

Rev. May 2007

**Ashland University
Dwight Schar College of Education
Department of Early Childhood
Course Syllabus**

**Graduate: Undergrad: X
Credit Hours: 3
Field/Clinical Hours: 0/5**

Course Number: EDEC 403

Course title for the catalog:

Early Intervention and Integration for Young Children with Special Educational Needs

Catalog Description:

A study of early intervention models, current trends, and service delivery for children birth through grade three and their families with mild, moderate, intensive, and talent potential needs. Emphasis will be placed on evidence based intervention strategies, developmentally appropriate practice, and the role of the family.

The prerequisite (s) for this course is (are):

FCS 264; concurrent with EDEC 369, 417, 413, 414, 363.

The enrollment restriction (s) for this course is (are):

Course and field/clinical experience objectives (including knowledge, skills, dispositions):

Knowledge:

The teacher education student will have knowledge of:

1. Public laws (NCLB, IDEIA), regulations and issues (FAPE, LRE, access to the general education curriculum, continuum of services, etc.) regarding programs for students with disabilities, exceptionalities, and who are environmentally at-risk age birth through grade three.
2. Developmentally and functionally appropriate individual and group activities using a variety of formats.
3. Specific adaptations for the special needs of children, birth to grade three, who have unique talents, learning and developmental needs, or specific disabilities.
4. Intervention strategies from multiple disciplines.
5. Evidence based practices and curriculum models for the provision of services for children age birth through grade three.

6. Intervention curricula and methods for children with specific disabilities including motor, sensory, health, communication, social-emotional and cognitive disabilities.
7. Integrated curriculum that focuses on children's needs and interests and takes into account culturally valued content and children's life experiences.
8. Developmentally and functionally appropriate materials, equipment, and environments.
9. Appropriate use of technology (adaptive and assistive).
10. Transition procedures and strategies.
11. Talent Development Education theory and characteristics of typically developing high potential learners.
12. Twice exceptional young children: high potential and a suspected or diagnosed disability.
13. Service delivery options (family, home, center, and school based) for students with disabilities and at-risk age birth through grade three.
14. Universal design for learning (UDL) and differentiated instruction.
15. Multidisciplinary, interdisciplinary and transdisciplinary teaming strategies and practices.
16. Strategies for collaboration and co-teaching between general, special education and intervention, and related service personnel.
17. Community collaboration opportunities for linkages in services delivery.
18. Issues of race, class, gender and cultural and linguistic diversity as they relate to all aspect of program design, delivery and evaluation.
19. The role of the parents as primary caregivers and important first teachers of children and the importance of understanding parents' expectations for their children.
20. Family Resources, Priorities and Concerns (RPC's) as they relate to early intervention and integration efforts of young children birth through grade three.
21. Parenting and adult-child relationships in diverse cultures.
22. Building collaborative relationships between the home, school and community.

Skills:

The teacher education student will have the skills to:

1. Select and critique intervention curricula and trans-disciplinary instructional practices for children with special needs.
2. Develop and critique an IFSP or IEP for access, and participation in the general education curriculum within the least restrictive environment (LRE).
3. Make specific adaptations for the special needs of children who have unique talents, learning and developmental needs, or specific disabilities for the purpose of inclusion.
4. Utilize cross-disciplinary and co-teaching approaches to early intervention and integration of children age birth through grade three.
5. Design plans that incorporate the use of technology, including adaptive and

- assistive technology.
6. Implement developmentally and functionally appropriate individual and group activities using a variety of formats.
 7. Select and implement methods of behavior support and management appropriate for students age birth through grade three with special education needs.
 8. Develop and implement an intervention plan designed for a student with special education needs.
 9. Differentiate instructional strategies within the current curriculum/lesson plans.
 10. Plan for and link current developmental and learning experiences and teaching strategies with those of the next educational setting.
 11. Facilitate and sustain children's play in a naturalistic setting.
 12. Facilitate children's interactions with materials in their environment.
 13. Promote positive peer interactions within a classroom or other inclusion setting.
 14. Develop intervention strategies that include a multicultural and/or multiregional perspective.
 15. Identify community services and agencies that have the potential to serve as supports to children and their families.
 16. Facilitate the transition from early intervention programs (on an IFSP) to preschool and/or school aged programs (with a new IEP) consistent with legal safeguards.

Dispositions:

The teacher education student will:

1. Value services and programs that treat young children as individuals.
2. Promote the attitude that all children (typically and atypically developing) benefit from integrated, developmentally appropriate programs.
3. Appreciate and respect family, cultural, and societal diversity, including language differences such as ELL and ESL students.
4. Continue to learn and engage in professional inquiry and discourse about Inclusion of all young children.
5. Support family and child interactions as primary contexts for learning and development.

Suggested texts and/or references:

Allen, K. Eileen and Cowdrey, Glynnis E. (2005) *The exceptional child: inclusion in early childhood education 5th ed.* Delmar Thomson Learning ISBN-10: 140183602X

Batshaw, M. L., (2000). *Your child has a disability.* 2nd ed. Baltimore: Brookes.
ISBN-10: 1557664722

Bricker, D. & Wadell, M. (1998). *AEP Curriculum for 3 to 6 years.* Baltimore: Brookes.

- Coleman, Jeanine, G. (2006). *The early intervention dictionary: a multidisciplinary guide to terminology*. 3rd ed. MD: Woodbine House. ISBN-13: 978-1890627638
- Cook, R., Tessier, A., and Klein, M. (2007). *Adapting early childhood curricula for children with special needs*. 7th ed. New York: Merrill Publishing Company. ISBN-10: 0131723812
- Linder, T. W. (1993). *Transdisciplinary Play-Based Intervention*. Baltimore, Maryland: Brookes Publishing Company, Inc. ISBN-10: 1557661308
- Paasche, Carol L., Gorrill, L., and Strom, B. (2003). *Children With Special Needs in Early Childhood Settings*. Delmar Thomson Learning. ISBN-10: 1401835708
- Ohio Department of Education (2002) *Operating Standards for Ohio's Schools Serving Children with Disabilities* Columbus, Ohio: Ohio Department of Education
- NAEYC (1996) *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8: A position statement of the National Association for the Education of Young Children*
web link:
<http://www.naeyc.org/about/positions/pdf/PSDAP98.PDF#search='NAEYC%20statement%20on%20Developmentally%20Appropriate%20Practice'>
- CEC (2005) *The New IDEA: CEC's Summary of Significant Issues Restin, Va: Council for Exceptional Children*
web link: http://www.cec.sped.org/pp/IDEA_120204.pdf
- Center for Evidence-Based Practice: *Young Children with Challenging Behavior*
<http://challengingbehavior.fmhi.usf.edu/about.html>
- Positive Approaches to Challenging Behavior*
<http://education.umn.edu/ceed/projects/preschoolbehavior/>
- Positive Behavior Supports* <http://www.pbis.org/main.htm>
- Center on the Social Emotional Foundations of Early Learning –
<http://www.vanderbilt.edu/csefel/> Materials, case studies, ECE FBA, BIP, Intervention Strategies and materials.

Suggested instructional strategies:

Class lecture/discussions, case studies, teaming, guest speaker(s), clinical & field logs, observations, videos, in-class intervention projects (make-it-take-it techniques and program plans), partner/group projects, role play, field trips(s), and presentations/demonstrations.

Description of field/clinical experiences:

Field:

The field experience is designed to provide the TES with opportunities to serve young children with special educational needs in the general curriculum. For a complete description of field requirements and expectations, refer to the EDEC 417 syllabus and 417 Field Experience Schedule and Assignments.

Evaluation of students:

Students will be evaluated on their knowledge of content covered in the course as well as their abilities to demonstrate skills learned using a variety of formats including, but not limited to, traditional assessments (exams, essays, etc.), oral and visual presentations, and implementation of an intervention program designed for a child with special education needs.

Faculty who frequently teach the course:

Cochran, Sharpe

Licensure programs in which course is required:

Early Childhood Education, Early Childhood Intervention Specialist.

If the course is offered for either undergraduate or graduate credit, identify the respective difference in expectations:

Bibliography (Learned Societies, etc.):

Bodrova, E. & Leong, D. J. (2006). *Tools of the Mind: The Vygotskian Approach to Early Childhood Education*. 2nd ed. Columbus, OH: Merrill. ISBN-10: 0130278041

Bredenkamp, S. & Rosegrant, T. (Eds.). (2001). *Reaching Potentials: Transforming Early Childhood Curriculum and Assessment*. Vo. 2 Washington, DC: National Association for the Education of Young Children. ASIN: B000JGD700

Cook, R., Tessier, A., and Klein, M. (2007). *Adapting early childhood curricula for children with special needs*. 7th ed. New York: Merrill Publishing Company.
ISBN-10: 0131723812

Deiner, P. L. (1999). *Resources for Teaching Children with Diverse Abilities*. 3rd ed. New York:

Harcourt Brace Jovanovich College Publishers. ISBN-10: 0155054716

Koplow, L. (Ed.) (1996). *Unsmiling faces: How preschools can heal*. NY: Teachers College Press. ISBN-10: 0807734705

Linder, T.W. (1996) *Transdisciplinary play-based assessment; A functional approach to working with young children*. Baltimore, MD: Brookes. ISBN-10: 1557661626

Noonan, M. J. & McCormick, L. (1993). *Early Intervention in Natural Environments: Methods and Procedures*. Pacific Grove, CA: Brooks/Cole Publishing. ISBN-10: 053414442X

Odom, S. L. & McLean, M. E. (1996). *Early Intervention/Early Childhood Special Education: Recommended Practices*. Austin, TX: Pro-Ed. ISBN-10: 0890796483

Peterson, N. L. (1987). *Early Intervention for Handicapped and At-Risk Children*. Denver, Colorado: Love Publishing Company. ISBN-10: 0891081291

Roopernarine, J. L. & Johnson, J.E. (2004). *Approaches to Early Childhood Education*, 4th ed. NJ: Prentice Hall. ISBN-10: 0131408119

Sherida, M. K., Foley, G. M., & Radinkski, S. H. (1995). *Using the Supportive Play Model: Individualized Intervention in Early Childhood Practice*. New York: Teachers College Press. ISBN-10: 0807734225

Wadsworth, B. J. (2003). *Piaget's Theory of Cognitive and Affective Development: Foundations of Constructivism* 5th ed. White Plains, NY: Longman Publishers. ISBN-10: 0205406033

Zirpoli, T. J. (1995). *Understanding and Affecting the Behavior of Young Children*. Columbus, OH: Merrill. ISBN-10: 0024317322