

COURSE SYLLABUS

SES 242-01: INTRODUCTION TO EXCEPTIONAL CHILDREN: THE EARLY YEARS

Fall Semester, 2006

Fridays 9:00-11:50 Ferguson 322

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COURSE DESCRIPTION:

Infants and young children with disabilities and their families may receive a variety of services in different settings. Children with disabilities are frequently included in programs with other young children without disabilities (i.e., home environments, childcare programs, Head Start programs, public school classrooms). All personnel working with young children should have knowledge of recent legislation regarding children with disabilities, the importance of family participation, developmentally appropriate practices as they relate to young children with disabilities, availability of resources and community services, the characteristics of young children with disabilities, and current trends in the field. The purpose of this course is to explore these aspects of early childhood special education and provide a context for the methods courses in the undergraduate birth-kindergarten program.

TEACHERS ACADEMY CONCEPTUAL FRAMEWORK MISSION STATEMENT:

The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals and other school personnel.

REQUIRED READINGS:

- Bowe, F. G. (2004). *Early childhood special education: Birth to eight*. Clifton Park, NY: Delmar Learning.
- Klein, S.D. & Schive, K. (2001). *You Will Dream New Dreams*. New York: Kensington Publishing.
- Additional readings on E-reserves and BLACKBOARD (E-readings).

TECHNICAL REQUIREMENTS

This course is web-enhanced. You will be required to participate in online discussions, therefore an internet connection is required. In addition, some of the course material is in video format and will require a high-speed Internet connection. If you do not have a high-speed Internet connection at home, you may use the computer labs on campus to view this material. All assignments submitted electronically must be in Microsoft Word format.

COURSE OBJECTIVES:

Upon completion of this course, students will be able to:

1. Demonstrate knowledge of the philosophical, historical, and legal issues in the fields of child development, early childhood education, early childhood special education, and early intervention. (SDPI B-K 1.2 & CEC EC1K1)
2. Demonstrate knowledge of the etiology, identifying characteristics, range and complexity of different disabilities (e.g. mild, moderate, severe, profound) and risk factors and their influences on development. (SDPI B-K 1.4)
3. Demonstrate knowledge of the health, medical, and physical requirements for ALL young children and the influence on development. (SDPI B-K 1.7)
4. Demonstrate understanding that families are the first and most important teachers and key decision makers for their children. (SDPI B-K 3.1)
5. Demonstrate an understanding of the importance of sharing assessment information results with appropriate family members and professionals. (SDPI B-K 5.2)
6. Demonstrate knowledge of the importance of linking assessment information to practice, including appropriate implementation of Individualized Education Plans (IEPs) and Individualized Family Service Plans (IFSPs). (SDPI B-K 5.3)
7. Demonstrate an understanding of the importance of using assessment information, including observation, to plan, implement, and evaluate program(s) (SDPI B-K 5.4)
8. Demonstrate an awareness of the importance of showing respect for cultural preferences and socioeconomic influences when identifying family resources, concerns and priorities. (SDPI B-K 9.2)
9. Demonstrate an awareness of showing respect for diverse cultural values and family structures (SDPI B-K 9.3)
10. Demonstrate an understanding of the role of family as a partner in promoting the child's development, sharing information, making decisions, and implementing and evaluating program plans for their child. (SDPI B-K 3.4)
11. Demonstrate awareness of resources, range of services, and program options available to families and procedures for guiding families in choice making or decision-making. (SDPI B-K 3.5)
12. Demonstrate an understanding of the characteristics of effective team functioning and various team models such as multidisciplinary, interdisciplinary, and transdisciplinary, especially as they impact interagency relationships and service coordination. (SDPI B-K 3.6)
13. Demonstrate an understanding of the relationship of special education to the organization and function of educational agencies (CEC CC1K3)
14. Demonstrate knowledge of the rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs. (CEC CC1K4)

15. Demonstrate knowledge of issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds. (CEC CC1K5)
16. Demonstrate awareness of issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services. (CEC CC1K6)
17. Demonstrate knowledge of appropriate health appraisal procedures and the process of making referrals. (NAEYC 2.4.4)
18. Demonstrate an understanding of the potential impact of differences in values, languages, and customs that can exist between the home and school. (CEC CC1K10)
19. Demonstrate knowledge of law and policies that affect young children, families, and programs for young children. (CEC EC1K3)
20. Demonstrate an understanding of the trends and issues in early childhood education and early childhood special education. (CEC EC1K2)

CLASS REQUIREMENTS:

1. CLASS ATTENDANCE/PARTICIPATION

25 POINTS

Class attendance/participation is required and consists of:

- Consistently arriving on time and fully attending each class meeting. After more than one absence, **5 points** will be deducted from your total points for each missed class. Also, points will be deducted for leaving class early.
- Reading all assigned materials prior to the class discussion on the topic for both face-to-face classes and Blackboard classes.
- Actively engaging in class activities and group discussions by (1) responding to and initiating questions, and (2) demonstrating familiarity with assigned readings.

