ECHE8300

Early Intervention: Theory and Practice

Session 2, Special circumstance 2020

Macquarie School of Education

Contents

Disclaimer

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Notice

As part of Phase 3 of our return to campus plan, most units will now run tutorials, seminars and ot her small group learning activities on campus for the second half-year, while keeping an online ver sion available for those students unable to return or those who choose to continue their studies onli ne.

To check the availability of face-to-face and onlin e activities for your unit, please go to timetable vi ewer. To check detailed information on unit asses sments visit your unit's iLearn space or consult yo ur unit convenor.

General Information

Unit convenor and teaching staff
Unit Convenor
Katie Wright
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Contact via 98504081
29WW 371
By appointment

Lecturer
Aliza Salvador
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By appointment

Credit points
10

Prerequisites
[Admission to (MTeach(0-5) or GradCertEChild) and (ECED600 or ECHE6000) and (ECED602 or ECHE6020)] or [admission to MEChild or MEd or MEdLead or GradCertIndigenousEd or MIndigenousEd or MSpecEd or MSocEntre or GradCertEdS]

Corequisites

Co-badged status

Unit description
This unit provides students with opportunities to extend their understanding of appropriate responses to the diverse needs of young children in early childhood practice including consideration of personal and social attitudes towards people who experience disability. Students will be able to integrate their knowledge of child developmental processes and early childhood curriculum into a framework focusing on the social and educational development of young children who experience disability or difference, including inclusive approaches to teaching. Both theory and research-based practice will be explored, as well as the needs of families and how these intersect through social policy, service provision, early intervention and inclusive education.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

On successful completion of this unit, you will be able to:

ULO1: Demonstrate an understanding of the issues related to individual rights and equity of access to education for children who experience disability

ULO2: Make relevant connections between the principles of child development and the rationale for early intervention

ULO3: Communicate an understanding of concepts of disability and impairment and the impact these can have on the lives of children and families

ULO4: Reflect critically on the roles of the family in setting priorities for and implementing early intervention for children who experience disability or difference

ULO5: Apply understanding of appropriate terminology required for sharing information with peers and other professionals and for supporting inclusive early childhood settings

ULO6: Critically review and research a range of sources of information in order to maintain current and appropriate practice as the field changes and progresses over time

ULO7: Apply knowledge and understanding of inclusion and the role of the early childhood teacher in facilitating inclusive early childhood education

General Assessment Information

Assessment Presentation and Submission Guidelines

Please follow these guidelines when you submit each assignment:

- Allow a left and right-hand margin of at least 2cm in all assignments.

- Please type all assignments using 12-point font and 1.5 spacing.

- All assessments must be submitted through Turnitin in .doc or .pdf format

- It is the responsibility of the student to ensure that all assessments are successfully submitted through Turnitin.

- Faculty assignment cover sheets are NOT required.

Draft Submissions & Turnitin Originality Reports

- Students may use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.

- Students are strongly encouraged to upload a draft copy of each assessment to Turnitin at least one week prior to the due date to obtain an Originality Report.

- The Originality Report provides students with a similarity index that may indicate if plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date.

- Generally, one Originality Report is generated every 24 hours up to the due date.

Please note:

- Students should regularly save a copy of all assignments before submission,

- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.

Assignment extensions and late penalties

- In general, there should be no need for extensions except through illness or misadventure that would be categorised as serious and unavoidable disruption according to the University definition of same, see: https://students.mq.edu.au/study/my-study-program/special-consideration

- Applications for extensions must be made via AskMQ according to the Special Consideration policy. Extensions can only be granted if they meet the Special Considerations policy and are submitted via https://ask.mq.edu.au/. This will ensure consistency in the consideration of such requests is maintained.

- Late submissions: Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests. Late penalties are applied by unit convenors or their delegates after tasks are assessed.

- If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.

- Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not

been amended after the submission date.

Requesting a re-assessment of an assignment

If you have evidence that your task has been incorrectly assessed against the grade descriptors you can request a re-mark. To request a re-mark you need to contact the unit convenor within 7 days of the date of return of the assignment and provide a detailed assessment of your script against the task criteria. Evidence from your assignment must be provided to support your judgements.

Note: Failed assessments cannot be re-marked as they are all double-marked as a part of the moderation process.

Please note: The outcome of a re-mark may be a higher/lower or unchanged grade. Grades are standards referenced and effort is NOT a criterion.

University policy on grading

Criteria for awarding grades for assessment tasks

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy. The following descriptive criteria are included for your information.

Descriptive Criteria for awarding grades in the unit

In order to meet the unit outcomes and successfully pass this unit, students must make a genuine attempt at all assessment tasks. Where any submitted assessment task is considered to be unsatisfactory in this regard, the highest possible final grade that can be awarded for the unit will be 45.

