

SED 235: Early Childhood Special Education for the Exceptional Learner

Tuesdays and Thursdays, 9:35 am- 10:50 am, Davis Hall Rm 124

SOUTHERN CONNECTICUT STATE UNIVERSITY

Course Syllabus

Spring 2018

Instructor	Office	Communications	Office Hours
Jessica Monahan	Davis Hall, Special Education Department	monahanj5@southernct.edu 860-324-3915 twitter: @jess_monahan912 skype: Jessica.monahan929	Thursdays 11am – 1pm Electronic or phone meetings by appointment

Required Course Materials:

Hooper, S. R., & Umansky, W. (2013). *Young Children with Special Needs*. (6th ed.).

Merrill/Prentice Hall: Columbus, OH.



Students with Disabilities

Southern Connecticut State University provides reasonable accommodations in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, for students with documented disabilities on an individualized basis. If you are a student with a documented disability, the University's [Disability Resource Center \(DRC\)](#) can work with you to determine appropriate accommodations. Before you receive accommodations in this class, you will need to make an appointment with the DRC, which is located at EN C-105A. To discuss your approved accommodations or other concerns, such as medical emergencies or arrangements in case the building must be evacuated, please make an appointment to meet with the course instructor as soon as possible. You may also reach the DRC at (203) 392-6828 or drc@southernct.edu.

Course Overview

This course provides knowledge and examples of best practices in assessment, individualized educational planning, and in designing developmentally appropriate activities for preschool aged children who demonstrate one or more delays and or disorders.

Content for the course will be delivered via lecture, group work, and individual assignments throughout the semester. This course has required observations of young children and you **must have up-to-date documentation of passing a background check, with fingerprinting, as required by Connecticut law.**

Students are expected to complete course assignments in and out of the classroom, and advocate for themselves when problems arise prior to assignment and test due dates. The course instructor is responsible for posting material in a timely manner, and allowing for multiple opportunities for students to engage in the content.

Course Objectives

Students will...

1. Describe the legal aspects of early intervention, and the goals of early childhood special education.
2. Describe the concepts of individually and developmentally appropriate practices as utilized in early childhood special education (ECSE).
3. Identify developmental differences in the domains of cognition, communication, motor skills, and social/emotional skills.
4. Define the concepts of family centered practice and transdisciplinary teaming as applied to ECSE.
5. Describe models of service delivery available in ECSE.
6. Examine aspects of structuring a model preschool environment for young children with disabilities, including the use of adaptive technology.
7. Identify issues and practices used in identification of young children with special needs.
8. Identify appropriate goals and instructional strategies for young children with special needs.

Learner Outcomes

Upon completion of SED 235, the student will:

1. Describe the legal aspects of early intervention, and the goals of early childhood special education *(CEC:1; CCT: 2.1, 3.1, 3.4, 3.7, 4.1, 4.5, 5.1, 5.5, 6.7; CALL: Learning)*
2. Describe the concepts of individually and developmentally appropriate practices as utilized in early childhood special education (ECSE) *(CALL: Leading, Learning)*
3. Identify developmental differences in the domains of cognition, communication, motor skills, and social/emotional skills. *(CEC:2,3; CCT: 2.1, 2.4, 3.1, 3.2, 3.7, 4.1, 4.5; CALL: Learning)*
4. Define the concepts of family centered practice and transdisciplinary teaming as applied to ECSE *(CEC:1,4; CCT: 2.1, 6.3, 6.6, 6.7, 6.8, 6.10; CALL: Collaborating)*
5. Describe models of service delivery available in ECSE *(CEC:1, 4; CCT: 2.1, 2.2, 2.4, 3.1, 4.2, 4.4, 5.1, 6.4, 6.5, 6.6; CALL: Collaborating, Applying, Leading, Learning)*
6. Examine aspects of structuring a model preschool environment for young children with disabilities, including the use of adaptive technology. *(CEC:4; CCT: 2.1, 3.1, 3.4, 3.7, 4.1, 4.5, 5.1, 5.2, 5.4, 5.5, 5.8, 6.7, 6,9; CALL: Applying, Learning)*
7. Identify issues and practices used in identification of young children with special needs *(CEC:3, CCT: 3.1, 3.4, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8; CALL: Collaborating, Applying, Learning, Leading)*