2. PERSONAL REFLECTION (CHOOSE A OR B)

DUE: SEPTEMBER 22

20 POINTS

Submit a well-written paper describing your reflection on the impact of a disability. Length should be 1-2 *single-spaced* pages. You can choose one of two approaches.

- A. Converse with *parents of a child under five with a disability* or with an adult with a disability about their successes, supports, concerns, and experiences. Summarize your conversation in a narrative style and include (a) with whom you spoke, (b) what connection they have with you, (c) specific examples of what they shared, and (d) your reflections on what you discovered from listening.
- B. Read a book from the following list of children's literature (or submit a title for instructor approval) that include a major character with a disability. Identify the disability that was described in the book and report whether the portrayal was (a) positive or not, (b) whether parents of a child with a disability might benefit from reading it, (c) how this book impacted your knowledge of the specific disability, (d) your personal reflections about the book. Book reading choices include:

Eddie enough!
Jeffrey and the despondent dragon.

Joey and Sam.
Andy and his yellow frisbee.

Captain Tommy.
Big brother Dustin.

Be good to Eddie Lee.
When I grow up.
Eagle Feather.

Apple tree surprise.
Dinosaur hill.
Knots on a counting rope.

Russ and the firehouse.
Luna and the big blur.
Heidi

1. ECSE RESOURCE FILE

Submit an early childhood special education resource file that has the following three components: Part A: IFSP/IEF Comparison; Part B: Internet Review; and Part C: State/Community Resources. You are expected to include relevant information about meeting the needs of linguistically and culturally diverse children (e.g., non English-speaking children from countries other than the United States) throughout each aspect of the resource file.

Part A: IFSP/IEP Comparison

Due: SEPTEMBER 29 20 POINTS

Compare and contrast the similarities and differences between an IFSP and an IEP. Include a comparison of the following elements: (a) purpose of each type of plan, (b) regulations for team participants, (c) component requirements, and (d) other important characteristics and differences. Length should be 1½-2 pages, *single-spaced*. You can summarize in bullets or phrases or in a table format. While sentences are not required you are expected to show careful thought and a quality effort.

Part B: Internet Review

Due: OCTOBER 20 25 POINTS

Explore and analyze five websites (at least two from the assigned list below and three you find on your own that relate to one or more of the five ECSE resource file categories). Length should be 1-2 pages, *single-spaced*. You can summarize in bullets or phrases. While sentences are not required you are expected to show careful thought and do all of the following:

- identity the name and web address for each site
- identify the content available on each site
- **specifically explain** why you like or dislike each site
- describe references to children with special needs for each site
- cite one new fact you learned from each site, and
- visually compare the five sites in a chart, graph, rating scale, or other form

Websites: www.infanthearing.org, www.nichcy.org, www.ecac-parentcenter.org, www.childrenwithdisabilities.ncjrs.org, www.disabilityresources.org.

Part C: State/Community Resources

DUE: DECEMBER 1 30 points

Investigate one state and one community agency that provides services and/or support to children with disabilities birth through five years old, and/or their families. The agencies should relate to one or more of the five ECSE resource file categories. Submit a one-page, *single-spaced* description of each agency that includes the: (a) purpose of the agency, (b) type of services it

provides, and (c) contact information. You may want to attach any literature about the agency that is available.

4. **BOOK REACTION**

DUE: NOVEMBER 3

25 POINTS

Submit a carefully composed reaction paper to the first half (pages 1-120) of the book, *You Will Dream New Dreams*. Include (a) references to a few specific stories but do not summarize the book; (b) a description some of the fears or challenges shared by these families, (c) a discussion of your reactions to their experiences, and (d) a debate of how these stories might influence your future actions as an early intervention professional. Length should no less than 1 ½ pages and no more than two *single-spaced* pages.

