SPE 3220 - Behaviors of Young Children (Birth to 8) At Risk and with Exceptional Learning Needs.
(3-2-3) F, S. This course is an overview of early childhood special education. Content includes: rationale/historical perspectives of early childhood special education, typical development, results of factors impacting development, and intervention issues/practices. A thirty-clock hour observation practicum with young children at risk and with exceptional learning needs is required. Prerequisites & Notes: or Co-requisite: SPE 3000. Department requirements for enrollment must be met. Permission of the department chairperson required for non-majors. Credits: 3

Grading Methods: ☒   Traditional (ABCDF)
                          ☐   ABC/NC
                          ☐   C/NC
                          ☐   AU

Repeat information: ☐   May be repeated
                                    How many times   ____
                                    For how many maximum total hours?   ____
                          ☒   May not be repeated

Restriction(s):   ☐   Open only to Special Education majors

                    ☐   Open to Non-Special Education majors

                    ☐   College affiliation (or exclusion)

                    ☒   Major affiliation (or exclusion):

                          Affiliation: Special Education

                                           Early Childhood

                    ☐   Undergraduate level

                    ☐   Graduate level

                    ☐   Class level

Prerequisite(s)   SPE 2000 and SPE 3000 or concurrent enrollment

Co-requisite(s)   None

Equivalent EIU Course(s):   None

Authority to waive prerequisite: Chairperson

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Required Text:

Howard, V.F., Williams, B.F., Port, P.D., & Lepper, C. (2010). *Very young children with special needs*

(4th ed.). Columbus, OH: Merrill Publishing Company.

Hooper, S.R., & Umansky, W. (2009). *Young children with special needs* (4th ed.). Colombus,

OH: Merrill Publishing Company.

Support of Conceptual Framework:

See "Relationship of the Course to Unit Theme and Conceptual Framework"

Methods of Instruction:

In this course, the Developmental Learning Model is reflected in the course teaching, description of assignments, and rubrics. The Developmental Learning Model requires a developmental sequence of information that is presented in a balance of direct instruction and facilitation. This model is integrated into the course teaching as the instructor systematically presents information. Definitions for each lecture topic are presented and explained; components are presented with examples; and then the students use lecture information in application activities. The instructor explains how the learning model is used as the lecture sequence is completed. Assignments also reflect the learning model as the students are provided detailed sequenced assignment directions and model assignments.

Learning Outcomes/Objectives:

See Standards . . .

Grading Policy:

The grading scale is as follows:

A = 90-100% of total points
B = 80-89% of total points
C = 70%-79% of total points
D = 60-69% of total points
F = less than 60% of total points

Assignments:

See "Methods of Assessment" and "Major Evaluation Components"…

Chart of Assessments:

    See Chart . . .

Undergraduate/Initial: Chart of Assessments

Assessment Name	Brief Description	Initial Unit Standards Addressed									Dispositions Addressed				
		1	2	3	4	5	6	7	8	9	1	2	3	4	5
Clinical Practice	The teacher candidates complete two different classroom experiences, interacting with young children, observing experienced teachers, and gathering information regarding the education of young children with disabilities. The cooperating professional and University supervisor evaluate the teacher candidate's performance.	☒	☒	☐	☒	☒	☐	☐	☒	☒	☒	☒	☒	☒	☒
Exams/Quizzes	Exams include multiple choice, true/false, short answer and essay questions.	☒	☒	☒	☒	☐	☒	☐	☒	☒	☐	☐	☐	☐	☐
		☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
		☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
		☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

List of Initial Unit Standards:
Standard 1 – Teaching Diverse Students
Standard 2 – Content Area and Pedagogical Knowledge
Standard 3 – Planning for Differentiated Instruction
Standard 4 – Learning Environment
Standard 5 – Instructional Delivery
Standard 6 – Reading, Writing, and Oral Communication
Standard 7 – Assessment
Standard 8 – Collaborative Relationships
Standard 9 – Professional Leadership and Advocacy

List of Unit Dispositions:
Disposition 1 – Interaction with Students
Disposition 2 – Professional and Ethical Practice
Disposition 3 – Effective Communication
Disposition 4 – Planning for Teaching and Student Learning
Disposition 5 – Sensitivity to Diversity and Equity

Objectives of the Course

This course is:

☒   Writing – Active

☐   Writing – Intensive

☐   Writing – Centered

This course is:

☒   <u>Technology-aware</u>: This course uses the Internet and other technologies to augment a regularly scheduled face-to-face course section by providing basic catalog, scheduling, syllabus, and other routine information via the Internet. No two-way technology-based interaction between faculty and students is facilitated.

