

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

ECED 405.001 Introduction to Early Childhood Special Education  
3 Credits, Spring 2019  
Thursdays/ 7:20 – 10:00 pm  
Aquia 219, 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 in the preschool years. Includes historical factors and legislation affecting service delivery. Notes: Field experience required. Offered by Graduate School of Education. May not be repeated for credit.

**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 historical, philosophical, and sociological foundations underlying the role, development, and organization of special education in the United States.
2. Discuss legislation and legal aspects associated with students with disabilities, including 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) and legal decisions related to person with disabilities.
3. Describe current regulations and procedures governing special education to include individualized education program (IEP), individualized family service plan (IFSP), Functional Behavior Assessment (FBA), and Behavior Intervention Plan (BIP) development.
4. Describe disciplinary practices, policies, and procedures, and alternative placements in schools in relation to young children with disabling conditions and at-risk conditions.
5. Describe the early intervention and early childhood special education programs and services and pathways for service delivery for children birth to five years with disabling and at-risk conditions.
6. Describe methods for providing instructional services and programs for young children with disabling and at-risk conditions such as service delivery options, curriculum development, and tiered instruction.

7. Describe the role of assessment in identification, eligibility, service delivery, and program development/improvement for young children and their families.
8. Describe the development process of IEPs and IFSPs, including case management, collaboration, co-teaching, interagency coordination, inclusive practices, least restrictive environment, and transition.
9. Provide an overview of the nature and characteristics of major disabling and at-risk conditions for young children, including social development of children, behavior management, and children who are culturally and linguistically diverse.
10. Explain how foundational knowledge and current issues influence professional practice.
11. Describe the importance of engaging in lifelong professional development and demonstrating standards of professionalism.
12. Describe effective strategies for training, managing, and monitoring paraprofessionals.
13. Use the principles of online learning, online instructional strategies, and the use of technology to enhance curriculum development and student learning.

**Professional Standards – Interstate Teacher Assessment and Support Consortium (InTASC), Council of Exceptional Children (CEC), and National Association for the Education of Young Children (NAEYC)**

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.*

*CEC 7.2 Beginning special education professionals serve as a collaborative resource to colleagues.*

**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. ISBN: 9781433805615

Deiner, P. L. (2013). *Inclusive early childhood education: Development, resources, and practice* (6th ed.). Belmont, CA: Wadsworth, Cengage Learning. ISBN: 9781111837150

**Required Online Documents**

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

<https://www.cec.sped.org/Standards/Ethical-Principles-and-Practice-Standards>

Council for Exceptional Children. (2012). *Initial preparation standards with explanation*. Retrieved from

<https://www.cec.sped.org/~media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards%20with%20Elaborations.pdf>

Council for Exceptional Children. (2017). *Initial specialty set early childhood special education and early intervention*. Retrieved from

<https://www.cec.sped.org/~media/Files/Standards/CEC%20Initial%20and%20Advanced%20Specialty%20Sets/Initial%20Specialty%20Set%20%20ECSE%20%20Revalidated%202017.pdf>

### Course Performance Evaluation

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

Assignment	Due Date	Points
Attendance and Participation	Ongoing	25
Field Experience <ul style="list-style-type: none"> <li>• Field experience approval form</li> <li>• Field experience documentation</li> <li>• Field experience observation and reflection</li> </ul>	Jan 31 Apr 18 Apr 18	1 4 15
Professional Practice Project <ul style="list-style-type: none"> <li>• Part 1: Foundational knowledge and current issues paper</li> <li>• Part 2: Accessing professional resources</li> <li>• Part 3: Writing an Individualized Education Program (IEP)</li> <li>• Part 4: Reflecting on professional learning</li> <li>• Final upload to Tk20 (all three parts in one document)</li> </ul>	Feb 28 Mar 21 Apr 11 Apr 25 May 9	10 10 25 10
<b>Total</b>		<b>100</b>

- **Assignments and/or Examinations**

#### Field Experience Documentation (5 points)

This course requires a minimum of 15 hours field experience in an early childhood special education classroom. 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 (4 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 four- to 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, gross motor, and adaptive/self-help 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 (55 points)**

This is Key Assessment 8 Content Knowledge: Professional Practice Project that shows evidence of meeting CEC Standard Elements 6.2, 6.4, 7.2 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 (25 points)**

Because active participation and engagement are imperative for optimal learning, preparation for and participation in in-class and online activities will be evaluated based on the following criteria:

- Students attend class, arrive on time, and stay for the entire class period.
- Students use laptops and personal devices for instructional purposes only.
- Students complete readings and prepare for class activities prior to class as 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 evidenced by (a) participating in all activities, (b) engaging in small- and large-group discussions, (c) completing written work related to the activities, and (d) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.

