

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

ECED 505.001 Introduction to Early Childhood Special Education
3 Credits, Spring 2017
Thursday/ 4:30 – 7:10 pm
Robinson A 125, 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.

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. Describe the nature and characteristics of major disabling and at-risk conditions for young children, including children who are culturally and linguistically diverse.
2. Describe the role of assessment in identification, eligibility, and service delivery for young children and their families.
3. Describe the pathways for service delivery for children birth through age 5.
4. Provide an overview of early intervention and early childhood special education.
5. 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.
6. 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).

7. Describe current regulations and procedures governing special education to include individualized education program (IEP) and individualized family service plan (IFSP) development.
8. Describe disciplinary practices, policies, and procedures and alternative placements/ programs in schools.
9. Explain how foundational knowledge and current issues influence professional practice.
10. Describe the importance of engaging in lifelong professional development.

Professional Standards (Council of Exceptional Children and 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.

NAEYC Standard Elements

NAEYC 6a Identifying and involving oneself with the early childhood profession

Required Texts

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Council for Exceptional Children. (2015). *What every special educator must know: Professional ethics and standards*. Arlington, VA: Author.

- Code of Ethics
- Standards for Professional Practice
- Initial Preparation Standards With Explanation
- Initial Specialty Set Early Childhood Special Education and Early Intervention

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).

Assignment	Due Date	Points
Attendance and Participation	Ongoing	15
Field Experience		
• Field experience request form documentation	February 2	1
• Field experience documentation	May 4	9
• Field experience observation and reflection	May 4	15
Professional Practice Project		
• Part 1: Accessing professional resources	March 9	25
• Part 2: Writing an Individualized Education Program (IEP)	April 13	25
• Part 3: Reflecting on professional learning	April 27	10
• Final upload to Tk20 (all three parts in one document)	May 11	
Total		100

- **Assignments and/or Examinations**

Field Experience Documentation (10 points)

This course requires a minimum of 15 hours field experience. To initiate this assignment, students will visit <https://cehd.gmu.edu/endorse/ferf> and complete the online “Field Experience Request Form.” On the form they will be asked to indicate how their placement will be arranged.

Students will upload the **Field Experience Placement Approval Form**. In this form they will provide a statement confirming that they have completed the online “Field Experience Request Form” and they will provide information to the instructor about where and how they will complete the field experience (1 point).

Upon completion of their field experience hours, students will provide documentation of their experience (9 points).

- If they completed the field experience within their own setting, they will upload the **On-the-Job Placement Documentation Form** to Blackboard.
- If they attended a field placement other than where they work, they will upload the **Field Experience Documentation Form** to Blackboard. This form requires verification from the mentoring teacher on site.

Field Experience Observation and Reflection (15 points)

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 similarly and differently as a teacher? Consider the following areas:
 - Classroom routine
 - Environment's arrangement
 - Provision of opportunities to develop skills across all the domains
 - Availability of accommodations/adaptations for children with disabilities
 - Inclusion of culturally and linguistically responsive materials and practice
 - 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.

Professional Practice Project (60 points)

This is Key Assessment 8 Content Knowledge that shows evidence of meeting CEC Standard Elements 6.2 and 6.4 and NAEYC Standard Element 6a. This assignment must be submitted to Tk20 through Blackboard for a final grade to be recorded. The assessment description and scoring rubric are 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 (1) participating in all activities, (2) engaging in small- and large-group discussions, (3) completing written work related to the activities, and (4) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.

Written Assignments

All formal written assignments will be evaluated for content and 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.

Type the paper with double spacing, indented paragraphs, 1-inch margins all around, and 12-point Times New Roman font.

- **Grading**

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

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.

Class Schedule

Class	Topics	Assignments & Readings Due
January 26	Introductions, Syllabus, Assignments Professional Ethics and Standards	CEC (2015)
February 2	Early Childhood Special Education and Early Intervention: History and Legislation How does the legislation inform my practice? <i>Forming a Professional Learning Community (PLC)</i>	Deiner, Ch. 1 Due to Bb – Field Experience Request Form Documentation
February 9	Partnering With Families Building Relationships at All Levels <i>PLC: Understanding the Case Study Child</i>	Deiner, Ch. 2
February 16	Evaluation, Assessment, and Eligibility IFSP and IEP: Team, Meetings, Content, Outcomes, and LRE <i>PLC: Accessing Resources</i>	Deiner Ch. 3

February 23	Curriculum Standards in Inclusive Settings, including Early Intervention and Early Childhood Education	Deiner Ch. 4
March 2	IDEA: Discipline, Procedural Safeguards, Due Process Individualized Planning <i>PLC: Accessing Resources</i>	Deiner Ch. 5
March 9	Prenatal Development Infants and Toddlers at Risk <i>PLC: Sharing Resources</i>	Deiner, Ch. 6, 7 Due to Bb – Part 1: Accessing Professional Resources
March 16	<i>Spring Break: No Class</i>	
March 23	Children with Specific Learning Disabilities Children with Social, Emotional and Behavioral Disorders <i>PLC: Writing the IEP</i>	Deiner, Ch. 8, 9
March 30	Children with ADD/ADHD Children with Communication/Language Disorders <i>PLC: Writing the IEP</i>	Deiner, Ch. 10, 11
April 6	Children who are English Language Learners Children with Autism Spectrum Disorders <i>PLC: Writing the IEP</i>	Deiner, Ch. 12, 13
April 13	Children with Intellectual Delays and Disabilities Children who are Gifted and Talented or Twice- Gifted	Deiner, Ch. 14, 15 Due to Bb – Part 2: Writing an IEP
April 20	Children with Special Health Care Needs Children with Orthopedic and Neurological Impairments	Deiner, Ch. 16, 17
April 27	Children with Hearing Impairments Children with Visual Impairments	Deiner, Ch. 18, 19 Due to Bb – Part 3: Reflecting on Professional Learning
May 4	Reflect on Field Experiences Wrap Up Lessons Learned and to Be Learned	Due to Bb – Field Experience Form and Field Experience Observation and Reflection
May 11	Key Assessment 8 Due	Due to Tk20 through Bb – Key Assessment 8 Professional Practice Project

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

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/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- The Writing Center 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 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 Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone

at 703-993-3686. 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://ssac.gmu.edu/make-a-referral/>.

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