Southeastern Louisiana University
SPED 684
Teaming, Physical and Medical Management in Early Intervention
(3 credit hours)

Prerequisites: SPED 200 or 600

Course Description: This course presents an overview of normal development from conception to age five and includes development of the musculoskeletal systems, and neurological systems as well as influences of genetics, diseases, trauma and chemicals on the developing child.

Conceptual Framework Statement: In order to successfully plan, develop, and implement curricula to meet the needs of diverse learners in today’s world and to prepare candidates for the future, the College of Education and Human Development (COEHD) has identified four critical components of The Effective Educator: Professional Standards (PS), Knowledge of Learner (KL), Strategies and Methods (SM), and Content Knowledge (CK). The Conceptual Framework provides direction for the development of effective professionals. Diversity is an integral part of each component, and Technology is emphasized throughout all programs in the educational unit (diversity) (technology

Course Objectives:
The following measurable objectives identify the proficiencies (competencies) candidates will acquire through this course:
1. Identify ethical and policy issues related to educational, social, and medical services for young children aged birth through 5 years of age with delays/disabilities and their families. (CK, KL, D)
2. Identify pre-,peri-, and postnatal development and factors such as biological and environmental conditions that affect children’s development and learning. (CK, KL, D)
3. Demonstrate knowledge of impact of a child’s medical conditions on instruction, family concerns, resources, and priorities. (CK, KL, SM, PS, D)
4. Identify specific disabilities, including the etiology, characteristics, and classification of common disabilities in young children aged birth through 5 years of age, and describe specific implications for development and learning in the first years of life.(CK, KL, SM, PS, D)
5. Identify aspects of medical care for premature, low birth weight, and other medically fragile babies, including methods of care for young children dependent on technology and implications of medical conditions on child development and family resources, concerns, and priorities. (CK, KL, D)
6. Demonstrate knowledge and skills to integrate nutrition plans and feeding strategies for infants, toddlers, and preschoolers with delays/disabilities into the instructional day and daily routines. (CK, KL, D, SM, PS)
7. Explain and plan integration use of augmentative and assistive communication strategies for infants, toddlers, and preschoolers with delays/disabilities. (CK, KL, D, SM, PS, T)
Unit/Program Assessments:

Candidates will develop an IFSP to apply a family-centered approach while working with a team of early interventionists to develop an IFSP for a family and their young child with a delay and/or identified disability. The IFSP Rubric is designed to evaluate the teacher candidate’s abilities and will be uploaded to Pass-Port.

Field Experience

Candidates will conduct 10 hours of field experiences by visiting a site (a place that provides early intervention services for children with disabilities that require medical interventions, such as an NICU or a pediatric orthopedic rehabilitation clinic), observe service, interview individuals, and write a report and reflection of observations. Field hours are to uploaded to Pass-Port.

Course evaluation: The instruments and/or processes that will be used to assess performance include the following: participation in class discussions, case study analysis, critiques of research topics and journal articles through individual or group analysis, reflection paper, small group projects, examinations, individual projects, and structured interviews with at least two service providers; one providing services to infants and toddlers with delays/disabilities and their families and one providing services to preschoolers with delays/disabilities and their families.

Reference List:


**Websites**

[http://www.cec.sped.org/index.html](http://www.cec.sped.org/index.html) The Council for Exceptional Children (CEC) is the largest international professional organization dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities, and/or the gifted. The following CEC division links provide excellent information about their areas of focus.

- Division on Visual Impairments (DVI) [http://www.ed.arizona.edu/dvi/welcome.htm](http://www.ed.arizona.edu/dvi/welcome.htm)
- Division for Physical and Health Disabilities (DPHD) [http://www.cec.sped.org/dv/dphd.html](http://www.cec.sped.org/dv/dphd.html)
- The Division on Developmental Disabilities (DDD) [http://www.dddcec.org/](http://www.dddcec.org/)
- Division for Communicative Disabilities and Deafness (DCDD) [http://www.gsu.edu/~wwwdhh/](http://www.gsu.edu/~wwwdhh/)

[http://www.easter-seals.org/](http://www.easter-seals.org/) Easter Seals provides services to children and adults with disabilities and other special needs, and support to their families.

[http://medlineplus.gov/](http://medlineplus.gov/) MEDLINEplus is a goldmine of good health information from the world's largest medical library, the National Library of Medicine. Health professionals and consumers alike can depend on it for information that is authoritative and up to date. MEDLINEplus has extensive information from the National Institutes of Health and other trusted sources on over 500 diseases and conditions.


[http://www.nyise.org/blind.htm](http://www.nyise.org/blind.htm) Site of the New York Institute for Special Education. Excellent resources for individuals with blindness/visual impairments.

http://www.pluk.org/
The site of "Parents, Let's Unite for Kids." Links to an excellent page which contains a Family Guide to Assistive Technology.

http://disabilityresources.org
The Disability Resources page is frequently updated and is one of the best if you want information on what is happening or available at state and local levels. This site also has a wonderful and current list of the best disability resources on the Internet.

http://www.autism-society.org/
The mission of the Autism Society of America is to promote lifelong access and opportunities for persons within the autism spectrum and their families and to be fully included, participating members of their communities through advocacy, public awareness, education, and research related to autism.

http://www.tash.org/
TASH is an international association of people with disabilities, their family members, other advocates, and professionals fighting for a society in which inclusion of all people in all aspects of society is the norm.

http://www.seriweb.com/
SERI is a collection of Internet accessible information resources of interest to those involved in the fields related to special education. This collection exists in order to make on-line Special Education resources more easily and readily available in one location. It also includes law and legal links to information on inclusion, families, and transition.

**Journals**
*Child Development*
*Developmental Psychology*
*Journal of Early Intervention*
*Young Exceptional Children*
*Topics in Early Childhood Special Education*
*Early Childhood Research and Practice*
*Early Childhood Research Quarterly*
*Infant Mental Health Journal*
*Infants and Young Children*
*Journal of Early Childhood Teacher Education*
*Journal of Special Education Technology*