Minnesota State University Moorhead

SPED 523: Foundations of Early Intervention/ECSE

A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: 3

Lab Hours/Week: 0

OJT Hours/Week: *.*

Prerequisites: None

Corequisites: None

MnTC Goals: None

Examination of the legal history, program models,
and approaches to services for young children with disabilities and their families. Research on the efficacy of early intervention and aspects of family systems is reviewed. Current issues in service provision, teaming, and individual program plans are also included in the course. Details regarding disability-specific characteristics and effective interventions, assistive technology, accommodations & other services are featured.

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

C. OUTLINE OF MAJOR CONTENT AREAS

1. Developmentally Appropriate Practice
2. Developmental implication of disabilities
3. Ethical issues in ECSE
4. IDEA Part C and B Section 619 and MN regulations
5. ECSE eligibility, evaluation/assessment, referral procedures
6. Due process and parental rights
7. ECSE inclusion
8. ECSE effectiveness
9. Parental involvement
10. ECSE curriculum modification and embedded strategies
11. Interagency and service coordination

D. LEARNING OUTCOMES (General)

1. Demonstrate knowledge of the typical developmental milestones across cognitive, communicative, social/emotional, motor, self-help/adaptive and aesthetic domains as well as the variance in acquisition of these milestones.
2. Demonstrate knowledge of the historical and current trends in the education of young children with disabilities.
3. Demonstrate knowledge of the features of the legislation and judicial decisions impacting the provision of educational and related services for young children with disabilities.
4. Demonstrate an understanding of the significant issues and events in special education as they relate to the practice of early childhood special education.
5. Demonstrate knowledge of family functioning, the impact of a child with a disability on the family, and the role of the family in early childhood special education/early intervention.
6. Demonstrate an understanding of the various models of early intervention for young children with disabilities or at risk for such conditions.
7. Demonstrate an understanding of the basic principles of assessment and intervention.
8. Describe ways to effectively communicate with parents/guardians and other family members.
9. Define the roles of professional personnel in various disciplines in providing educational and related services to young children with disabilities and their families.
10. Use the terminology of the early childhood special education profession accurately.
11. Demonstrate an understanding of recent relevant research in the area of early childhood special education and the importance of maintaining current practice knowledge.
12. Articulate issues impacting the field of early childhood special education.
13. Demonstrate knowledge of disability-specific IDEA categories, adaptations, terminology, health concerns, and instructional strategies.

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

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted