

SOUTHEASTERN LOUISIANA UNIVERSITY
SPECIAL EDUCATION 682
FOUNDATIONS OF EARLY EDUCATION FOR YOUNG CHILDREN WITH DISABILITIES

PREREQUISITE: SPED 200/600 or permission of department head.

COURSE DESCRIPTION:

An overview of the historical influences, research, controversies and issues that provide the foundation for early education of exceptional children. Includes a review of model programs, their methods, materials and rationales and a study of current issues in early intervention programs. Experience component required. (Credit 3 hours)

Conceptual Framework:

In order to successfully plan, develop, and implement curricula to meet the needs of diverse learners in today's world and to prepare students for the future, the College of Education and Human Development (COEHD) has identified four critical components of **The Effective Educator**: standards-based instruction (SBI), knowledge of the learner (KL), best pedagogical practices (PP), and content knowledge (CK).

TEXT:

Howard, V. F., Williams, B. F., Port, P. D., & Lepper, C. (1997). Very Young Children with Special Needs. Columbus, OH: Merrill.

COURSE OBJECTIVES:

By the conclusion of this course, the student will have knowledge and understanding of:

1. Models, theories, and philosophies that provide the basis for special education practice. (CC:1,K1) (SBI, KL, PP, CK).
2. Similarities and differences among the cognitive, physical, cultural, social, and emotional needs of individuals with and without exceptional learning needs. (CC:2,K1) (SBI, KL, CK).
3. Differential characteristics of individuals with exceptionalities, including levels of severity and multiple exceptionalities. (CC:2,K2) (SBI, KL, CK).
4. Characteristics of normal, delayed, and disordered communication patterns of individuals with exceptional learning needs. (CC:2,K3) (SBI, KL, CK).
5. Effects an exceptional condition(s) may have on an individual's life. (CC:2,K4) (SBI, KL, CK).
6. Characteristics and effects of the cultural and environmental milieu of the child and the family including cultural and linguistic diversity, socioeconomic level, abuse/neglect, and substance

abuse. (CC:2,K5) (SBI, KL, CK).

7. Effects of various medications on the educational, cognitive, physical, social, and emotional behavior of individuals with exceptionalities. (CC:2,K6) (SBI, KL,CK).
8. Educational implications of characteristics of various exceptionalities. (CC:2,K7) (SBI, KL, PP, CK).
9. Differing learning styles of individuals with exceptional learning needs and how to adapt teaching to these styles. (CC:4,K1) (SBI, KL, PP, CK).
10. Ways in which technology can assist with planning and managing the teaching and learning environment. (CC:5,K3) (SBI, KL, PP, CK).
11. Factors that promote effective communication and collaboration with individuals, parents, and school and community personnel in a culturally responsive program. (CC:7,K1) (SBI, CK).
12. Typical concerns of parents of individuals with exceptional learning needs and appropriate strategies to help parents deal with these concerns. (CC:7,K2) (SBI, KL, CK).
13. Development of individual student programs working in collaboration with team members. (CC:7,K3) (SBI, KL, PP, CK).
14. Roles of individuals with exceptionalities, parents, teachers, and other school and community personnel in planning an individualized program. (CC:7,K4) (SBI, CK).
15. Ethical practices for confidential communication to others about individuals with exceptional learning needs. (CC:7,K5) (SBI, CK).
16. Personal cultural biases and differences that affect one's teaching. (CC:8,K1) (SBI, KL, PP, CK).

LEARNER OUTCOMES:

By the conclusion of this course, the student will:

1. Articulate personal philosophy of special education including its relationship to/with regular education. (CC:1,S1) (SBI, KL, PP, CK).
2. Access information on various cognitive, communication, physical, cultural, social, and emotional conditions of individuals with exceptional learning needs. (CC:2,S1) (SBI, KL, PP, CK).
3. Create an environment that encourages self-advocacy and increased independence. (CC:5,S8) (SBI, KL, PP, CK) (SBI, KL, PP, CK).

