

# Master Course Outline with Sample Syllabus

## ECED 2515 Exceptional Learners

Recommended Prerequisites: ENG 101; ECED 1001 Introduction to Early Childhood Care and Education and ECED 1002 Foundations of Child Development or the permission of the ECE Coordinator

### 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 will be explored.

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

Course Objective	Alignment with standards
1. 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>OSEP:</b> Working with Children from Diverse Backgrounds <b>DEC/EI/ECSE:</b> 1.4 <b>PS&amp;C for ECE:</b> 1c <b>CKC's:</b> 1.A.1.
2. The characteristics of children with exceptionalities including gifted and talented	<b>DEC/EI/ECSE:</b> 1.4 <b>PS&amp;C for ECE:</b> 1a, 1b <b>CKC's:</b> 1.A.1.
3. The philosophy of inclusion and the law as it protects children with disabilities and promotes inclusion	<b>DEC/EI/ECSE:</b> 7.4 <b>PS&amp;C for ECE:</b> 6b <b>CKC's:</b> 1.B.3; 7.A.4

<p>4. Range of services available to children with disabilities and/or developmental delays and their families including types of inclusive settings and early intervention programs.</p>	<p><b>OSEP:</b> Working with Children and Families from Diverse Backgrounds &amp; Engaging and Communicating with Families  <b>DEC/EI/ECSE:</b> 2.2  <b>PS&amp;C for ECE:</b> 2c; 6b and 6c  <b>CKC's:</b> 1B3; 5.B.2, 5.C.1, 7.A.4</p>
<p>5. 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.</p>	<p><b>OSEP:</b> Intervention and instruction, Literacy &amp; STEM, Technology  <b>DEC/EI/ECSE:</b> 1.3, 1.4; 5.2; 6.3  <b>PS&amp;C for ECE:</b> 4b and 4c  <b>CKC's:</b> 1.B.3, 3.B.1, 4.A.1</p>
<p>6. The significance of partnering and collaborating with families and professionals on behalf of children with disabilities.</p>	<p><b>OSEP:</b> Working with Children and Families from Diverse Backgrounds and Engaging and Communicating with Families and Collaborating  <b>DEC/EI/ECSE:</b> All Standard 2, All Standard 3, 7.2, 7.3, 7.4  <b>PS&amp;C for ECE:</b> 2b and 2c, 6a and 6c  <b>CKC's:</b> 1B3, 5.A1, 5A2,</p>
<p>7. Developmentally appropriate program (DAP) experiences, strategies, and environments that are sensitive to diversity in culture, ability, and background with consideration of Universal Design for Learning and the connection to Least Restrictive Environment.</p>	<p><b>OSEP:</b> Intervention and Instruction, Literacy and STEM, Working with Children and Families from Diverse Backgrounds, and Supporting Social &amp; Emotional Development  <b>DEC/EI/ECSE:</b> 5.2, 6.1, 6.3,  <b>PS&amp;C for ECE:</b> 2a; 4c, 5b  <b>CKC's:</b> 3A3, 3.B.1, 3.B.3, 5.A1, 6.A.3.</p>
<p>8. Behavior as a means of communication for all children including those with disabilities, developmental delays, language and/or cultural differences</p>	<p><b>OSEP:</b> Supporting Social and Emotional Development,  <b>DEC/EI/ECSE:</b> All of Standard 6  <b>PS&amp;C for ECE:</b> 4c  <b>CKC's:</b> 2.A.2.</p>
<p>9. The identification and referral process when appropriate including assessment, planning individualized goals, working with an</p>	<p><b>OSEP:</b> Transitions,  <b>DEC/EI/ECSE:</b> 3.3</p>

IEP/IFSP, and transitioning children between programs and services.	<b>PS&amp;C for ECE:</b> 6a and 6b <b>CKC's:</b> 5.B.2, 5.C.1, 6.A.4, 6.A.5
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**Student Outcomes: Upon completion of this course, students will be able to:**