5. **BLACKBOARD CLASSES/DISCUSSIONS** (SEE TENTATIVE COURSE SCHEDULE FOR DATES)

60 POINTS

This is a web-enhanced class. Approximately half of the class meetings will be held on BLACKBOARD. These dates are outlined in the Course Schedule. You must engage in a conversation with fellow students by responding to the posted forum question each week. You must respond to the posted forum (your reaction) and at least one fellow student. Your responses should include your ideas with facts to support your opinions and your reaction to other group members' responses. Your BLACKBOARD participation will be evaluated as follows—10 points for each BLACKBOARD class—quality of content, including grammar and punctuation (5 points); length (1 point); timeframe (2 points); and references to assigned readings (2 points).

Discussion forums will be posted on Sundays by 8:00PM (before the scheduled BLACKBOARD class). Your initial responses to the posted forum should be completed by 2:00 PM on Wednesday and the second response by 11:50AM on the Friday of the scheduled BLACKBOARD class meeting.

6. **BLACKBOARD PRESENTATIONS** (SEE TENTATIVE COURSE SCHEDULE FOR DATES)
35 POINTS

A team of three to four (3-4) students will be responsible for collecting information on one particular type of disability. A list of the different types of disabilities will be presented to the class and each group will choose one to present. Dates for each disability area will be included on the sign-up list.

REQUIREMENTS:

- The information should creatively describe the important aspects of the disability including the (a) etiology, (b) characteristics, (c) prevalence, (d) intervention strategies recommended, (e) at least one specific community resource that meets the needs of the specific disability, and (f) other relevant information. Information can be used from the textbook, Internet sources, and other library resources. You must use a minimum of one Internet and one library resource in addition to the textbook. Also, presentation should include two (2) discussion questions.
- Groups should submit by **email attachment** their presentation and two (2) discussion questions to the instructor by Monday 8 p.m. of the week prior to presentation due date.

1. In the event that corrections or additions are needed, the presentation will be emailed back to the groups by Wednesday 8 p.m. of the week prior to presentation due date.
2. RESUBMISSIONS should be emailed by Friday 8 p.m. of the week prior to presentation due date.

The instructor will post group presentations on Sundays by 8:00PM (before the scheduled BLACKBOARD class). Your responses to one instructor provided and two group presentation discussion questions must be posted by 11:50 AM on the Friday of the scheduled BLACKBOARD class meeting. Groups scheduled to present are NOT required to respond to their own questions.

Presentations will be evaluated on:

- (a) Use of appropriate resources (community, internet, textbook, library) [6 POINTS]
 - (b) Presentation reflects a thorough investigation of etiology, characteristics, prevalence, intervention strategies recommended [12 POINTS]
 - (c) Presentation style, [5 POINTS]
 - (d) Appropriateness of Discussion Questions [2 POINTS]
 - (e) Involvement of all team members in presentation. Each group member will complete an evaluation of the group process as well as describe the participation of fellow group members. [5 POINTS]
- 7. EXAMS OCTOBER 13 (MIDTERM) & DECEMBER 8 (FINAL) 30 POINTS EACH**

Two exams, a midterm and a final will be given. The content of the exams will be based upon course readings, in-class activities, class discussions, and BLACKBOARD discussions. Additional information will be shared in class.

GRADING CRITERIA

<u>Assignment</u>	<u>Points</u>	<u>Grading Scale</u>
Class Participation/Attendance	25	A 270-300
Personal Reflection Paper	20	B 240-269
IFSP/IEP Comparison	20	C 210-239
Internet Assignment	25	D 180-209
State/Community Resources	30	F Below 180
Book Reaction	25	
BLACKBOARD Discussion/Participation	60	
BLACKBOARD Group Presentation	35	
Exams (30 points each)	<u>60</u>	
Total Possible Points	300	

CLASS POLICIES

Class participation. Class attendance is required. It is expected that you will be **respectful** of your classmates and the instructors by following these guidelines:

- 1) Do not converse with others during lecture time or while other classmates are speaking.
- 2) Turn off all cell phones and pagers.

- 3) Take care of personal business before class starts, do not leave the room and return during class time.
- 4) If you must arrive after class has begun or leave once class has started, please do so quietly. Arriving late or leaving early may affect your attendance and participation grade.

Assignments. Students are responsible for completing course requirements. Assignments should be submitted by 11:50AM on the due date and can be handed in or emailed. Arrangements for accepting late assignments or exams will be made on an individual basis in the case of extenuating circumstances, and only if you contact the instructor immediately regarding your situation. Work not submitted when due will only be accepted “late” for **seven days with two points per day** deducted for tardiness.

