



## Qatar University

College of Education: Psychological Sciences Department

### Course Syllabus

#### ➤ Course Information:

**Course Title:** Prevention and Early Intervening in Schools

**Course Number and CRN:** SPED 424

**Prerequisite:** SPED420

**Credit Hours (CR HRS):** 3

**Department:** Psychological Sciences

**Class meeting time:** M/W 9:30-10:50AM

**Location:** B04-208

#### ➤ Instructor Information:

**Instructor's name:** Abdalnaser Fakhrou

**Email:** afakhrou@qu.edu.qa

**Office Hours:** M/W 11:30-12:30 PM -

**Office Number:** B04- 214

#### ➤ College of Education Conceptual Framework:

“Together We Shape the Future through Excellence in Teaching, Scholarship, and Leadership”.

#### College of Education Unit Learning Outcomes:

##### Teaching:

- 1. **Content:** Demonstrate understanding of the key theories and concepts of the subject matter.
- 2. **Pedagogy:** Plan effective instruction to maximize student learning.
- 3. **Technology:** Use current and emerging technologies in instructionally powerful ways.
- 4. **Diversity:** Foster successful learning experiences for all students by addressing individual differences.

##### Scholarship:

- 5. **Scholarly Inquiry:** Actively engage in scholarship by learning from and contributing to the knowledge base in education.
- 6. **Problem Solving:** Arrive at data-informed decisions by systematically examining a variety of factors and resources.

##### Leadership:

- 7. **Ethical Values:** Apply professional ethics in all educational contexts.
- 8. **Initiative:** Lead positive change in education.

#### ➤ Course Description:

This course will provide students with a working knowledge of the history and legal precedence for providing early intervention (EI) and early childhood special education (ECSE) services, characteristics of young children with special needs and their families, and effective instructional techniques for working with this population. Students participate in field experiences throughout the semester

### ➤ Course Objectives:

1. Knowledge about the foundations of early intervention, international and national standards, and a variety of teaching methods.
2. Assessing and enhancing student learning through best practices, including effective use of technology.
3. Communicate effectively through a variety of representations (spoken, written, and digital) when they participate in discourse with students, parents, professional colleagues and community members.
4. Synthesize the content they teach and integrate interdisciplinary perspectives and applications by making connections to real life through service learning and by making global issues locally relevant

### ➤ Course Learning Outcomes:

1. Demonstrate understanding of the foundations of early intervention, international and national standards, and a variety of teaching methods
2. Demonstrate understanding of the procedures for designing effective and coherent instruction and assessment for early learners.
3. Demonstrate the ability to plan, implement, and evaluate developmentally appropriate curricula, instruction, and adaptations based on knowledge of individual children, the family, and the community

### ➤ Textbooks & Readings:

#### • Required textbook

- Raver, S. A. (2009). *Early childhood special education – 0 to 8 years: Strategies for positive outcomes*. Upper Saddle River, NJ: Pearson, Merrill Prentice Hall.

