

**MASTER COURSE OUTLINE WITH EXAMPLE SYLLABUS | THE EXCEPTIONAL LEARNER  
 ECED 1515 | COURSE INFORMATION**

**COURSE DESCRIPTION**

The course provides an overview of the study of the exceptional child with emphasis on the history, laws, concepts, practices, and terminology used by professionals in the field within inclusive settings. Accommodations and teaching techniques effective for children with disabilities and developmental delays.

*Recommended Prerequisites: ENG 101; ECE 101; Child Development or the permission of the Coordinator*

**Course Objectives: To provide students opportunities to develop knowledge, reflection and understanding of:**

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|   | COURSE OBJECTIVE   | ALIGNMENT WITH STANDARDS  |
| 1   | <b>The etiology and social/educational impact of a variety of disabilities (physical, mental and behavioral) and how they affect the development of the young child.</b> | EI/ECSE Child Development and Early Learning; NAEYC Standard One, Promoting Child Development and Early Learning, 1b; (PS&C for ECE, Standard One, Child Development and Learning in Context 1c); CKC’s Promoting Child Dev and Learning 1.A.1.   |
| 2   | <b>The characteristics of children with exceptionalities including gifted and talented</b>   | NAEYC Standard One, Promoting Child Development and Early Learning, 1a; (PS&C for ECE, Standard One, Child Development and Early Learning in Context, 1a)   |
| 3   | <b>The law as it protects children with disabilities and promotes inclusion</b>  | CKC’s Promoting Child Development and Early Learning, 1.B.3; (PS&C for ECE, Standard Six, Professionalism as an Early Childhood Educator, 6b).  |
| 4   | <b>Range of services available to children with disabilities and/or developmental delays and their families.</b>   | OSEP Working with Children and Families from Diverse Backgrounds & Engaging and Communicating with Families; DEC Family F1 and F.6; EI/ECSE Partnering with Families (2); NAEYC Standard Two, Building Family and Community Relationships, 2a and 2b, Standard Six, Becoming a Professional, 6e (PS&C for ECE, Standard Two, Family-Teacher Partnerships and Community Connections, 2c and Standard Six, Professionalism as an Early Childhood Educator, 6b and 6c)CKC’s Promoting Child Development and Early Learning 1B3 |

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| <b>COURSE OBJECTIVE</b> |  | <b>ALIGNMENT WITH STANDARDS</b>  |
|-------------------------|--|--|
| <b>5</b>                | <b>Accommodations, modifications, and adaptations in learning and care environments so that children with special needs can be successfully educated with their peers without disabilities in the least restrictive environment.</b> | OSEP Intervention and instruction, Literacy & STEM, Technology; DEC Instruction INS4, and Environments E4; EI/ECSE Using Responsive, Reciprocal Interactions, Interventions, & Instruction, Child Development & Early Learning and Application of Curriculum Framework in the Planning of Meaningful Learning Experiences; NAEYC Standard Four, Using Developmentally Effective Approaches, 4b; (PS&C for ECE, Standard Four Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4b and 4c); CKC's Promoting Child Development and Early Learning, 1.B.3, and Observing, Documenting and Assessing, 4.A.1  |
| <b>6</b>                | <b>The significance of partnering and collaborating with families and professionals on behalf of children with disabilities.</b>   | OSEP Working with Children and Families from Diverse Backgrounds and Engaging and Communicating with Families and Collaborating; DEC Family F1, F6 and Teaming and Collaboration TC2; EI/ECSE Partnering with Families (2) and Collaboration and Teaming; NAEYC Standard Two, Building Family and Community Relationships, 2a and 2b; ( PS&C for ECE, Standard Two, Family-Teacher Partnerships and Community Connections, 2b and 2c,and Standard Six, Professionalism as an Early Childhood Educator, 6a and 6c); CKC's Promoting Child Development and Early Learning 1B3, Building Family and Community Relationships 5.A1 and 5A2  |
| <b>7</b>                | <b>Developmentally appropriate program (DAP) experiences and environments that are sensitive to diversity in culture, ability and background</b>   | OSEP Intervention and Instruction, Literacy and STEM, Working with Children and Families from Diverse Backgrounds, and Supporting Social & Emotional Development; DEC Instruction INS4, Families F1, Interaction INT2; EI/ECSE Using Responsive, Reciprocal Interactions, Interventions & Instruction, and Application of Curriculum Frameworks in the Planning of Meaningful Learning Experiences; NAEYC Standard Two, Building Family and Community Relationships 2a, Standard Four, Using Developmentally Effective Approaches 4a & 4b and Using Content Knowledge to Build Meaningful Curriculum 5a.; (PS&C for ECE, Standard Two, Family-Teacher Partnerships and Community Connections. 2a, Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices , 4c, Standard Five, Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum , 5b); CKC 's Building a Meaningful Planned Program of Learning and Development 3A3 and Building Family and Community Relationships 5.A1. |
| <b>8</b>                | <b>Behavior as a means of communication for all children including those with disabilities, developmental delays, language and/or cultural differences</b>   | OSEP. Supporting Social and Emotional Development, DEC, Interaction, INT2, EI/ECSE, Interaction, Intervention and Instruction, NAEYC, Standard Four, Using Developmentally Effective Approaches, 4a, (PS&C for ECE, Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices , 4c); CKC's Using Developmentally Effective Approaches for Facilitating Experiences, 2.A.2. Interactions and Experiences: SC level 2d.  |
| <b>9</b>                | <b>The identification and referral process when appropriate including transitioning children between programs and services.</b>  | OSEP Transitions, DEC Transitions TR2; NAEYC Standard Six, Becoming a Professional, 6b; (PS&C for ECE, Standard Six, Professionalism as an Early Childhood Educator, 6a and 6b)  |