☐   <u>Technology-enhanced</u>: This course adds opportunities for interaction between faculty member and the students or among students; course related information, including handouts and assignments, may be published dynamically during the course and students may submit and have assignments returned electronically. The primary and predominant mode of instruction is face-to-face.

☐   <u>Technology-delivered</u>: This course is designed and scheduled to use technology as the exclusive or predominant mode of instruction and faculty-student interaction.

☐   <u>ITV</u>: This course uses interactive television; it uses synchronous point-to-point interactive video as the exclusive or predominant mode of instruction.

Relationship of the Course to Unit Theme and Conceptual Framework

Conceptual Framework Unit Theme: Educator As Creator of Effective Educational Environments.

This is an awareness level course that focuses, in part, on how to plan and manage an educational environment. The students observe and reflect upon the organization and implementation of early childhood special education programs.

The Five Domains: Subjects, Strategies, Students, Societies and Communities, and Technology:

This is an initial course in the early childhood special education spiral curriculum that is based on national and state professional teaching standards. A portion of this course entails two rotations in practicum settings that provide varied exposure to young children with diverse needs. The students acquire early childhood content through lecture and participation in early childhood settings. During the classroom participation, students reflect on observed technology use and educational strategies administered in relation to the CEC code of ethics and their own evolving educational philosophy. It is in this course that students begin their participation in the public schools.

The Learning Model for this course is: Developmental Model

Methods used in teaching this course which reflect this learning model:

In this course, the Developmental Learning Model is reflected in the course teaching, description of assignments, and rubrics. The Developmental Learning Model requires a developmental sequence of information that is presented in a balance of direct instruction and facilitation. This model is integrated into the course teaching as the instructor systematically presents information. Definitions for each lecture topic are presented and explained; components are presented with examples; and then the students use lecture information in application activities. The instructor explains how the learning model is used as the lecture sequence is completed. Assignments also reflect the learning model as the students are provided detailed sequenced assignment directions and model assignments. Finally, rubrics demonstrate the learning model as sequenced, descriptive scoring guidelines are delineated for each assignment.

Methods of assessment of teacher candidates' performance relative to the theme and/or the domains:

Practicum Reflections & Questions: This assignment assesses the student's ability to observe and reflect on the observation in regard to pedagogical knowledge and their evolving teaching philosophy.

Practicum Experience: Students are assigned two very different classrooms during the semester. Their experiences in these settings allow the instructor to assess each student's ability to interact with children who have diverse needs and backgrounds and the students become familiar with the communities and societies in which schools function.

Schedule and Classroom Organization Modules: This assignment addresses the theme as they become familiar with pedagogical activities in the early childhood classroom and as they discuss strengths and proposed changes in these areas.

NICU Paper: This assignment assesses skills in the domain, "diverse societies and communities." Students are required to write a reaction paper in response to questions about information from specific course readings, lecture, and video describing premature infants' and families' NICU experiences and the role that early interventionists and early childhood special educators play in the course of transitions for young children with disabilities and their families.

Research Article Review: The article review addresses activities that students will encounter in early childhood special education settings. The students delve into research-based activities that occur within the special education process and thus they are more cognizant of the communities and societies in which schools function.

Diverse Technologies: This domain is addressed in all of the assignments in that the students are required to use technology to complete the assignments.

CEC Content Standards Addressed In This Course

CEC Common Core Standards, including Knowledge and Skills:

Common Core

Standard 1 - Foundations

Knowledge:

- Models, theories, and philosophies that form the basis for special education practice.

Standard 2 - Development and Characteristics of Learners

Knowledge:

- Typical and atypical human growth and development.

- Educational implications of characteristics of various exceptionalities

- Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family. Family systems and the role of families in supporting development

- Similarities and differences of individuals with and without exceptional learning needs.

