Course: FCS 2701: Early Intervention Specialist I: Development of Special Needs Children and Families in Early Intervention

Semester: Spring 2012
Instructor: Anita Gardner, Developmental Specialist, TLC

Contact Information: 673-5353, ext. 125. Email: agardner@tlc4families.org

Office Hours: By appointment. Hours will be decided on first day of class.

Class Hours: 5:15-7:45 pm, Thursdays

Classroom: Room 111 in Education and Family Studies Bldg.

Class Start/End: January 12 to February 9

Final Exam: Feb. 16 4:15 Room 111

Text: Reading materials posted on Blackboard

Course Description: Explores the importance of family partnerships in programming for the special needs child. Topics include understanding how special needs children can affect family and involving father, siblings, and grandparents; families as partners; cultural awareness; increasing sensitivity in working with culturally diverse families; understanding grief and loss and providing support; service coordination definition and qualifications; models; scenario; conflict management; and grief and teaming; formulation of family outcomes using evidence-based strategies and interventions.

FCS Department Objectives:
Students taking courses in FCS will:
1. Study currently accepted theory within the discipline.
2. Expand understanding of theory using applications and exercises that personalize the depth of knowledge and understanding.
3. Complete assignments demonstrating professional practices specific to the discipline.
4. Analyze course concepts against previously held schema prior to experience in the course.
5. Show, in writing, the ability to think critically with the course concepts.
6. Achieve a passing grade on the comprehensive final exam for the course.

Course Objectives:
1. Children With Special Needs – The Early Intervention Specialist I will demonstrate knowledge of:
   3.1 variations in development which may be a result of a disability or health condition and of the potential impact of Variations on future development
   3.2 etiologies and characteristics of conditions associated with specific disabilities and the affect on early development and child-caregiver interactions
   3.3 interrelatedness of developmental domains as they influence the overall development of a child
   3.4 early warning signs of delayed or atypical development that would require referral to a specialist in gross and fine motor, and sensory integration
   3.5 use of appropriate positioning and handling techniques and the implementation in interventions across environments

2. Families in Early Intervention – The Early Intervention Specialist I will demonstrate knowledge of:
   4.1 the family’s role in the development of the very young child, including the child with special needs
   4.2 potential impact of the child with special needs on the individual family, such as family stressors, divorce rates, and child abuse rates
4.3 grief and loss as it applies to parenting a child with special needs
4.4 family’s role in the Baby Watch Early Intervention system
4.5 individual family culture and values and how they affect parent-professional relationships
4.6 various adult learning styles
4.7 considerations in working with parents with disabilities and/or varying levels of adult literacy
4.8 the impact on children of families with a history of substance abuse problems
4.9 the impact of maternal depression, and other mental health disorders on children birth to age 3
4.10 appropriate personal/professional boundaries and basic staff safety considerations in home-based work
4.11 collaborative partnerships with families that build families’ sense of parenting competence and confidence
4.12 evidence based interventions, strategies, activities, and resources that focus on children’s interests within the context of family preferences and daily routines, including natural interactions with family members and other caregivers

Course Guidelines:
1. A large part of professionalism in early childhood education is meeting deadlines, keeping appointments, respectfully informing others about unavoidable changes. Your consistency in professional behavior will be graded in this course. No cell phone/texting allowed.

2. Students must have access to a computer and the internet in order to complete coursework for this class.

See Course Outline (included separately)

Class Activities:
1. Paper due on February 16: write a two-page paper, in APA format, demonstrating an understanding of the course objectives/competencies outlined by State of Utah Baby Watch Early Intervention. (Listed above 3.1 – 3.5, and 4.1 -4.12)

