



FAYETTEVILLE STATE UNIVERSITY
 School of Education
 Department of Elementary Education

1. LOCATOR INFORMATION

Instructor:	Ms. Jocelyn Smith Office Hours: Monday & Wednesday 2:00-5:00 pm Thursday 3:30 – 5:30 pm 910-672-1624 Jsmit123@uncfsu.edu or smithjocelynd@yahoo.com
Course Number and Name:	Educ 303 Teaching the Young Child with Special Needs
Semester:	Spring 2012
Credit Hours:	3
Course Location & Meeting Time:	Online

2. FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at <http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

3. COURSE DESCRIPTION

EDUC 303 Teaching the Young Child with Special Needs The course offers the foundations of early childhood education along with pioneers in the special education field as the base for child development. Policies and practices, early and current are examined along with assessment planning and screening processes, intervention practices, teaching strategies and reflection. Further, the student candidate will gain knowledge of the components needed to create an environment that supports all children's learning, teaching strategies and adaptations. Student candidates will engage in child study observations and develop two child case studies, conduct a parent interview. Thirty observation hours are included within the course.

4. Disabled Student Services:

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910 672 – 1203.

5. **TEXTBOOK** An Introduction to Young Children with Special Needs (Birth through age eight), Richard M. Gargiulo and Jennifer L. Kilgo, (3rd edition) 2011.

6. **FSU Policy on Electronic Mail:** Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at <http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

7. School of Education Conceptual Frame and Student Outcomes

The conceptual framework of the School of Education is reflected in this course and establishes a shared vision of its efforts in preparing educators to work effectively in P-12 schools. It defines the educator as a *Facilitator of Learning*, one who seeks to make the learning process accessible and one who enables learning to take place successfully. This presupposes that the educator is reflective and serves as a catalyst, stimulator, and motivator of the teaching for learning process. The conceptual framework defines the unit's vision which underscores the school's purpose for preparing its candidates for teaching and leadership roles in a global society. The unit prepares

candidates who support student learning, within the context of family and community participation, for a diverse, technological, and global society. We achieve this vision through teaching, research, and service. Our conceptual framework serves as a lens through which we view our education professionals in the Birth-Kindergarten program. The themes of our conceptual framework are: (1) caring dispositions and ethical responsibility; (2) communication; (3) knowledgeable and reflective educators; (4) research and leadership; (5) respect for diversity and individual worth; (6) technological competence and educational applications; and (7) working with families and communities.

At the end of this course, facilitators of learning as aligned with the Conceptual Frame, will be able to:

Core Standard 2. Teachers establish a respectful environment for a diverse population of children. (5)

Core standard 3. Teachers know the content they teach (3)

Core Standard 4: Teachers facilitate learning for students.(1)

Core Standard 5 Teachers reflect on their practice (3)

Standard 1: BK teacher candidates have a comprehensive knowledge of typical as well as atypical patterns of child development.(4)

Standard 2: BK teacher candidates foster relationships with children’s families that support children’s development and learning.(2,7)

Standard 4: BK teacher candidates use authentic, ongoing assessment of children’s abilities to plan, implement and evaluate programs that build upon each child’s unique strengths.(5,6).

Standard 5. BK B-K teacher candidates create and adapt environments and intentionally plan and implement an integrated curriculum that facilitates every child’s construction of knowledge and provides a strong foundation for lifelong learning.(7)

11. Course Requirements and Evaluations

a. Grading Scale:

b. Attendance Requirements-Students are expected to regularly participate .

c,d.

e. Policy for Missed or Late Assignments. Communication with the instructor before or during an emergency, a required absence, illness, etc. allows for an agreement on a date when to submit late work. The final decision is at the discretion of the instructor.

- f. All assignments should demonstrate content and clarity, proper grammar usage, punctuation , sentence structure and spelling. If you are having a problem, visit the Student Writing Center. They are happy to assist you.

