

Syllabus

ECED2050 Children with Exceptionalities

2013

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Chief Instructional Officer



Date Approved: _____

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NEBRASKA COMMUNITY COLLEGE ON-LINE ACADEMY

EARLY CHILDHOOD EDUCATION

I. CATALOG DESCRIPTION

Course Number: ECED 2050

Course Title: Children with Exceptionalities

Prerequisite: None

Catalog Description: This course focuses on the theory, development and philosophy of early childhood education programs serving children (from birth to age 8) with exceptionalities. Topics include working with families, legislation, role of the interventionist, interdisciplinary teams and inclusion of children with special needs in natural environments. Strongly suggest: Prior knowledge of child growth and development.

Credit Hours: 3.0 semester credit hours/ 4.5 quarter credit hours

II. COURSE OBJECTIVES AND COMPETENCIES

The course will:

1. Describe the history of educating individuals with special needs.
2. Explore legislation and litigation which has influenced the educational setting's delivery of services to children with special needs.
3. Explain the needs and issues of concern experienced by families of children with special needs; and delineate the approaches and techniques to utilize in working with families.
4. Identify the array and the characteristics of early childhood professionals and related service professionals who work collaboratively with children with special needs.

5. Describe characteristics, contributing factors, classifications, prevalence, educational and life-style adaptations, and other related issues that are part of the following special populations:
 - a. learning challenges
 - b. physical/health challenges.
 - c. visual challenges.
 - d. hearing challenges.
 - e. communication challenges.
 - f. cognitive challenges.
 - g. behavioral challenges.
 - h. talented and gifted
6. Recognize characteristics of an inclusionary environment for serving children with special needs.
7. Identify appropriate developmental activities and make appropriate adaptations for children with special needs.
8. Develop an awareness and appreciation of the individual similarities and differences among children, families, and colleagues.
9. Develop an understanding of the process for identification, assessment and referral of children with special needs.

III. STUDENT LEARNING OUTCOMES:

Students will:

1. Identify historical events that have impacted the education of children with special needs.
2. Demonstrate understanding of the Individuals with Disabilities Education Act statutes, other statutes that apply to persons with disabilities, and litigation which has influenced the educational settings and delivery of services to children with special needs.
3. Develop a plan including specific activities that provide support for families with children who have special needs
4. Research the array and the characteristics of early childhood professionals and related service professionals who work collaboratively with children with special needs.

5. Plan and implement individualized activities to address the needs of children with special needs based upon the Individual Family Service Plan (IFSP) or the Individual Education Plan (IEP).
6. Observe and evaluate an early childhood setting for its application of inclusionary practices that address children with special needs.
7. Demonstrate the ability to design and adapt curriculum materials to address the needs of all children in the classroom.
8. Explain the importance of good relationships between parents, teachers, and children in serving children with special needs.
9. Describe the process of identification, assessment, and referral of children with suspected special needs.

IV. COURSE CONTENT/TOPICAL OUTLINE

- A. Background on Special Education
- B. Legislation Related to Special Education
- C. IFSP / IEP
- D. Working with Families
- E. Inclusive Programs for Young Children
- F. Developmental Disabilities
- G. Children with Physical/Health Challenges
- H. Children with Sensory Impairments
- I. Children with Learning Disabilities
- J. Children with Behavior Disorders
- K. Children with Speech and Language Disorders
- L. Children who are Gifted and Talented
- M. Preparing Caregivers for Inclusive Programs

V. INSTRUCTIONAL MATERIALS

- A. Suggested texts: [This list of texts should be reviewed annually. The instructor may choose additional materials as supplements.]

Allen, K. Eileen Allen and Ilene S Schwartz. The Exceptional Child: Inclusion in Early Childhood Education. Current Edition. Current Edition, Delmar*Thomson Learning.

Bowe, Frank G. Early Childhood Special Education Birth to Eight. Current

Edition. Thomson*Delmar Learning.

Cook, Ruth and Tessier, Annette. Adapting the Curriculum for Children with Special Needs. Current Edition. Prentice Hall.

Hooper, Stephen R. and Warren Umansky. Young Children with Special Needs. Current Edition. Pearson: Merrill Prentice Hall.