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

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|   | STUDENT OUTCOMES   | ALIGNMENT WITH STANDARDS   |
| 1   | <b>Describe the etiology and social/educational impact of a variety of disabilities (physical, mental and behavioral) and how they affect the development of the young child.</b>  | EI/ECSE Child Development and Early Learning; NAEYC Standard One, Promoting Child Development and Early Learning, 1b; (PS&C for ECE, Standard One, Child Development and Learning in Context 1c) CKC's Promoting Child Development and Early Learning 1.A.1.   |
| 2   | <b>Identify the characteristics of children with exceptionalities including gifted and talented.</b>   | NAEYC Standard One, Promoting Child Development and Early Learning, 1a; (PS&C for ECE, Standard One, Child Development and Early Learning in Context, 1a)  |
| 3   | <b>Discuss the law as it protects children with disabilities and promotes inclusion.</b>   | CKC's Promoting Child Development and Early Learning, 1.B.3; (PS&C for ECE, Standard Six, Professionalism as an Early Childhood Educator, 6b).   |
| 4   | <b>Compare and contrast the range of services available to children with disabilities and/or developmental delays and their families.</b>  | (OSEP Working with Children and Families from Diverse Backgrounds and Engaging and Communicating with Families; DEC Family F1 and F.6; EI/ECSE Partnering with Families (2); NAEYC Standard Two, Building Family and Community Relationships, 2b, and NAEYC Standard Six, Becoming a Professional, 6e; (PS&C for ECE, Standard Two, Family-Teacher Partnerships and Community Connections, 2c and Standard Six, Professionalism as an Early Childhood Educator, 6b and 6c)CKC's Promoting Child Development and Early Learning, 1.B.3.)  |
| 5   | <b>Develop modifications, adaptations and/or accommodations in learning and care environments so that children with special needs can be successfully educated with their peers without disabilities in the least restrictive environment.</b> | OSEP Intervention and Instruction, Literacy and STEM and Technology; DEC Instruction, INS4 and E4; EI/ECSE Using Responsive, Reciprocal Interactions, Interventions, and Instruction and Child Development and Early Learning and Application of Curriculum Framework in the Planning of Meaningful Learning Experiences; NAEYC Standard Four, 4B; (PS&C for ECE, Standard Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4b and 4c); CKC's Promoting Child Development and Early Learning, 1.B.3, and Observing, Documenting and Assessing, 4.A.1  |
| 6   | <b>Advocate for partnering and collaborating with families and professionals on behalf of children with disabilities</b>   | OSEP Working with Children and Families from Diverse Backgrounds, Engaging and Communicating with Families and Collaborating; DEC Family F1 and F6 and Teaming and Collaboration, TC2; EI/ECSE Partnering with Families (2) and Collaboration and Teaming; NAEYC Standard Two, Building Family and Community Relationships. 2a and 2b; Standard Six, 6e; ( PS&C for ECE, Standard Two, Family-Teacher Partnerships and Community Connections, 2b and 2c, Standard Six, Professionalism as an Early Childhood Educator, 6a and 6c); CKC 's, Promoting Child Development and Early Learning,1.B.3 and Building Family and Community Relationships, 5.A.1 and 5.A.2,  |
| 7   | <b>Plan DAP experiences and environments that are sensitive to diversity in culture, ability, and background.*</b>   | OSEP Intervention and Instruction, Literacy and STEM, Working with Children and Families from Diverse Backgrounds, and Supporting Social & Emotional Development; DEC Instruction INS4, Family, F1, and Interaction, INT2; EI/ECSE Using Responsive, Reciprocal Interactions, Interventions and Instruction, and Application of Curriculum Frameworks in the Planning of Meaningful Learning Experiences; NAEYC Standard Two, Building Family and Community Relationships, 2a, Standard Four, Using Developmentally Effective Approaches, 4a and 4b; and Standards Five, Using Content Knowledge to Build Meaningful Curriculum, 5a.; (PS&C for ECE, Standard Two, Family-Teacher Partnerships and Community Connections. 2a, Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices , 4c, Standard Five, Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum, 5b); CKC 's Building a Meaningful Planned Program of Learning and Development, 3.A.3., and Building Family and Community Relationships, 5.A.1. |