Standards Guidelines

<p>INTASC [Interstate New Teachers' Assessment & Support Consortium] As it relates to SCSU's Conceptual Framework – "CALL"</p> <p>C – Collaborating within and across diverse contexts</p> <p>2. Learning differences 3. Learning environments</p> <p>A – Applying skills to impact learning and development</p> <p>1. Learner development 4. Content knowledge 5. Application of content 6. Assessment 7. Planning for instruction 8. Instructional strategies</p> <p>L – Leading for excellence</p> <p>10. Leadership and collaboration</p> <p>L – Learning through inquiry, experience, and reflection</p> <p>9. Professional learning and ethical practice</p>	<p>CEC STANDARDS Individualized General Curriculum Referenced Standards</p> <p>1. Philosophical, Historical, and Legal Foundations of Special Education 2. Characteristics of Learners 3. Assessment, Diagnosis, & Evaluation 4. Instructional Content & Practice 5. Planning and Managing the Teaching and Learning Environment 6. Managing Student Behavior and Social Interaction Skills 7. Communication and Collaborative Partnerships 8. Professionalism and Ethical Practices</p>	<p>CCCT {CONNECTICUT COMMON CORE OF TEACHING}</p> <p>DEMONSTRATIONS OF KNOWLEDGE:</p> <p>1.1 understanding of student learning & development 1.2 understanding of need for different learning approaches 1.3 proficiency in reading, writing and mathematics 1.4 understanding of central concepts & skills, tools of inquiry and structures of discipline(s) 1.5 knowledge of how to design and deliver instruction 1.6 recognition of need to vary instructional methods</p> <p>APPLICATION OF KNOWLEDGE:</p> <p>2.1 instructional planning based upon knowledge of subject, students, curriculum & community 2.2 selection and/or creation of learning tasks that make subject meaningful for students 2.3 establishment and maintenance of appropriate behavior standards and creation of positive learning environment 2.4 creation of instructional opportunities supporting students' academic, social and personal development 2.5 use of verbal, nonverbal and media communication fostering individual and collaborative inquiry 2.6 employment of various instructional strategies in support of critical thinking, problem solving and skills demonstration 2.7 use of various assessment techniques to evaluate student learning & modify instruction</p> <p>DEMONSTRATION OF PROFESSIONAL RESPONSIBILITY:</p> <p>3.1 professional conduct in accordance with the Code of Professional Responsibilities for Teachers 3.2 shared responsibility for student achievement and well-being 3.3 continuous self-evaluation regarding choices & actions on students and school community 3.4 commitment to professional growth 3.5 leadership in the school community 3.6 demonstration of a commitment to students and a passion for improving the profession</p>
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Course Expectations

1. Be responsible

- a. Maintain academic integrity and follow all codes of academic conduct outlined by the university.
- b. Reference the syllabus frequently, and be aware of assignment due dates, as there may not always be reminders in class.

2. Be respectful

- a. Phones must remain on silent and out of view unless discussed with professor prior to class. Repeated abuse of this policy will result in removal from the course
- b. Activity on electronic devices (laptops, tablets, etc.) should be strictly related to class content.
- c. Engage in group discussion and debate tactfully, without degrading classmates' opinions and philosophies.
- d. Actively participate in class discussions and give classmates and instructor your attention when they are speaking or presenting.
- e. Maintain professionalism while at sites for field work. Remember, you are representing Southern Connecticut State University.
- f. If you are feeling ill, please let the instructor know and do not come to class if you are contagious or will need to be sleeping.

3. Be prepared

- a. Read all assignments prior to coming to class.
- b. Check Learn 9 and your SCUS email for announcements regarding course assignments, class times, etc.
- c. Complete all assignments in and out of class by their due dates and discuss any potential issues on assignments with instructor prior to their due dates.

Course Assignments

✓ **Course Participation; 24 points (2pts/week)**

- Allows for two absences without a make-up. Measured through exit tickets.

✓ **Research Article; 10 points, due 2/8/18**

Students will conduct a search in scholarly peer-review educational journals to find a research article related to young children with special needs. Students will read, summarize and personally reflect on one professional journal article related to young children with special needs. A 1 ½ to 2 page paper, following APA format (reference page not included in

1 ½ o 2 page paper) will be submitted, along with a copy of the journal article reviewed. Rubric will be provided.

