%20Practices/RP%20Glossary%20FINAL%20Format%206\_10\_15%20.pdf**](http://dec.membershipsoftware.org/files/Recommended%20Practices/RP%20Glossary%20FINAL%20Format%206_10_15%20.pdf)  National Association for Gifted Children – Early Childhood position statement [**http://www.nagc.org/sites/default/files/Position%20Statement/Early%20Childhood%20Position%20Statement.pdf**](http://www.nagc.org/sites/default/files/Position%20Statement/Early%20Childhood%20Position%20Statement.pdf) | Watch a video and read about the DEC Recommended Practices.  Explore performance checklists, illustrations, practice guides for practitioners, and practice guides for families in a single area of practice  Discussion Forum: Practice Checklists – Select a DEC Recommended Practice checklist and analyze how it could be used to support children with and without disabilities  Reflection: Similarities and Differences – Analyze and describe the differences between practices for supporting 1) young children of diverse abilities and 2) young children who are gifted. | None | National Association for Gifted Children  [**https://www.nagc.org/**](https://www.nagc.org/) |
| **16** | **Sharing a Vision** | I’m Tyler[**https://www.youtube.com/watch?v=yZR1Jf-2sCI**](https://www.youtube.com/watch?v=yZR1Jf-2sCI) | Reflection: I’m Tyler - Describe how Tyler’s story underscores the importance of early intervention for young children with disabilities. |  |  |

*This syllabus is offered as a guide; however, it is subject to change throughout the semester, as necessary.*

**Note**: This syllabus is a summary of important course information. For details, please view the contents of all folders in the **Start Here Course Information** page as well as the **Learning Content and Assignments** page in Blackboard. Also check the **Announcements** page for any changes to the syllabus.