Course: FCS 2705: Early Intervention Specialist I: Communication and Social-Emotional Development
Semester: Spring 2012
Instructor: Anita Gardner, Developmental Specialist, TLC
Contact Information: 673-5353, ext. 125. Email: agardner@tlc4families.org (Primary Email Address)
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: April 5 – April 26
Final Exam: May 3, 5:15 pm
Text: None – reading will be on Blackboard

Course Description: Explores assisting early intervention children with their growth of communication skills. Topics include typical and atypical language development, naturalistic instruction techniques, and language treatment and production strategies. Overview of social emotional Development, the importance of healthy attachment and bonding, child temperament, atypical social-emotional development, and strategies for supportive intervention in communication and social-emotional development.

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. Social and Emotional Development - The Early Intervention Specialist I will: demonstrate knowledge of the following:
   2.3a social and emotional development in children birth to age three
   2.3b principles of infant mental health, such as attachment, bonding responsive caregiving, building confidence and social competencies within the context of relationship
   2.3c principles of state regulation and temperament
   2.3d children’s behavioral responses to trauma
   2.3e positive strategies for supporting appropriate behaviors and reducing inappropriate behaviors

2. Communication Development - The Early Intervention Specialist I will demonstrate knowledge of the following:
   2.4a receptive communication development from birth to age three
   2.4b expressive communication development from birth to age three
interative nature of communication for child and parent in social play

evidence based interventions, strategies, activities and resources that address the outcomes relating to the communication development of the child.

**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. If you have an excused absence, you may make up a quiz and hand assignments due one week later at class if you make arrangements, after one week they will not be accepted. May 3 at class is the last opportunity any paperwork or makeup work will be accepted.

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

3. See Course Outline, included separately

**Class Activities:**
1. **Paper** Communication and Social Emotional Development: Write a minimum of a two-page paper in APA format demonstrating an understanding of the (10) course objectives/competencies outlined by State of Utah Baby Watch Early Intervention. (50 points).

2. **Quizzes** weekly – (10 points each) we will have 3

3. Video and reading note taking study guides due weekly (10 points each).

4. Final Exam: May 3, will be 50 points

**Grading:** Grades are earned based on points accumulated (see above). Below is the basic grading scale we will use in this class. The key is to get everything in and keep up.

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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:

- **Final Exam** 50 points
- **Professional Behavior** 20 points
- **Quizzes** 10 points each
- **Worksheets/Note/Study Guides** 10 points each
**Paper and Competency Summaries**  
50 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 April 6.

**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.