

Survey of Early Childhood Special Education
SPED/EDEC 5100- Spring 2006
MW 10:10-12:05
Aderhold Hall Room 317

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Office Hours: By appointment

Texts: Bowe, F. (2004). *Early Childhood Special Education: Birth to eight*.
Canada: Thomsom Delar Learning.

The Division for Early Childhood of the Council for Exceptional Children
(2000). *Natural environments and inclusion: Monograph series no. 2*.
Longmont, CO: Sopris West.

Bredenkamp, S. & Copple, C.(1997). *Developmentally Appropriate
Practice in Early Childhood Programs, Revised*. Washington, D.C:
National Association for the Education of Young Children.

Objectives: Students will:

1. Examine the rationale for and history of Inclusion and Early Childhood Special Education.
2. Explore the basic concepts underlying developmentally appropriate practice.
3. Review the rationale and methods for adopting a holistic approach to meeting the needs of children with special needs in the context of their class, school family, and community.
4. Review methods for teaming and collaborating to meet the needs of young children with disabilities in natural inclusive settings.
5. Explore the linkage between methods of individual student assessment, Individual Education Plans, and curriculum planning within a developmentally appropriate framework.
6. Explore specific instructional strategies and supports for use in an inclusive classroom setting.

Participation and Attendance

Class attendance and punctuality are expected. Students with excessive absences may be withdrawn from the class. No unexcused absences from the field experiences are acceptable. If you must be absent from your field placement it is your responsibility to notify the school as early as possible. You must also inform, in writing, your college supervisor, Dr. Atilas and Jennifer Jacobs of all absences.

Academic Honesty

Students are expected to conform to the University of Georgia's academic honesty policy http://www.uga.edu/ovpi/academic_honesty/culture_honesty.htm. Unless otherwise stated in writing by the instructor, all assignments and exams are to be completed without assistance. All academic work must meet the standards contained in "A Culture of Honesty." Students are responsible for informing themselves about those standards before performing any academic work.

Confidentiality

Please respect the privacy of the children, families, and teachers. When discussing or writing about individual students or their families in or outside of this class please use pseudonyms.

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

<u>Grading</u>	<u>Possible points</u>
Quiz 1	12.5
Quiz 2	12.5
Quiz 3	12.5
Quiz 4	12.5
<i>Child Study Project 50%</i>	
Classroom Description	10
Student Description	10
Anecdotal Records	10
Behavioral Observations	10
Synthesis	10
Total Points	100
90-100	A
80-89	B
70-79	C

Assignments:

Child Study Project

Fifty percent of your grade for this class will come from your performance on the components of the Child Study Project. The purpose of this project is to apply what we are reading and discussing in class to actual classroom situations. We will assess your progress in meeting the expectations for this project periodically throughout the semester. While each component of the project has a separate due date, all elements of the project are to be submitted along with the final synthesis at the end of the semester. Late assignments will have one full letter grade deducted from the final grade. All papers should be typed and double-spaced.

Classroom/School Description: 10 pts.

You are encouraged to work with the other students at your school in accessing school information. The school office or principal should be able to provide you with general information about your school. While you are encouraged to work in teams to access background information, your papers should be written individually. The *Classroom/School Description* should provide basic demographic information about your school (how many students are enrolled, ethnicity and socioeconomic status of students--% free and reduced lunch, what grade levels and how many classes at each grade level, special services that are available—after school tutoring, resource rooms, ESOL classes etc., unique aspects of the school, number of faculty, administrators and support personnel, information about the general community, specific information about your classroom (number of students, student ethnicity and gender, number of students with special needs and category of disabilities, number of adults working in the classroom including paraprofessionals and volunteers, general description of the classroom environment and classroom rules and expectations). 2 pages, typed, double-spaced, 12 pt. font. *DUE 1/30*

Student Description 10 pts.

Ask your teacher to help you identify one student for this project; an at-risk student for whom the teacher has an academic, social, or behavioral concern. If that teacher feels it would not be intrusive it would be best to focus on a student currently going through the SST process or currently receiving special education services. Your paper should include the child's age, gender, ethnicity, language (if student is bilingual) and a brief discussion of why the teacher suggested this student. It may also include any general observations you may initially make of this student's behavior. It would be helpful for you to review the cumulative record, including standardized test results and IEP/SST information, for each of these students if your teacher feels it is appropriate. 1-2 pages, typed, double-spaced, 12 pt. Font. *DUE 2/27*

Anecdotal Records 10pts.

Over the course of the semester you will collect a minimum of 8 anecdotal records on the focus student. These records should be evenly distributed across the semester and should include student behavior during academic instruction, self-directed or independent academic work, social interaction and behavior with peers and teachers (i.e. playground, lunch time, informal discussions), and classroom transitions (i.e. walking in line). If the student is receiving “pull-out” services please try to arrange some observations in this setting. Your final grade will be based on the content, number and distribution of records. *DUE 4/19*

Behavioral Observation and Plan: 10 pts.

You will design and implement a data collection procedure that targets a specific behavior, which you have observed in your anecdotal records. You will collect data on this behavior for your students across at least three settings (i.e. morning circle, resource room, recess, small group and large group activities). Your plan for this observation should include a definition of the target behavior, a rationale for identifying this behavior, identification of the data collection method you will use and a rationale for using this method, and a plan for how/when you will collect data. Also plan to collect data using the same method on two students identified as “typical” by your supervising teacher, for comparison purposes. Your completed observation paper should include a discussion of any changes you made to your plan (and why), a brief description of the various settings in which you collected data, a graphic display of the data, and a discussion of your results, which includes comparisons across settings and students.

5 pages, typed, double-spaced, 12 pt. Font. *DUE 3/22*

Synthesis: 10 pts.

The synthesis should bring together all of the data you have obtained on your student. Present an overview of your student and what you have learned about he/she as an individual throughout the semester (What are his/her strengths? What challenges do he/she face? What instructional strategies seem to work well for your student? What academic and social environments support his/her learning? What, if any, recommendations would you make to support your student’s learning and progress?). Finally contrast the difference sources of information you used (anecdotal records and behavioral observations) and what, if any, differences you found using different observation methods. In writing this synthesis use care to support your interpretations with examples from your observations. This paper should be five pages, typed, double-spaced. *DUE 4/26*

Quizzes: Four quizzes will cover designated material and will consist of a variety of test items (i.e. multiple choice, short answer) **12.5 pts. each**

Date	Topic	Readings/ Assignments
M 1/9	Introduction and Overview	
W 1/11	Inclusion: Early Childhood Perspective	Chapter 6 pp. 180-182 Bowe Monograph pp.1-2 & 69-76

		Website http://www.naeyc.org
M 1/16	MLK HOLIDAY*****	*****
W 1/18	Overview of the field of Early Childhood Special Education	Chapter 2 pp. 47-66 Bowe Websites http://www.georgetown.edu/crossroads/asw/race.html http://www.special-ed-careers.org
M 1/23	Overview of Early Childhood Special Education: Special Education Law	Chapter 2 pp. 39-47 Bowe Chapter 4 pp. 116-121 Bowe Chapter 5 pp. 130-135 Bowe Websites http://www.idea practices.org http://www.dec-sped.org
W 1/25	Developmentally Appropriate Practice	Part 1 Developmentally Appropriate Practice Book
M 1/30	Developmentally Appropriate Practice	Part 2 Developmentally Appropriate Practice Book <i>Classroom/School Description Due</i>
W 2/1	Developmentally Appropriate Practice	Parts 3 & 4 Developmentally Appropriate Practice Book
M 2/6	Developmentally Appropriate Practice	Part 5 Developmentally Appropriate Practice Book
W 2/8	QUIZ 1: Inclusion and DAP Disability Categories/ Labels: High Incidence and Low Incidence Disabilities	Chapter 10 pp. 273-281 Bowe Chapter 11 pp. 302-308 Bowe Chapter 12 pp. 331-338 Bowe Chapter 13 pp. 353-357 Bowe Chapter 14 pp. 373-376 Bowe Chapter 15 pp. 393-398 Bowe
M 2/13	Collaboration with Professionals	OIT Chapter 2 <i>Early Childhood Education</i> , Johnson, LaMontagne, Elgas, and Bauer
W 2/15	Collaboration with Families	Chapter 10 pp. 281-298 Bowe Website http://www.beachcenter.org
M 2/20	Types of Early Childhood Special Education Programs/Curriculum	Chapter 6 pp. 155-162 Bowe Website http://www2.acf.hhs.gov/programs/hsb/ .
W 2/22	Assessment and Evaluation	Chapter 7 pp. 198-215 Bowe Website http://www.naeyc.org/resources/positions_statements/creating_cond

		itions.asp
M 2/27	Assessment: Portfolio, Play Based	OIT Article Linder Article: <i>Traditional Assessment and Transdisciplinary Play-Based Assessment: Comparison Student Descriptions Due</i>
W 3/1	Assessment: Behavior	TBA
M 3/6	QUIZ 2: disability categories, collaboration, program models, and assessment. Positive Behavior Support	Websites http://www.pbis.org/main.htm http://www.rrtcpbs.org www.beachcenter.org/
W 3/8	Functional Behavioral Assessment/Positive Behavior Support	TBA
M 3/13	SPRING BREAK*****	*****
W 3/15	SPRING BREAK*****	*****
M 3/20	Child Study Project: Defining Behaviors and Study Design	
W 3/22	Pre-referral Process (SST)/ Anecdotal Records	<i>Behavioral Observations Due</i>
M 3/27	IEP/IFSP Development and Implementation: Functional Goals and Objectives	Chapter 8 pp. 223-241 Bowe Website http://www.nectac.org/topics/families/families.asp
W 3/29	Activity Based Instruction: Embedding Functional Objectives and Utilization of the Matrix QUIZ 3: PBS, Anecdotal notes, IEP/IFSP, and ABI	Chapter 6 pp. 163-172 Bowe Monograph pp. 37-46 Website http://www.nochildleftbehind.gov
M 4/3	Differentiating Instruction	OIT Chapter 4 Differentiating Instruction In Inclusive Classrooms, Haager and Klinger
W 4/5	Differentiating Small and Large Group Instruction in ECE	TBA
M 4/10	Differentiating Small and Large Group Instruction in ECE	TBA
W 4/12	Differentiating Reading and Math Instruction / Elementary and ECE	OIT Chapter 8 Differentiating Instruction In Inclusive Classrooms, Haager and Klinger
M 4/17	Case Studies/ Group work	
M 4/19	ECE Technology and Augmentative and Alternative Communication	Chapter 9 pp.244-265 Bowe Websites

		http://www.enablingdevices.com http://www.assistivetech.net
W 4/24	Transitions	TBA
M 4/26	Final Project Presentations	<i>Child Study Project Due</i>
M 5/1	Final Project Presentations	
W 5/3	Reading Day	
M 5/8	Quiz 4: Technology, Transitions, and Case Study	