Students will be awarded grades ranging from HD to F according to guidelines set out in the policy: https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment-in-effect-from-session-2-2016

The following generic grade descriptors provide university-wide standards for awarding final grades.

Grade	Descriptor
HD (High Distinction)	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.

D (Distinction)	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.
Cr (Credit)	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.
P (Pass).	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes
F (Fail)	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

Note: If you fail a unit with a professional experience component the fail grade will be on your transcript irrespective of the timing of the placement.

Withdrawing from this PG Unit

If you are considering withdrawing from this unit, please seek academic advice via https://ask.mq.edu.au before doing so as this unit may be a co-requisite or prerequisite for units in the following sessions and may impact on your progression through the degree.

Results

Results shown in iLearn, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au.

Assessment Tasks

Name	Weighting	Hurdle	Due
Student Project Part A	25%	No	Week 5. 28/8/2020
Student Project Part B	35%	No	Recess. 25/9/2020
Student Project Part C	20%	No	Week 11
Compilation of blog posts	20%	No	Week 13. 6/11/2020

Student Project Part A

Assessment Type [1]: Annotated bibliography
Indicative Time on Task [2]: 20 hours
Due: **Week 5. 28/8/2020**
Weighting: **25%**

Identification of an issue for focus; explanation of the rationale behind this choice; preliminary bibliography of relevant research based on a database search (400 words); annotated bibliography of four journal articles (1200-1600 words).

On successful completion you will be able to:
- Demonstrate an understanding of the issues related to individual rights and equity of access to education for children who experience disability
- Make relevant connections between the principles of child development and the rationale for early intervention
- Critically review and research a range of sources of information in order to maintain current and appropriate practice as the field changes and progresses over time

Student Project Part B

Assessment Type [1]: Literature review
Indicative Time on Task [2]: 40 hours
Due: **Recess. 25/9/2020**
Weighting: **35%**

A review of the literature and articulation of strategies to address the chosen topic, including the development of practical ways to incorporate learning through this project into everyday early childhood practice (2500 words).

On successful completion you will be able to:
- Demonstrate an understanding of the issues related to individual rights and equity of access to education for children who experience disability
- Make relevant connections between the principles of child development and the rationale for early intervention
- Critically review and research a range of sources of information in order to maintain current and appropriate practice as the field changes and progresses over time

Student Project Part C

Assessment Type [1]: Presentation
Indicative Time on Task [2]: 15 hours
Due: **Week 11**

Weighting: **20%**

Share and reflect on your learning and the implications of your findings for inclusive early childhood practice by developing and sharing a teacher handout addressing your topic (2 x A4 pages) and leading a seminar discussion (10 minutes).

On successful completion you will be able to:
- Demonstrate an understanding of the issues related to individual rights and equity of access to education for children who experience disability
- Make relevant connections between the principles of child development and the rationale for early intervention
- Apply understanding of appropriate terminology required for sharing information with peers and other professionals and for supporting inclusive early childhood settings
- Apply knowledge and understanding of inclusion and the role of the early childhood teacher in facilitating inclusive early childhood education

Compilation of blog posts

Assessment Type [1]: Reflective Writing
Indicative Time on Task [2]: 15 hours
Due: **Week 13. 6/11/2020**
Weighting: **20%**

Weekly online contributions (discussion posts) on the unit website; choose five of your 'blog posts' to submit for this assessment (5x 250-400 words).

On successful completion you will be able to:
- Demonstrate an understanding of the issues related to individual rights and equity of access to education for children who experience disability
- Communicate an understanding of concepts of disability and impairment and the impact these can have on the lives of children and families
- Reflect critically on the roles of the family in setting priorities for and implementing early intervention for children who experience disability or difference
- Apply understanding of appropriate terminology required for sharing information with peers and other professionals and for supporting inclusive early childhood settings
- Apply knowledge and understanding of inclusion and the role of the early childhood teacher in facilitating inclusive early childhood education

[1] If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the Writing Centre for academic skills support.

[2] Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

Required and recommended texts

Cologon, K., & Ebooks Corporation. (2014). *Inclusive education in the early years : Right from the start / edited by Kathy Cologon.*

Information about the unit iLearn site

This unit has a full web presence through iLearn.

Students will need regular access to a computer and the Internet to complete this unit.

Weekly access to iLearn is compulsory for all students. Important assessment information will be posted here, as will other relevant unit notices and materials, including a reading template and guide to lecture note taking to assist your studies.

Various activities and materials for discussion and critical reflection are included and external students especially are encouraged to use this web component. Electronic links and suggested references will be included in the Resources section. Please check the iLearn unit regularly.

Lectures

Weekly lectures are available on the web through the ECHO360 lecture component. You must listen to all lectures.

Lecture slides are available in iLearn in advance of the weekly lecture and/or are available in the Active Learning Tool.

