

**University of Oregon**  
**Foundations in Early Childhood / Early Intervention**  
**Syllabus - Fall 2007**

**SPED 680** - CRN #18096 Wed. 1:00 pm - 3:50 pm, Room 161, Clinical Services Building

**Instructors:** Jane Squires, Ph.D, (Office hours by appointment)  
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**Texts:**

- Berk, L. (2005). *Infants & children* (5th ed.). Boston, MA: Allyn & Bacon..
- Sandall, S., McLean, M., & Smith, B. (2005). *DEC recommended practices*. Denver: DEC.
- Shore, R. (1997). *Rethinking the brain*. NY: Families and Work Institute.

**Articles in Reading Packet**

1. Barrera, I. (1993) Effective and appropriate instruction for all children: The challenge of cultural/linguistic diversity and young children with special needs. *Topics in Early Childhood Education*, 13(4), 461-487.
2. Barrera, I., & Corso, R. M. (2003). Cultural competency as skilled dialogue. *Topics in Early Childhood Special Education*, 22(2), 103-113.
3. Bavosa, A. (2002). The face of the world: Atypical movement patterns can indicate developmental disability in children. *Advance for Physical Therapists & PT Assistants*, 11-13.
4. Bowe, F. G. (2004). *Birth to Eight: Early Childhood Special Education*. Chapter 4: The IDEA (pp. 103-122). Clifton Park, NJ: Delmar.
5. Carlson, V. J., & Harwood, R. L. (December 1999/January 2000). Understanding and negotiating cultural differences concerning early developmental competence: The six raisin solution. *Zero to Three*, 19-24.
6. Dunst, C. J. (1993). Implications for risk and opportunities factors for assessment and intervention practices. *Topics in Early Childhood Special Education*, 12, 143-151.
7. Fetters, L. (1996). *Atypical infant development* (2<sup>nd</sup> ed.) Chapter 11, Motor development, pp. 416-448. Austin, TX: Pro-Ed. Hanson, M.J. (Ed.). **ON RESERVE, EIP OFFICE**
8. Goldman, L. (2005). Child health and the environment: A review of the evidence. *Zero to three*, 2, 11-19.
9. Hanson, M. & Hanline, M. (1984). Behavioral competencies and outcomes: The effects of disabilities in *Atypical infant development* (2<sup>nd</sup> ed). Chapter 6, (149-188-188). Austin, TX: Pro-Ed. **ON RESERVE, EIP OFFICE**
10. Hemmeter, M., Santos, R., Snyder, P., Hyson, M., Harris-Solomon, A., Bailey, D., Farrell, A., Bricker, D., & Fewell, R. (2005). Young children with, or at risk for, developmental disabilities. In K.C. Lakin & Ann Turnbull (Eds), *National Goals and Research for People with Intellectual and Developmental Disabilities*. (pp. 15-37). Washington D.C: American Association on Mental Retardation.
11. Odom, S. L. & Wolery, M. (2003). A unified theory of practice in early intervention / early childhood special education: Evidence based practices. *Journal of Special Education*, 37, 164-173.
12. Ramey, C. T., & Ramey, S. L. (1998). Early intervention and early experience. *American Psychologist*, 53(2), 109-120.
13. Siegel, D. H. (1999). Relationships and the developing mind. *Child Care Information Exchange, Beginnings Workshop*, Redmond, WA.

### **Course Objectives**

1. Gain knowledge of historical perspectives, and legal and philosophical bases of Early Childhood/Early Intervention.
2. Discuss current trends and culturally sensitive practices in Early Intervention.
3. Relate links between program philosophy, program goals, assessment, intervention, and evaluation.
4. Demonstrate knowledge of recent brain development research and its implications for early development.
5. Demonstrate knowledge of typical development of infants, toddlers, and preschoolers.
6. Demonstrate knowledge of risk factors and cultural variability in child development.
7. Present information on developmental sequences through age 8.
8. Gain knowledge of atypical development and effects of disabling and at-risk conditions.
9. Demonstrate understanding of the role of early interactions between the developing child and the environment, including cultural influences, on early development.

### **Course Requirements**

1. Complete reading assignments prior to each class session; read carefully and be prepared to discuss in class.
2. Be present and participate in class discussions. (You may miss 1 class; please let one of us know in advance if you won't be there, if possible.)
3. Contract for, and complete designated assignments on time, incorporating knowledge of theory, practice, development and law in early childhood and early intervention.