✓ **Literacy Activity; 15 points, due 2/15/18**

Students will complete a literacy related activity. The student will bring a children's book to class (early childhood level) and develop a minimum of 4 lessons/activities related to the book incorporating 2 or more domains (communication, social/emotional, cognitive, motor). Please indicate the focus/objective of the activities/lessons and the domain(s) that are addressed in each activity and possible accommodations/ modifications for each domain. Template will be provided. Throughout the semester, students will be expected to read the book to the class as they would read to a class of young children.

✓ **Setting Observation*; 15 points, due 3/27/18**

Students will conduct one observation in a preschool program that includes young children with special needs. Students will frame their observation by utilizing two of the competencies for trainees in early childhood special education (using Appendix F, it WILL BE PROVIDED it is NOT IN YOUR TEXT). Utilizing the selected competencies students will develop questions, develop a method for collecting data on their questions, and utilize data from their observation to answer those questions. Rubric will be provided.

✓ **Child Observation*; 15 points, due 4/10/18**

In a second preschool observation, students will conduct a structured observation of a young child with special needs. Students will develop a plan for observation of the child in two developmental domains, (using Appendix A, it WILL BE PROVIDED it is NOT IN YOUR TEXT) conduct the assessment, summarize with a list of strengths and weaknesses demonstrated by the child and develop recommendations.

✓ **Technology Group Activity; 10 points, due 4/24/18**

Students will be put into groups. As a group, the students will identify a minimum of 10 technologically related (assistive/adaptive technology, instructional technology) resources for young children with special needs. Students will identify the resource by name, location/how to find it, price, and brief description of the resource, what it addresses and how you as a teacher would use it. Template will be provided. All resources must be directly related to early childhood students or to teaching early childhood students. Each group member will present 1 technological resource to the class.

✓ **Midterm Exam; 15 points, 3/6/18**

✓ **Final Exam; 15 points, TBD**

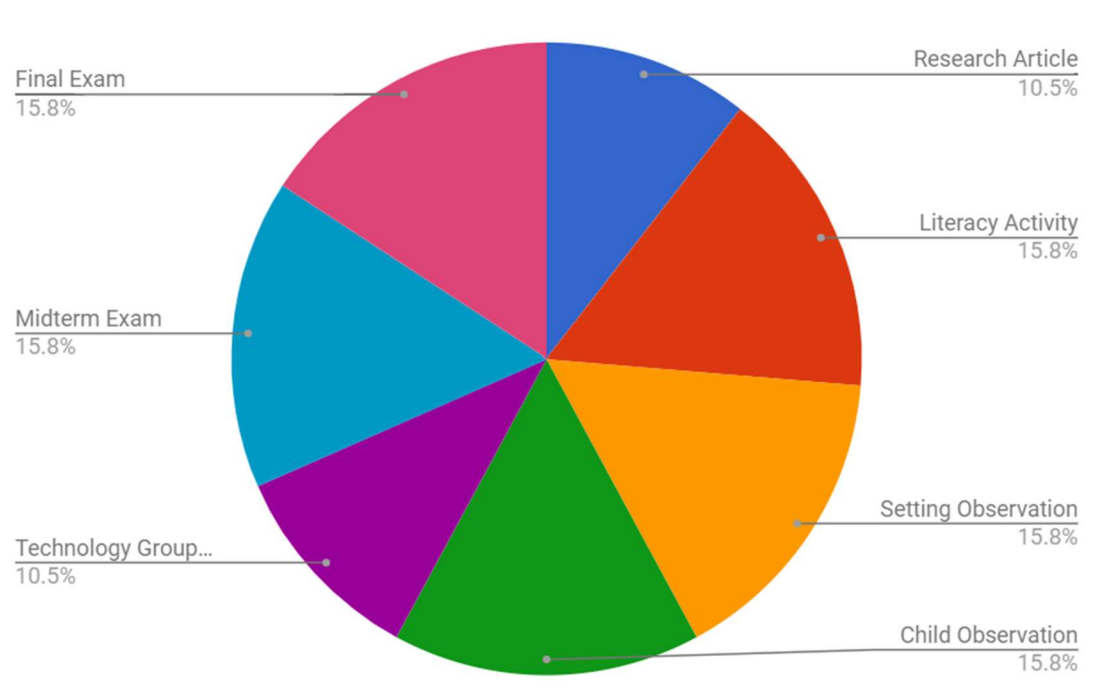
Total Points Possible: 119

*Students may do their observations in their place of work with special approval issued. Students must do each of the observations in 2 different classrooms (they may be 2 classes/classrooms in the same school). **FINGERPRINTING AND BACKGROUND CHECK REQUIRED.**