- Similarities and differences among individuals with exceptional learning needs.

Standard 3 - Individual Learning Differences

Knowledge:

- Effects an exceptional condition(s) can have on an individual's life.

- Standard 6 – Language

- Knowledge:

- Effects of cultural and linguistic differences on growth and development.

- Characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages.

Standard 8 – Assessment

- Screening, prereferral, referral, and classification procedures.

Standard 9 – Professional and Ethical Practice

- Use verbal, nonverbal, and written language effectively

CEC Early Childhood Special Education Standard, including Knowledge and Skills

Principle 1: Foundations

Knowledge:

- Historical and philosophical foundations of services for young children both with and without exceptional learning needs.
- Trends and issues in early childhood education and early childhood special education.
- Law and policies that affect young children, families, and programs for young children.

Skills:

- None in addition to Common Core

Principle 2: Development and characteristics of learners

Knowledge:

- Theories of typical and atypical early childhood development.
- Effect of biological and environmental factors on pre-, peri-, and post-natal development.
- Influence of stress and trauma, protective factors and resilience, and supportive relationships on the social and emotional development of young children.
- Significance of sociocultural and political contexts for the development and learning of young children who are culturally and linguistically diverse.
- Impact of medical conditions on family concerns, resources, and priorities.

EC2K6   Childhood illnesses and communicable diseases.

Skills:

- None in addition to Common Core

Skills:

- None in addition to Common Core

Principle 3: Individual learning differences

Knowledge:

- None in addition to Common Core

Principle 4: Instructional strategies

Knowledge:

- None in addition to Common Core

Principle 5: Learning environments/social interactions

Knowledge:

- Medical care considerations for premature, low-birth-weight, and other young children with medical and health conditions.

Skills:

- Implement nutrition plans and feeding strategies.
- Use health appraisal procedures and make referrals as needed.

Principle 6: Language

Knowledge:

- None in addition to Common Core

Principle 7: Instructional planning

Knowledge:

- None in addition to Common Core

Principle 8: Assessment

Knowledge:

- None in addition to Common Core

Principle 9: Professional and ethical practice

Knowledge:

- Organizations and publications relevant to the field of early childhood special education.

State of Illinois Standards Addressed in this Course

Illinois Professional Teaching Standards (IPTS)

STANDARD 1 – Teaching Diverse Students

The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.

Knowledge Indicators

The competent teacher:

1A (I). understands the spectrum of student diversity (e.g., race and ethnicity, socioeconomic status, special education, gifted, English language learners (ELL), sexual orientation, gender identity) and the assets that each student brings to learning across the curriculum;

1C (I). understands how teaching and student learning are influenced by development (physical, social and emotional, cognitive, linguistic), past experiences, talents, prior knowledge, economic circumstances and diversity within the community;

1D(I). understands the impact of cognitive, emotional, physical, and sensory disabilities on learning and communication pursuant to the Individuals with Disabilities Education Improvement Act (also referred to as "IDEA") (20 USC 1400 et seq.), its implementing regulations (34 CFR 300; 2006), Article 14 of the School Code [105 ILCS 5/Art.14] and 23 Ill. Adm. Code 226 (Special Education);

1E(I). understands the impact of linguistic and cultural diversity on learning and communication;

1F(I). understands his or her personal perspectives and biases and their effects on one's teaching;

1G (I). understands how to identify individual needs and how to locate and access technology, services, and resources to address those needs.

STANDARD 2 – Content Area and Pedagogical Knowledge

The competent teacher has an in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.

Knowledge Indicators

The competent teacher:

2A (I). understands theories and philosophies of learning and human development as they relate to the range of students in the classroom;

2B (I). understands major concepts, assumptions, debates, and principles; processes of inquiry; and theories that are central to the disciplines;

2E (I). understands how diverse student characteristics and abilities affect processes of inquiry and influence patterns of learning.

2F (I). knows how to access the tools and knowledge related to latest findings (e.g., research, practice, methodologies) and technologies in the disciplines.

2H (I). understands the relationship among language acquisition (first and second), literacy development, and acquisition of academic content and skills.

2I (I). evaluates teaching resources and materials for appropriateness as related to curricular content and each student's needs.