### **Early Intervention Course Competencies**

- 1.1** Demonstrates knowledge of the legal basis of early intervention including IDEA, related litigation, and the impact of public policy on the delivery of services to children.
- 1.2** Discusses state and local regulations which affect services in EI.
- 1.3** Identifies and discusses roles, responsibilities and goals of EI.
- 1.5** Demonstrates knowledge of federal, state, and local resources important to the advancement of the profession of early intervention and the improvement of services to young children and their families.
- 2.1** Demonstrates knowledge of biological and environmental factors associated with perinatal development.
- 2.2** Demonstrates knowledge of the range of typical child development.
- 2.3** Identifies medical conditions, and biological and environmental risk factors.
- 2.4** Recognizes etiology and characteristics of common developmental disabilities.
- 2.5** Recognizes potential impact of risk factors on developmental domains.
- 4.3** Identifies and discusses cultural, socioeconomic, ethical, historical factors, and personal values affecting the development of the family and the child.
- 5.2** Demonstrates sound professional decision making in determining EI service model.
- 6.1** Demonstrates knowledge of development and learning theories applied to children.
- 9.1** Demonstrates the ability to conduct a literature review using appropriate reference materials.
- 10.1** Understands the educational, health, and social trends that have implications for early intervention programs.
- 10.2** Understands eligibility criteria for children at-risk or with disabilities and their families based on federal, state, and local regulations.
- 10.3** Determines the philosophy and goals for an early intervention program.

**Foundations in Early Childhood/Early Intervention - Course Schedule - Fall 2007**

<b>Date</b>	<b>Topic</b>	<b>Texts/Reading Packet (readings listed in <i>italic</i> are optional resources)</b>
9/26	What is Early Intervention?	DEC Intro & Chap. 1
10/3	Historical and Theoretical Perspectives  Parents' Perspectives	Carlson & Harwood article Berk, pp. 12-31 <i>Optional resources:</i> <i>Berk:</i> <i>Piaget, pp. 208-212, 316-328</i> <i>Vygotsky, pp. 328-332</i> <i>Erickson, pp. 250-51, 358</i> <i>Ecological systems theory, pp. 71-82</i> <i>Behaviorism, 182-184, 373-375</i>
10/10	Legal and Legislative Foundations IDEA  Cultural Diversity in EI  <b>Assignment #1 due Monday, October 15: Observation of Theories in the Classroom</b>	Bowe Reading, Chap. 4 The IDEA DEC, Appendix B, pp. 143-147  Barrera article Barrera & Corso article
10/17	Mental Health Disabilities and Early Intervention (Dr. Deb Eisert)	Odom and Wolery article  Hanson reading, Chap. 6, Behavioral competencies (on reserve, EIP)
10/24	Oregon EI/ECSE System  Brain development and research  <b>Assignment #2 due: Summary: What is EI/ECSE?</b>	Ramey & Ramey article DEC, Chap. 3  Shore, pp. 1-56 Berk, pp. 169-177, 290-293
10/31	Environmental and Biological Risk	Berk, pp. 106-121, 140-146 Dunst article Goldman article

Date	Topic	Texts/Reading Packet <i>(readings listed in italic are optional resources)</i>
11/7	Typical and Atypical Development Physical Development Positioning and Handling (Diane Hrubec)  <b>Assignment #3 due: Observation of Typical and Atypical Children</b>	Fetters reading, Chapter 11 (on reserve, EIP)  Bavosa article <i>Optional resources: Berk, Chap. 5 &amp; 8</i>
11/14	Cognitive Development  <b>Poster Presentations I</b>	Berk, Chap. 6, pp. 209-217 Berk, Chap. 9, pp. 215-232
11/21	Adaptive Development Feeding (Cat McGovern-Zlotek)  <b>Class ends at 2:30 today!</b> <b>Assignment #5 distributed in class: Take Home Exam</b>	Berk, pp. 258-274, 388-395 Siegel article <i>Optional resources: Berk, Chap. 7 and 10</i>
11/28	Communication Development (Dr. Linda Hesketh)  Course Summary  <b>Poster Presentations 2</b>  <b>Assignment #5 Take Home Exam due on or before December 5</b>	Berk, pp. 235-244, 348-353. Hemmeter et al reading

## ASSIGNMENTS

### READINGS HOMEWORK

A short homework assignment will be given each week to help guide students in focusing on important issues in the readings. **Homework will be passed out each week in class and is due the following week.** To earn an A grade students must complete 9 out of 10 assignments.

