George Mason University
College of Education and Human Development
Early Childhood Education

ECED 405 (001) – Introduction to Early Childhood Special Education
3 Credits, Fall 2016
Wednesdays, 4:30 – 7:10 pm
Robinson B 108, Fairfax Campus

Faculty
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Prerequisites/Corequisites
None

University Catalog Course Description
Surveys current knowledge about young children with disabilities within the context of human growth and development and learning expectations during the preschool years. Includes historical factors and legislation affecting service delivery.

Notes: Field experience required.

Course Overview
Not Applicable

Course Delivery Method
This course will be delivered using a lecture and discussion format.

Learner Outcomes or Objectives
This course is designed to enable students to do the following:

1. Explore the philosophical, social, cultural and legal factors that have shaped and continue to affect special education, and specifically early childhood special education, in the United States.
2. Discuss issues and trends in special education, including legislation and litigation, such as legal decisions related to persons with disabilities and legislative and judicial mandates related to education and special education (e.g., the Individuals with Disabilities Education Act, § 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, the No Child Left Behind Act of 2001, Assistive Technology Act).
3. Describe current regulations and procedures governing special education to include individualized education program (IEP) and individualized family service plan (IFSP) development.

4. Describe disciplinary practices, policies, and procedures and alternative placements/programs in schools.
5. Describe factors that place young children at-risk for disabilities.
6. Describe characteristics of major handicapping conditions.
7. Describe the role of assessment in identification, eligibility, and service delivery for young children and their families. Describe trends in service delivery models appropriate for work with infants, toddlers, and young children who are at-risk or who have disabilities and their families.
8. Explain the standards of professionalism related to serving young children with disabilities and at-risk conditions.
9. Demonstrate an understanding of models of interpersonal and inter-professional collaboration in working with families on behalf of their young children.
10. Explore the role of students' own personal, social, and cultural experiences and perspectives in their professional decision making.
11. Demonstrate person-first respect and understanding of young children and their families.
12. Consider course topics and readings through the lens of services for children and families from diverse cultural and linguistic communities.
13. Explore social development issues related to major disabling and at-risk conditions.
14. Analyze current research in the field.

Professional Standards
(Council for Exceptional Children, National Association for the Education of Young Children**)**
Upon completion of this course, students will have met the following professional standards:

CEC Standard Elements
CEC 6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.
CEC 6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.

Required Texts
American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
Deiner, P. L. (2013). *Inclusive early childhood education: Development, resources and practice* (6th ed.). Belmont, CA: Wadsworth, Cengage Learning.

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

- **Assignments and Examinations**

Article Analysis (15 points)
Students will select one topic strand from the DEC Recommended Practices (Assessment, Environment, Family, Instruction, Interaction, Teaming and Collaboration, or Transition) and identify one peer-reviewed, evidence-based article (written within the last five years) related to the selected topic in the context of early childhood education/early childhood special

education. Students will read the article and summarize it in a two-page analysis, including the following information:

- Article reference in APA style
- Identification/Labeling of selected DEC Recommended Practice topic strand
- Brief summary of the article
- Brief discussion about how this article supports the DEC Recommended Practices
- Brief discussion on the implications for early childhood special educators' practice

Students will review the *Publication Manual of the American Psychological Association, Sixth Edition*, for formatting and style guidance. They will write the analysis in third person.

Disability Fact Sheet (20 points)
The purpose of this assignment is to ensure all students have basic knowledge and understanding of early development. The target audience for this Fact Sheet is ECSE professionals, specifically professionals new to the field. The Fact Sheet should include all of the following:

- Identification of the disability
- Identification of the IDEA category of eligibility through which a child would receive services if found eligible (i.e., which of the 14 categories of eligibility are relevant)
- Causes and symptoms/signs of the disability
- Long-term implications/outcomes for a child having the disability Educational interventions for infants, toddlers, and young children having the disability
- Resources for parents and professionals

Students will cite current research from the course textbook, class discussions and handouts, and/or other relevant peer-reviewed sources to support the information they provide. They will use in-text citations and include a reference list.

