

University of Utah
Department of Special Education
Special Education 5370/6370
Seminar: Early Childhood
Spring Semester 2003

Instructor: Catherine Nelson
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Office Hours:By appointment

Require Textbooks:

Zaichkin, J. (2001) Newborn intensive care: What every parent should know (2nd. Ed.)_NICU
INK, Petaluma, California

Linder, T. (1993). Transdisciplinary play-based assessment and intervention: A
functional approach to working with young children. Baltimore: Paul H. Brookes.

Purpose:

- A. To provide a context for review and discussion of student teaching experiences.
- B. The presentation of additional information pertinent for completion of required competencies of Special Education 5400/6400 Student Teaching: Preschool and Special Education 5390/6390 Student Teaching Early Childhood
- C. To complement course work presented in Special Education 5390/6350 Collaborative Early Intervention for Infants and Toddlers with Developmental Delays, and Special Education 5360/6350 Supporting Young Children with Developmental Delays in Natural Environments.

Course Objectives:

Students successfully completing Special Education 5342/6342 will be able to:

1. Demonstrate knowledge of infants cues and states and appropriate strategies for responding to and managing infant cues and states within caregiving, assessment, and intervention activities.
2. Successfully complete a neuro-behavioral assessment of a premature infant
3. Demonstrate a knowledge of varying perspectives families of infants in NICU units and families of young children with developmental delays have and the issues they face including: a)

parent to parent support, b) issues related to diagnosis, c) interactions with various agencies, d) coping strategies, e) practical and emotional difficulties associated with having a family member with disabilities or health problems, and f) cultural variations in beliefs about disability.

4. Demonstrate knowledge of transition process from NICU to home and early intervention agencies

5. Demonstrate knowledge of motor development and play-based motor assessment techniques for use with infants and toddlers

6. Demonstrate knowledge of multidisciplinary assessment procedures used with infants and toddlers

7. (SPED 6370 students only) Demonstrate knowledge of the use of multi-media techniques to present information to families

9. Demonstrate knowledge of interagency coordination for infants and toddlers with disabilities

10. Demonstrate knowledge of best practice assessment and transition methods for children whose primary language is not English

Grading Procedures

6370: 400 possible 5370: 350 possible

95 to 100% = A

90 to 95% = A-

85 to 90% = B+

82 to 85% = B

79 to 82% = B-

75 to 79% = B

72 to 75% = B-

70 to 72% = C+

68 to 70% = C

65 to 68% = C-

60 to 65% = D

A grade of I or Incomplete will only be given when prior arrangements have been made with the instructor and 80% of the course work has been completed. There will be a mandatory 1/2 grade deduction for incomplete grades.

Requirements:

1. Complete a reading journal on text book and readings given throughout the course (5 points per reading, 100 total)
2. Complete a journal of reactions to seminars (5 points per seminar, total of 50)
3. Conduct and submit findings of neuro-behavioral assessment of premature infant (50 points)
4. Follow a child through the Neonatal Follow-up Clinic and write a reaction paper (50 points)
5. Complete the motor portion of the Transdisciplinary Play-based Assessment and submit findings (50 points)
6. Complete in-class assignment on transition of a child whose primary language is not English (25 points)
7. Attend an ICC (Interagency Coordinating Council for Part C) Meeting. (Jan.17, March 22, May 16) (25 pts)
8. (Graduate students only) Develop and present a videotape designed for use with a family whose child is in early intervention that demonstrates use of recommended intervention strategies (50 points).

Reading Assignments (to be read prior to class on date given)

For each of the reading assignments (chapters), you are required to write 2 points that were significant to you in **each** chapter. These reading logs will be handed in with your journals and will be worth 5 points per reading.

Jan. 15

Newborn Intensive Care text
Chapters 2, 3

Jan. 22

Newborn Intensive Care text
Chapters 4, 6

Jan 29

Newborn Intensive Care Text
Chapters 8, 9, 10,

Feb. 5
Newborn Intensive Care text
Chapters 11, 12, 13

Feb. 12
Newborn Intensive Care text
Chapters 14, 15

Feb. 19
Newborn Intensive Care text
Chapters 16, 17

March
TPBA
Chapter 9 Observation of Sensorimotor Development
pp 217-269

In addition, articles will be handed out in class for reading by the next class session. The same grading format will be followed for these readings.

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