STANDARD 3 – Planning for Differentiated Instruction

The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.

Knowledge Indicators

The competent teacher:

3E (I). understands the appropriate role of technology, including assistive technology, to address student needs, as well as how to incorporate contemporary tools and resources to maximize student learning;

3G (I). understands how research and data guide instructional planning, delivery, and adaptation.

STANDARD 4 – Learning Environment

The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.

Knowledge Indicators

The competent teacher:

4A (I). understands principles of and strategies for effective classroom and behavior management;

4B (I). understands how individuals influence groups and how groups function in society

4C (I). understands how to help students work cooperatively and productively in groups

4D (I). understands factors (e.g., self-efficacy, positive social interaction) that influence motivation and engagement

4E (I). knows how to assess the instructional environment to determine how best to meet a student's individual needs;

4G (I). knows strategies to implement behavior management and behavior intervention planning to ensure a safe and productive learning environment;

Performance Indicators

The competent teacher:

4L (I). analyzes the classroom environment and makes decisions to enhance cultural and linguistic responsiveness, mutual respect, positive social relationships, student motivation, and classroom engagement;

4N (I). engages students in and monitors individual and group-learning activities that help them develop the motivation to learn;

STANDARD 5 – Instructional Delivery

The competent teacher differentiates instruction by using a variety of strategies that support critical thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.

Knowledge Indicators

The competent teacher:

5A (I). understands the cognitive processes associated with various kinds of learning;

5C (I). knows how to implement effective differentiated instruction through the use of a wide variety of materials, technologies, and resources;

5E (I). knows techniques for modifying instructional methods, materials, and the environment to facilitate learning for students with diverse learning characteristics;

5F (I). knows strategies to maximize student attentiveness and engagement;

5H (I). understands when and how to adapt or modify instruction based on outcome data, as well as student needs, goals, and responses.

Performance Indicators

The competent teacher:

5I (I). uses multiple teaching strategies, including adjusted pacing and flexible grouping to engage students in active learning opportunities that promote the development of critical and creative thinking, problem-solving, and performance capabilities;

5J (I). monitors and adjusts strategies in response to feedback from the student;

5K (I). varies his or her role in the instructional process as instructor, facilitator, coach, or audience in relation to the content and purposes of instruction and the needs of students;

5L (I). develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical and creative thinking;

5N (I). uses technology to accomplish differentiated instructional objectives that enhance learning for each student;

5Q (I). uses effective co-planning and co-teaching techniques to deliver instruction to all students;

5R (I). maximizes instructional time (e.g., minimizes transitional time);

5S (I). implements appropriate evidence-based instructional strategies.

STANDARD 6 – Reading, Writing, and Oral Communication
The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.

Knowledge Indicators

The competent teacher:

6C (I). understands communication theory, language development, and the role of language in learning;

6E (I). knows and models standard conventions of written and oral communications;

STANDARD 8 – Collaborative Relationships
The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents, or guardians, and community members.

Knowledge Indicators

The competent teacher:

8A (I). understands schools as organizations within the larger community context;

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8D (I). understands the benefits, barriers, and techniques involved in parent and family collaborations;

8F (I). understands the importance of participating on collaborative and problem-solving teams to create effective academic and behavioral interventions for all students;

8H (I). understands concerns of families of students with disabilities and knows appropriate strategies to collaborate with students and their families in addressing these concerns; and

8I (I). understands the roles and the importance of including students with disabilities as appropriate, and all team members in planning individualized education programs (i.e., IEP, IFSP, Section 504 plan) for students with disabilities

Performance Indicators

The competent teacher:

8J (I). works with all school personnel (e.g., support staff, teachers, paraprofessionals) to develop learning climates for the school that encourage unity, support a sense of shared purpose, show trust in one another, and value individuals

8L (I). initiates collaboration with others to create opportunities that enhance student learning

STANDARD 9 – Professionalism, Leadership, and Advocacy

The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents, or guardians and the profession.

Knowledge Indicators

The competent teacher:

9B(P). knows laws and rules (e.g., mandatory reporting, sexual misconduct, corporal punishment) as a foundation for the fair and just treatment of all students and their families in the classroom and school;

9F (I). understands the roles of an advocate, the process of advocacy, and its place in combating or promoting certain school district practices affecting students;

9H (I). understands the importance of modeling appropriate dispositions in the classroom.