### ➤ Supportive Textbooks and references

- الحديدي، منى، الخطيب، جمال (1996). أثر أعاقاة الطفل على الأسرة. مجلة كلية التربية، جامعة المنصورة، 31، 1-28.
- الخطيب، جمال (1996)، تأثيرات الإعاقة على الأسرة. مجلة المنال، 8، 40 – 41.
- الخطيب، جمال (1997). دراسة لبعض عوامل الخطر المرتبطة بالإعاقة في دولة الامارات العربية المتحدة. بحث مقبول للنشر في مجلة كلية التربية، جامعة الامارات.
- الخطيب، جمال، والحديدي، منى (2016)، التدخل المبكر في الطفولة المبكرة. عمان: دار الفكر، الأردن.
- داني بريانت و ديورا سميث ، بريان بريانت (2011) تعليم الطلبة ذوي الاحتياجات الخاصة في صفوف الدمج: ترجمة : محمد حسن إسماعيل. عمان – دار الفكر ناشرون وموزعون 2011
- روث كوك، داني كلاين، ديورا شين (2015). تكييف مناهج الطفولة المبكرة للأطفال ذوي الحاجات الخاصة. ترجمة: إيمان الزبون و نواف اليود. عمان : دار الفكر ناشرون وموزعون.
- شارون رافيرا (2010) التربية الخاصة في مرحلة الطفولة المبكرة من الولادة وحتى ثمانية سنوات :استراتيجيات لنتائج إيجابية. ترجمة: زينات يوسف دعنا ،سهي طبال . عمان: درا الفكر ناشرون وموزعون.
- عبد العزيز السرطاوي، وجميل الصمادي (1998): الإعاقات الجسمية والصحية، مكتبة الفلاح.
- فتحي السيد عبد الرحيم (1990): سيكلوجية الأطفال غير العاديين، استراتيجيات التربية الخاصة، الجزء الثاني، ط 4، دار القلم الكويت.
- فليب روملير و بريان كوك و اندريو ويلي (2020). البحث في التربية الخاصة: التصميمات والمناهج والتطبيقات. ترجمة: علياء حمدي.
- القربوني، يوسف (1990). الإعاقة بين الوقاية والتأهل. العين، الامارات العربية المتحدة: جامعة الامارات العربية المتحدة.
- محمّد عبد السلام البواليز (2002): الإعاقة الحركية والشلل الدماغي، دار الفكر للطباعة والنشر، عمان.

• محمد على كامل (1999): التدريبات العملية للفائمين على رعاية ذوي الاعاقات الذهنية، الجزء الأول، مكتبة النهضة المصرية، القاهرة.

- المشرفي، انشراح (2008) الاكتشاف المبكر لإعاقات الطفولة. الإسكندرية: مؤسسة حورس الدولية للنشر والتوزيع.
- Ferguson D., & Halle, J. (1995). Considerations for readers of qualitative research (Editorial). *Journal of the Association for Persons with Severe Handicaps*, 20(1), 1 – 2.
- Raver, S. A. (2009). *Early childhood special education – 0 to 8 years: Strategies for positive outcomes*. Upper Saddle River, NJ: Pearson, Merrill Prentice Hall.
- Sandell, S., McLean, M. E., & Smith, B. J. (2005). *DEC Recommended Practices in Early Intervention/Early Childhood Special Education*. Denver, CO: The Council for Exceptional Children. ISBN 1-57035-353-0.
- Sandell, S., McLean, M. E., & Smith, B. J. (2005). *DEC Recommended Practices in Early Intervention/Early Childhood Special Education*. Denver, CO: The Council for Exceptional Children. ISBN 1-57035-353-0.

### ➤ Supportive Websites:

- <https://www.understood.org/en/learning-thinking-differences/treatments-approaches/early-intervention/early-intervention-what-it-is-and-how-it-works>
- [https://www.youtube.com/watch?v=\\_7KlIyocSeA](https://www.youtube.com/watch?v=_7KlIyocSeA)
- [https://www.health.ny.gov/community/infants\\_children/early\\_intervention/](https://www.health.ny.gov/community/infants_children/early_intervention/)
- <https://www.stjosephshealth.org/clinical-focuses/pediatric-services/item/1527-early-intervention>
- <https://ohioearlyintervention.org/>

### ➤ Course Requirements:

1. Commitment for QU dress code on campus.
2. Each candidate is expected to attend class on time, not to be late, and to remain in class the entire session.
3. Each candidate is expected not to exchange the electronic attendance secret code.
4. The student is considered “F Barred” if his absence exceeds 25%. This percentage includes sick leaves.
5. Each candidate is expected not to use his mobile phone during lectures, and not to record lectures without the instructor’s permission.
6. Each candidate is expected not to be absent for the tests and quizzes except with acceptable official papers.
7. The student is considered “F Absent” if he is absent for the final exam and does not provide an acceptable official excuse for his absence.
8. Each candidate is expected to participate in class discussions and group activities, and collect his textbook on specified date.
9. Each candidate is expected to hand in the required assignments on time. Assignments turned in later are subject to points’ deduction.
10. Each candidate is expected to check his assignments for any spelling or linguistic mistakes, and to consider the standards of academic integrity.
11. Each candidate is expected to consider academic honesty when copying and documenting the sources.
12. All submitted assignments must have a cover page which includes the name of the assignment, the course name and number, the student’s name, his ID, the instructor’s name, the semester, and the submission date. Assignments should be typed in font size 12 and the headings should be typed in font size 14.

