



The University of Southern Queensland

## Course specification

The current and official versions of the course specifications are available on the web at <http://www.usq.edu.au/coursespecification/current>. Please consult the web for updates that may occur during the year.

### Description: Issues in Early Intervention

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
ECE	8006	78486	2, 2008	EXT	1.00	Toowoomba

<b>Academic group:</b>	FOEDU
<b>Academic org:</b>	FOE004
<b>Student contribution band:</b>	National Priority Teaching
<b>ASCED code:</b>	070101

### STAFFING

Examiner: Nicole Todd

### OTHER REQUISITES

State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: <http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html>

### RATIONALE

Early childhood educators undertaking leadership roles and advocacy for young children with special needs require an awareness of a range of core issues impacting on current practices such as inclusion so they are able to make informed choices and engage effectively in professional debate. Rapid changes in information about disabilities and other variations in young children and paradigmatic shifts in both early childhood education and early childhood special education place demands on early childhood leaders to negotiate challenging issues and changes in practice.

### SYNOPSIS

This course will consider current debates in early childhood special education focussed around divergence in philosophy and images of disability and the relationship of these variations to concepts of meaningful assessment, child and family rights, inclusion, partnerships with parents and professionals, approaches to curriculum and incorporation of technological tools into programs. Differences between early childhood education and early childhood special education affecting programs for young children with special needs will be considered in relation to their theoretical frameworks. The link between policy and practice will be critically analysed and challenges to inclusion will be debated.

### OBJECTIVES

The course objectives define the student learning outcomes for a course. The assessment item(s) that may be used to assess student achievement of an objective are shown in parenthesis. On successful completion of this course students will be able to:

1. identify current issues and trends in early childhood special education; (Journal and essay)
2. analyse theoretical frames of varying approaches and practices; (Journal and essay)
3. articulate values, rights and responsibilities in early special education; (Journal and essay)
4. critically reflect on current approaches in early childhood special education; (Journal and essay)
5. relate issues to professional contexts and case studies. (Journal and essay)

## TOPICS

Description	Weighting (%)
1. Images of disability related to discourse and inclusion	15.00
2. Meaningful assessment in early childhood	15.00
3. Child and family rights, service access and isolation	10.00
4. Future directions including assistive technologies	10.00
5. Play and the early special needs curriculum	20.00
6. Collaboration and role negotiation	15.00
7. Challenge of inclusion and the link of policy to practice	15.00

## TEXT and MATERIALS required to be PURCHASED or ACCESSED

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at <http://bookshop.usq.edu.au> click 'Semester', then enter your 'Course Code' (no spaces).

Talay-Ongan, A 2004, *Early development risk and disability: relational contexts*, Pearson Education, Frenchs Forest, NSW.

## REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

Whether you are on, or off campus, the USQ Library is an excellent source of information <http://www.usq.edu.au/library/> . The gateway to education resources is here... <http://www.usq.edu.au/library/faculties/education/default.htm>

Bailey, J & Rice, D 1997, *Attention deficit hyperactivity disorder: medical, psychological and educational perspectives*, Australian Association of Special Education, Sydney, NSW.

Bellanca, J, Williams, B & Rodriguez, E R 1997, *Valuing diversity in the school system: a dialogue for school leaders*, Hawker Brownlow, USA.

Bernheimer, L P & Keogh, B K 1995, Weaving interventions into the fabric of everyday life: an approach to family assessment, *Topics in Early Childhood Special Education*, Vol 15, no.4, pp415-431.

(Available electronically.)

- Clough P (ed.) 1998, *Managing inclusive education: from policy to experience*, Paul Chapman, London.
- Fleer, M (ed.) 1995, *DAP centrism: challenging developmentally appropriate practice*, Australian Early Childhood Association, Watson, ACT.
- Franklin, B (ed.) 2002, *The new handbook of children's rights: comparative policy and practice*, Routledge, New York.
- Guralnik, M 1997, *The effectiveness of early intervention*, Paul H Brookes, Baltimore.
- Kontos, S, Moore, D & Giorgetti, K 1998, The ecology of inclusion, *Topics in Early Childhood Special Education*, Vol 18, no.1, pp38-48.  
(Available electronically.)
- Mindes, G, Ireton, H & Mardell-Czundowski, C 2006, *Assessing young children*, 4th edn, Delmar, Albany.
- Powell, D S, Batsche, C J, Ferro, J, Fox, L & Dunlap, G 1997, A strength based approach in support of multi-risk families: principles and issues, *Topics in Early Childhood Special Education*, Vol 17, no.1, pp1-26.
- Schwartz, I S & Olswang, L B 1996, Evaluating child behaviour change in natural settings: exploring alternative strategies for data collection, *Topics in Early Childhood Special Education*, Vol 16, no.1, pp82-101.
- Stratford, B & Gunn, P (eds.) 1996, *New approaches to down syndrome*, Cassell, London.

## STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessments	40.00
Directed Study	90.00
Private Study	35.00

## ASSESSMENT DETAILS

Description	Marks out of	Wtg (%)	Due date
REFLECTIVE JOURNAL	30.00	30.00	01 Sep 2008
ANALYTICAL ESSAY	70.00	70.00	20 Oct 2008

## IMPORTANT ASSESSMENT INFORMATION

- Attendance requirements:  
There are no attendance requirements for this course. However, it is the students' responsibility to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration.
- Requirements for students to complete each assessment item satisfactorily:  
To complete each of the assessment items satisfactorily, students must obtain at least 50% of the marks or a grade of at least C-. (Depending upon the requirements in Statement 4

- below, students may not have to satisfactorily complete each assessment item to receive a passing grade in this course.)
- 3 Penalties for late submission of required work:  
If students submit assignments after the due date without (prior) approval of the examiner then a penalty of 5% of the total marks gained by the student for the assignment may apply for each working day late up to ten working days at which time a mark of zero may be recorded. No assignments will be accepted after model answers have been posted.
  - 4 Requirements for student to be awarded a passing grade in the course:  
To be assured of receiving a passing grade a student must achieve at least 50% of the total weighted marks available for the course.
  - 5 Method used to combine assessment results to attain final grade:  
The final grades for students will be assigned on the basis of the weighted aggregate of the marks obtained for each of the summative assessment items in the course.
  - 6 Examination information:  
There is no examination in this course.
  - 7 Examination period when Deferred/Supplementary examinations will be held:  
There is no examination in this course.
  - 8 University Regulations:  
Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL <http://www.usq.edu.au/corporateservices/calendar/part5.htm> or in the current USQ Handbook.

## **ASSESSMENT NOTES**

- 1 If requested, students will be required to provide a copy of assignments submitted for assessment purposes. Such copies should be despatched to USQ within 24 hours of receipt of a request being made.
- 2 The Faculty will normally only accept assessments that have been written, typed or printed on paper-based media.

## **OTHER REQUIREMENTS**

- 1 **IMPORTANT NOTE:** Working with Children: State law in Queensland requires that all adults (including university students, pre-service educators, trainers, vocational teachers, industry educators) working with children under the age of 18, in the state of Queensland\*, obtain approval before commencing such work. Many education courses include a practical component (professional experience, project work, research, assessment etc..) that may require engagement with children under the age of 18. It is your responsibility to ensure that you possess a current suitability card (Blue Card) before commencing any practical components of this course. **DO NOT PARTICIPATE IN ANY PRACTICAL EXPERIENCE WITH CHILDREN UNDER 18 UNLESS YOU POSSESS A CURRENT 'BLUE CARD'**. For further information:  
<http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html>. \*If you are undertaking practical experience outside the state of Queensland, Australia you should check local requirements.