- 1) Grades on written assignments will be based on: (a) the completeness and accuracy of your information, (b) the soundness and creativity of your ideas, and (c) organization, grammar, and professional writing style (including BLACKBOARD assignments). APA style is recommended.
- 2) All assignments must be typed. If you need assistance with writing assignments, please contact the instructor two weeks prior to the due date.
- 3) **Written assignments with multiple pages must be stapled together – no plastic folders or sheet protectors.**

Honor Code. Students are expected to understand and follow the UNCG Academic Integrity Policy and other University policies on student conduct, which is printed in your student handbook. This means that all written assignments must be in your own words, and all ideas and information taken from outside sources must be properly cited and referenced. Please ask if you ever have questions on these issues.

Special Services. If you have a documented disability and wish to discuss academic accommodations, please contact the course instructor as soon as possible. Written documentation from UNCG special services should be submitted to the instructor also.

COURSE SCHEDULE:

NOTE: If **BLACKBOARD** is indicated, the class will be Internet-based and we will not meet on campus but rather conduct class discussion and activities over the Internet. When class is held on BLACKBOARD, you should consider spending at least the same amount of time online as you would should we be meeting face to face. Unless otherwise indicated, all other classes will meet at the regular class time on campus. BLACKBOARD will serve as a communication mode throughout the semester so you will need to access it often (*at least weekly*). Dates and times of requirements will also be posted on BLACKBOARD.

Tentative Course Schedule
(Changes will be posted on BLACKBOARD)

NOTE: Additional Readings may be assigned during the Semester

DATE	TOPIC	READINGS
August 18	Introduction/Overview of Course Requirements Theory, Development & Philosophy	Bowe: Chapter 1 E-readings on BB: Course Intro
25	ON BLACKBOARD Overview of the Field of Early Childhood, Comparison of Early Childhood Education (ECE) and Early Childhood Special Education (ECSE)	Bowe: Chapter 2 E-reserves: LaMontague, et. al.- <i>Developmentally and Individually Appropriate Practices</i> E-readings on BB: Overview of ECE/ECSE
September 1	ON BLACKBOARD Federal Legislation & Young Children with Disabilities	Bowe-Chapter 4 E-reserves: <i>The New IDEA: CEC Summary</i> E-readings on BB: Federal Legislation
8	Family Rights and Services	Bowe-Chapter 5
15	Family Centered Practices PARENT PANEL	Bowe: Chapter 10 E-reserves: Barrera & Corso: <i>Cultural Competency as Skilled Dialogue</i>
22	ON BLACKBOARD Evaluation & Assessment of Young Children	Bowe: Chapter 7 E-reserve: Burnette- <i>Assessment of Culturally and Linguistically Diverse Students</i> Personal Reflection Paper Due
29	Individual Planning for Young Children with Disabilities (IFSP/IEP)	Bowe: Chapter 8 IFSP/IEP Comparison Due
October 6	ON BLACKBOARD An Inclusive Approach to Early Education	Bowe: Chapter 6 E-reserves: Allen, et. al.- <i>An Inclusive Approach to Early Education</i> & Salend, et. al.- <i>What Do Families Have to Say About Inclusion?</i> E-readings on BB: Inclusion
13	Assistive Technology for Young Children with Disabilities MIDTERM EXAM	Bowe: Chapter 9

20	ON BLACKBOARD Children with Communication and Sensory Impairments	Bowe: Chapter 11 Presentations on BB (2) Due to instructor by Oct. 9 Posted on October 15 Internet Review Due
27	ON BLACKBOARD Children with Physical & Cognitive Disabilities	Bowe: Chapters 12, 13 Presentations on BB (3) Due to instructor by Oct. 16 Posted on October 22
November 3	Impact of Disability on Families: Issues Associated with Labeling Discussion of <i>You Will Dream New Dreams</i>	<i>You Will Dream New Dreams Paper Due</i>
10	ON BLACKBOARD Children with Social/Emotional, Autism, and Other Pervasive Developmental Disorders	Bowe: Chapters 14, 15 Presentations on BB (3) Due to instructor by Oct. 30 Posted on November 5
17	ON BLACKBOARD Children with Risks Associated with Prematurity and Other Health Impairments	CENTe-R module (?) Presentations on BB (2) Due to instructor by Nov. 6 Posted on November 12
24	Thanksgiving Holiday-NO CLASS	
December 1	Children at Risk for Disabilities Code of Ethics	E-reserves: Allen & Swartz- <i>Developmental Disabilities</i> , <i>Valdivia-Implications of Culture on Developmental Delay</i> E-readings on BB: Developmental Disabilities and Classifications/ Code of Ethics State/Community Resources Due
December 8 (8-11)	FINAL EXAM	