Performance Indicators

The competent teacher:

9I (I). models professional behavior that reflects honesty, integrity, personal responsibility, confidentiality, altruism and respect.

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9R (I) is aware of and complies with the mandatory reporter provisions of Section 4 of the Abused and Neglected Child Reporting Act [325 ILCS 5/4];

9S (I). models digital etiquette and responsible social actions in the use of digital technology;

9T (I). models and teaches safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.

Common Core Standards for All Special Education Teachers (ILCC)

STANDARD 1 - Foundations:

The competent special education teacher understands the philosophical, historical, and legal foundations of special education. [28.100(a)] (CEC Standard 1-Foundations)

Knowledge Indicators:

The competent special education teacher understands

CC1A. historical perspectives, legislative and litigative history, models, theories, and philosophies that provide the basis for special education practice.

CC1B. current legislation, regulations, policies, litigation, and ethical issues related to the provision of educational services, including least restrictive environment, due process, assessment, discipline, transition, supplemental services and supports, specialized health care and assistive technology, to individuals with all types of disabilities across the age range.

CC1C. variations in beliefs, traditions, and values across cultures within society and the effects of the relationship among child, family and schooling.

CC1E. issues in definition and identification procedures for individuals with disabilities, including those associated with individuals from culturally and/or linguistically diverse backgrounds.

STANDARD 2 - Characteristics of Learners:

The competent special education teacher understands the impact that disabilities have on the cognitive, physical, emotional, social and communication development of an individual and provides opportunities that support the intellectual, social, and personal development of all students. [28.100(b)] (CEC Standard 2: Dev and Char of Learners and Standard 3: Indiv Lrn Differences)

Knowledge:

The competent special education teacher understands

CC2B. the similarities and differences among the cognitive, physical, sensory, cultural, social and emotional development and needs of individuals with and without disabilities.

CC2C. communication theory, language development, and the role of language in learning as well as communication modes and patterns of individuals with and without disabilities.

CC2E. typical and atypical motor development.

CC2F. major genetic and environmental etiologies of cognitive, sensory, emotional and physical disabilities.

CC2G. medical conditions affecting individuals with disabilities and the effects of various medications on their educational, cognitive, physical, sensory, social and emotional behaviors.

CC2H. basic functions of the body systems in relation to common medical conditions and health impairments.

CC2K. the effects of dysfunctional behavior on learning and the differences between behavioral and emotional disorders.

CC2L. effects of the cultural and environmental milieu of the child and the family on behavior and learning.

STANDARD 3 - Assessment:

The competent special education teacher understands the educational assessment process and uses various assessment strategies to support the continuous development of all students (ages 3-21). [28.100(c)] (CEC Standard 8: Assessment)

Knowledge:

The competent special education teacher understands

CC3A. assessment as an educational process.

CC3B. terminology used in assessments.

STANDARD 4 – Planning for Instruction:

The competent special education teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The teacher understands instructional planning and designs instruction based on knowledge of the discipline, students, community, and curriculum goals. [28.100(d)] (CEC Standard 7: Instructional Planning)

CC4H. sources of specialized materials, equipment, and assistive technology for individuals with disabilities.

CC4K. the concept of longitudinal transition plans.

CC4N. cultural perspectives related to effective instruction for students with disabilities.

STANDARD 5 - Learning Environment:

The competent special education teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. [28.100(e) (CEC Standard 5: Learning Environments and Social Interactions)

CC5C. aspects of the physical setting, schedule, routines, and transitions that promote development and learning.

CC5M. the characteristics of environments, including materials, equipment and spatial arrangements, that facilitate development, learning and interaction between and among students.

CC5N. ways in which technology can assist with creating and managing the learning environment.

CC5T. designs, structures, and manages daily routines effectively, including transition time for groups and individuals.