Reflection of Field Experience (20 points)
Students are expected to coordinate a field experience of at least 15 hours within an early childhood special education classroom early in the semester. Students will refer to https://cehd.gmu.edu/teacher/internships-field-experience for instructions and forms to complete prior to any observations and to submit upon completion of the field experience. Students will develop a five-page report that discusses the following questions about the early childhood special education classroom setting observed during the field experience:

- What is the classroom environment (e.g., special education students only, inclusive classroom, 3 year olds, 4 year olds, multi-age)? Please include the following:
  - How is the room physically arranged?
  - What centers are present?
  - What visual information is present? Is it too little or too much?
- What is the classroom routine?
- How does the classroom provide opportunities to develop cognitive, language, social-emotional, fine motor, and gross motor skills?
- What accommodations or adaptations are used for children with disabilities?
- What would you do differently as a teacher? Consider the following areas:
  - the classroom routine

- the environment's arrangement
- the provision of opportunities to develop skills across all the domains
- the availability of accommodations/adaptations for children with disabilities
- inclusion of culturally and linguistically responsive materials and practices
- the opportunity for inclusive practices

Students will cite current research from the course textbook, class discussions and handouts, and/or other relevant peer-reviewed sources to support the information they provide. They will use in-text citations and include a reference list.

Foundational Knowledge and Professional Practice Paper (30 points)
This is Key Assessment 8 Content Knowledge that shows evidence of meeting CEC Standards. This assignment must be submitted on Blackboard. See the assessment description and scoring rubric attached.

- **Other Requirements**

Attendance and Participation (15 points)
Because active participation and engagement are imperative for optimal learning, preparation for and participation in in-class activities will be evaluated based on the following criteria:
- Students attend class, arrive on time, and stay for the entire class period.
- Students complete readings and prepare for class activities prior to class as is evidenced by their ability to discuss and write about the concepts presented and examined in the texts as well as participate fully in related activities.
- Students are actively involved in in-class and online learning experiences as is evidenced by (a) participating in all activities, (b) engaging in small and large group discussions, (c) using laptops and other electronic devices only to support discussion and learning and not for non-academic uses during class time, (d) completing written work related to the activities, and (e) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.

Note: To determine whether the campus is closed due to inclement weather, call 703-993-1000 or go to www.gmu.edu.

Written Assignments
All formal written assignments will be evaluated for content <u>and</u> presentation. The American Psychological Association, Sixth Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Portions of the APA manual appear at the Style Manuals link on the Mason library web at http://infoguides.gmu.edu/content.php?pid=39979. Students may consult the Writing Center for additional writing support.
Students will do the following:

1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
2. Develop points coherently, definitively, and thoroughly.
3. Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
4. Use correct capitalization, punctuation, spelling, and grammar.
5. Type the paper with double spacing, indented paragraphs, 1-inch margins all around, and 12-point Times New Roman font.

- **Course Performance Evaluation Weighting**

Assignments	Due Dates	Points
Attendance and Participation	Ongoing	15
Article Analysis	Sept. 28	15
Disability Fact Sheet	Nov. 2	20
Reflection of Field Experience	Nov. 30	20
Foundational Knowledge and Professional Practice Paper	Dec. 14	30
TOTAL		100

- **Grading Policies**

A = 95 – 100	A- = 90 – 94	B+ = 87 – 89	B = 83 – 86
B- = 80 – 82	C = 70 – 79	D = 60 – 69	F = < 60

All CEHD undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at http://catalog.gmu.edu. Those students enrolled in a CEHD Licensure Graduate Certificate program, however, must earn a B- or better in all licensure coursework. A degree-seeking graduate student will be dismissed after accumulating grades of F in two courses or 9 credits of unsatisfactory grades (C or F) in graduate courses. A 3.0 grade point average is required for completion of the graduate degree.