### PAPERS

**All papers should be typewritten and double-spaced.**

**#1: OBSERVATION - Developmental Theories in the Classroom.** Students will conduct observations at their practicum site for evidence of the developmental theories described in the readings and class lecture. A handout will be given in class with instructions on how to complete the assignment.

**Due on MONDAY, October 15 in Erin Barton's mailbox.**

**#2: SYNTHESIS PAPER - Summary: What is Early Intervention/Early Childhood Special Education?** Students will write a synthesis paper describing the theoretical, historical, and legal foundations of EI/ECSE, including current preferred practices. The first four weeks of lectures and readings should be summarized. Two outside (library) references should be used as well as course readings. Paper should be no longer than 8 typewritten pages. **Due October 24.**

The synthesis paper will be graded on:

- A. Content: Does the paper cover the basic areas with adequate detail?
- B. Synthesis: Has the paper been written in a manner that interprets and synthesizes information?
- C. Form: Does the paper adhere to APA writing standards, with correct citation of references and use of headings?

**#3: OBSERVATION: Typical and Atypical Children. Compare and contrast two observations (one on an atypically developing child, one on a typically developing child)**

1. Students will complete a narrative real-time observation on their target child, or another child in their classroom who is developing atypically, for approximately 10 minutes.
2. Students will complete a narrative real-time observation on a typically developing child for approximately 10 minutes. Choose a child who is either the same ability level or same chronological age as the atypically developing child observed above in #1. You may observe a child you are familiar with or do an observation in a public place such as a park or mall.
3. Students will write a 2-3 page narrative comparing and contrasting the two observations. In the narrative, reflect on the quality of language, movements and overall developmental repertoires of

the two children. The narrative should focus on comparisons and contrasts between the abilities of the two children, with examples from your observations. Turn in your observation notes with the assignment. **Due November 7.**

### **#3B: OBSERVATION: Child Development and Rehabilitation Center (CDRC) Feeding Clinic**

All students will observe 1 feeding clinic at CDRC during fall term. This observation will provide vital information on young children with disabilities. A summary of the observation is due November 21 as part of your reading summary. This observation write up will not be graded; however, the class on November 21 will be shortened to give you credit for the observation time.

## **PRESENTATIONS**

**#4: POSTER PRESENTATIONS** - Students will work in groups of 2-4 students who are working with target children who have similar disabilities. With your group, you will plan and present a five-part poster on a disability within an assigned domain of behavior and age range.

**Part 1: Typical Development within the Assigned Domain (Handout).** Provide a **WRITTEN** description of the abilities typical children of the same age and domain should have. What are the range of activities a typical child would be doing in this domain at this age? This should be summarized as a 2 page written summary and handed out to students at the beginning of the presentation. You can make copies of this and other handouts on our copier; however, you need to give handouts to me by the preceding Tuesday at noon.

**Part 2: General Description of the Disability/Disorder.** The disability should be described as comprehensively as possible, including its cause (if known), the history of research that has been conducted on it (e.g., when it was discovered, what has become known about it), and its characteristics in a range from mild to severe. This piece should comprise 1 page of the handout. What are the likely outcomes for children who have this disability as they enter public school, adolescence, and adulthood?

**Part 3: Intervention Strategies.** Describe the most important and effective intervention strategies that have been used to work with this disability.

**Part 4: Prepare a Disabilities Handout.** Prepare the 2 page handout (preferably two sides of one sheet of paper) for the other students in the class summarizing a description of the disability and intervention strategies that you have presented in class.

**Part 5: Create a Disability Reference Folder.** Prepare a folder or binder where you can place all handouts from your peers for future reference. Handouts should be well organized for future use. You should use this folder to organize other handouts and information you receive regarding EI/ECSE throughout the year.

For this poster presentation, you are encouraged to use outside references including web resources (2 to 3 only). You can decide how you want to present this information and are encouraged to be creative and original. Multi-media equipment including video cameras, playback machines, tape players, slide projectors, overheads, and role plays have been used as presentation strategies. **Poster Presentations will be given November 14 and 28**, as indicated on the course schedule.

## **FINAL EXAM**

**#5 TAKE-HOME EXAM.** A written examination covering readings, discussions and lectures from the entire term will be **distributed on November 21**. Students will choose 3 questions of their choice and **turn in the exam on or before December 5**. Exams should be approximately 10-12 pages, word processed/type written, and double-spaced. Each answer should have an introduction, main body, and conclusion and be edited for spelling and grammar. Exams will be graded on form, content, and synthesis.

