T&L 510 Early Intervention for Children with Special Needs (2 credits)

Instructors

Kari Chiasson, Ed.D.
Office: 303 C Education Building
Office Phone: 777-3236
Office Hours: Monday 1:00-2:00 and Wednesday 9:00-11:30
E-mail: kari.chiasson@und.nodak.edu

Lori Pesch
Office: 303 Education Building
Office Phone: 777-3247
E-mail: lori.pesch@mail.und.nodak.edu

Required Reading


Additional handouts provided by the instructor.

Course Description

An introduction to the field of Early Childhood Special Education, primarily for students entering the field. Issues such as program design, parent involvement, identification, infant education, and effects of disabilities will be covered.

Conceptual Framework

The teacher education programs at the University of North Dakota are grounded on constructivist principles. Through our programs, we support the development of teachers who are learners, active agents of learning and articulate visionaries.

Course Goals and Objectives

The candidate will:

1) Articulate in writing the theoretical bases (developmental approaches, behavioral approaches, and other approaches) that are used in programming for young children with special needs.
2) Express in writing the developmental domains used in Part B and Part C of IDEA.
3) Compare and contrast the guiding philosophies of ECE and ECSE.
4) Describe the services for infants and toddlers with disabilities and their families under IDEA’s Part C.
5) Describe the services for preschool children with disabilities under IDEA’s Part B.
6) Compare and contrast the need for natural environment and least-restrictive environment.
7) Describe the basic methods in early intervention, preschool, and primary grades.

**Instructional Practices**

The following instructional practices will be used in this course: large and small group discussion, projects, student presentations, readings, field observation, guest presentations, and lecture.

**Course Requirements**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECSE Program Observation Paper</td>
<td>100</td>
</tr>
<tr>
<td>Disability Packet</td>
<td>50</td>
</tr>
<tr>
<td>Disability Packet Presentation</td>
<td>25</td>
</tr>
<tr>
<td>Five in-class reflections/activities</td>
<td>25</td>
</tr>
<tr>
<td>No make-up for in-class assignments</td>
<td></td>
</tr>
</tbody>
</table>

Total : (200 points)

Grades will be calculated on the following distribution:

180-200 A
160-179 B
140-159 C
120-139 D
119 and below F

**Additional Information**

Attendance and participation are highly valued. If you must miss a class, please call or email me in advance. Please hand in assignments on time unless you make special arrangements with me prior to the date that the assignment is due. If you do not contact me, one point per day will be deducted from the total possible points for the assignment for late assignments. I understand that we are all very busy, trying to juggle family, career, classes and other commitments. Please contact me ASAP, if things get really crazy for you.

If you need accommodations in this course because of a disability, it important that you contact Disability Support Services at 777-3425 to complete the necessary paperwork. If you have emergency medical information to share with me or if you need special
arrangements in case the building must be evacuated, please contact me early in the semester.

Blackboard will be utilized in the course.

Assignments

ECSE Program Observation Paper (100 points)

Over the semester, you will observe an early childhood special education program or an early intervention program. It will be necessary for you to observe during one morning or afternoon session. Through your observations and talking with staff members, find out the following:

1) Describe the program’s philosophy. Is it one that exemplifies a typical early childhood philosophy (e.g., one that emphasizes discovery learning and has program staff supporting children more than teaching them)? Is it a program that exemplifies a typical early childhood special education philosophy (e.g., one that stresses direct student instruction and has program staff teaching children more than supporting them)? Or is it a combination of the two? Give two to three specific examples of what you observe.

2) Describe the program you observe. Include the number of children receiving services, types of disabilities that children have in the program, setting, number of staff, types of related services, days and hours of programming, inclusion of children with disabilities, the ratio of children without disabilities to those who have a disability.

3) Describe the classroom layout and daily routine.

4) Describe the teaching methods and materials used within the program. Describe the types of adaptations used (e.g., seating, assistive technology, schedule boards, communication boards).

5) Describe your overall impressions of the program.

6) Please include the rubric with your paper.

Disability Packet (50 points)

Develop an information packet on a specific disability that focuses on the impact of the child and the family during the early years (birth to age eight). Each packet should include a one to two page fact sheet about the disability or condition. A copy of the fact sheet should be photocopied for each student in the course. The disability packet should be handed in to the instructor when you give your presentation. Please include the rubric with your packet.

The fact sheet should include the following:
   - Name of condition (technical and layman’s terms)
   - Clear and concise definition
   - Etiology
Characteristics (e.g., projected intelligence, behavioral considerations, life expectancy, dietary considerations, physical features)
Impact on the family
List a minimum of five resources

The information packet can include a variety of items depending on the disability or condition (e.g., family story, pictures, effects on development, support groups, websites listing). As you put together your information packet, think about what information would be beneficial for parents who have just found out about their child’s disability.

