Description: Issues in Early Intervention

<table>
<thead>
<tr>
<th>Subject</th>
<th>Cat-nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
<th>Units</th>
<th>Campus</th>
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<tr>
<td>ECE</td>
<td>8006</td>
<td>34788</td>
<td>2, 2004</td>
<td>EXT</td>
<td>1.00</td>
<td>TW MBA</td>
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Academic group: FOEDU

Academic org: FOE004

Student contribution band: 1

ASCED code: 070101

STAFFING
Examiner: Lindy Austin
Moderator: Shirley O'Neill

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
On successful completion of this course students will be able to:

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

**TOPICS**

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


**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.

Bailey, J & Rice, D 1997, *Attention Deficit Hyperactivity Disorder: Medical, Psychological and Educational Perspectives*, Australian Association of Special Education, Sefton, NSW.


### STUDENT WORKLOAD REQUIREMENTS:

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
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<tbody>
<tr>
<td>Assessment</td>
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<tr>
<td>Directed Study</td>
<td>90.00</td>
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<tr>
<td>Private Study</td>
<td>35.00</td>
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### ASSESSMENT DETAILS

<table>
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<tr>
<th>Description</th>
<th>Marks out of</th>
<th>Wtg(%)</th>
<th>Due date</th>
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<tbody>
<tr>
<td>REFLECTIVE JOURNAL 1</td>
<td>100.00</td>
<td>15.00</td>
<td>16 Aug 2004</td>
</tr>
<tr>
<td>REFLECTIVE JOURNAL 2</td>
<td>100.00</td>
<td>15.00</td>
<td>13 Sep 2004</td>
</tr>
<tr>
<td>ANALYTICAL ESSAY</td>
<td>100.00</td>
<td>70.00</td>
<td>01 Nov 2004</td>
</tr>
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</table>
IMPORTANT ASSESSMENT INFORMATION

1 Attendance requirements:
   (a) 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.

2 Requirements for students to complete each assessment item satisfactorily:
   (a) To complete each of the assessment items satisfactorily, students must obtain
       at least 50% of the marks available for each assessment item.

3 Penalties for late submission of required work:
   If assignments are submitted after the due date without an approved extension of
   time, University penalties may be applied.

4 Requirements for student to be awarded a passing grade in the course:
   (d) To be assured of receiving a passing grade a student must submit all of the
       summative assessment items and achieve at least 50% of the available weighted
       marks for those items.

5 Method used to combine assessment results to attain final grade:
   (a) 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:
   (e) 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. (d) The Faculty will normally only accept
   assessments that have been written, typed or printed on paper-based media.