Klein, M. Diane and Cook, Ruth E. and Richardson-Gibbs, Anne Marie, Strategies for Including Children with Special Needs in Early Childhood Settings. Current Edition. Thomson-Delmar Learning.

Suggested Supplemental Materials:

Benner, Susan M. Assessment of Young Children with Special Needs An Ecological Perspective. Current Edition. Thomson*Delmar Learning.

Blackborn, J.M. Exceptional Individuals. Current Edition. Prentice Hall.

Cook, Ruth. Adapting Early Childhood Curricula for Children in Inclusive Settings. Current Edition. Prentice Hall.

Gould, Patti and Sullivan, Joyce, The Inclusive Early Childhood Classroom: Easy Ways to Adapt Learning Centers for All Children. Current Edition. Gryphon House Publishing,

Nebraska Early Learning Guidelines Ages 3 to 5, Nebraska Department of Education and Department of Health and Human Services

Nebraska Early Learning Guidelines Birth to 3, Nebraska Department of Education and Nebraska Department of Health and Human Services

Paasche, Carol L., Lola Gorrill and Bev Strom. Children With Special Needs in Early Childhood Settings. Current Edition. Thomson*Delmar Learning.

Sandall, Susan R. and Schwartz, Iilene S.; Building Blocks for Teaching Preschoolers with Special Needs. Current Edition. Paul H. Brookes Publishing.

Sandall, Susan and Ostrosky, Michaelene. Young Exceptional Children: Natural Environments and Inclusion. Division for Early Childhood of the Council for Exceptional Children.

SpecialQuest Training Resources focus on the inclusion for children with disabilities ages birth through five and their families. A multimedia training library is available (free of charge) on-line and by mail. Higher Education syllabus examples are also available on-line. <http://www.specialquest.org/>

VI. METHOD OF PRESENTATION

Instructor should make use of varied pedagogical techniques including several of the following: lectures, small and large discussion groups; collaborative projects, guest speakers, research, peer response and evaluation, journals, essays, conferences, computer-assisted instruction, interactive/creative methods, multimedia, and field trips.

VII. METHODS OF EVALUATION

Course grades, at the determination of the instructor, will be based on class and group participation, daily work, exams, other presentations, projects, papers, and/or portfolio. Instructor will distribute evaluation and his/her grading policies to students at the beginning of each term.

VIII. INSTITUTIONAL DEFINED SECTION

To be defined by individual institution.

NAEYC Standards, Sub-standards and Key Elements and Supportive Skills	Addressed in Course
1. Promoting Child Development and Learning	
1a. Knowing and understanding young children’s characteristics and needs.	X
1b. Knowing and understanding the multiple influences on development and learning	X
1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments	X
2. Building Family and Community Relationships	
2a. Knowing about and understanding family and community characteristics	
2b. Supporting and empowering families and communities through respectful, reciprocal relationships	X
2c. Involving families and children in their children’s development and learning	X
3. Observing, Documenting and Assessing to Support Young Children and Families	
3a. Understanding the goals, benefits and uses of assessment	
3b. Knowing about assessment partnerships with families and with professional colleagues	X
3c. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches	X
3d. Understanding and practicing responsible assessment to promote positive outcomes for each child	X
4. Using Developmentally Effective Approaches to Connect with Children and Families	
4a. Understanding positive relationships and supportive interactions as the foundation of their work with children.	X
4b. Knowing and understanding effective strategies and tools for early education.	
4c. Using a broach repertoire of developmentally appropriate teaching/learning approaches.	X
4d. Reflecting on their own practice to promote positive outcomes for each child.	
5. Using Content Knowledge to Build Meaningful Curriculum	
5a. Understanding content knowledge and resources in academic disciplines.	X
5b. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.	X
5c. Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.	X
6. Becoming a professional	
6a. Identifying and involving oneself with the early childhood field.	
6b. Knowing about and upholding ethical standards and other professional guidelines.	
6c. Engaging in continuous collaborative learning to inform practice.	X
6d. Integrating knowledgeable, reflective and critical perspectives on early education.	X
6e. Engaging in informed advocacy for children and the profession.	

Supportive Skills	Addressed in Course
Skills in self-assessment and self-advocacy	
Skills in mastering and applying foundational concepts from general education	X
Written and verbal communication skills	X
Skills in making connections between prior knowledge/experiences and new learning	X
Skills in identifying and using professional resources	X