Access and technical assistance

Information for students about access to the online component of this unit is available at ilearn.mq.edu.au/login/MQ/. You will need to enter your student username and password.

Please do **NOT** contact the Unit Convenor regarding iLearn technical help.

No extensions will be given for any technical issues. Allow enough time for your submissions.

Assistance is available from IT Helpdesk ph: 1800 67 4357, or log a request at help.mq.edu.au. OneHelp is the online IT support service for both students and staff.

This unit requires students to use several ICT and software skills:

- **Internet access:** The iLearn site contains materials for this unit; it is also required for the online submission of all Assessment Tasks, and for the use of Turnitin submission for ALL tasks.

- **Word processing, visual representations, and document formatting:** You are required to use an appropriate form of software to present your assignments.

- **Uploading** of assessment tasks to **iLearn**.

Structure

The unit comprises of a one-hour lecture and a two-hour tutorial. In the tutorial students will discuss issues and questions arising from the lectures and prescribed readings. They are expected to base their arguments/discussions on evidence from published research and other relevant material. Attendance at all tutorials is expected. Attendance at on campus days for external students is also expected. There will be a supporting website for the unit providing additional readings, links and materials. Lectures will also be available through Echo in iLearn from the following website link: http://ilearn.mq.edu.au

Students are required to participate in small group activities, whole class discussion, to read the weekly material in advance, and to complete brief tasks either as individuals or in pairs. The weekly program for the course with the accompanying readings/ preparation is available on the following pages or on the unit ILearn site.

Unit Schedule

2020 ECHE8300/ECHX8300 Unit Schedule (any updates will be given on iLearn)
Models of Disability: The individual and society
Power, Language and Influence
Early Intervention and Inclusion
Shared communication, Universal Design & Differentiation

Categories of developmental 'difference' or 'disability'
Education Planning within Early Childhood and School Settings – and Planning with Children and Families
Assistive Technology
Adapting pedagogical approaches and the learning environment for including children with visual impairment
Supporting positive behaviour development
Hearing, hard of hearing and being d/Deaf & Auditory verbal therapy and Auslan: Different perspectives on hearing and being deaf
Inclusion and the Arts
Play Based Assessment and Intervention
Collaboration for inclusion and Inclusive early childhood education – towards an inclusive society

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Academic Appeals Policy
- Academic Integrity Policy
- Academic Progression Policy
- Assessment Policy
- Fitness to Practice Procedure
- Grade Appeal Policy
- Complaint Management Procedure for Students and Members of the Public
- Special Consideration Policy *(**Note:** The Special Consideration Policy is effective from 4*

December 2017 and replaces the Disruption to Studies Policy.)

Students seeking more policy resources can visit the Student Policy Gateway (https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/study/getting-started/student-conduct

Results

Results published on platform other than eStudent, (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au or if you are a Global MBA student contact globalmba.support@mq.edu.au

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to help you improve your marks and take control of your study.

- Getting help with your assignment
- Workshops
- StudyWise
- Academic Integrity Module

The Library provides online and face to face support to help you find and use relevant information resources.

- Subject and Research Guides
- Ask a Librarian

Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

If you are a Global MBA student contact globalmba.support@mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the Acceptable Use of IT Resources Policy. The policy applies to all who connect to the MQ network including students.

Department Procedures

In addition, the following policies and procedures of the Department of Educational Studies are applicable in this unit.

Attendance for Postgraduate units

All Internal tutorials begin in Week 1 of Session.

Activities completed during weekly tutorials (internal) or on campus days (external) are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit [and to meet the AITSL Graduate Teacher Standards and/or ACECQA requirements]. Attendance at all tutorials or on campus days is expected and the roll will be taken.

Students are required to attend the tutorial in which they are enrolled. Any changes to tutorial enrolments must be completed officially through e-student. Please do not contact the unit convenor requesting a change.

Unit Expectations

- Students are expected to read weekly readings before completing tasks and attending tutorials

- Students are expected to listen/attend weekly lectures before completing tasks and attending tutorials

Note: It is not the responsibility of unit staff to contact students who have failed to submit assignments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

Electronic Communication

It is the student's responsibility to check all electronic communication on a regular weekly basis. Communication may occur via:

- Official MQ Student Email Address

- The Dialogue function on iLearn

- Other iLearn communication functions

External Students

1. The on-campus sessions on (29/8/20 and 24/10/20) are essential to student engagement and learning and attendance on all days is expected. Failure to attend or to have an approved Special Consideration, may result in a Fail grade for the unit. Please see attendance requirements in this unit guide.

2. Prior to the on-campus sessions, you should have read the prescribed readings and listened to the lectures. Summarise the main points, and make a note of the key terms and definitions. Prepare any discussion questions of your own that you wish to share.

3. Please make effective use of the online component of the unit and access iLearn regularly. Keep up to date with listening to the lectures on a weekly basis