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|          | <b>STUDENT OUTCOMES</b>   | <b>ALIGNMENT WITH STANDARDS</b>   |
|----------|---|---|
| <b>8</b> | <b>Understand behavior as a means of communication for all children including those with disabilities, developmental delays, language and/or cultural differences and identify a variety of behavior management techniques.</b> | OSEP. Supporting Social and Emotional Development, DEC, Interaction, INT2, EI/ECSE, Interaction, Intervention and Instruction, NAEYC, Standard Four, Using Developmentally Effective Approaches, 4a, (PS&C for ECE, Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices , 4c); CKC's Using Developmentally Effective Approaches for Facilitating Experiences, 2.A.2. Interactions and Experiences: SC level 2d. |
| <b>9</b> | <b>Delineate the steps of the identification and referral process when appropriate including transitioning children between programs and services.</b>  | OSEP Transitions, DEC Transitions TR2; NAEYC, Standard Six, Becoming a Professional, 6b; (PS&C for ECE, Standard Six, Professionalism as an Early Childhood Educator, 6a and 6b).   |

**Course Content:**

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|          | <b>COURSE CONTENT</b>  | <b>ALIGNMENT WITH STANDARDS</b>   |
|----------|--|---|
| <b>1</b> | <b>The philosophy of inclusion; benefits, ethics and challenges</b>  | EI/ECSE Professionalism and Ethical Practices; NAEYC, Standard Six; Becoming a Professional 6b; (PS&C for ECE, Standard Six, Professionalism as an Early Childhood Educator, 6a)  |
| <b>2</b> | <b>Federal and state legislation and public policy pertaining to early intervention.</b>   | CKC's, Promoting Child Development and Early Learning, 1.B.3; (PS&C for ECE, Standard Six, Professionalism as an Early Childhood Educator, 6b)  |
| <b>3</b> | <b>Types of inclusive settings and early intervention programs.</b>  |   |
| <b>4</b> | <b>Developmental likenesses and differences, the range of normal development within a culturally sensitive context</b>   | NAEYC Standard One, Promoting Child Development and Early Learning, 1a and 1b; (PS&C for ECE, Standard One, Child Development and Early Learning in Context, 1a, and 1b )   |
| <b>5</b> | <b>Developmental disabilities – causes (environment and genetics), classifications, and characteristics including sensory impairments, physical disabilities/ health problems, learning and behavioral disorders</b> | EI/ECSE Child Development and Early Learning; NAEYC Standard One, Promoting Child Development and Early Learning, 1b; (PS&C for ECE, Standard One, Child Development and Early Learning in Context, 1c); CKC's, Promoting Child Development and Early Learning 1.A.1.   |
| <b>6</b> | <b>The range of services and the referral process</b>  | EI/ECSE Professionalism and Ethical Practices; (PS&C for ECE, Standard One, Child Development and Early Learning in Context, 1d, Standard Two, Family-Teacher Partnerships and Community Connections, 2c and Standard Six, Professionalism as an Early Childhood Educator, 6a);CKC's, Promoting Child Development and Early Learning, 1.B.3, 2a |