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment
The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/.

GMU Policies and Resources for Students

Policies
- Students must adhere to the guidelines of the Mason Honor Code (see http://oai.gmu.edu/the-mason-honor-code/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources
- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/api/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see http://writingcenter.gmu.edu/).

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see http://caps.gmu.edu/).

- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to http://studentsupport.gmu.edu/, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/.

Class Schedule

Date	Topics	Readings and Assignments Due
August 31	• Introductions, Syllabus, Assignments • Early Childhood Special Education and Early Intervention: History and Legislation • How does the legislation inform my practice?	Deiner, Ch. 1
Sept. 7	• Evaluation, Assessment, and Eligibility • IFSP and IEP: Team, Meetings, Content, Outcomes, and LRE	Deiner Ch. 3 pp. 66-82
Sept. 14	• IDEA: Discipline, Procedural Safeguards, Due Process • Individualized Planning • Walkthrough of Article Analysis (how do I review the research literature; what am I looking for in the article)	Deiner Ch. 5 pp. 109-115 pp. 119-125
Sept. 21	• Professional Ethics and Evidence Based Practice • Practice Walkthrough of Article Analysis (how do I write up this review/analysis)	*Articles* DEC, 2014 DEC, 2009 NAEYC, 2005
Sept. 28	• Partnering with Families • Building Relationships at All Levels	Deiner, Ch. 2 Turnbull et. al. and Mena-Gonzalez *articles* provided **Due Sept. 28: Article Analysis 1**
October 5	• Curriculum Standards in Inclusive Settings, including Early Intervention and Early Childhood Education • Starting your Instructional Strategy Toolbox: What to look for during Field Experience	Deiner Ch. 4
October 12	**Online Assignment** • Social and Emotional Development in the ECE/ECSE Classroom through the *CSEFEL* Pyramid Model Lens	*CSEFEL pyramid model* *Articles* Cerros
October 19	• Prenatal Development • Infants and Toddlers at Risk	Deiner, Ch. 6, 141-151, Ch. 7, 155-171

October 26	• Children with Specific Learning Disabilities • Children with Social, Emotional and Behavioral Disorders • Adding to your Toolbox	Deiner, Ch. 8, 179-195 Ch. 9, 205-221
Nov. 2	• Children with Communication/Language Disorders • Children who are English Language Learners • Adding to your Toolbox	Deiner, Ch. 11, 258-268, Ch. 12, 278-286 **Due Nov. 2: Disability Fact Sheet**
Nov. 9	• Children with ADD/ADHD • Children with Autism Spectrum Disorders • Adding to your Toolbox	Deiner, Ch. 10, 236-248 Ch.13, 298-311
Nov. 16	• Children with Intellectual Delays and Disabilities • Children who are Gifted and Talented, or Twice-Gifted • Adding to your Toolbox	Deiner, Ch. 14, 318-326 Ch. 15, 335-344
Nov. 23	No Class: Thanksgiving Holiday	
Nov. 30	• Children with Special Health Care Needs • Children with Orthopedic and Neurological Impairments • Adding to your Toolbox	Deiner, Ch. 16, 358-382 Ch. 17, 389-405 **DUE: Nov. 30 Reflection of Field Experience**
Dec. 7	• Children with Hearing Impairments • Children with Visual Impairments • Adding to your Toolbox	Deiner, Ch. 18, 414-425 Ch. 19, 433-444 **Final Q & A re: CAEP 8 assignment**
Dec. 14	• Last Class • Wrap Up • Lessons Learned • Lessons to-be Learned	**Due Dec. 14: CAEP 8 Considering How the Professional Landscape Informs Practice**

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Assessment Rubric(s)
See Key Assessment 8 description and rubric attached.