4. Use collaborative strategies in working with individuals with exceptional learning needs, parents, and school and community personnel in various learning environments. (CC:7, S1) (SBI, KL, PP, CK)
5. Collaborate with regular classroom teachers and other school and community personnel in integrating individuals with exceptional learning needs into various learning environments. (CC:7,S6) (SBI, KL, PP, CK).
6. Demonstrate proficiency in oral and written communication. (CC:8,S5) (SBI, CK).
7. Use copyrighted educational materials in an ethical manner. (CC:8,S8) (SBI, CK).
8. Practice within the CEC Code of Ethics and other standards and policies of the profession. (CC:8,S9) (SBI, KL, PP, CK).
9. Articulate the historical, philosophical, and legal basis of services for young children both with and without special needs. (EC:1,S1) (SBI, CK).
10. Identify ethical and policy issues related to educational, social, and medical services for young children and their families. (EC:1,S2) (SBI, CK).
11. Identify current trends and issues in early childhood education, early childhood special education and special education. (EC:1,S3) (SBI, CK).
12. Identify legislation that affects children, families, and programs for children. (EC:1,S4) (SBI, CK).
13. Identify pre-, peri-, and postnatal development and factors such as biological and environmental conditions that affect children's development and learning. (EC:2,S2) (SBI, KL, CK).
14. Identify specific disabilities, including the etiology, characteristics, and classification of common disabilities in young children, and describe specific implications for development and learning in the first years of life. (EC:2,S3) (SBI, KL, CK).
15. Apply knowledge of cultural and linguistic diversity and the significance of sociocultural and political contexts for development and learning, and recognize that children are best understood in the contexts of family, culture, and society. (EC:2,S4) (SBI, KL, PP, CK).
16. Demonstrate understanding of (a) developmental consequences of stress and trauma, (b) protective factors and resilience, (c) the development of mental health, and (d) the importance of supportive relationships. (EC:2,S5) (SBI, KL, PP, CK).
17. Communicate options for programs and services at the next level and assist the family in planning for transition. (EC:3,S10) (SBI, KL, CK).
18. Identify aspects of medical care for premature, low birth weight, and other medically fragile babies, including methods of care for young children dependent on technology and implications of medical conditions on child development and family resources, concerns, and priorities. (EC:4,S13) (SBI,

KL, CK).

19. Implement basic health, nutrition, and safety management practices for young children, including specific procedures for infants and toddlers and procedures regarding childhood illness and communicable diseases. (EC:5,S7) (SBI, KL, PP, CK).
20. Support and facilitate family and child interactions as primary contexts for learning and development. (EC:6,S3) (SBI, KL, PP, CK).
21. Establish and maintain positive, collaborative relationships with families. (EC:7,S1) (SBI, KL, CK).
22. Identify structures supporting interagency collaboration, including interagency agreements, referral, and consultation. (EC:7,S14) (SBI, CK).
23. Evaluate and design processes and strategies that support transitions among hospital; home; and infant/toddler, preprimary, and primary programs. (EC:7,S17) (SBI, KL, PP, CK).
24. Administer, supervise, and consult with or instruct other adults. (EC:7,S18) (SBI, KL, PP, CK).
25. Adhere to the profession's code of ethical conduct. (EC:8,S1) (SBI, KL, PP, CK).
26. Serve as advocates on behalf of young children and their families, improved quality of programs and services for young children, and enhanced professional status and working conditions for early childhood special educators. (EC:8,S2) (SBI, KL, PP, CK).
27. Reflect upon one's own professional practice and develop, implement, and evaluate a professional development plan. (EC:8,S3) (SBI, KL, PP, CK).
28. Participate actively in professional organizations. (EC:8,S4) (SBI).

COURSE OUTLINE:

- I. Introduction and Overview
 - A. The rationale for early intervention
 - B. Premises for early intervention
 - C. Unique features of early childhood special education
- II. Historical Influences on Early Childhood Education
 - A. Historical perspectives
 - B. Regular early childhood education
 1. European educators
 2. American educators
 - C. Special education for school aged children
 - D. Compensatory education
 1. Headstart

- III. Early Childhood Special Education
 - A. Legislation
 - B. Part B vs. Part H
 - C. Louisiana Childnet
 - D. Goals of early intervention
 - E. Ecological framework

- IV. Development of the young child - "At risk" factors
 - A. Chromosomal abnormalities
 - 1. single gene defects
 - 2. X-linked disorders
 - 3. heredity-environmental interaction
 - B. Environmental influences affecting the fetus
 - 1. teratagens
 - 2. infections
 - 3. illness
 - C. Factors which contribute to "at risk" development
 - 1. birth process
 - 2. newborns

- V. Service Delivery
 - A. Identification, screening and assessment
 - B. Curriculum
 - C. Program planning
 - D. Service delivery approaches
 - 1. Traditional
 - 2. Alternative
 - E. Designing preschool environments
 - F. Professional resources

- VI. Young Children with Special Needs
 - A. Sensory impairments
 - B. Orthopedic impairments
 - C. Health impairments
 - D. Behavioral disorders
 - E. Speech/language impairments
 - F. Cognitive impairments

- VIII. Current topics
 - A. Teaming
 - B. Working with paraprofessionals
 - C. Multicultural considerations