13. All required assignments must be uploaded on Safe Assign system. The Safe Assign percentage for each assignment must not exceed 25%.
14. The professor will upload the scores for all required assignments on Blackboard before the final exam.

➤ **Use of Blackboard:**

- All students must access the Blackboard system at least three times a week, to check for updates, including the full course description and scoring rubrics for all assignments.
- All assignments should be uploaded on Blackboard. CED students only will upload some of these assignments on Task Stream too.

➤ **Course Matrix:**

Unit Learning Outcomes	QNPS	Course Objectives	Course Learning Outcomes	Assessment (Tasks/ Artifacts)
1	1-2-3	1-2-4	1-2-3	Exams -Web quest Early Innervation Plan
2		2-3	3	
3	5	2	3	Web quest
4	3-4-5-6	2-3	3	Early Innervation Plan
5	-----	-----	-----	
6	4-	2-4	3	Early Innervation Plan Web quest Refer plan
7	4-5-6	1-4	1-3	
8		3-4	2-3	

➤ **Course Outline:**

Week	Topic	Assignment
1	Perspectives, Policies, and Practices	Early Innervation Plan / Web quest Exams
2	Culture, Teaming, and Partnerships	
3	Assessment and Planning: The IFSP and the IEP	
4	Naturalistic Curriculum Model	
5	Planning and Monitoring	
6	Instructional Procedures	
7	Midterm Exam	
8	Specialized Instructional Strategies	
9	Designing Culturally Relevant Instruction	Early Innervation Plan Web quest Refer plan
10	Teaching Children with Autism	
11	Challenging Behavior	
12	Small Group Instruction	
13	Interventions to Promote Peer Interactions	Web quest
14	Environmental Arrangements, Adaptations, and Assistive Technologies	
15	Transitions	
16	Final Exam	

➤ **Course assessments (Assignments):**

- **Early Innervation family Plan (20):** This manual provides a structure for students to work collaboratively with families in selecting outcomes for their special needs children. It does so through presenting a family-centered intervention approach to conducting the Individualized Family Service Plan or Individualized Educational Program meeting. Part I provides an introduction and a chapter on the rationale for the process. Part II devotes one chapter to each of the five stages in developing a family-centered intervention plan (FCIP): preparation, assessment, outcome selection, outcome writing, and

review. The final section discusses issues and implications for intervention practices, including cultural issues, transdisciplinary principles, the role of the family and the service coordinator, and personnel preparation. The text uses a checklist approach to describe practices and remind professionals about aspects of care that are essential to a family-centered approach. Appendices offer reproducible forms and checklists and a detailed case example of the FCIP process

- **Web quest (15)** is an inquiry-based lesson plan that uses the Internet. Professor in this assignment explains what a WebQuest is, shows how to create one, and provides an example. When engaged in a WebQuest, students use technology to experience cooperative learning and discovery learning while honing their research, writing, and presentation skills. It has been found that using experiential activities in the classroom greatly improves motivation, critical thinking, and problem-solving abilities. Since most students today are very comfortable using a computer, as well as the Internet, their learning experience can be enhanced by using a mode of instruction that interests them. Because a WebQuest can be designed in many forms and for any type of subject matter, the possibilities are endless. Regardless of the topic, students will be engaged and remember what they have learned.
- **Referral plan (15)** is a nondiscriminatory multi-factored evaluation. The school district help to complete the evaluation within the term of the referral date. The evaluation is to be conducted by a multidisciplinary team that will consist of individuals who can bring different perspectives and expertise to the evaluation. Some examples of team members include:
  - Educational Diagnostician (also called Psychometrist) or School Psychologist: These professionals are qualified to conduct all types of educational assessments including intelligence (IQ), achievement, behavior, etc.
  - Special Educators: These individuals are qualified to conduct some types of achievement and behavior evaluations as well as informal observations.
  - General Educators: These individuals provide documentation of the problems of the specific student.
  - Parent(s) or Legal Guardian(s): The parents or legal guardians provide valuable insight into the student's behavior and personality in other environments.\*
  - Related Service Providers (Physical Therapist, Occupational Therapist, Audiologist, Orientation and Mobility Specialist, etc.): These specialists provide information pertaining to specific areas of concern that have been assessed.
  - Medical Doctors (including psychiatrists, ophthalmologists, and optometrists): Depending on the disability of the student, medical records can also be used in the determination of eligibility for special education services.
  - Parents of students with developmental disabilities must decide whether to complete the legal process to become the legal guardian once their child reaches 18 years old, the age of majority. According to Texas state law, this process is separate from the required school transition planning process.
  - Our students in this course must meet with all the above persons to get a appropriate evaluation and referral plan. The evaluation must be comprehensive and use evaluation tools and strategies that are technically sound, accepted and been studied in this course. Most students with disabilities receive a battery of formal evaluations that measure: Intelligence, achievement, behavioral, disability-specific issues, and medical.