- Students display professional dispositions at all times while interacting with the instructor and other students.
- Students complete participation activities across the semester that complement the scheduled course topic. Instructors will periodically collect artifacts from the activities. Students in attendance and who actively engage in the learning experience will receive credit for their efforts. Graded participation activities are not announced and are implemented at the discretion of the instructor.

### **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 website 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.

- **Grading**

A+ = 98 – 100    A = 93 – 97    A- = 90 – 92    B+ = 87 – 89    B = 83 – 86    B- = 80 – 82  
 C+ = 77 – 79    C = 73 – 76    C- = 70 – 72    D = 60 – 69    F = < 60

Incomplete (IN): This grade may be given to students who are passing a course but who may be unable to complete scheduled coursework for a cause beyond reasonable control.

All CEHD undergraduate 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 seeking Virginia initial teaching licensure must earn a B- or better in all licensure coursework.

### **Professional Dispositions**

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/policies-procedures/>.

## Class Schedule

Date	Topics	Assignments & Readings Due
<p><b>Week 1</b> <b>Jan 24</b></p>	<p>Introductions</p> <p>Syllabus and Assignments Review Setting up the Field Experience</p> <p>Professional Ethics and Standards</p> <p>Learning Outcomes 11, 13</p>	<p>Deiner, Chapter 1</p> <p>CEC Documents (see Bb for links)</p>
<p><b>Week 2</b> <b>Jan 31</b></p>	<p>Professional Ethics and Standards cont.</p> <ul style="list-style-type: none"> <li>• Collaboration, co-teaching</li> <li>• Coordination</li> <li>• Inclusive practices and least restrictive environment</li> <li>• Transition</li> <li>• Lifelong learning</li> </ul> <p>Early Childhood Special Education: History and Legislation</p> <ul style="list-style-type: none"> <li>• Historical, philosophical, and sociological foundations</li> <li>• Legislation and legal aspects</li> </ul> <p><i>Forming a Professional Learning Community (PLC)</i></p> <p>Learning Outcomes 1, 2, 8, 11</p>	<p>Deiner, Chapter 1</p> <p><b>Due to the Bb – Field Experience Approval Form</b></p>
<p><b>Week 3</b> <b>Feb 7</b></p>	<p>Early Childhood Special Education: History and Legislation</p> <ul style="list-style-type: none"> <li>• Rehabilitation Act</li> <li>• PL 94-142, PL 99-457</li> <li>• ADA</li> <li>• IDEA</li> </ul> <p><i>PLC: Defining the PLC</i></p> <p>Learning Outcomes 2</p>	<p>Additional readings on BB</p>

Date	Topics	Assignments & Readings Due
<p><b>Week 4</b> <b>Feb 14</b></p>	<p>Foundational Knowledge and Current Issues in Practice</p> <ul style="list-style-type: none"> <li>• CEC standards</li> <li>• DEC Recommended Practices</li> <li>• NAEYC standards and developmentally appropriate practices</li> </ul> <p><i>PLC: Collaboration</i></p> <p>Learning Outcomes 10, 11</p>	<p>Additional readings on BB</p>
<p><b>Week 5</b> <b>Feb 21</b></p>	<p>Current Regulations, Procedures, and the Special Education Process</p> <ul style="list-style-type: none"> <li>• Evaluation, assessment, and eligibility</li> <li>• IFSP and IEP</li> <li>• Functional behavior assessment (FBA) and behavior intervention plan (BIP)</li> <li>• Discipline, policies, and procedures</li> </ul> <p><i>PLC: Collaboration</i></p> <p>Learning Outcomes 3, 4</p>	<p>Deiner, Chapter 5, pp.109-115, 119-125</p>
<p><b>Week 6</b> <b>Feb 28</b></p>	<p>IFSP and IEP</p> <ul style="list-style-type: none"> <li>• Team, meetings, and content</li> <li>• PLAAFP, summary of child</li> <li>• Functional assessment</li> <li>• Annual goals</li> <li>• Short-term objectives</li> <li>• Services and service delivery options</li> <li>• Least restrictive environment</li> </ul> <p><i>PLC: Accessing Resources</i></p> <p>Learning Outcomes 3, 8</p>	<p>Deiner, Chapter 6, pp. 141-151 Chapter 7, pp. 155-171</p> <p><b>Due to Bb – Professional Practice Project Part 1: Foundational Knowledge Paper</b></p>
<p><b>Week 7</b> <b>Mar 7</b></p>	<p>Service Delivery Pathways in ECSE</p> <ul style="list-style-type: none"> <li>• Home-based services</li> <li>• Resource services</li> <li>• Inclusive settings</li> <li>• Self-contained classrooms</li> <li>• Related services</li> <li>• Case management</li> <li>• Partnering with Families</li> </ul> <p><i>PLC: Sharing Resources</i></p> <p>Learning Outcomes 5, 8</p>	<p>Deiner, Chapters 2, 4</p>

