



## AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

Course Title		Early Intervention I							
Course Code		CGB305		Course Level		First Cycle (Bachelor's Degree)			
ECTS Credit	3	Workload	75 (Hours)	Theory	2	Practice	0	Laboratory	0
Objectives of the Course		Objective of this course is to learn and implement early intervention service and components							
Course Content		Early intervention definition, Early Intervention service, Early intervention objects, Individualize family service plan, Early Intervention subjects, Early intervention steps, Early intervention service alternative							
Work Placement		N/A							
Planned Learning Activities and Teaching Methods				Explanation (Presentation), Discussion, Project Based Study					
Name of Lecturer(s)		Assoc. Prof. Selvinaz SAÇAN							

### Prerequisites & Co-requisites

Prerequisite	CGB206
--------------	--------

### Assessment Methods and Criteria

Method	Quantity	Percentage (%)
Midterm Examination	1	25
Final Examination	1	40
Attending Lectures	14	15
Assignment	2	20

### Recommended or Required Reading

1	Dunst, C.J., Trivette, C. M., Hamby, D. W., & Bruder, M. B. (2006). Influences of Contrasting Natural Learning Environment Experiences on Child, Parent and Family Well-Being. Journal of Developmental and Physical Disabilities, 18(3), 235-250.
2	Arthur, E. & Jongsma, J.R. (2016). Yıldız Bıçakçı, M. ve Puruçuoğlu, E. (Çev. Ed.). Intervention in Early Childhood Education. Ankara: Eğiten Yayınevi
3	Baysal Metin, N. ve Güçiz Doğan, B. (2016) (Editör). Early Intervention First Phase: IDENTIFICATION. Ankara: Hacettepe Üniversitesi Yayınları.

Week	Weekly Detailed Course Contents	
1	Theoretical	Course Introduction
2	Theoretical	Early Intervention and definition
3	Theoretical	Purposes of Early Intervention
4	Theoretical	Early Intervention services, Alternative of Early Intervention Service
5	Theoretical	Components of early intervention
6	Theoretical	Projects of early intervention
7	Intermediate Exam	Midterm Exam
8	Theoretical	Identification
9	Theoretical	Family based approach
10	Theoretical	Family based approach
11	Theoretical	Individual Family Service Plan
12	Theoretical	Individual Family Service Plan
13	Theoretical	Developments of early intervention in the world
14	Theoretical	Developments of early intervention in the world

### Workload Calculation

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	2	2	56
Midterm Examination	1	5	1	6



Final Examination	1	12	1	13
Total Workload (Hours)				75
[Total Workload (Hours) / 25*] = ECTS				3
*25 hour workload is accepted as 1 ECTS				

### Learning Outcomes

1	To have information about early intervention services, aims and applications
2	To explain and understand early intervention details
3	Ability to apply early intervention service plan and stages
4	To understand the importance of teamwork skills in early intervention
5	Explain the role of child development in early intervention

### Programme Outcomes (Child Development)

1	Comparatively evaluate and interpret the reliability and validity of the knowledge he / she has by using the basic and updated theoretical and practical educational and training tools and resources in the field of child development.
2	In line with the theoretical and practical knowledge he has acquired in the field of child development, he has the skills to evaluate children who show typical and atypical development with different methods and tools, develop support programs, provide family counseling and inform the society.
3	Uses his/her knowledge about self-care, physical-motor, cognitive-language, social-emotional development of 0-18 year old children for the developmental and educational diagnosis of children, in the units related to his/her profession for the benefit of children, families and society.
4	Analyzes the problems of their children and their families in terms of health, development, education and social service in the country and produces appropriate solutions and original ideas by using evidence-based knowledge on these problems.
5	Using the basic knowledge in the field of child development, he produces individual and group studies
6	He plans and implements research, professional projects and activities for the social environment in which it lives with the awareness of social responsibility, and monitors and evaluates the process.
7	Acts in accordance with the ethics of science, observes the psychological state of the children and their families in experimental researches on children.
8	Behaves in accordance with laws, regulations and legislation and respectful of democracy, human rights, social, scientific and professional ethical values, presenting an example for the society with his/her attitude, behavior and appearance.
9	Has adequate awareness about quality management and processes, individual and environmental protection and occupational safety issues including infants, children and families, participates and behaves accordingly in these processes.
10	He can integrate her professional knowledge with knowledge from different disciplines, he takes responsibility in multidisciplinary, interdisciplinary and transdisciplinary studies by participating in teamwork and fulfills his duties effectively.
11	Developing the habit of keeping research and learning awareness and knowledge up-to-date throughout life, he knows all the concepts related to development and education for children and young people aged 0-18 and follows the studies on this subject with a critical approach.
12	Using information and communication technologies together with the computer software required by the field.
13	To follow the changes and developments in the field using at least one foreign language.

### Contribution of Learning Outcomes to Programme Outcomes 1:Very Low, 2:Low, 3:Medium, 4:High, 5:Very High

	L1	L2	L3	L4	L5
P1	5	5	5	5	5
P3	4	4	4	4	4
P4	4	4	4	4	4
P6	4	4	4	4	4
P7	4	4	4	4	4
P8	4	4	4	4	4
P9	4	4	4	4	4
P10	4	4	4	4	4
P11	4	4	4	4	4