However, informal observations and documentation of the student's past work should also be used during the eligibility determination meetings. The materials and procedures must be administered in the language and form most likely to provide accurate information on what the child knows and can do.

- **Midterm Exam (20)**. A mid-term exam will be given to assess candidates' comprehension of the information presented in weeks during the first half of the course. The exam will have multiple-choice questions and short answer questions-
- **Final Exam (30)**. A final exam will be administered at the end of the term. It will be comprehensive; assessing the candidate is comprehensive of all topics discussed in class or in the assigned reading. It will be a combination of multiple-choice questions, short answer questions, and possibly one or more essays-

➤ **Grades distribution:**

	<b>Assessment tools</b>	<b>Grade</b>	<b>Submission date</b>
1.	Early Innervation family Plan	20	
2.	Refer plan	15	
3	Web quest	15	
4.	Midterm Exam	20	
5	Final Exam	30	
<b>Total = 100</b>			

➤ **Grading System:**

<b>Grade Symbol</b>	<b>Description</b>	<b>Percentage</b>
A	Excellent	90 to 100
B+	Very Good	85 to < 90
B	Very Good	80 to < 85
C+	Good	75 to < 80
C	Good	70 to < 75
D+	Pass	65 to < 70
D	Pass	60 to < 65
F	Fail	Less than 60

➤ **Academic Integrity:**

The University Code of Conduct aims at providing all students at QU with clear standards of behavior. By registering as a student, all students acknowledge their awareness and knowledge of the University Code of Conduct and its procedures. Moreover, they understand the consequences of the violation of these standards; violations may be of an academic or non-academic nature. Any attempt by students to present the work of others as their own or to pass an examination by improper means is regarded as a most serious offense and renders those students who do so liable to disciplinary action. Assisting another student in any such dishonesty, or knowing of this dishonesty and not reporting it, is also considered a grave breach of honesty. For more information about academic dishonesty and plagiarism, you may refer to: The Qatar University Student Catalog: [http://www.qu.edu.qa/static\\_file/qu/students/documents/students-undergraduate-catalog-2017-2018-en.pdf](http://www.qu.edu.qa/static_file/qu/students/documents/students-undergraduate-catalog-2017-2018-en.pdf) The Qatar University Code of conduct : <http://www.qu.edu.qa/students/code-of-conduct>

➤ **Intellectual Property (IP) violations / Plagiarism:**

Respect for original intellectual creativity is vital to academic discourse. This principle applies to works of all authors and publishers in all forms. This encompasses respect for the right to acknowledgement, the right to privacy and the right to determine the form, manner and terms of publication and distribution. As a general rule, copying, distributing, making derivative work, displaying, or performing copyright-protected work requires the permission of the copyright owner. Plagiarism applies to all student assignments or submitted work and it includes the use of the work, ideas, images or words of someone else without his/her permission; use of someone else's wording, name, phrase, sentence, paragraph or essay without referring to the source, and misrepresentation of the sources that were used. For more information, you may refer to the Qatar University Student Catalog, ps. 55 - 56.