## **Diversity**

It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

- respect the dignity and essential worth of all individuals.
- promote a culture of respect throughout the University community.
- respect the privacy, property, and freedom of others.
- reject bigotry, discrimination, violence, or intimidation of any kind.
- practice personal and academic integrity and expect it from others.
- promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

## **Grading**

Graduate students are considered “professionals-in-training” and professional behavior is expected at all times, including listening to fellow students, professors, lecturer with respect (including not talking with neighbors), arriving on time prepared for class, attending for the duration of the class, not reading other materials, books, newspapers in class, and **turning off all cell phones and pagers**.

Attendance and participation are required. If you are unable to attend each class, please contact the instructor to make alternate arrangements. Your contracted grade can be dropped as much as one grade if you do not attend and participate. You must make up missing more than 1 class period.

Students will contract for a letter grade for the course. Terms of the contract are discussed below. An email with your contract option is due to Dr. Squires or Dr. Barton on or before October 12.

Added supports will be available for students with disabilities. **If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with the instructor soon. Please request that the Counselor for Students with Disabilities,**

Steve Picket (346-1155), send a letter verifying your disability. For more information, see <http://ds.uoregon.edu>

Grade	Assignment
A	All 5 assignments. "A" on 4 of 5 assignments Complete all 9 homework assignments. Assignments completed on or before due date, with syllabus guidelines followed  Grades on individual papers can be dropped as much as one letter grade if they are late (a paper turned in after the due date is considered late).
B	4 assignments graded "A" or "B" Complete 5 homework assignments Assignments completed on or before due date with syllabus guidelines followed Observation #1 and #3 Synthesis Paper, #2 Take Home Exam, #5  Grades on individual papers can be dropped as much as one letter grade if they are late (a paper turned in after the due date is considered late).

Grades of C are not considered passing in Graduate School. Students are permitted re-do all assignments one time and the two 2 grades will be averaged.

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 Email the grade you would like to contract for to: [ebarton@uoregon.edu](mailto:ebarton@uoregon.edu)

### GRADE CONTRACT

I, \_\_\_\_\_ would like to contract for a grade of \_\_\_\_\_.

In order to earn this grade, I will do all assignments, readings and participate, as indicated in the syllabus.

## **Academic Misconduct Policy**

All students are subject to the regulations stipulated in the UO Student Conduct Code (<http://www.uoregon.edu/~conduct/>). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

## **Conflict Resolution**

The mission of the College of Education is to “**Make educational and social systems work for all.**” Several options, both informal and formal are available to resolve conflicts for students who believe they have been subjected to or have witnessed bias, unfairness or other improper treatment. In addition to Diversity Coordinator Surendra Subramani, outside the College, you can contact:

UO Bias Response Team: 346-1139 or <http://darkwing.uoregon.edu/~brt/>

UO Conflict Resolution Services 346-0617 or <http://darkwing.uoregon.edu/~crs/>

UO Affirmative Action and Equal Opportunity 346-3123 or <http://aeo.uoregon.edu/>

## **Grievance Policy**

A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow the student grievance procedure, or alternative ways to file a grievance outlined in the Student Grievance Policy (<http://education.uoregon.edu/feature.htm?id=399>) or enter search: student grievance.

## **Inclement Weather Policy**

In the event the university operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university’s schedule will be posted on the UO main homepage (in the “News” section) at <http://www.uoregon.edu>. College of Education students should contact their program department for further information.

## Study Questions to Guide Readings

### **Wednesday, 9/26 (due 10/3)**

#### DEC Intro and Chapter 1

1. What are the fundamental values of DEC?
2. What are children with disabilities first of all?
3. What are your core, fundamental values about education young children with disabilities?

### **Wednesday, 10/3**

#### Carlson & Harwood

1. Why it is important to understand and respect your own and family's values around parenting practices?
2. What are the theoretical and philosophical underpinnings that have contributed to your current beliefs about how children learn and develop? In what ways have these contributed?

#### Berk

1. How can you group developmental theories by their similarities?
  - a) Which theories focus on emotional development? Social development? Cognitive development?
  - b) Which theories focus on social support?
  - c) Which are learning theories, and which focus on developmental stages?
2. Think back to your own early childhood. To which philosophical underpinnings and historical viewpoints did your primary caretaker adhere? Think of some specific examples. Are any of these beliefs, attitudes, or practices related to your family's culture?