Date	Topics	Assignments & Readings Due
<b>Mar 11-17</b>	<b>Spring Break</b>	
<b>Week 8 Mar 21</b>	Assessment in ECSE <ul style="list-style-type: none"> <li>• Identification</li> <li>• Eligibility</li> </ul> Progress monitoring <ul style="list-style-type: none"> <li>• Functional assessment</li> </ul> <i>PLC: Writing the IEP</i>  Learning Outcomes 7	Deiner, Chapter 3, pp. 66-82  <b>Due to Bb – Professional Practice Project Part 2: Accessing Professional Resources</b>
<b>Week 9 Mar 28</b>	Curriculum Standards in ECSE <ul style="list-style-type: none"> <li>• <i>Milestones of Child Development</i></li> <li>• <i>Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds</i></li> <li>• Head Start standards</li> </ul> <i>PLC: Writing the IEP</i>  Learning Outcomes 6	Deiner, Chapter 4 Chapter 5, pp. 109-115, 119-125  Additional readings on BB
<b>Week 10 Apr 4</b>	Children with ADD/ADHD Children with Communication/Language Disorders Children who are English Language Learners Children with Autism Spectrum Disorders <ul style="list-style-type: none"> <li>• Nature and characteristics</li> <li>• Impact on social and emotional development</li> <li>• Impact on developmentally appropriate behavior expectations and behavior management</li> <li>• Within context of family, culture, and linguistic background</li> <li>• Instructional considerations in ECSE</li> </ul> <i>PLC: Presenting the IEP</i>  Learning Outcomes 6, 9	Deiner, Chapter 10, pp. 236-248; Chapter 11, pp. 258-268; Chapter 12, pp. 278-286; Chapter 13, pp. 298-311

Date	Topics	Assignments & Readings Due
<p><b>Week 11</b> <b>Apr 11</b></p>	<p>Children with Specific Learning Disabilities Children with Intellectual Delays and Disabilities Children who are Gifted and Talented</p> <ul style="list-style-type: none"> <li>• Nature and characteristics</li> <li>• Impact on social and emotional development</li> <li>• Impact on developmentally appropriate behavior expectations and behavior management</li> <li>• Within context of family, culture, and linguistic background</li> <li>• Instructional considerations in ECSE</li> </ul> <p><i>PLC: Lifelong Learning</i></p> <p>Learning Outcomes 6, 9</p>	<p>Deiner, Chapter 8, pp. 179-195 Chapter 14, pp. 318-326 Chapter 15, pp. 335-344</p> <p><b>Due to Bb – Professional Practice Project Part 3: Writing an IEP</b></p>
<p><b>Week 12</b> <b>Apr 18</b></p>	<p>Children with Social, Emotional and Behavioral Disorders Children with Special Health Care Needs Children with Orthopedic and Neurological Impairments</p> <ul style="list-style-type: none"> <li>• Nature and characteristics</li> <li>• Impact on social and emotional development</li> <li>• Impact on developmentally appropriate behavior expectations and behavior management</li> <li>• Within context of family, culture, and linguistic background</li> <li>• Instructional considerations in ECSE</li> </ul> <p><i>PLC: Lifelong Learning</i></p> <p>Learning Outcomes 6, 9</p>	<p>Deiner, Chapter 9, pp. 205-221 Chapter 16, pp. 358-382 Chapter 17, pp. 389-405</p> <p><b>Due to Bb – Field Experience Documentation Form</b></p> <p><b>Due to Bb – Field Experience Observation and Reflection</b></p>

Date	Topics	Assignments & Readings Due
<p><b>Week 13</b> <b>Apr 25</b></p>	<p>Children with Hearing Impairments Children with Visual Impairments</p> <ul style="list-style-type: none"> <li>• Nature and characteristics</li> <li>• Impact on social and emotional development</li> <li>• Impact on developmentally appropriate behavior expectations and behavior management</li> <li>• Within context of family, culture, and linguistic background</li> <li>• Instructional considerations in ECSE</li> </ul> <p><i>PLC: Lifelong Learning</i></p> <p>Learning Outcomes 6, 9</p>	<p>Deiner, Chapter 18, pp. 414-425 Chapter 19, pp. 433-444</p> <p><b>Due to Bb – Professional Practice Project Part 4: Reflecting on Professional Learning</b></p>
<p><b>Week 14</b> <b>May 2</b></p>	<p>Working with Paraprofessionals</p> <ul style="list-style-type: none"> <li>• Collaboration</li> <li>• Training</li> <li>• Managing</li> <li>• Monitoring</li> </ul> <p>Learning Outcomes 12</p>	<p>Additional readings on BB</p>
<p><b>Week 15</b></p>	<p><b>Finals week – no class</b></p>	<p><b>SUBMIT Professional Practice Project to TK20 through Bb – DUE May 9</b></p>

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 <https://catalog.gmu.edu/policies/honor-code-system/>).
- 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](mailto: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/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>.

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