<b>Student Outcomes:</b>	<b>Alignment with standards</b>
1. 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>OSEP:</b> Working with Children from Diverse Backgrounds <b>DEC/EI/ECSE:</b> 1.4 <b>PS&amp;C for ECE:</b> 1c <b>CKC's:</b> 1.A.1.
2. Identify the characteristics of children with exceptionalities including gifted and talented.	<b>DEC/EI/ECSE:</b> 1.4 <b>PS&amp;C for ECE:</b> 1a, 1b <b>CKC's:</b> 1.A.1.
3. Discuss the philosophy of inclusion; benefits, ethics and challenges and the law as it protects children with disabilities and promotes inclusion.	<b>DEC/EI/ECSE:</b> 7.4 <b>PS&amp;C for ECE:</b> 6b <b>CKC's:</b> 1.B.3
4. Compare and contrast the range of services available to children with disabilities and/or developmental delays and their families including types of inclusive settings and early intervention programs.	<b>OSEP:</b> Working with Children and Families from Diverse Backgrounds and Engaging and Communicating with Families <b>DEC/EI/ECSE:</b> 2.2 <b>PS&amp;C for ECE:</b> 2c and 6b and 6c <b>CKC's:</b> 1B3; 5.B.2, 5.C.1, 7.A.4
5. 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:</b> Intervention and Instruction, Literacy and STEM and Technology <b>DEC/EI/ECSE:</b> 1.3, 1.4; 5.2; 6.3 <b>PS&amp;C for ECE:</b> 4b and 4c

	<b>CKC's:</b> 1.B.3, 3.B.1, 4.A.1
6. Advocate for partnering and collaborating with families and professionals on behalf of children with disabilities	<b>OSEP:</b> Working with Children and Families from Diverse Backgrounds, Engaging and Communicating with Families and Collaborating <b>DEC/EI/ECSE:</b> All Standard 2, All Standard 3, 7. 2, 7.3, 7.4 <b>PS&amp;C for ECE:</b> 2b and 2c, 6a and 6c <b>CKC's:</b> 1.B.3, 5.A.1 and 5.A.2
9. Plan DAP experiences, strategies, and environments that are sensitive to diversity in culture, ability, and background with attention to Universal Design for Learning (UDL) and the connection to Least Restrictive Environment (LRE). 7.	<b>OSEP:</b> Intervention and Instruction, Literacy and STEM, Working with Children and Families from Diverse Backgrounds, and Supporting Social & Emotional Development <b>DEC/EI/ECSE:</b> 5.2, 6.1, 6.3, <b>PS&amp;C for ECE:</b> 2a, 4c, 5b <b>CKC's:</b> 3A3, 3.B.1, 3.B.3, 5.A1, 6.A.3.
8. 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:</b> Supporting Social and Emotional Development, <b>DEC/EI/ECSE:</b> All Standard 6 <b>PS&amp;C for ECE:</b> 4c <b>CKC's:</b> 2.A.2.
9. Delineate the identification and referral process when appropriate including assessment, planning individualized goals, working with an IEP/IFSP, and transitioning children between programs and services.	<b>OSEP:</b> Transitions, <b>DEC/EI/ECSE:</b> 3.3 <b>PS&amp;C for ECE:</b> 6a and 6b <b>CKC's:</b> 5.B.2, 5.C.1, 6.A.4, 6.A.5

**Course Content:** The following topics will be covered:

<b>Course Content:</b>	<b>Alignment with standards</b>
1. The philosophy of inclusion; benefits, ethics and challenges	<b>OSEP:</b> Engaging and Communicating with Families and Collaborating <b>DEC/EI/ECSE:</b> 1.1, 7.4 <b>PS&amp;C for ECE:</b> 6b

<p>2. Federal and state legislation and public policy pertaining to early intervention.</p>	<p><b>DEC/EI/ECSE:</b> 7.4  <b>PS&amp;C for ECE:</b> 6b  <b>CKC's:</b> 1.B.3</p>
<p>3. Developmental likenesses and differences, the range of normal development within a culturally sensitive context</p>	<p><b>DEC/EI/ECSE:</b> 1.4  <b>PS&amp;C for ECE:</b> 1a, 1b  <b>CKC's:</b> 1.A.1.</p>
<p>4. Developmental disabilities – causes (environment and genetics), classifications, and characteristics including sensory impairments, physical disabilities/health problems, learning and behavioral disorders</p>	<p><b>OSEP:</b> Working with Children from Diverse Backgrounds  <b>DEC/EI/ECSE:</b> 1.4  <b>PS&amp;C for ECE:</b> 1c  <b>CKC's:</b> 1.A.1.</p>
<p>5. The range of services, the referral process including types of inclusive settings and early intervention programs.</p>	<p><b>OSEP:</b> Working with Children and Families from Diverse Backgrounds and Engaging and Communicating with Families  <b>DEC/EI/ECSE:</b> 2.2  <b>PS&amp;C for ECE:</b> 2c and 6b and 6c  <b>CKC's:</b> 1B3; 5.B.2, 5.C.1, 7.A.4</p>
<p>6. Working with families, parent-teacher communication, and dynamics of families who have children with special needs.</p>	<p><b>OSEP:</b> Working with Children and Families from Diverse Backgrounds; Engaging and Communicating with Families; and Collaborating  <b>DEC/EI/ECSE:</b> All Standard 2, All Standard 3, 7 .2, 7.3, 7.4  <b>PS&amp;C for ECE:</b> 2b and 2c, 6a and 6c  <b>CKC's:</b> 1B3, 5.A1, 5A2,</p>
<p>7. The identification and referral process when appropriate including assessment, planning individualized goals, working with an IEP/IFSP, and transitioning children between programs and services.</p>	<p><b>OSEP:</b> Observing and collecting data for progress monitoring, Collaborating, Transitions, Collaborating, Intervention and Instruction  <b>DEC/EI/ECSE:</b> 1.3, All of Standard 4 Assessment Processes, 7.4  <b>PS&amp;C for ECE:</b> All Standard 3, 6b, 6d  <b>CKC's:</b> 4.A.3; 4.B.2, 7.A.3</p>
<p>8. Instructional strategies – Zone of Proximal Development, scaffolding using task analysis, physical guidance, modeling,</p>	<p><b>OSEP:</b> Intervention and Instruction  <b>DEC/EI/ECSE:</b> 5.2, 6.1, 6.3, 6.6</p>