➤ **Dishonesty:**

“Cheating is an academic offense in accordance with the laws and regulations of Qatar University. In some cases, this violation may result in student’s dismissal from the university. Students must refrain from taking part in or participating in any work that contravenes the University's code of conduct and academic

integrity and testing procedures". Cheating may include any attempt of cheating or disruption during testing sessions, submitting any material prepared by or purchased from another person or company including reports and research papers, or work completed for one course and submitted to another. For more information, you may refer to the Qatar University Student Catalog, p. 55.

➤ **Student Learning Support:**

The Student Learning Support Center (SLSC) provides comprehensive academic support services to all students at Qatar University. The SLSC has a nurturing environment where students can seek assistance with academic coursework, writing assignments, transitioning to college life, and many other academic aspects. SLSC programs and services include tutoring sessions, supplemental instruction, writing support along with academic coaching and workshops. Information about the Learning Center may be found at: <http://www.qu.edu.qa/students/support-and-development/student-learning-support>

➤ **Success Oasis at the College of Education:**

The Success Oasis at the College of Education aims at strengthening and supporting the students to continue the success and excellence in their courses and overcome the obstacles that face them. In addition, it creates a supportive climate and encourages growth and development. This is achieved in several ways, such as peer tutoring programs which emphasize the key role of the students to support their peers continuously during their undergraduate studies, as well as providing other forms of support which may include basic personal academic skills workshops, and other services. For more information, please contact us by the official e-mail: [cedso@qu.edu.qa](mailto:cedso@qu.edu.qa)

➤ **Special Needs Support:**

In accordance with Law No 2 of the year 2004, and Article 49 in the Constitution of Qatar: "Education is the right of all.", and "the State shall extend efforts to achieve fair and appropriate access in education for all". Qatar University welcomes students with special needs in all educational programs. We urge students with special needs, including visible and invisible special needs, such as physical disability, temporary injuries, chronic diseases, learning disabilities, brain and nerves injuries, attention deficit / hyperactivity disorder, or psychiatric disorders, to contact the Inclusion and Special Needs Support Center and provide their documented disabilities. Information about the Inclusion and Special Needs Support Center may be found at: <http://www.qu.edu.qa/students/support-and-development/special-needs>

➤ **Student Complaints Policy:**

Qatar University is committed to a policy of fair treatment for its students/faculty/staff in their relationships with student, administration, faculty, staff and other members of the University community. The purpose of this policy is to establish and implement a complaint procedure.

For more information about the policy and processes related to this policy, you may refer to the following link: <http://www.qu.edu.qa/students/services/complaints>

A student teacher who has difficulty in learning, or needs some assistance, such as clarifying some information, implementing some tasks, or any other assistance, may contact his professor to get the appropriate support.

## Appendices

### Qatar National Professional Standards for Teachers:

- 1.Planning for student progress and achievement.
- 2.Engaging students and developing them as learners.
- 3.Creating safe, supportive and challenging learning environments.
- 4.Assessing students’ learning and uses assessment data to improve achievement.
- 5.Demonstrating high professional practices and engaging in continuous professional development.
- 6.Maintaining effective partnerships with parents and community.

#### ➤ Web Quest - Rubric

	<b>Exceptional</b> All points earned	<b>Admirable</b> -3 points	<b>Developing</b> -6 points	<b>Needs Improvement</b> -10 points
Use of Internet (Links Provided)	Successfully uses suggested Internet links to find information and navigates within these sites easily without assistance.	Usually able to use suggested Internet links to find information and navigates within these sites easily without assistance.	Occasionally able to use suggested Internet links to find information and navigates within these sites easily without assistance.	Needs assistance or supervision to use suggested Internet links and/or to navigate within these sites.
Web Quests Tasks Completed	All areas of the project were addressed and handled with a high degree of sophistication. Project is interesting and completed.	The project is only partially completed. The project submitted demonstrates a great deal of thought. (Between 75% and 100% complete)	The project is only partially completed. The project submitted demonstrates a moderate level of thought. (Between 50% and 75% complete)	The project is incomplete, and/or it is apparent that little effort went into the development of the project, and/or project is less than 50% complete.
Power Point/Publisher Project - Attractiveness	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.	Makes good use of font, color, graphics, effects, etc. to enhance to presentation.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.	Use of font, color, graphics, effects etc. but these often distract from the presentation content.
Time Use	Classroom time was used to work on the project. Conversations were not disruptive and focused on the work.	Classroom time was used to work on the project the majority of the time. Conversations were not disruptive and focused on the work.	Classroom time was used to work on the project the majority of the time, but conversations often were disruptive or did not focus on the work.	The Student did not use classroom time to work on the project the majority of the time and/or was highly disruptive.
Grammar, Format, and Spelling	The final body of work was free of grammar, spelling, and formatting errors.	The final body of work had 1-2 errors related to grammar, spelling, and formatting errors.	The final body of work had 3-5 grammar, spelling, and formatting errors.	The final body of work had major grammar, spelling, and formatting errors.