12. Academic Support Resources

<http://library@uncfsu.edu>

<http://writing@uncfsu.edu>

<http://naeyc.org>

13. Course Outline and Assignment Schedule

Module 1 Chapters 1-3 Due January 27, 2012
Perspectives, Policies, and Practices of Early Childhood Special Education
Chapter 1-Foundations of Early Childhood Special Education
<ol style="list-style-type: none"> 1. Create a chart of the relationship between early and present theories in the field of early childhood education. Include names of contributors and their basic concepts. 2. What are the strengths of compensatory programs? Be specific. 3. Create a timeline of evolutionary education for children with disabilities.
Chapter 2- The Context of Early Childhood Special Education
<ol style="list-style-type: none"> 1. What is the relationship between the terms <i>disability</i>, <i>handicap</i>, <i>developmental delay</i> and <i>at risk</i>? 2. Prepare a PowerPoint presentation for a group of parents explaining the major provisions in both PL94-142 and PL 99-457. No more than 15 slides 3. Design a newsletter concerning the major benefits of early intervention.
Chapter 3- Family-Based Early Childhood Services
<ol style="list-style-type: none"> 1. Create a Power point of the family systems theory. Include an example of each element of the theory. 2. Develop a scenario of a teacher demonstrating cultural responsiveness with a concerned parent who speaks little English.

3. Develop a chart that demonstrates key components of family and professional collaboration.

Module 1 Test Chapters 1-2

Module 2 Chapters 4-6 Due February 24, 2012

Assessment and Planning for Young Children with Special Needs

Chapter 4-Assessment of Young Children with Special Needs

1. Observe the assessment process in an early intervention/early childhood special education setting. What was the purpose of the assessment? Who was involved in the process? Where did it take place? What was done to prepare the environment prior to the assessment? How was rapport established with the child and family prior to the assessment?
2. Discuss with an early interventionist or educator his/her role in each component of the assessment process (i.e., screening, eligibility, program planning, and process monitoring).
3. Examine four assessment instruments used in early intervention/education. Compare and contrast the instruments in terms of purpose, age range, domains, costs, administration, psychometric properties, inclusion of family, cultural and linguistic considerations, and usability of results for individualized program planning.
4. Describe the elements of a program that adopts a multidisciplinary approach in providing services to children. Be able to include assessment procedures, classroom practices, parent involvement, and staff training.
5. Discuss why a multidisciplinary type of assessment is articulated in the 2004 reauthorization of IDEA.

Chapter 5- Delivering Services to Young Children with Special Needs

Compare and contrast home-based and center-based models as appropriate intervention settings for young children with special needs. How can the quality of related support services be ensured in each model? Provide a list of activities for the child addressing all developmental domains in both environments.

2. Examine each of the three teaming models discussed in this chapter. What is the role of the family in each model? How might the role of the family be strengthened in each model?
3. Explain the principle of least restrictive environment. Describe how early intervention and early childhood special education programs comply with this federal law provision.
4. How integral is the family's role in the IFSP process? How can professionals genuinely include family members in the IFSP process? What are the similarities and differences of the IEP and IFSP? In what various ways can professionals indirectly include the family's concern and priorities in the IEP documents?

5. When a child with a diagnosed disability is included in a general education program, what benefits does he/she receive? When typically developing children have the opportunity to interact with children with disabilities in an inclusive environment, what benefits do the typically developing children receive? Be sure to list four benefits for each.

Chapter 6- Curriculum for Young Children with Special Needs

1. Compare and contrast the Creative model and the Reggio Emilia curriculum model. How does parent involvement play a role in both models? Which model requires more parent participation? Be able to justify your answer.
2. Examine several commercially available curriculum resources described in this chapter. Evaluate them using the questions developed by Hanson and Lynch (1995) that are included in this chapter.
3. Make a chart displaying Montessori's materials. Think of a two-year-old child and use Montessori's materials to address specific developmental domains of the child. Write desired outcomes for each domain.
4. According to Gargiulo and Kilgo, why is the developmental age of a child of less importance than the child's proficiency in acquiring important age-Appropriate skills? Provide an example with your answer.
5. Choose a curriculum model and develop **an original** curriculum project or lesson. Use PowerPoint to show your model.

Module 2- Test Chapters 3-6 (Midterm)

Module 3 Chapters 7-9 Due March 30, 2012

Organization and Intervention for Young Children with Special Needs

Chapter 7-Designing Learning Environments for Young Children with Special Needs

1. You have been asked by a local benefactor of young children to submit a proposal for establishing an inclusive preschool program in your community. She has requested that your proposal include the following points.
 - A sketch of the floor plan, including room design and planned activity areas.
 - Supplies and instructional materials, including their costs.
 - Plans to make a program accessible.
 - An outdoor learning environment including needed equipment.
 - Health and safety requirements (Create a chart enumerating these factors while including learning domains)
 - What other items would you include in your prospectus?

2. What makes a classroom accessible for children with physical disabilities? Provide a list of materials/equipment that should be included in a classroom with students who have physical impairments.
3. What is the meaning of responsivity as it relates to toys for children? How is responsivity similar to the idea of reinforcement? How can responsivity foster a child's sense of empowerment?

Chapter 8- Adapting the Learning Environment for Young Children with Special Needs

Design positive behavioral supports for the following

- A seven-year-old who throws every item he/she sees placed on top of desks tops.
- A five-year-old child who intentionally spills milk during snack and lunch times.
- A four-year-old child who bites another child when teacher is not looking.

In your plan, discuss how to involve the families so that the behavior support is continued in the home environment.

2. List five examples of assistive technologies for children with special needs. Identify the functions of each, and demonstrate how each would help a child succeed in the mainstreamed environment.
3. Define Cerebral Palsy. What are the deficits of students with this diagnosis? In a social environment, how can adults provide ways to mitigate difficulties and facilitate access of a student with Cerebral Palsy?

Chapter-9 strategies for Teaching Young children with Special Needs

Each morning a particular preschool classroom has circle time in class. Some children rarely or never participate in this activity. Describe two teacher-mediated strategies that could be used to increase the level of child engagement during this group activity.

2. A child with delays in cognitive development is in your class. She uses sign language to communicate. One of her goals is to indicate when she wants items (to request) using sign "more". Provide an example of how activity-based instruction could be used to address this goal throughout the daily classroom routine.
3. Imagine that you are a parent with a child with a diagnosed disability. How would you choose the program for your child? Provide a list of your criteria and include explanations.
4. Define teacher-mediated strategies. What are the five elements of this technique?

Module 4 Chapter 10 Due April 20, 2012

A Look to the Future

Chapter 10 Contemporary Issues and Challenges in Early childhood Special Education

Prepare a three-fold brochure describing the four main types of child maltreatment, give examples and make suggestions on how to eradicate.

1. Answer the following questions:
2. Explain the difference between ethnicity and exceptionality.
3. Why is it important for early childhood educators to understand and respect the cultural heritage of their students?
4. What role do schools play in providing services to young children with special needs?

Prepare a power point presentation describing at least five types of young children with special needs. Include the causes, characteristics and treatment for each. Include classroom modifications, if any, needed to create a conducive learning environment for each.

Attendance and Participation (Absences beyond 2 will incur a penalty)

(On Going)

100 Points

Class attendance and participation in class are very important and constitute a part of the grade for the course. This is a performance-based course that will include presentations, discussions, and demonstrations

Institutional Guidelines:

Disruptive Behavior in the Classroom

The *Code of the University of North Carolina* (of which FSU is a constituent institution) and the *FSU Code of Student Conduct* affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

FSU *Core Curriculum Learning Outcome* under Ethics and Civic Engagement (6.03): A students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights of all members of the class.

The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:

1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints;
3. Use of cell phones and other electronic devices;

4. Overt inattentiveness (sleeping, reading newspapers);
5. Eating in class (except as permitted by the faculty member);
6. Threats or statements that jeopardize the safety of the student and others;
7. Failure to follow reasonable requests of faculty members;
8. Entering class late or leaving class early on regular basis; and
9. Others as specified by the instructor.

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.

1. Direct student to cease disruptive behavior.
2. Direct student to change seating locations.
3. Require student to have individual conference with faculty member. At this meeting the faculty member will explain the consequences of continued disruptive behavior.
4. Dismiss class for the remainder of the period. (Must be reported to department chair).
5. Lower the student's final exam by a maximum of one-letter grade; or
6. File a complaint with the Dean of Students for more severe disciplinary action.

Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member's department chair.

Class Attendance

Students are expected to attend all class meeting, laboratories, and other instructional sessions for all courses in which they are enrolled. Students are also expected to arrive to class on time and remain in class for the entire scheduled period. When students must miss class(es) for unavoidable reasons, ie., illness, family emergencies, or participation in official university sponsored activities-they are responsible for informing faculty of the reasons for the absences in advance if possible, and completing all missed assignments. Faculty members will indicate in their syllabi the conditions for making up missed assignments.

During the first half of the semester/term, faculty will assign an interim grade of "EA," Excessive Absences, for students whose class absences exceed 10% of the total contact hours for the class. Students who receive EA interim grades must either withdraw from the class or resume attendance. Students who resume attendance must consult with the instructor about completion of missed assignments. The EA is not a final grade, so students who are assigned an interim grade of EA, but do not withdraw from the class, will receive a final grade based on the evaluation criteria for the class.

Please note that the WN grade is no longer in effect. Students must not expect faculty to withdraw them from classes.

TaskStream

All students are required to submit the final project for EDUC 303 into a TaskStream account. Any student who fails to score a 3 within each category will fail this course and must retake to receive credit. Each student will submit a rough draft within the Taskstream link by **March 5, 2012**. Each student who submits the rough draft into the Taskstream account no later than March 5, 2012 will receive feedback from the instructor. After receiving feedback the student will make the necessary revisions and resubmit the final product by **April 5, 2012**. Any student

who fails to complete this portion of the course will fail the course. *Late submissions will not be accepted.*

Point System

Modules = 100 points (Module 1-3 (30 points each) Module 4 (10 points))

Class Participation = 100 points

Test (1) = 50 points

Midterm Test = 150 points

Project = 200 points

Total Points = 600 points

Grading Scale

600 points = A

500 points = B

400 points = C

300 points = D

200 points and below = F

Special Needs Child Study Assignments

Educ 303 is a required course early in our program for BK candidates. The focus is on the mastery of content knowledge in child development from birth to five years of age. Including all developmental domains (cognitive, physical, language social and emotional).

Knowledge of working with at risk or special needs children and observation techniques are emphasized in the course. Candidates have access to children and their families through the Fayetteville State Early Learning Center that also includes NC Preschool classrooms. The children and families enrolled in the school are diverse in socio economic status, ethnicity and at risk children, posing challenge for some students in this setting.

As the directions to candidates indicate, through out the semester candidates are expected to engage in repeated observations of children who are at risk or who have IFSPs in two age groups, focusing on their individual needs in each of the developmental domains. Additionally, they are required to interview one parent of the children whom they have observed. Candidate's observation/interview notes and interpretations must include relevant theory and research. The final product should be presented in a multimodal PowerPoint and evaluated by the instructor.

Directions to Students

Students in Educ 303 will complete two child study assignments with at risk children or children with IFSPs. There will be one assignment for each age group of children. Students will observe children Birth-2 years and 3-6 years. These are partner assignments. Each student will work with one other student.

Components for Child Study Assignments

1. Observations of:
 - Physical development-2 children
 - Cognitive development 2 children
 - Language development 2 children
 - Socio-emotional development 2 children

For each developmental process, you must have observations of each **child within the age range**.