<p>prompting, teachable moments, contingent stimulation, and other specific techniques that facilitate learning for children with disabilities and developmental delays.</p>	<p><b>PS&amp;C for ECE:</b> 4b, 4c  <b>CKC's:</b> 2.A.1, 2.A.2, 2.B.2, 2.B.3</p>
<p>9. Planning effective environments, schedules and transitions that support inclusion. Universal Design for Learning and the connection to Least Restrictive Environment.</p>	<p><b>OSEP:</b> Transitions  <b>DEC/EI/ECSE:</b> 6.3,  <b>PS&amp;C for ECE:</b> 1d,  <b>CKCs:</b> 1.B.1, 3.B.1, 3.B.2, 3.B.3</p>
<p>10. Facilitating development throughout all developmental domains, curriculum, and classroom areas for children with disabilities, developmental delays, language/and/or cultural differences:</p> <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>	<p><b>OSEP:</b> Intervention and Instruction, Literacy and STEM; Working with Children and Families from Diverse Backgrounds; and Supporting Social &amp; Emotional Development  <b>DEC/EI/ECSE:</b> 5.2, 6.1, 6.3,  <b>PS&amp;C for ECE:</b> 2a, 4c, 5b  <b>CKC's:</b> 3A3, 3.B.1, 3.B.3, 5.A1, 6.A.3.</p>
<p>11. Managing challenging behaviors:</p> <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> </ul>	<p><b>OSEP:</b> Supporting Social and Emotional Development,  <b>DEC/EI/ECSE:</b> All Standard 6  <b>PS&amp;C for ECE:</b> 1b, 1d, All of Standard 4  <b>CKC's:</b> 2.A.2.</p>

<ul style="list-style-type: none"> <li>• Applying strategies – redirection, reminders, choices, and consequences</li> <li>• Understanding behavior modification systems and appropriate application</li> </ul>	
<p>12. Facilitating and coordinating transitions between services and programs.</p>	<p><b>OSEP:</b> Transitions,  <b>DEC/EI/ECSE:</b> 3.3  <b>PS&amp;C for ECE:</b> 6a and 6b  <b>CKC's:</b> 5.B.2, 5.C.1, 6.A.4, 6.A.5</p>

**Standards:**

CT State Core Knowledge and Competencies (CKC)

Division for Early Childhood (DEC)/Early Intervention/Early Childhood Special Education (EI/ECSE)

Office of Special Education Programs (OSEP)

Professional Standards and Competencies for Early Childhood Educators (PS&C for ECE)

## 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 least restrictive environments (LRE) and accommodations for experiences for children with specific exceptionalities while maintaining UDL for each and every child. (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:

Center for Applied Special Technology (CAST)

Framework and Learning Guidelines for Universal Design for Learning (UDL)

<https://udlguidelines.cast.org>

Council for Exceptional Children

<https://exceptionalchildren.org/standards/ethical-principles-and-practice-standards>

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/>

Identify Gifted Children: <https://www.education.vic.gov.au/childhood/professionals/learning/Pages/idgiftedchildren.aspx>

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/rmvideoserries>

Connect Module5 Assistive Technology <https://www.connectmodules.dec-sped.org/connect-modules/learners/module-5/>

#### **Articles:**

Rahman, L. Disability Language Guide, Stanford University, [https://disability.stanford.edu/sites/g/files/sbiybj26391/files/media/file/disability-language-guide-stanford\\_1.pdf](https://disability.stanford.edu/sites/g/files/sbiybj26391/files/media/file/disability-language-guide-stanford_1.pdf)

Kagan, S. (2008). American Early Childhood Education: Preventing or Perpetuating Inequity?