COURSE REQUIREMENTS:

1. Class attendance and participation (10 pts)
 2. Weekly Quizzes - 10-15 pts. each, total 100 pts.
Final exam -100 points
 3. Professional Experience - 6 contact hours. (40 points)
- A. Develop a visitation plan that describes the **purpose** of your observation and proposed involvement in the programs you visit. Explain your **rationale** for choosing these programs. You must choose programs that you have NOT been involved with and are not at your school. (2/40 pts)

It is suggested that the 6 hours include:

-3 hours at the infant/toddler level, at a program that includes typical children and children with disabilities

-3 hours at the preschool level, at a program that includes typical children and children with disabilities.

* Each site/program will involve **maximum** 1 hour observation and **minimum** 2 hours contact with children.

- B. Write up a one page summary of observation or hands-on interaction at each program/site/level (minimum 2 programs). (10/40 pts)

Use the following format:

School/Program:

Director/Teacher/Contact:

Address:

Phone #:

Date and time:

Signature:

Observation OR Contact:

Program model:

Curriculum used:

Population served:

Staffing:

List the Activities observed or activities that **you** designed and presented to children.

List Materials/adaptations used for children with disabilities.

- C. Critically react to each program, determining the program=s strengths and weaknesses. Typed, 1-2 pages for each program. (18/40 pts)
Please regard confidentiality of children. Use initials or fictitious name.

You may choose to note some of the following:

appropriateness of specific activities to DAP

utilization of lesson plans - were they carried out?

communication styles used

behavior management plan - including reinforcers

teaching styles used
 children characteristics, i.e.
 learning style - auditory, visual, tactile, kinesthetic
 behaviors - inappropriate or appropriate
 social skills
 teacher's relationship with student
 transition techniques

D. Write your overall personal reaction to the programs and your experiences. Compare the programs you visited. Provide suggestions for improvement. Typed, 1-2 pages total. (10/40 pts).

4. Partner project (50 pts). This project will address:
 - the young child (ages birth-five) with a specific disability (e.g., child with autism, child with severe behavioral problems, severe speech and language delay, specific physical disability, HIV/Aids, Fetal Alcohol Syndrome or drug exposure, sensory impairments, health or medical impairment, infant crises) **OR**
 -a current topic/critical issue related to programming or service delivery for young children with disabilities (e.g., teaming, inclusion, transition, adaptive equipment, NICU programs)

Your topic must be approved by the instructor by the third week of class.
 Present an outline to the instructor **no later than midterm** of the semester.

Research this topic as it relates to the young child and prepare a 1-page hand out and a poster presentation. Your poster will be discussed with the class in a 15-20 minute presentation.

Your grade will be based on information presented, presentation style, and class involvement.

The handout (10/50 pts) for the class should include a brief introduction, explanation and summary of major points, and conclusion. You must use a minimum of 3 current articles (within the past 7 years) related to this topic.

*Attach a copy of each article to the hand out turned in to the professor. These may not be returned.

*Include a reference page, APA style.

The poster and presentation (40/50 pts) must be relevant **to Early Intervention** and should address:

- characteristics specific to **young children** with this condition or disability
- programming suggestions
- recommended teaching strategies
- any other information relevant to programming for young children with this disability or information useful to teachers on this specific topic.

OR

If you chose to complete your presentation on a specific current issue, it should address:

- introduction to the topic and its relevance to Early Intervention
- explanation of the topic (e.g., cause/effect, agreement for or against topic)
- critical information for professionals in Early Intervention
- summary

STUDENT EVALUATION:

Total Points Possible: 300

A = 300 - 279

B = 278 - 255

C = 254 - 221

D = 220 - 198

F = below 198

GRADING CRITERIA:

A= 100%-93%

B= 92%-85%

C= 84%-77%

D= 76%-66%

F= below 66%

PROFESSIONAL STANDARDS OF BEHAVIOR:

1. Students are expected to maintain professional standards of behavior at all times when fulfilling course requirements.
2. Student behavior/classroom decorum: Free discussion, inquiry, and expression is encouraged in this class. Classroom behavior that interferes with either (a) the instructor's ability to conduct the class or (b) the ability of students to benefit from the instruction is not acceptable. Examples may include routinely entering class late or departing early; use of beepers, cellular telephones, or other electronic devices; repeatedly talking in class without being recognized; talking while others are speaking; or arguing in a way that is perceived as crossing the civility line. In the event of a situation where a student legitimately needs to carry a beeper/cellular telephone to class, prior notice and approval of the instructor is required.
3. Students must demonstrate proficiency in written composition as written communication skills are basic to teaching. The essay component of examinations will be graded on correctness of grammar usage, word choice, and spelling, as well as content.