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| <b>COURSE CONTENT</b> |  | <b>ALIGNMENT WITH STANDARDS</b>  |
|-----------------------|--|--|
| <b>7</b>              | <b>Working with families, parent-teacher communication, and dynamics of families who have children with special needs.</b>   | OSEP Working with Children and Families from Diverse Backgrounds and Engaging and Communicating with Families; DEC Family F1 and F.6; EI/ECSE Partnering with families (2); NAEYC Standard Two, 2a and 2b and Standard Six, 6d;( Standard Two, Family-Teacher Partnerships and Community Connections, 2b, and Standard Six, Professionalism as an Early Childhood Educator 6a and 6c); CKC’s Promoting Child Development and Early Learning, 1.B.3.  |
| <b>8</b>              | <b>Assessment and planning individualized goals, working with an IEP/IFSP</b>  | OSEP Observing and collecting data for progress monitoring, DEC Assessment A9; EI/ECSE Assessment Processes, NAEYC Standard Three, 3a; (PS&C for ECE, Standard Three, Child Observation, Documentation, and Assessment, 3a and 3c); CKC Observing, Documenting and Assessing 4.A.3   |
| <b>9</b>              | <b>Instructional strategies – Zone of Proximal Development, scaffolding using task analysis, physical guidance, modeling, prompting, teachable moments, contingent stimulation, and other specific techniques that facilitate learning for children with disabilities and developmental delays.</b>  | OSEP Intervention and Instruction; Instruction INS4; EI/ECSE Using responsive reciprocal interactions, interventions, and instruction; NAEYC STANDARD Four, 4b; (PS&C for ECE, Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4c)  |
| <b>10</b>             | <b>Planning effective environments, schedules and transitions that support inclusion.</b>  | OSEP Transitions; DEC Transitions TR2; EI/ECSE Using Responsive, reciprocal interactions, interventions, and instruction; NAEYC Standard One, Promoting Child Development and Early Learning, 1b; (PS&C for ECE, Standard One, Child Development and Early Learning in Context, 1c)  |
| <b>11</b>             | <b>Facilitating development throughout all developmental domains, curriculum, and classroom areas for children with disabilities, developmental delays, language/and/or cultural differences:</b> <ul style="list-style-type: none"> <li>• Adaptive/self-care for independence</li> <li>• Social development and peer interaction, play</li> <li>• Communication skills and language development</li> <li>• Pre-academic learning: cognitive development and literacy</li> <li>• Creative/aesthetic development through the arts</li> <li>• Accommodating and supporting physical/motor development</li> </ul> | OSEP Intervention and Instruction, Literacy and STEM, Working with children and families from diverse backgrounds, Supporting Social & Emotional Development; DEC Instruction F1 INS4, INT2; EI/ECSE Using Responsive, reciprocal interactions, interventions & instruction, Interaction, Intervention, Instruction, Application of Curriculum Frameworks in the Planning of Meaningful Learning Experiences; NAEYC Standard Two, Building Family and Community Relationships, 2a, Standard Four, Using Developmentally Effective Approaches, 4a and 4b; and Standards Five, Using Content Knowledge to Build Meaningful Curriculum, 5a;( PS&C for ECE, Standard Two, Family-Teacher Partnerships and Community Connections. 2a, Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices , 4c, Standard Five, Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum, 5b); CKC 5A1, 3A3 |
| <b>12</b>             | <b>Managing challenging behaviors:</b> <ul style="list-style-type: none"> <li>• Monitoring for analysis and progress</li> <li>• Preventing behavioral problems</li> <li>• Understanding behavior as a means of communication Reducing aggression, tantrums, destructive behavior and non-compliance</li> <li>• Applying strategies – redirection, reminders, choices, and consequences</li> <li>• Understanding behavior modification systems and appropriate application</li> </ul>   | OSEP Supporting social and emotional development; DEC Interaction INT2; EI/ECSE Interaction, Intervention, Instruction; NAEYC Standard Four, Using Developmentally Effective Approaches, 4a; (PS&C for ECE Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators work with young children, 4a);. CKC Using Developmentally effective approaches 2A2).  |