### **Wednesday, 10/10**

#### Bowe, Chapter 4 and DEC Appendix B

1. Discuss the historical roots of IDEA.
2. What are changes you would legislate or shortcomings that you see in Part C of IDEA?
3. What are some ways to make IFSPs truly family friendly?

#### Barrera

1. What are the four main intervention concerns in serving children from diverse socio-cultural environments?
2. What are the six variables in children's characteristics that need to be addressed?
3. What are the four intervention approaches developed in the CROSSROADS project?

#### Barrera & Corso

1. What are the three beliefs that round the Skilled Dialogue approach?
2. Describe what is meant by respect, reciprocity, and responsiveness.
3. What is Anchored Understanding and 3<sup>rd</sup> Space?

### **Wednesday, 10/17**

#### Odom and Wolery

1. List four theories from which early intervention practices draw upon.
2. What is the fundamental supposition of early intervention, and how does this shape current practices?

3. List three evidence based practices for early intervention and how they can be applied within the home or classroom.
4. List two ways children learn through acting on and observing their environment.
5. List one way adults mediate children's experiences to promote learning.
6. List two transitions children and families in early intervention experience.

### Hanson, Chapter 6

1. Why is it difficult to make general statements about children with a specific primary presenting disability? For example: All children with visual impairments...
2. What are the primary delays in development associated with disorders in vision, hearing, motor, and Down syndrome?
3. Describe how the notion of "convergent development" can apply to infants and toddlers with disabilities. What are the implications for Early Intervention?

### **Wednesday, 10/24**

#### Ramey & Ramey

1. What are Ramey & Ramey's six psychosocial priming mechanisms?
2. What are the six principles that support evidence of the effectiveness of Early Intervention?

#### DEC, Chapter 3

1. What are the three "take home messages" that guide child-focused intervention?

#### Shore

1. What technical breakthroughs have allowed brain research to advance tremendously during the last 8-10 years?
2. Describe the effect of the environment on early development.
3. Give 3 examples of poor social/caretaking environments and what outcomes might be expected.
4. What social environment would you suggest as ideal for a developing child?

#### Berk, pp. 169-177, 290-293

1. What is the relationship between brain growth and plasticity and the production of synapses?
2. Discuss appropriate and inappropriate stimulation.
3. In what ways does prenatal care affect and impact later development?

### **Wednesday, 10/31**

#### Berk, pp. 106-121, 140-146

1. Discuss links between the prenatal environment and health in later life.
2. Describe so called "double jeopardy" that some infants face, exposed to both biological risks such as alcohol and environmental risks, such as poverty.

#### Dunst

1. Name the three areas the promotion model of early intervention emphasizes.
2. What types of actions accomplish the above goals?
3. Why should early interventionists avoid using risk models alone (e.g., without also considering opportunity factors)?
4. Multiple risk factors are related to \_\_\_\_\_.
5. Whereas, multiple opportunity factors are related to \_\_\_\_\_.

6. According to Dunst and Trivette (1992), what were higher developmental standings according to the Bayley Scales of Infant Development was associated with?

### **Wednesday, 11/7**

#### Fetters, Chapter 11

1. How do infants primarily communicate? Provide two examples.
2. What are two goals for interventions for children with motor delays? Provide an example of each.
3. Summarize the ways motor delay might effect a child's overall development.
4. Define muscle tone, hypotonia, and hypertonia, and provide examples.
5. Are there normal creeping and crawling patterns?
6. List examples of some sitting and standing variations.
7. Describe the typical progression of the reaching movement.
8. What factors should be considered before recommending intervention for an infant.

#### Bavosa

1. How can understanding normal motor development help in the treatment of motor disabilities?

### **Wednesday, 11/14**

#### Berk, 209-217; 215-232

1. How is mental retardation defined?
2. What has research shown about preventing mental retardation?
3. How are highly structured programs and direct instruction beneficial in working with cognitive delays?

### **Wednesday 11/21**

1. Summarize in one half page what you learned from your observation at CDRC regarding feeding young children with disabilities.

#### Berk, pp. 258-274, 388-395

1. Describe the "goodness of fit" model.
2. What factors affect attachment security?
3. Is there an "abusive personality type"?

#### Siegel

1. How does the attachment relationship build a child's sense of well-being and emotional competence?
2. What basic elements of interpersonal relationships nurture well-being and psychological resilience?

### **Wednesday, 11/28**

#### Berk, pp. 235-244; 348-353

1. What are the 3 theories of language development?
2. Describe the growth of language in the first 2 years of life.

#### Hemmeter et al.

1. Summarize 3 national research goals for EI/ECSE.