Grades & Grading Policy

Final grades will be calculated by obtaining a percentage of points earned in relation to the total points possible. Specific assignments and related points are listed below under "Course Assignments." Late assignments will lose 2 points each day. If the assignment has not been handed in two weeks after the due date, the assignment will receive a grade of zero. Students must speak with the instructor prior to the due date if concerns arise.

Include pie chart & score break down



Course Calendar *subject to change given the interests and needs of the class*

Week	Date	Topic	Readings and Assignments
1a	1/18	Introductions Syllabus Review	<i>Reading:</i> Syllabus
2a	1/23	Legislation	<i>Reading:</i> The Essentials of Early Literacy Instruction, on Learn 9 <i>Reading:</i> Chapter 1, pgs. 2-23
2b	1/25	Typical Development Early Literacy	<i>Reading:</i> Chapter 2, pgs. 43-64
3a	1/30	CTELDS Factors Affecting Development	<i>Reading:</i> Chapter 2, pgs. 64-99 <u>Identify book for Early Literacy Activity</u>
3b	2/1	Partnerships with Families	<i>Video:</i> http://ectacenter.org/eco/pages/videos-supporting.asp Also on Learn 9 <i>Reading:</i> Chapter 3
4a	2/6	Cultural and Linguistic Diversity Guest Speaker	
4b	2/8	Gross Motor Development Online module- check Learn 9!!	<i>Reading:</i> Chapter 4 Due: Research Article Reaction
5a	2/13	Fine Motor Development	<i>Reading:</i> Chapter 5
5b	2/15	Self-care skills	<i>Reading:</i> Chapter 6 Due: Literacy Activity via email
6a	2/20	Communication	<i>Reading:</i> Chapter 8
6b	2/22	Social/Emotional development	<i>Reading:</i> Chapter 9

Week	Date	Topic	Readings and Assignments
7a	2/27	Appendix A & F Observation Assignment Discussion	<i>Reading:</i> Appendix A & F on Learn 9
7b	3/1	Midterm Review	Study for midterm
8a	3/6	Midterm	
8b	3/8	Cognitive Development	<i>Reading:</i> Chapter 7
9a	3/20	Cognitive Development Activity	
9b	3/22	Early Childhood Literacy	<i>Reading:</i> New directions for early literacy in a digital age: the iPad (on Learn 9) <i>Video:</i> Five Predictors of Early Literacy (on Learn 9) <i>Video:</i> A Window to the World: Promoting Early Language and Literacy Development (on Learn 9)
10a	3/27	Technology with Young Children	Due: Setting Observation
10b	3/29	Technology Assignment Group Work	
11a	4/3	Assessment of Young Children pt. 1	<i>Reading:</i> Chapter 10
11b	4/5	Assessment of Young Children pt. 2	
12a	4/10	Programming and Intervention	Due: Child Observation
12b	4/12	Transition with Young Children	<i>Reading:</i> TBD
13a	4/17	Self-determination	<i>Reading:</i> Fostering the Foundations of Self-Determination in Early Childhood: A Process for Enhancing Child Outcomes Across Home and School (on Learn 9)
13b	4/19	Completing an IEP	<i>Reading:</i> TBD

Week	Date	Topic	Readings and Assignments
14a	4/24	Group Presentations	Due: Group presentations due to me via email (even if you are presenting on 4/26!!)
14b	4/26	Group Presentations	
15a	5/1	Flex Week	TBD
15b	5/3	Finals Review	Study for finals 😊

Student Learning Activity	Weekly Hours Spent Toward Course	Total Hours Spent Toward Course per Semester	Credits Earned
<i>Contact Hours</i>	2.5	37.5	
<i>Readings</i>	2	30	
<i>Assignments/Projects (5)</i>	1.5 RA/LA/SO/CO/GTA	25	
<i>Field Work (2)</i>	1 SO/CO	15	
<i>Exams (2)</i>	1 ME/FE	15	
Total Hours	8.25 (7.5)	123.75 (112.50)	3