4. Students must follow the rules of the publication manual of the American Psychological Association (APA) (4th. edition) in citing references.
5. Students should consult the current catalogue for information regarding the last day to drop or resign from the University without grade penalty. Students are responsible for completing required forms when they find it necessary to discontinue University work prior to the end of the semester.
6. Students will not be given make-up exams without a valid written excuse for the absence.

NOTE:

1. If you have been accepted into the Master of Education program and have not completed a degree plan, please see your advisor as soon as possible.
2. If you have completed a degree plan for a Master of Education and do not have a Comprehensive Examination Manual, please see your advisor for a copy. Be sure to sign the form attached to the Manual indicating that you have received your copy, and return the signed form to your advisor.
3. If you are a qualified student with a disability seeking accommodations under the Americans with Disabilities Act, you are required to self-identify with the Office of Student Life, Room 203, Student Union.
4. Graduate students with **non-degree status** who wish to pursue a graduate degree should contact the Graduate School (549-2103) to request a change of status. Upon receipt of GRE scores and all other required paperwork, these students will be notified about whether they qualify for Regular Admission status, Conditional Admission status, or Non-Degree status. Students with Regular or Conditional status will be assigned an advisor and should promptly meet with this individual to complete the degree plan.

No more than 12 hours earned by a student in Conditional, Temporary, or Non-Degree Status may be counted towards a graduate degree, provided the credit is recommended for approval to the Graduate Dean by the appropriate graduate coordinator or faculty advisor.

PASS/FAIL INFORMATION:

Graduate students have the option of registering on a pass/fail basis for courses not included in their degree plan. Courses taken on a pass/fail basis may not be used for degree credit at SLU. For credit courses, a grade of P will be assigned only if the work is of at least C quality.

INSTRUCTOR:

Dr. Carol C. Torrey

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Telephone: 549-2214 or 549-3430

email: ctorrey@selu.edu

Office hours: after class

TENTATIVE COURSE SCHEDULE

August 23	Introduction/Overview Goals of early intervention
30	Philosophy of Early Education and Ecological Perspective - Chapter 1 Historical influences - Chapter 8 Foundations of early childhood special education -
September	
6	Labor Day holiday - NO class
13	Library - Research issues: Access to research sources
20	Legislation/legal issues Principles of development - Chapter 2 Factors influencing development
27	Children at risk - Chapter 4, 5, 6, 7
October	
4	At risk (continued) Partner project outline due
11	Service Delivery - Chapter 10
18	Mandated services/Service delivery - Chapter 10 Louisiana Perspective on early childhood
25	Interdisciplinary considerations Use of paraprofessionals - Chapter 12
November	
1	Services for the Very Young - Chapter 11 IFSP Program Models
8	Transition
15	Multicultural Issues
22	Partner work day
29	Partner Project Presentations/ assignment due Course wrap-up
December	
6	Final exam

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READING LIST

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- Alexander, R.C., & Smith, W.L. (1998). Shaken baby syndrome. Infants and Young Children, 10(3), 1-9.
- Batshaw, M. L. (1997). Children with Disabilities (4th ed). Baltimore, MD.: Brookes.
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- Buysse, V., Wesley, P. W., Bryant, D., & Gardner, D (1999). Quality of early childhood programs in inclusive and noninclusive settings. Exceptional Children 65,(3), 301-314.
- Buysse, V., Wesley, P., Keyes, L., & Bailey, D. B. (1996). Assessing the comfort zone of child care teachers in serving young children with disabilities. Journal of Early Intervention, 20(3), 189-203.
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- McCormick, C. E., Kerr, B. M., Mason, J. M., & Gruendel, E. (1992). Early start: A literacy-rich prekindergarten program for children academically at risk. Journal of Early Intervention 16, 79-86.
- McDonald, L., Kysela, G., Martin, C., & Wheaton, S. (1996). The Hazeldean Project, Teaching

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Miller, R. (1996). The developmentally appropriate inclusive classroom in early education. New York: Delmar.

Noonan, M. J., & McCormick, L. (1993). Early intervention in natural environments. Pacific Grove, CA.: Brooks/Cole.

Ruppert, E.S., Karst, T.O., & Brogan, M.G. (1998). The prescribed pediatric center: A medical day treatment program for children with complex medical conditions. Infants and Young Children, 10(3), 19-31.

Schoen, T. M., Auen, J., & Arvanitis, M. A. (1997). Children blossom in a special and general education integration program. Young Children, 52(2), 58-68.

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