

Syllabus

ECED2050
Children with Exceptionalities
2016

Committee Members:

Lisa Brestel	Central Community College
Jackie Zeckser	Central Community College
Jackie Hahn	Nebraska Indian Community College
Kathy Halverson-Rigatuso	Metropolitan Community College
Deanna Peterson	Metropolitan Community College
Andreea Shnyder	Metropolitan Community College
Loretta Hauxwell	Mid-Plains Community College
Tyler Esch	Mid-Plains Community College
No Representative	Nebraska Indian Community College
Sharyn Thomas	Northeast Community College
Julie Miller	Southeast Community College
Linda Mattern-Ritts	Western Nebraska Community College

Tyler Esch

Facilitator: Tyler Esch, Mid-Plains Community College
Date Reviewed: January 29, 2016

The Institution Agrees to the contents in this syllabus including course prefix, number, course description and other contents of this syllabus.

Please select one option

	<u>Adopt</u>	<u>Decline</u>	<u>Not Offered</u>	<u>Date</u>
<u><i>Deborah Brennan</i></u> Deb Brennan, Central Community College	<u>X</u>	_____	_____	<u>5/19/16</u>
<u><i>Betty Redleaf</i></u> Betty Redleaf, Little Priest Tribal College	<u>X</u>	_____	_____	<u>5/19/16</u>
<u><i>Tom McDonnell</i></u> Tom McDonnell, Metropolitan Community College	<u>X</u>	_____	_____	<u>5/20/16</u>
<u><i>Jody Tomanek</i></u> Jody Tomanek, Mid-Plains Community College	_____	<u>X</u>	_____	<u>5/19/16</u>
_____ Mary Johnson, Nebraska Indian Community College	_____	_____	_____	_____
<u><i>John Blaylock</i></u> John Blaylock, Northeast Community College	<u>X</u>	_____	_____	<u>5-19-16</u>
<u><i>Dennis Headrick</i></u> Dennis Headrick, Southeast Community College	<u>X</u>	_____	_____	<u>5/19/16</u>
<u><i>Kim Dale</i></u> Kim Dale, Western Nebraska Community College	<u>X</u>	_____	_____	<u>5.19.16</u>

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. Observation of inclusionary practices and exceptional children are required. 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. Introduce 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. Identify 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. Present 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. Present 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. Wadsworth.

Bowe, Frank G. Early Childhood Special Education Birth to Eight. Current Edition. Thomson*Delmar Learning.

Cook, Ruth, Klein, M. Diane and Chen, Deborah. 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. Thomsen-Delmar Learning.

Suggested Supplemental Materials:

Nebraska Department of Education. Nebraska Early Learning Guidelines for Ages Birth to 3. 2013 http://www.education.ne.gov/oec/pubs/elg/b_3_english.pdf

Nebraska Department of Education. Nebraska Early Learning Guidelines for Ages 3 to 5.

2013 http://www.education.ne.gov/oec/pubs/ELG/3_5_English.pdf

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 clinical/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	X
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	X
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.	X
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.	X
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.	X
6b. Knowing about and upholding ethical standards and other professional guidelines.	X
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.	X

Supportive Skills	Addressed in Course
Skills in self-assessment and self-advocacy	X
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