2. Quizzes weekly – (10 points each) four quizzes.

3. Guest Lecture notes – 20 points

4. Worksheets/Note guides – 10 points each

5. Final Exam on Feb. 16 - 50 points

Grading: Grades are earned based on completion of assignments. Below is the basic grading scale we will use in this class. The key is to get everything in and keep up.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>95%-100%</td>
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<tr>
<td>A-</td>
<td>91%-94%</td>
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<tr>
<td>B+</td>
<td>88%-90%</td>
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<tr>
<td>B</td>
<td>84%-87%</td>
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<tr>
<td>B-</td>
<td>81%-83%</td>
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<tr>
<td>C</td>
<td>74%-77%</td>
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<tr>
<td>C-</td>
<td>71%-73%</td>
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<tr>
<td>D+</td>
<td>68-70%</td>
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<tr>
<td>D</td>
<td>64-67%</td>
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<tr>
<td>D-</td>
<td>60-63%</td>
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The diligent student will get an excellent grade in this class. There are enough assignments that will add up to enough points that each student should be able to score well in class as well as learn a great deal about Part C and the provision of early intervention services in the state of Utah. The point distribution will look something like this:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Final Exam</td>
<td>50</td>
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<tr>
<td>Professional Behavior</td>
<td>20</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10 each</td>
</tr>
<tr>
<td>Guest Lecture</td>
<td>20</td>
</tr>
<tr>
<td>Worksheets/Note guide</td>
<td>10 each</td>
</tr>
<tr>
<td>Paper of Competency Summaries</td>
<td>50</td>
</tr>
</tbody>
</table>

Total: 220 Points

**Academic Integrity:** This is just a short note to remind you that honesty and academic integrity is expected of students at all times. Basically, this means you do not copy other students work nor plagiarize published works. You can learn a lot in this class, and you will do this by completing the coursework. Please let me know when you need help. After class is the best time to communicate this to me and I will schedule appointments on campus with you as needed. You may also communicate with me via email or telephone. Because much of your learning will go on in the classroom, your attendance is critical. However, it is understood that in rare occasions you might have a family emergency or personal crisis that will interfere with perfect attendance. Therefore, it is important to notify me in advance, if possible, if you will not be able to attend.

**Withdrawal:** If you decide to drop the class, it is up to you to turn in a drop card to the registrar to make sure you are off the enrollment list for the class. Final day of complete withdrawal is (refer to current academic calendar).

**Disabilities:** If you are a student with a medical, psychological or a learning difference and requesting reasonable academic accommodations due to this disability, you must provide an official request of accommodation to your Professor(s) from the Disability Resource Center within the first two weeks of the beginning of classes. Students are to contact the Center on the main campus to follow through with, and receive assistance in the documentation process to determine the appropriate accommodations related to their disability. You may call (435) 652-7516 for an appointment and further information regarding the Americans with Disabilities Act (ADA) of 1990 per Section 504 of the Rehabilitation Act of 1973."

**Writing:** If you need help with writing papers, you can physically go to the writing lab in the Browning Learning Center. You can also reach the Online Writing Center by going to the DSC home page (www.dixie.edu), pointing to ‘Academics’, and on the pop-up menu, clicking on Online Writing Lab. The direct URL to this site is http://dsc.dixie.edu/owl/

**Tutoring:** Drop in tutoring is available to all registered Dixie State College students. Inquire at http://dsc.dixie.edu/tutoring/index/htm

**Library:** If you need help from a librarian, access this site: http://library.dixie.edu/

**DMAIL:** Important class and college information will be sent to your dmail email account. This information includes your DSC bill, financial aid/scholarship notices, notification of dropped classes, reminders of important dates and events, and other information critical to your success in this class and at DSC. All DSC students are automatically assigned a dmail
email account. If you don’t know your user name and password, go to www.dixie.edu and select “dmail,” for complete instructions. You will be held responsible for information sent to your dmail email, so please check it often.

**Policy for Absences Related to College Functions:** For students, such as student athletes, who travel as official representatives of the college, absences due to college functions will not negatively affect the student’s grade. The student is required to provide the instructor with a schedule of days that will be missed, will be required to negotiate any scheduled work ahead of time with the instructor.