- Child Study #1: Birth-2 years
- Child Study #2 3-6 years

You may observe any child within the age range for each study. Each student must identify the child you are observing. Identify each child by gender and age. Each student must observe the selected child for 15 hours for each child study assignment.

Each student will interview a parent within the required developmental period. Provide a description of the parent in terms of gender, approximate age and other relevant information. Include 8 questions as well as interviewee responses. Have parent date and sign your original notes from the interview.

Partners will share information about their observations and work together to interpret the information collected. Use resources listed in the text to research scholarly information on developmental domains, how children learn. Relate all of information collected to theory and research. Your interpretations need to be theory and researched based...

Students should identify and include their own reflective comments related to this assignment. What did you learn? How is this useful in your understanding of child development? What research and theory based content have you included?

Develop and create a multimodal power point that demonstrates your child study assignments.

Child Study Assignments Suggested Areas for Observation Analysis

Birth- 2

Physical: Gross and fine motor skills, cephalocaudal and proximodistal patterns sleep schedules, diapering, toileting, sensory development, health /illness

Cognitive- Children constructing knowledge, cognitive delays, object permanence or not, transition to preoperational stage, transition to use of pretend, sensory-motor stage of thinking, specific sub stage characteristics

Language: babbling, vocalizing, language comprehension, first words, language delay, hearing impairment

Socio-emotional: examples of behavior related to trust and or attachment , issues with attachment, examples of autonomy versus shame, temperament, expression of emotion, crying, smiling emotional

regulation, impact of culturally diverse child rearing styles, development of self understanding, factors related to social play, factors related to gender, empathy social play

Suggested Areas for Observation Analysis (cont) **3-6 years**

Physical: Height, Weight, health illness, gross and fine motor skills, toileting, handedness, obesity, physical disability

Cognitive: children constructing own knowledge, preoperational stage, pretend play, cognitive delay, ego-centric thought, perspective taking, animism, , use of scaffolding strategies by adults, , evidence of zone of proximal development, influence of school

Language: Record specific child directed speech, problems with language expression or comprehension, English as a second language, examples of overgeneralization, phonological awareness, , conversation skills, vocabulary, examples of the language environment in which you observe children, language delay,

Social emotional examples of initiative vs. guilt, temperament, behavior concerns, social play, interactions with peers and adults, role play, examples of teaching styles that influences self control, gender factors, teacher's cultural competence level, self esteem, self concept, influence of home life on child behavior in classroom environment

Alignment with Standards.

1. Core Standard 3. Element 3b1 Demonstrates and appropriate level of content knowledge in the teaching specialty Encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity is addressed in the specialty area of child development. Candidates will build skills and knowledge in use of theory and research to interpret their observations

BK Standard 1: BK teacher candidates have a comprehensive knowledge of typical as well as atypical patterns of child development. The candidate will learn atypical patterns of child development in this course on special needs children

BK Standard 2: BK teacher candidates foster relationships with families that support children's development and learning Candidate must perform a parent interview

BK Standard 3: Birth-Kindergarten teacher candidates build community partnerships in support of children and families

BK Standard 4: BK teacher candidates use authentic, ongoing assessment of children's abilities to plan, implement, and evaluate programs that build upon each child's unique strengths. The required observations will allow the student to gain knowledge in interpretation of skill development in atypical children based on the developmental domains

BK Standard 5: B-K teacher candidates create and adapt environments and intentionally plan and implement an integrated curriculum that facilitates every child's construction of knowledge and provides a strong foundation for lifelong learning.

Child Study Assessment guidelines: The assessments must be developed by the teacher candidate intended to specifically measure the goals of the child study assignments. The assessments must be measurable and quantifiable so that they yield a number such as number of items correct, percent correct, or a number on a rating scale. The child study assignment goals must be assessed at the beginning of the unit, at least once during the unit, and at the end of the unit. The child study assignment assessment plan should include the specific assessments intended to be used as required by the candidate's specialty area and university supervisor. Assessments must incorporate procedures consistent with best practices including the use of technology.

Bibliography

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