STANDARD 6 - Instructional Delivery:

The competent special education teacher understands the central concepts and methods of inquiry; uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills; and creates learning experiences that make content meaningful to all student (ages 3 – 21). [28.100(f)] (CEC Standard 4: Instructional Strategies and Standard 6: Language)

Knowledge:

The competent special education teacher understands

CC6A. techniques for modifying instructional methods, curricular materials and the environment to meet learners' needs that are appropriate to those learners' ages and skill levels.

STANDARD 7 - Collaborative Relationships:

The competent special education teacher uses knowledge of effective written, verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction among professionals, parents, paraprofessionals, and students. [28.100(g)] (CEC Standard 10: Collaboration)

CC7C. ethical practices for confidential communication to others about individuals with disabilities.

CC7E. the effects of family and community on development, behavior and learning.

CC7G. roles and responsibilities of school-based medical and related services personnel, professional groups, and community organizations in identifying, assessing, and providing services to individuals with disabilities.

Early Childhood Special Education Standards (ILEC)

Standard 1 - Content Knowledge:

1A. major concepts, assumptions, debates, principles, theories, and processes of inquiry that are central to early childhood special education and its related fields and to its own history, legislation, and research.

1D.   developmental curriculum areas, including social, emotional, cognitive, language, and physical development.

1E.   functional/adaptive curriculum areas, including health, safety, nutrition, and life skills.

Standard 2 - Human Development and Learning:

2A.   different theories of human development and learning, including emerging knowledge of early neural development, ranges of individual variation within domains, and transactional influences between and among arenas of biological function and environmental conditions during pre-, peri-, and post-natal development.

2B.   the characteristics and sequences of normal development in cognitive, emotional, social, language, and motor domains, as well as interactions and influences among domains.

2C.   the characteristics of, and influences of life situations on, children's construction of cognitive, emotional, social and aesthetic understandings, language, mental health, and adaptive and motor skills, including developmental consequences of stress and trauma as well as protective factors and resilience.

2D.   the educational implications of different disabilities, as well as their potential effects on development and life experiences in early childhood and over time.

2E.   how children's physical, social, emotional, cognitive and ethical development influence learning approaches and outcomes.

2F.   how developmental and learning factors, including factors related to individual differences stemming from various disabling conditions, influence instructional decisions.

2G.   the effects of various medications on the educational, cognitive, physical, social, and emotional behavior of children with disabilities.

Standard 3 – Diversity

3A.   the characteristics and etiologies of common disabilities and conditions in young children, including typical developmental patterns related to conditions such as prematurity and low birth weight, and describes specific implications for development and learning.

3B.   the significance of familial, cultural and societal contexts, as well as of individual abilities, experiences, talents, dispositions, prior learning, and individual needs, for children's development and learning.

Standard 5 - Learning Environment

5C.   aspects of the physical setting, schedule, routines, and transitions that promote children's development and learning.

Standard 9 - Collaborative Relationships

9A.   early childhood settings and other agencies related to young children and families as organizations within the larger community context.

Standard 10 - Reflection and Professional Growth

10H.   reads and critically applies research and recommended practices.

Standard 11 - Professional Conduct

11A.   trends, issues and debates in ECSE, early childhood education, special education, and related fields, including legislation, policy, and program practices related to young children and the early childhood profession.

11B.   the field of early childhood special education, its multiple historical, philosophical, and social foundations, and how these foundations influence current thought and practice.

Major Evaluation Components:

Primary/assessment process, specific ways teacher candidate's performance are evaluated in this course relative to standards.

Evaluation:
SPE 3220

Exams/Quizzes:
CEC/CC:1,8 CC/ECH: 1,2,5 ISBE/CC: 1, 2, 3, 4 ,8 ISBE/ECH: 1, 2, 7, 8
IPTS: 1A, 1C,1D, 1E, 2A, 2B, 2E, 2F, 2H, 3E, 3G, 4D,5A, 6C, 8A, 8D, 8F, 8G, 8H, 8I, 9B, 9F, 9H, 9R