<http://www.centerforeducationalequity.org/events-page/equity-symposia/2008-comprehensive-educational-equity-overcoming-the-socioeconomic-barriers-to/papers/Kagan-Early-Childhood-Symposium-Paper11-08-.pdf>

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/preparing-young-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-and-webinars/Challenging Common Myths About Young ELLs.pdf](https://fpg.unc.edu/sites/fpg.unc.edu/files/resources/presentations-and-webinars/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://freespirtpublishingblog.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/PG\\_Trn\\_EltoPreschool\\_prac\\_print\\_2017.pdf](https://ectacenter.org/~pdfs/decrp/PG_Trn_EltoPreschool_prac_print_2017.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=MWnbHPMg2EA>

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=L8OIKSNQAIU>

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>

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>

# SAMPLE SYLLABUS

ECE 215 Exceptional Learner  
3 credits

Instructor: \_\_\_\_\_ Office: \_\_\_\_\_

Telephone: \_\_\_\_\_ Office Hours: \_\_\_\_\_ or by app't

E-mail:

Text: \_\_\_\_\_

Evaluation and grading:

### Assessments and Assignments:

Date	Topic and Learning Experiences	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: <a href="https://npdci.fpg.unc.edu/resources/articles/Early_Childhood_Inclusion">https://npdci.fpg.unc.edu/resources/articles/Early_Childhood_Inclusion</a>	3
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: <a href="https://www.education.vic.gov.au/childhood/professionals/learning/Pages/idgiftedchildren.aspx">https://www.education.vic.gov.au/childhood/professionals/learning/Pages/idgiftedchildren.aspx</a>	1
4	Developmental disabilities – causes (environment and genetics), classifications, and characteristics including sensory impairments, physical disabilities/health	2	Read chapter in textbook that addresses the range of disabilities, causes, classifications and characteristics.  Explore website: <a href="https://www.connectmodules.dec-sped.org/connect-modules/learners/module-1/">https://www.connectmodules.dec-sped.org/connect-modules/learners/module-1/</a>	2

	problems, learning and behavioral disorders. *			
5	Facilitating development throughout all developmental domains, curriculum, and classroom areas. 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 <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 <a href="https://freespiritpublishingblog.com/2018/07/05/universal-design-for-learning-in-the-early-childhood-classroom/">https://freespiritpublishingblog.com/2018/07/05/universal-design-for-learning-in-the-early-childhood-classroom/</a>	5
8	Instructional strategies – Zone of Proximal Development, scaffolding using task analysis, physical guidance, modeling, prompting, teachable moments, contingent	7	Explore the Website: <a href="https://eclkc.ohs.acf.hhs.gov/children-disabilities/article/highly-individualized-teaching-learning">https://eclkc.ohs.acf.hhs.gov/children-disabilities/article/highly-individualized-teaching-learning</a>	7

	stimulation, and other specific techniques that facilitate learning. *			
9	Understanding behavior as a means of communication Reducing aggression, tantrums, destructive behavior and non-compliance.*	8	<b>Read Chapters on Behavior</b> 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
10	Managing challenging behaviors: Monitoring for analysis and progress Preventing behavioral problems*	8	D.E.C. Position Statement on Challenging Behaviors <a href="https://media.wix.com/ugd/e37417_53702efbaac841229c8cb565025f4ea9.pdf">https://media.wix.com/ugd/e37417_53702efbaac841229c8cb565025f4ea9.pdf</a>	8
11	Applying strategies – redirection, reminders, choices, and consequences Understanding behavior modification systems and appropriate application.*	8	Read Chapter	8
12	Assessment and planning individualized goals, working with an IEP/IFSP*	3	Prepare for the Mock PPT	3
13	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 <a href="https://naeyc.org/resources/topics/family-engagement">https://naeyc.org/resources/topics/family-engagement</a>	4 and 6
14	Facilitating and coordinating transitions between services and programs.*	9	Transition from Early Intervention to Preschool Special Education Services: <a href="https://ectacenter.org/~pdfs/decrp/PGP_TRN2_preschoolt_okindergarten_2018.pdf">https://ectacenter.org/~pdfs/decrp/PGP_TRN2_preschoolt_okindergarten_2018.pdf</a> Read article and view short video	9
15	Final Projects			

\*- A Key Experience as listed on Master Course Outline