➤ **Refer plan Individualized Family Service Plan (IFSP)**

	<b>value: 1.00</b>	<b>value: 2.00</b>	<b>value: 3.00</b>	<b>value: 4.00</b>	<b>Score/Level</b>
Family awareness of their child's knowledge, skills, and needs	Information question is not legible and/or not addressed.	One or more information questions are not completed. The information provided is vague or unclear.	All applicable sections are filled in. Information provided by family is stated in descriptive items.	All items from response are checked. Responses to questions provide descriptive information.	
Health information	Areas are not completed.	One or more section/questions not completed or illegible. No description of the developmental screening activity is included for the initial IFSP	Some sections are completed and legible. Health information is relevant to the referral.	All items from response are checked. All health information is relevant to the referral and is briefly stated	
Present levels of development and child's needs	This area was not addressed	One or more of the functional areas are not completed or illegible. Information about all areas of development is not evident.	All functional areas are completed and legible. Reports of the child's functional abilities are described as they relate to family routines and activities	The child's functional abilities, strengths, and needs are fully described. Assessment information is clearly gathered from more than one source	
Outcomes	This section was not clearly written or answered.	Outcomes are vague, and too broadly state. They are not linked to family concern and priorities.	Outcomes are clearly written, and address the family's desire.	Outcome are specific and functional. Outcomes meet the family's desire.	
Objectives	Long- and short-term objectives were not clearly written, or unmeasurable, or not linked to the outcomes.	Long- and short-term objectives are not specific and/or unmeasurable. Some of them are linked to the outcomes.	Long- and short-term objectives are clearly written. Some of these objectives are measurable. They are linked to the outcomes.	All long- and short-term objectives are clearly written measurable. They are linked to the outcomes.	
Strategies	Strategies does not reflect child or family interests, routines, or activities. They are developmentally inappropriate and not linked to the outcomes.	Strategies are written so generally. Only reflect what professionals will do with the child. Few objectives are linked to the outcomes.	Some strategies reflect child or family interests, routines, or activities. Some of these strategies are developmentally appropriate and are linked to the outcomes.	All strategies reflect child or family interests, routines, or activities. They are developmentally appropriate and are linked to the outcomes.	
Procedures	Procedures do not match criterion and do not indicate who will carry out the procedure(s)	Some procedures were not identified for measuring the criterion. Procedures do not involve parents.	Identify who will carry out each procedure and when. Procedures involve parents/caregivers.	Clearly Identify who will carry out each procedure and when. Procedures involve parents/caregivers.	
Success	Criterion is vague or not Functional. Or this area was not addressed	Criterion is not functional. Criterion does not incorporate child and family activities. Or success criteria are not linked to objectives, strategies and procedures.	Criterion is functional. Criterion incorporates child and family interests/routines/activities. Success criteria are to somehow, linked to objectives, strategies and procedures.	Criterion is functional and is a measure of achievement of the outcome. All criterion incorporates child and family interests/routines/activities. All success criteria are linked to objectives, strategies and procedures.	



**Pledge**

I am the student: -----

Course Title: -----

I have reviewed the content of the course syllabus, I pledge to commit myself to all policies and procedures, and I pledge to take complete responsibility in case of violating any one of them.

- Student's name: -----

- ID: -----

- Signature: -----

- Date: -----

(Please sign this part and hand it in to your instructor).