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|---|---------------------------------------|
| COURSE CONTENT  | ALIGNMENT WITH STANDARDS              |
| 13 Facilitating and coordinating transitions between services and programs.       | OSEP Transitions, DEC Transitions TR2 |

**STANDARDS**

CT State Core Knowledge and Competencies (CKC)

Division of Early Childhood of the Council for Exceptional Children (DEC)

Early Intervention/Early Childhood Special Education (EI/ECSE)

National Association for the Education of Young Children (NAEYC)

Office of Special Education Programs (OSEP)

Professional Standards and Competencies for Early Childhood Educators (Power to the Profession (P2P) Standards)

**KEY EXPERIENCES**

1. Introduction to the etiology and impact on development of a variety of specific exceptionalities including gifted and talented via discussions, videos, guest speakers and readings such as the DC: 0-5 Manual. <https://www.zerotothree.org/resources/2221-dc-0-5-manual-and-training#chapter-1537> (C.O. 1, C.O. 2)
2. Introduce and discuss the IDEA legislation including the referral process using a variety of resources. (C.O. 3, C.O. 4)
3. Research the range of services for children B-5 and their families including identification, referral and transition between programs and services. (C.O. 4, C.O. 8)
4. Analyze an Individualized Education Plan (IEP). (C.O. 3)
5. Watch and reflect upon an actual or a mock Pupil Placement Team (PPT) meeting, recognizing the importance of collaborating with parents and other professionals. (C.O. 6)
6. Plan adaptations for environments and accommodations for experiences for children with specific exceptionalities. (C.O. 5)
7. Plan DAP experiences that are sensitive to diversity in culture, ability and background. (C.O. 7)
8. Applying teaching strategies, suggesting activities and modifications, and applying behavior management techniques to hypothetical situations. (C.O. 8)

## **RESOURCES**

- Joint Position Statement of DEC and NAEYC: [https://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/EarlyChildhoodInclusion\\_0.pdf](https://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/EarlyChildhoodInclusion_0.pdf)
- Diagnosis vs. Disability Category: Defining Eligibility <http://cpacinc.org/docs/Diagnosis-vs-Disability-Category.pdf>
- Defining Moments New NAEYC Guidance on Including All Children: [https://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/NPDCI\\_DVAEYC\\_Defining-Moments-New-NAEYC-Guidance-5-2011.pdf](https://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/NPDCI_DVAEYC_Defining-Moments-New-NAEYC-Guidance-5-2011.pdf)
- Policy Statement of Inclusion of Children with Disabilities in Early Childhood Programs: <https://www2.ed.gov/policy/speced/guid/earlylearning/joint-statement-full-text.pdf>
- Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8 <https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/PSDAP.pdf>