Trivial Pursuit:
CEC/CC: 1 ISBE/CC: 1   ISBE/ECH: 1 IPTS: 1,2,9

Article Review:
ISBE/CC: 9 CEC/ECH: 9   IPTS: 2F, 6E, 9S, 9T

Practicum Reflections/Questions(Clinical Practice):
CEC/CC: 5 ISBE/CC: 1, 2, 5, 7, 9 ISBE/ECH: 1,2,10 LA: 2 T: 2 IPTS: 1A, 1C,1D, 1E, 1F, 1G, 2A, 2E, 2I, 4A, 4C, 4D, 4E, 4G, 4L, 4N, 4O, 5C, 5E, 5F, 5H, 5I, 5J, 5K, 5L, 5N, 5Q, 5R, 5S, 6C, 6E, 8G, 8J, 8L, 9H, 9I, 9S, 9T

Schedule and Classroom Organization Modules (Clinical Practice):
CEC/CC: 5 CEC/ECH: 5 ISBE/CC: 3, 5 ISBE/ECH: 5 IPTS: 1A, 1E, 1G, 2I, 4A, 4E, 4G, 4L, 4N, 5C, 5E, 5F, 5H, 5I, 5R, 6C, 6E, 9H, 9I, 9S, 9T

Practicum Experience Rating(Clinical Practice)
CEC/CC: 10 CEC/ECH: 5 ISBE/CC: 2, 4, 5, 7, 8 ISBE/ECH: 4, 5, 11
IPTS: 1A, 1C, 1D, 2E, 4N, 5K, 6E, 8J, 8L, 9H, 9I, 9S

Course Outline:

I.   Introduction to ECSE (3½ weeks)
        (Fewell & Oelwein, 1991; McDonnell & Hardman, 1988; Shonkoff & Meisels, 1991;
        Florian, 1995)
        A.   Historical perspective
        B.   Rationale and legislative foundation for early childhood special education
        C.   Issues and trends (family issues, transition planning, cultural
                diversity)
        D.   Theories of development
        E.   Classroom organization
        F.   Classroom scheduling

II.   Impact of etiology of disabilities on development in young children
        (1½ weeks). (Bigge, 1982; Blackman, 1990; Blatt, 1988; Browne, 2003; Cooper &
        Kennedy, 1989; Hadden, 2000; Krauss et al., 2000; Stanton-Chapman, Chapman, &
        Scott, 2001; Wallin, 2003)
        A.   Prenatal
        B.   Perinatal
        C.   Postnatal

III.   Specific disabilities in children birth to eight (2½ weeks) (Bigge, 1982;
        Blackman, 1990; Coniglio & Blackman, 1995; Dunlap, 2009; Finnie, 1975; Neisworth &
        Bagnato, 1987; Willis, 2008)
        A.   Physical impairments
        B.   Health impairments
        C.   Syndromes (e.g. Down syndrome)
        D.   Sensory impairments
        E.   General developmental delays

IV.   Impact of disability on typical development (3 weeks)
        (Allen & Marotz, 1989; Casby, 1992; Dunlap, 1997; Fetters, 1994; Greenspan, et al.,
        1998; Hoffang, 1989; Rothbard, 1984; Watson, 2003)
        A.   Cognitive
        B.   Language
        C.   Motor
        D.   Self-help/Adaptive
        E.   Social/Emotional
        F.   Effect of cultural diversity on developmental expectations

V.   Identification of infants and young children at-risk for learning
        difficulties (1½ week) (Bailey & Wolery, 1989; La Paro, Olsen, & Pianta, 2002;
        McLean, 1998; Shonkoff & Meisels, 1991)
        A.   Child-find
        B.   Referral systems

C.   Role of assessment-informal/formal (cultural diversity issues)
D.   Related personnel/team approach

VI.   Intervention for children at risk for learning difficulties (3 weeks)
(Diamond & Carpenter, 2000; Dunst, et al., 1987; Dunst, et al., 2001; Fewell & Oelwein,1991;Hallam, et al.,2009; Hanson et al., 2000; Jones & Derman-Sparks, 1992; Judge, 2001; Jung, 2003; Lieber, et al., 2000; McDonnell & Hardman, 1988; McDonnell & Hardman, 1992; Rafferty & Boettcher, 2001;Trivette, 1998; Turbiville, et al., 1995; Wayman, Lynch, & Hanson, 1991)
A.   Service delivery system
B.   Inclusion of children with and without disabilities
C.   Professionals and their roles
D.   Family Involvement
E.   Transition planning
F.   Technology

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