Early Childhood Education Key Assessment 8
Content-Based Assessment: **Foundational Knowledge and Professional Practice Paper**

Early Childhood Education Key Assessment 8 Content Knowledge is the Early Childhood Education Foundational Knowledge and Professional Practice Paper in ECED 405/505 Introduction to Early Childhood Special Education. In this paper, candidates explain how foundational knowledge and current issues influence professional practice within the context of a case study. In addition, they discuss the importance of ongoing professional activities and learning communities. This assessment shows evidence of meeting the following standard elements:

CEC Standard Elements
CEC 6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.
CEC 6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.

Assessment Procedures
Candidates will select one of two provided case studies to analyze (Raymondo or Carlos) and will prepare a paper that demonstrates their understanding of foundational knowledge (i.e., philosophies, theories, laws, and policies) and current issues that influence early childhood special education professionals' work with young children with exceptionalities. The paper will include the following:

Part 1: Reactions
Candidates will discuss their initial reaction to the case study by responding to the following:
- Using your knowledge of early childhood development and disabilities, what is your initial reaction to this case and why?
- What are the developmental issues and the effects of the exceptional condition on the child's ongoing learning throughout school and life?
- What do you see as key educational issues?
- What are important familial, cultural, and community issues to consider?

Candidates will cite current research from the course textbook, class discussions and handouts, and/or other relevant sources to support their conclusions and assertions. Candidates will use in-text citations and include a reference list.

Part 2: Foundational Knowledge and Current Issues
Candidates will describe foundational knowledge and current issues related to the case. They will respond to the following:
- What are the historical, philosophical, and legal issues that may have or continue to affect educational services for this child in both a school setting and the community?
- What is the identification and evaluation process the child and family would participate in for the child to be found eligible for special education services?
- How would the foundational knowledge and current issues discussed above influence your professional practice within the context of this case?

Candidates will cite current research from the course textbook, class discussions and handouts, and/or other relevant sources to support their conclusions and assertions. Candidates will use in-text citations and include a reference list.

Part 3: Professional Development

Candidates will discuss relevant professional resources and the importance of engaging in ongoing professional development. They will respond to the following:

- Within the context of the case, what professional development resources would enhance your professional practice?
- Why is it important to participate in ongoing professional activities and learning communities as an essential practice for fostering your professional growth?

	Exceeds	**Meets**	**Approaches**	**Does Not Meet**
**Early Childhood Education Key Assessment 8** **Content Knowledge: Foundational Knowledge and Professional Practice Paper**
**Part 1: Reaction and Part 2: Foundational Knowledge and Current Issues**
CEC 6.2 Understand how foundational knowledge and current issues influence professional practice.	Candidate provided descriptions that met expectations and reflected extensive knowledge of how foundational knowledge and current issues influence professional practice within and beyond the case.	Candidate provided descriptions, supported by current research, of (a) the child's developmental and educational issues; (b) the historical, philosophical, and legal basis of services for the child; (c) current trends and issues that may affect the child; and (d) how foundational knowledge and current issues influence professional practice.	Candidate attempted to provide descriptions of (a) the child's developmental and educational issues; (b) the historical, philosophical, and legal basis of services for the child in the case study; (c) current trends and issues that may affect the case study child; and (d) how foundational knowledge and current issues influence professional practice. However, candidate provided limited descriptions.	Candidate did not provide descriptions of (a) the child's developmental and educational issues; (b) the historical, philosophical, and legal basis of services for the child in the case study; (c) current trends and issues that may affect the case study child; and (d) how foundational knowledge and current issues influence professional practice.
**Part 3: Professional Development**
CEC 6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.	Candidate provided explanations that met expectations and included a discussion of a diverse set of professional activities with a description of how these experiences will foster their professional growth.	Candidate discussed professional development resources that support their professional practice and the importance of ongoing professional activities as an essential practice for fostering their professional growth.	Candidate attempted to discuss professional development resources that support their professional practice and the importance of ongoing professional activities as an essential practice for fostering their professional growth. However, discussion was limited.	The candidate did not provide an explanation of professional development resources that support their professional practice.