## **Websites**

- Office of Early Childhood of CT -Resources for ECE: <http://www.ct.gov/oec/cwp/view.asp?a=4541&q=536726>
- Standards, Instruction and Assessment - Connecticut Early Learning and Development Standards (CT ELDS), DOTS, videos and all resources Guide to the Domains with strategies for all children, those with special needs and DLL's [http://www.ct.gov/oec/lib/oec/GuideToDomainsMar23\\_2016Final.pdf](http://www.ct.gov/oec/lib/oec/GuideToDomainsMar23_2016Final.pdf)
- Building Meaningful Curriculum <https://www.ctoec.org/wp-content/uploads/2020/01/CT-ELDS-Supplement-Meaningful-Curriculum.pdf>
- Supporting All Children Using the Connecticut Early Learning and Development Standards- Dual Language Learner [http://www.ct.gov/oec/lib/oec/DualLanguageLearnersFinalMar17\\_2016.pdf](http://www.ct.gov/oec/lib/oec/DualLanguageLearnersFinalMar17_2016.pdf)
- Supporting the needs of Diverse Learners: [https://www.ct.gov/oec/lib/oec/DiverseLearnersApril\\_26\\_2016\\_Finalw.pdf](https://www.ct.gov/oec/lib/oec/DiverseLearnersApril_26_2016_Finalw.pdf)
- National Association for the Education of Young Children: <https://www.naeyc.org/>
- Supporting young children who are dual language learners (DLL's) <https://wida.wisc.edu/>
- Center on the Social and Emotional Foundations for Early Learning. <http://csefel.vanderbilt.edu/>
- Head Start, Early Childhood Learning and Knowledge Center: Children with Disabilities: <https://eclkc.ohs.acf.hhs.gov/children-disabilities/article/highly-individualized-teaching-learning>
- Head Start Center for Inclusion: <http://headstartinclusion.org/teachers>
- Milestones in Action Photo Video Library: <https://www.cdc.gov/ncbddd/actearly/milestones/index.html>
- Results Matter Video Library: <http://www.cde.state.co.us/resultsmatter/rmvideoeseries>
- Connect Module5 Assistive Technology <https://www.connectmodules.dec-sped.org/connect-modules/learners/module-5/>

## Articles

- Including Children with Special Needs: Is Your Program Ready, Amy Watson and Rebecca McCathren  
<https://cispartners.vermont.gov/sites/cis/files/Guidance/Including%20Children%20with%20Special%20Need-%20Are%20You%20and%20Your%20Childcare%20Program%20Ready%20Section%20C%20Objective%203%20Letter%20A.%20b.pdf>
- Preparing Young Children for the Inclusion of Children with Disabilities Into the Classroom: <https://www.naeyc.org/resources/blog/preparingyoung-children-inclusion>
- Every Child Belongs: Welcoming a Child with a Disability: <https://www.naeyc.org/resources/pubs/tyc/sep2017/every-child-belongs>
- Paving the Way to Kindergarten for Young Children with Disabilities, Amanda Fenlon  
<https://www.readingrockets.org/article/paving-way-kindergarten-young-children-disabilities>
- Challenging Common Myths About Young Early Language Learners: [https://fpg.unc.edu/sites/fpg.unc.edu/files/resources/presentations-andwebinars/Challenging Common Myths About Young ELLs.pdf](https://fpg.unc.edu/sites/fpg.unc.edu/files/resources/presentations-andwebinars/Challenging%20Common%20Myths%20About%20Young%20ELLs.pdf)
- Art Activities for All: Adapting Art Projects, Materials and Methods for Students with Disabilities:  
<https://www.brighthubeducation.com/special-ed-inclusion-strategies/129110-adapting-art-experiences-for-children-with-physical-disabilities/>
- Universal Design for Learning in the Early Childhood Classroom  
<https://freespitpublishingblog.com/2018/07/05/universal-design-for-learning-in-the-early-childhood-classroom/>
- NAEYC articles on Family Engagement:  
<https://naeyc.org/resources/topics/family-engagement>
- Becoming a Culturally Responsive Early Childhood Educator: A Tool to Support Reflection by Teachers Embarking on the Anti-Bias Journey:  
[https://nameorg.org/learn/photos/Chen\\_et\\_al\\_2009\\_Becoming.pdf](https://nameorg.org/learn/photos/Chen_et_al_2009_Becoming.pdf)
- Transition from Early Intervention to Preschool Special Education Services: [https://ectacenter.org/~pdfs/decrp/PGP\\_TRN2\\_preschooltokindergarten\\_2018.pdf](https://ectacenter.org/~pdfs/decrp/PGP_TRN2_preschooltokindergarten_2018.pdf)
- Pick a Book, Any Book: Using Children's Books to Support Positive Attitudes Toward Peers with Disabilities: <https://journals.sagepub.com/doi/pdf/10.1177/1096250613512666>
- The IEP Guide: [https://ctserc.org/documents/resources/iep\\_guide\\_page\\_by\\_page.pdf](https://ctserc.org/documents/resources/iep_guide_page_by_page.pdf)
- Supporting Young Children's IEP Goals In Inclusive Settings Through Embedded Learning Opportunities, Horn, E., Lieber, J., Li, S. M., Sandall, S., & Schwartz, I. (2000). Topics in Early Childhood Special Education, 20, 208–223.

## Videos

- IEP Meetings (PPT)  
<https://www.youtube.com/watch?v=ok0irMNfKmY>  
<https://www.youtube.com/watch?v=MWnbHPMq2EA>
- Meaningful Inclusion in Early Childhood: <https://www.youtube.com/watch?v=a2wJqDw9B68>
- Gifted Children: <https://www.youtube.com/watch?v=2Je0cl1Qaus>



- Gifted Types: <https://www.youtube.com/watch?v=KTvdxzyPVKI>
- Joseph Renzulli, What Is Giftedness? : <https://www.youtube.com/watch?v=L80IKSNQAIU>
- Including Samuel, <https://www.includingsamuel.com/video>
- On Down-Down s Syndrome: <https://www.youtube.com/watch?v=bEVkbuooXo4>
- Building on Children’s Strengths: <https://ectacenter.org/decrp/type-pgpractitioner.asp>
- Identifying Children’s Strengths: [https://ectacenter.org/~pdfs/decrp/PGP\\_ASM5\\_identifyingstrengths\\_2018.pdf](https://ectacenter.org/~pdfs/decrp/PGP_ASM5_identifyingstrengths_2018.pdf)
- Early Signs of Autism: <https://www.youtube.com/watch?v=YtvP5A5OHpU&feature=youtu.be>
- Team Lydia Rose: Supporting Inclusion Everyday in Everyway: <https://vimeo.com/118072510>
- Sensory Processing Disorders: [https://www.youtube.com/watch?v=\\_SSzKA6uTFs&list=PLDA998AC929A52481&index=1](https://www.youtube.com/watch?v=_SSzKA6uTFs&list=PLDA998AC929A52481&index=1)

### Children’s Books

- 25 Amazing Inclusion Books for Children: <https://adayinourshoes.com/kids-books-inclusion/>
- 20 Best Books to Celebrate Diversity: <https://www.thebump.com/a/childrens-books-about-diversity>

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|---|---|----------------------------------|--|---------------------------------|
| DATE  | TOPIC AND LEARNING ACTIVITY   | ALIGNMENT WITH COURSE OBJECTIVES | ASSIGNMENTS  | ALIGNMENT WITH STUDENT OUTCOMES |
| Week 1  | Introduction to the Course, go over syllabus Introduction to the Individuals with Disabilities Education Act (IDEA). Federal and state legislation and public policy pertaining to early intervention. The philosophy of inclusion, benefits, ethics and challenges.* | 3                                | Students will read through the joint position statement of DEC and NAEYC:  |                                 |
| 2   | Types of inclusive settings and early intervention programs.  | 3                                | Students will view video on various types of inclusive settings. Reflect on videos.  | 3                               |
| 3   | The range of services and the referral process.*  | 4                                | Interview a parent or teacher who has a child with an identified disability to understand the range of services a child can receive in the IEP or IFSP. Or alternatively interview a teacher who has a child in their class with an IEP and determine what services that child receives. | 4                               |
| 4   | Developmental likenesses and differences, the range of normal development within a culturally sensitive context   | 1                                | Look through website for the gifted:   | 1                               |

