Minnesota State University Moorhead

SPED 526: Fundamental Strategies for Early Intervention and ECSE

A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: 3

Lab Hours/Week: 0

OJT Hours/Week: *.*

Prerequisites: None

Corequisites: None

MnTC Goals: None

This course facilitates the development of effective service coordination and teaching/coaching skills for professionals in Early Intervention and Early Childhood Special Education (EI/ECSE) ages 0-6. An emphasis is placed on using evaluation and assessment information to plan developmentally appropriate individualized programs (IEPs) in the least restrictive environments for young children (3-6) with a variety of disabilities or delays. Importance is placed on activity and play-based intervention and methods for use with children with motor, sensory, health, communication, social-emotional and/or cognitive disabilities within inclusive PreK/K settings. Course content also provides a foundation for coaching parents and other primary caregivers of infants and toddlers with disabilities/delays in natural environments through early intervention services (birth-2). Focus is placed on early childhood atypical and typical development, family-centered care, routines-based intervention in natural environments, criterion-based curriculum for birth-age 2 intervention planning, conducting family-centered home visits, partnering with community services, and coordination and development of Individualized Family Service Plans (IFSPs).

B. COURSE EFFECTIVE DATES: 02/02/2019 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Foundations of Early Intervention
2. Sensory Impairments
3. Motor, Social/Emotional, Communication Development and Disorders
4. Prematurity- Feeding - Sensory Challenges and Strategies
5. Multiple and Severe Disabilities, Assistive Technology
6. Autism
7. Individual Family Service Plans
8. Interagency Coordination
9. Transition
10. Service Coordination
11. Services in Natural Environments, Routines-Based Interview and Intervention
12. Part C Services and Characteristics
13. Teaming Models - Transdisciplinary Team Approach
14. Family Centered Services and Support, Family Assessment and Priorities, Parent Rights
15. Effective Communication and Parent-Home Visitor Relationship
16. Principles of Human Development
17. Development and Risk During Prenatal, Natal, and Postnatal Stages
18. Conditions Affecting the Neurological Function
19. Inborn Variations of Development

D. LEARNING OUTCOMES (General)

1. Plan for and implement family-centered routines-based interventions that promote the child¿s development and participation in activities within and across natural environments.
2. Facilitate positive caregiver-infant relationships within natural environments including home and childcare settings.
3. Have knowledge and understanding of early intervention service delivery systems for infants and toddlers with disabilities and their families including the role of service coordination and the interagency service model.
4. Demonstrate an understanding of infants and toddlers with wide range of disabilities including children with severe disabilities.
5. Demonstrate knowledge and application of typical and atypical infant/toddler development including sensory, motor, language, cognition, social-emotional, adaptive, and early literacy skills.
6. Design, implement, and evaluate Individual Family Service Plans (IFSP) based on family resources, priorities and concerns.
7. Demonstrate knowledge of the transition process involved in exiting Part C services.
8. Demonstrate reflective listening skills and effective communication and interpersonal skills necessary to provide consultation services to families, caregivers, and other professionals.
9. Understand the transdisciplinary team approach and the need for including other professionals and caregivers in planning, assessment and intervention.
10. Demonstrate an understanding of legislation and local, state, and federal policies that affect infants and toddlers.
11. Select, evaluate, and develop curriculum materials and technology for young children with disabilities.
12. Demonstrate an understanding of family assessment, including routines-based interviews leading to appropriate individualized assessment of strengths and needs that are appropriate for the child and family.
13. Understand the impact of a child with a disability on family dynamics.
14. Understand the role of culture and other differences in providing services to young children and their families.
15. Design an organized curriculum for preschool students which includes philosophical approaches to the education of young children with special needs and integrates the philosophy into curriculum development.
16. Plan a sequential learning program for students with disabilities.
17. Employ appropriate teaching and evaluation strategies.
18. Demonstrate knowledge of working with children in a variety of settings, including classrooms, community programs, and home---based programs.
19. Demonstrate knowledge and skills in the design, implementation and evaluation of specific goals and objectives for individual students. Develop and write appropriate Individual Education Plans (IEPs) and lead team meetings, using skills to foster positive relationships.
20. Demonstrate knowledge of the transition and planning process for children in early childhood special education programs moving to a k-12 setting.
21. Design and implement appropriate educational environments using natural environments and the least restrictive environment.
22. Adapt and modify teaching strategies and curriculum to accommodate for individual differences. Select, evaluate, adapt, and develop curriculum materials and appropriate technological support based on students¿ needs.
23. Demonstrate knowledge of typical and atypical development and the possible effects of atypical development on learning.
24. Conduct oneself in accord with multicultural, gender---fair and disability---sensitive values.

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted