

MOLLOY UNIVERSITY
School of Education and Human Services
Department of Teacher Education

**EDU 5900-XX- The Ins and Outs of Early Childhood Intervention
and ABA (3 credits)**

Summer 2026

Instructor: Amanda Behrens

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Office hours: Upon request

Course Description:

This course is an introductory course into how children with physical and developmental disabilities at birth can successfully reach their full potential through family, school and community support. Through the use of articles, videos, group discussions and case studies, you can develop supportive strategies in your classroom for these children in their pursuit of success. This course is designed for all early childhood specialists, special education, general educators and parents of children who require these support services.

***This course may be used as the first of three courses towards a certificate in XXX**

Shared Vision:

The Molloy University Teacher Education faculty has derived its vision for the exemplary teacher from the University's mission statement, the four pillars of the Dominican tradition, comments and input from the Professional Education Unit's Advisory Board and degree candidates as well as numerous faculty discussions rooted in the department's knowledge base which undergirds the initial and advanced programs' curriculum, pedagogy, and values.

The teaching professionals who complete Molloy's teacher preparation programs are distinguished by their ability to exemplify and promote core values in their own teaching. These values include:

1. Belief that all children can learn
2. Learner-centered and value-centered curriculum and pedagogy
3. Ethics and spirituality

4. Intellectual curiosity
5. Independence and risk taking, while promoting collective identity and responsibility
6. Diversity, multiculturalism and pluralism, including divergent thinking
7. Passion for teaching
8. Commitment to students and their communities
9. Civic responsibility through the promotion of social justice and interdependence
10. Commitment to democracy

Course Objectives:

1. Apply foundational principles of ABA to early childhood intervention
2. Design and implement effective strategies to support students with disabilities
3. Develop support plans and critique case studies
4. Understand the process of utilizing data-driven methods
5. Learn effective communication skills with parents/support staff/and other staff involved in meeting the needs of the student

Course Format:

This course will be offered online through Canvas and is entirely asynchronous. The course will open two days before the start date and close one week after the last day of class. This section is offered in the Summer of 2026 dates TBD. There will be daily activities and discussions that must be completed by the due date listed. 1 to 2 weeks additional time will be given to complete the final project.

Required Readings, Videos, and Other Materials:

All materials will be provided throughout the course.

Course Requirements:

1. Discussion # 1 Introductions (5pts)
2. Unit # 1 What is Early Intervention? Who qualifies? What type of service can they get? (7pts)
3. Unit # 2 Types of Disabilities: (7pts)
 - a. 4 A's of Autism and Autism Spectrum Disorders
 - b. Physical Disabilities
 - c. TBI
4. Discussion # 2 (4pts) Our Most Challenging
5. Unit # 3 Laws and Policies: (7pts) How laws impact students with disabilities.
6. Unit # 4 Family collaboration: (7pts) Why collaboration matters.
7. Unit # 5 Social communication: (7pts) How to support social communication skills in students with ASD and other developmental delays.
8. Discussion # 3 (4pts) Keys to Successful Communication
9. Unit # 6 Applied Behavior Analysis (ABA): (7pts) The fundamentals of ABA and how to apply it in inclusive settings.

10. Unit # 7 Behavior management: (7pts) How to manage behaviors in students with ASD.
11. Unit # 8 Assessment: (7pts) How to assess students with ASD and other behavioral concerns.
12. Unit # 9 Evidence-based practices:(7pts) How to use evidence-based practices when working with students with ASD and other disabilities.
13. Discussion # 4 Managing Expectations and Final Thoughts (4pts)
14. Unit # 10 Final Project and Case Studies (15pt)
 - <https://sensory-processing.middletownautism.com/case-studies/>

Molloy University and School of Education and Human Services Policies and Supports:

Expectations of Academic Integrity for All Students

[Honor Pledge and Academic Honesty Policy](#)

Course Withdrawals

View [Withdrawal Policy](#) for potential financial implications

View [the Academic Calendar](#) and/or the course syllabus for the last day to withdraw dates

Incompletes

[Incompletes Policy](#)

Health and Wellness

[Student Health Services](#)

[Student Counseling Center \(SCC\)](#)

Center for Access and Disability (Access)

[Center for Access and Disability](#)

Technical Support

[Student Account, Technology and Canvas](#)

Ally for Canvas

[Supportive Tools and Resources/ Ally](#)

Use of Proctorio for Exams/Quizzes (if applicable)

Email Accounts

Students are to utilize their Molloy e-mail account or via Canvas when communicating throughout the semester. Those who use a non-Molloy account may miss important messages. Students are responsible for responding to all methods of communication in a timely fashion relating to this course. Instructors will respond to emails from students within 24 hours. When/ if you email the instructor(s), please indicate what course you are in with the course number and section.

APA Manuscript Style

All manuscripts in the field of education are written in the style format of the American Psychological Association. Candidates in the Graduate Education Programs are required to purchase the Publication Manual of the American Psychological Association (7th ed.). (2010). American Psychological Association.

All papers written in every course must adhere to the manuscript prescriptions defined in this manual.