**MASTER COURSE OUTLINE WITH EXAMPLE SYLLABUS | THE EXCEPTIONAL LEARNER | ECED 1515**

| <b>DATE</b> | <b>TOPIC AND LEARNING ACTIVITY</b>   | <b>ALIGNMENT WITH COURSE OBJECTIVES</b> | <b>ASSIGNMENTS</b>  | <b>ALIGNMENT WITH STUDENT OUTCOMES</b> |
|-------------|--|---|---|--|
| 5           | Facilitating development throughout all developmental domains, curriculum, and classroom areas.<br>Adaptive/self-care for independence. *  | 7                                       |   | 7                                      |
| 6           | Social development and peer interaction; play for all children including the gifted.   | 7                                       | Read Chapters on Communication  | 7                                      |
| 7           | Communication skills and language development for all children including gifted.   | 7                                       | View video: On Down-Down Syndrome<br><a href="https://www.youtube.com/watch?v=bEVkbuooXo4">https://www.youtube.com/watch?v=bEVkbuooXo4</a>  | 7                                      |
| 8           | Pre-academic learning: cognitive development and literacy for all children including gifted.   | 7                                       |   | 7                                      |
| 9           | Creative/aesthetic development through the arts for all children including gifted. Accommodating and supporting physical/motor development for all children including gifted.  | 7                                       | Read the article: Art Activities for All: Adapting Art Projects, Materials and Methods for Students with Disabilities and reflect on how you can use this information in your classroom.  | 7                                      |
| 10          | Planning effective environments, schedules and transitions that support inclusion. *   | 5                                       | Read the article: Universal Design for Learning in the Early Childhood Classroom<br><a href="https://freespiritpublishingblog.com/2018/07/05/universal-design-for-learning-in-the-early-childhoodclassroom/">https://freespiritpublishingblog.com/2018/07/05/universal-design-for-learning-in-the-early-childhoodclassroom/</a> | 5                                      |
| 11          | Instructional strategies – Zone of Proximal Development, scaffolding using task analysis, physical guidance, modeling, prompting, teachable moments, contingent stimulation, and other specific techniques that facilitate learning. * | 7                                       | Explore the Website: <a href="https://eclkc.ohs.acf.hhs.gov/children-disabilities/article/highly-individualizedteaching-learning">https://eclkc.ohs.acf.hhs.gov/children-disabilities/article/highly-individualizedteaching-learning</a>  | 7                                      |
| 12          | Understanding behavior as a means of communication<br>Reducing aggression, tantrums, destructive behavior and noncompliance.*  | 8                                       | Read Chapters on Behavior<br>Explore the Center on the Social and Emotional Foundations for Early Learning website: <a href="http://csefel.vanderbilt.edu/">http://csefel.vanderbilt.edu/</a>   | 8                                      |
| 13          | Managing challenging behaviors: Monitoring for analysis and progress Preventing behavioral problems*   | 8                                       | D.E.C. Position Statement on Challenging Behaviors<br><a href="https://media.wix.com/ugd/e37417_53702efbaac841229c8cb565025f4ea9.pdf">https://media.wix.com/ugd/e37417_53702efbaac841229c8cb565025f4ea9.pdf</a>   | 8                                      |
| 14          | Applying strategies – redirection, reminders, choices, and consequences Understanding behavior modification systems and appropriate application.*  | 8                                       | Read Chapter  | 8                                      |
| 15          | Assessment and planning individualized goals, working with an IEP/IFSP*  | 3                                       | Prepare for the Mock PPT  | 3                                      |

MASTER COURSE OUTLINE WITH EXAMPLE SYLLABUS | THE EXCEPTIONAL LEARNER | ECED 1515

| DATE | TOPIC AND LEARNING ACTIVITY  | ALIGNMENT WITH COURSE OBJECTIVES | ASSIGNMENTS  | ALIGNMENT WITH STUDENT OUTCOMES |
|------|--|----------------------------------|--|---------------------------------|
| 16   | Working with families, parent-teacher communication, and dynamics of families who have children with special needs. The PPT process. * | 3 and 6                          | Explore the NAEYC articles on Family Engagement<br><a href="https://naeyc.org/resources/topics/family-engagement">https://naeyc.org/resources/topics/family-engagement</a> | 4 and 6                         |
| 17   | Facilitating and coordinating transitions between services and programs.*  | 9                                | Transition from Early Intervention to Preschool Special Education Services:<br><br>Read article and view short video   | 9                               |
| 18   | Final Projects   |                                  |  |                                 |

\*A Key Experience as listed on Master Course Outline