Disability Packet Presentation (25 points)

Each student will present information from his or her disability packet. The presentation should be approximately 15 minutes in length. A photocopy of your fact sheet should be handed out to the students during your presentation. Please do not run copies from the computer lab in the Education Building.

Possible Disability Packet Topics

Prematurity    Deaf/Hearing Impaired
Autism         Fragile X
Blind/Visually Impaired  Deaf/Blind
Tourettes Syndrome     Rett Syndrome
Cerebral Palsey       Spina Bifida
Muscular Dystrophy    Juvenile Rheumatoid Arthritis
Osteogenisis Imperfecta  Leukemia/Cancer
Williams Syndrome    ADD/ADHD
Cystic Fibrosis       Sickle Cell Anemia
Phenylketonuria       Down Syndrome
Seizure disorder/Epilepsy  Juvenile Diabetes
Selective Mutism      Language Disorders
Anencephaly          Hydrocephalus
Agenesis of the Corpus Collosum Prader-Willi Syndrome
Fetal Alcohol Syndrome Meningitis
Cornelia de Lange Syndrome Pervasive Developmental Disorder
Traumatic Brain Injury Spinal Cord Injury
Vulnerable Child Syndrome AIDS
## Course Schedule (Tentative)
### Fall Semester 2007

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 21</td>
<td>Introduction, Course Overview, Review Syllabus</td>
<td></td>
</tr>
<tr>
<td>August 28</td>
<td>Theory, Development, Philosophy, Choose disability research topic</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>September 4</td>
<td>Prelude: Overview of ECSE</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>September 11</td>
<td>Research in ECSE</td>
<td>Chapter 3</td>
</tr>
<tr>
<td></td>
<td>Locate, read and bring one research article from an educational journal to class. The research article should relate to a topic in early childhood special education or early intervention. The article must be researched base using either qualitative or quantitative methodology. Be prepared to share the information gained from the article in a small group.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A list of journals is located under Resources in the back of your text.</td>
<td></td>
</tr>
<tr>
<td>September 18</td>
<td>The IDEA and Family Rights and Services</td>
<td>Chapters 4, 5</td>
</tr>
<tr>
<td>September 25</td>
<td>Methods</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>October 2</td>
<td>ECSE Program Observation this week</td>
<td></td>
</tr>
<tr>
<td>October 9</td>
<td>Evaluation and Assessment</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>October 16</td>
<td>Individual Planning</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>October 23</td>
<td>Practical and Ethical Issues</td>
<td>Chapter 10</td>
</tr>
<tr>
<td>October 30</td>
<td>The Story of Lucy and Nell</td>
<td>Handout</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Chapter</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>November 6</td>
<td>Communication Development</td>
<td>Chapter 11</td>
</tr>
<tr>
<td></td>
<td>Disability Presentations:</td>
<td></td>
</tr>
<tr>
<td>November 13</td>
<td>Physical Development</td>
<td>Chapter 12</td>
</tr>
<tr>
<td></td>
<td>Disability Presentations:</td>
<td></td>
</tr>
<tr>
<td>November 20</td>
<td>Cognitive Development</td>
<td>Chapter 13</td>
</tr>
<tr>
<td></td>
<td>Disability Presentations:</td>
<td></td>
</tr>
<tr>
<td>November 27</td>
<td>Social/Emotional Development</td>
<td>Chapter 14</td>
</tr>
<tr>
<td></td>
<td>Disability Presentations:</td>
<td></td>
</tr>
<tr>
<td>December 4</td>
<td>Adaptive Development</td>
<td>Chapter 15</td>
</tr>
<tr>
<td></td>
<td><em>Due: ECSE Program Observation Paper</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Disability Presentations:</td>
<td></td>
</tr>
<tr>
<td>December 11</td>
<td>Disability Presentations:</td>
<td></td>
</tr>
</tbody>
</table>
ECSE Program Observation Paper
Rubric

Description of Program philosophy (20 points)  _____
Program description (10 points)  _____
Classroom layout/daily routine (10 points)  _____
Teaching Methods (20 points)  _____
Materials (10 points)  _____
Overall Impression (15 points)  _____
Organization/Clarity of Writing (5 points)  _____
Grammar Usage (5 points)  _____
Punctuation (5 points)  _____
Total Possible (100 points)  _____

Comments:
Disability Packet Rubric

Disability Packet

Name of condition and definition (5 points) 

Etiology (5 points)

Characteristics (10 points) 
(e.g., projected intelligence, behavioral considerations, 
life expectancy, dietary considerations, physical features)

Impact on the family (10 points)

List a minimum of five resources (5 points)

Organization, Spelling, Grammar, Punctuation (5 points)

Total Possible (50 points)

Comments:

Disability Presentation (25 points)

Comments: