

Middlesex Community College
Early Childhood Education Program

ECE 215-The Exceptional Learner

Professor: Norma Rosado-Javier

Class Meets: Wednesday 6:35pm-9:05pm

Office Hours:

Monday/Wednesday 12:30-3:30pm

Tuesday 2:00pm-5:00pm

And By Appointment

CRN# 3387

Semester: Fall 2017

Credit: 3

Room: Snow Hall 506

Room: Snow Hall 508

Email: nrosado-javier@mxcc.commnet.edu

COURSE TEXT

Kirk, Gallagher, Coleman: Educating Exceptional Children, 14th ed. Cengage Learning. (2015)

COURSE DESCRIPTION

This course provides an overview of the study of the exceptional child with emphasis on the history, laws, practices and terminology used by professionals in the field within inclusive settings. The course will lead the student in understanding the needs of children with exceptionalities, and learning to identify the characteristics, issues, and instructional considerations for children with disabilities. It will cover classroom practices as well as the psychological, sociological, and medical aspects of disabilities and giftedness. Accommodations and teaching techniques for children with special needs will be examined.

COURSE OBJECTIVES:

Students who successfully complete the course will have demonstrated the ability to:

1. Understand the causes and social/emotional impact of a variety of disabilities (physical, mental, and behavioral) and how they affect the development of the young child.
2. Understand the law as it protects children with disabilities and promotes inclusion.
3. Implement policies, accommodations, and adaptations in learning and care environments so that children with special needs can be successfully educated with their peers without disabilities.
4. Access the range of services available to children with developmental delays and their families.
5. Support parents in all aspects of the educational process.
6. Understand, initiate, and facilitate the identification and referral process when appropriate and facilitate cooperation and transitions of the child between programs and services.

7. Examine the process and steps in writing an Individualized Family Service Plan (IFSP) and Individualized Education Program (IEP).
8. Outline the major requirements of the Individualized Family Service Plan (IFSP) with emphasis on cultural differences.
9. Define giftedness in young children and explain the contributing factors.
10. Plan and provide developmentally appropriate program activities that are sensitive to diversity in culture, ability, and background.

COURSE CONTENT:

The following topics will be covered:

1. The philosophy of inclusion; benefits, ethics, and challenges.
2. Federal and state legislation and public policy pertaining to early intervention.
3. Types of inclusive settings and early intervention programs.
4. Developmental likenesses and differences, the range of normal development within a culturally sensitive context.
5. Developmental disabilities - causes (environment and genetics), classifications, and characteristics including sensory impairments, physical disabilities/health problems, learning and behavioral disorders
6. The referral process - working with families, parent-teacher communication, dynamics of families who have children with special needs.
7. Assessment and planning individualized goals, working with an IEP/IFSP.
8. Instructional strategies - zone of proximal development, scaffolding using task analysis, physical guidance, modeling, prompting, teachable moments, contingent stimulation, and other specific techniques that facilitate learning.
9. Planning effective learning environments, schedules, and transitions that support inclusion.
10. Facilitating development throughout all developmental domains, curriculum, and classroom areas:
 - adaptive/self-care for independence
 - social development and peer interaction, play
 - communication skills and language development
 - preacademic learning: cognitive development and literacy
 - creative/aesthetic development through the arts
 - accommodating and supporting physical/motor development
11. Managing challenging behaviors:
 - monitoring for analysis and progress
 - preventing behavioral problems
 - understanding behavior as a means of communication
 - reducing aggression, tantrums, destructive behavior, and non-compliance
 - applying strategies - redirection, reminders, choices, consequences
 - understanding behavior modification systems and appropriate application
12. Facilitating and coordinating transitions between services and programs.

COURSE REQUIREMENTS/GRADING GRID/DESCRIPTION GRADING

	Items	Points
A	<u>Weekly Discussions /Activities</u> (10 at 20 points each)	200
B	<u>Article Review/Presentation</u> (Current topic in Exceptional Children)	150
C	<u>Assignment on Special Education Laws</u>	300
D	Research Project on Person with Disability	150
E	<u>Field Observation/ Written Report</u> Hours of observation with signed timesheet Written Report	100 100
	Total	1000

Total # of points/Letter Grade

A =1000-950	B+ =899-850	C+ =749-700	D+= 599-550	F 450-0
A- =949-900	B = 849-800	C= 699-650	D = 549-500	
	B- =799-750	C- =649-600	D- =499-450	

COURSE REQUIREMENTS/DESCRIPTION

A. Discussion Boards/Assignments (200 Points):

Every other week (when we meet online) you will be responsible for posting a discussion on the discussion link on Blackboard. You will also need to respond to someone else’s thread. (You may respond to more than one if you wish). The initial thread must directly address the discussion question posted. (More information about discussion boards will be found in the discussion board link). You will also be responsible for submitting a weekly assignment based on the weekly reading. Instructions for weekly assignment are included in the weekly module.

B. ARTICLE REVIEW (150 points):

You will be responsible for researching and summarizing an article on any aspect of disabilities/exceptionalities in early childhood education. The article can relate to an issue we discuss in the course or can be on another topic related to special needs. The article must be from a scholarly source (NAEYC Young Children, Early Childhood Today, etc.) and should be about 2-3 pages long. You are required to submit a two page typed-written **reflection** with your reactions and thoughts about the article and its content. **Submit a copy of the article along with your written report. Both documents need to be included for assignment to be graded.**

C. Assignment on Special Education Laws (300 Points):

Your textbook mentions the various laws/legislation that are in place and protect all the children/people with exceptionalities. You will be required to research one of the laws mentioned in your textbook and do a write-up based on the law. (Specific instructions about this assignment will be forthcoming).

D. Research Project on Person with Disability/Exceptionalities (150 points):

Write about an individual that in spite of their disability has been successful and productive in a particular area of expertise. Such individuals often times teach us about adversity and perseverance. Think about athletes, musicians, dancers, teachers, etc....Choose one and write a two-page brief summary of their accomplishments. Discuss why you chose that individual and what lessons/impression you may have learned after reading their story.

E. Field Observation (100 points):

Part I: Observation

Students are required to spend a number of hours observing an exceptional child in a special education program, center or school. During this process, you are required to keep a comprehensive journal on the fieldwork experience and the child you are observing. This child can be from your own classroom, program, center, or an institution. Please submit the program name, address, and contact person of the site once you decide where your observation will take place. **(See letter on page 6 & 7 of syllabus)**.

Part II: Written Report (100 Points)

Students are required to write a 3-5 assessment and reflection paper on your observation experience. The report needs to include the following:

- Describe the program, number of children, staff, and overall impression of the program.
- Give a description of the child including name (do not use the child's actual name. Instead use initials or a pseudonym) family dynamics and gender.
- Describe the disability/exceptionality of the child.
- Write about his/her strengths and challenges.
- Describe his/her development in terms of physical, social/emotional, cognitive and creative skills. Give at least one detailed example for each of the skill development.
- Where is this child developmentally in comparison to the other children in the group?
- Give a detailed description of a typical day in the life of this child.
- Describe the interaction by staff, parents, and other children in the group.
- Highlight any achievements, successes, or changes you may have observed during your time there regardless of how small.
- List any adjustments the program is making to meet the needs of this child. For example, does this child have an IEP? If so, are there any special services the child receives throughout the day? If any, describe the services and how often they are provided.

Report Sample Order

1. Cover page (your information).
2. Introduction (information about the observation site).
3. Child's name, gender, family life and disability/special needs.
4. Skill development/strengths and challenges.
5. Observation Results
6. Conclusions/Recommendations if any.

Expectations of Students during On-site Observations:

1. Present a professional appearance and demonstrate a professional manner while in the center/classroom including in the presence of children and in communicating with center/classroom staff and parents. Dress appropriately and look presentable.
2. Respect all applicable policies and procedures of center/classroom including protecting student, staff and family confidentiality.
3. Acquaint yourself with center administrative and classroom staff, children and parents (to the extent necessary to complete course requirements) and with all procedures for entering the facility, the classroom and being with children.
4. Keep a comprehensive journal that will help you write your final report focusing on the observed child's physical, social/emotional, cognitive, creativity, and functional abilities.
5. A student should not be alone with a child or children for any length of time. If you find yourself in this position, immediately inform center staff. Inform your college instructor if the situation is not resolved.

NOTE: All information is confidential and only for class purposes.

Once the observations are complete, be sure to thank the staff for their assistance in this assignment and for allowing you to utilize their program for observation purposes.

NOTE FOR ALL ASSIGNMENTS:

All assignments are due on the dates indicated, unless pre-arrangement has been made with the instructor. Assignments must be typed with 12-size font and double-spaced. All written course work must include Standard English Practices, including spelling and punctuation, capitalization, sentence and paragraph structure, grammar, clarity of expression, and organization.

All biographic notations of other sources reviewed to complete assignments, or cited in the report must be acknowledged in the reference list. Use APA or MLA format in writing your references. See websites below.

APA http://www.mxcc.commnet.edu/images/customer-files/L_PDF/APA.pdf

MLA http://www.mxcc.commnet.edu/images/customer-files/L_PDF/MLA.pdf

IMPORTANT COLLEGE POLICIES!! PLEASE READ CAREFULLY!

For information about the college's policies and procedures regarding academic honesty, accessibility/disability services, attendance, audio-recording in the classroom, grade appeals, plagiarism, religious accommodations, weather and emergency closings, and more, please go to the following website: www.mxcc.edu/catalog/syllabus-policies/ or scan the QR code with your smart phone. Also, please become familiar with the policies regarding nondiscrimination, sexual misconduct, and general student conduct at the following website: www.mxcc.edu/nondiscrimination/.



NON-DISCRIMINATION STATEMENT

Middlesex Community College does not discriminate on the basis of race, color, religious creed, age, sex, national origin, marital status, ancestry, present or past history of mental disorder, learning disability or physical disability, sexual orientation, gender identity and expression or genetic information in its programs and activities. In addition, the College does not discriminate in employment on the additional basis of veteran status or criminal record.

The following people have been designated to handle inquiries or complaints regarding non-discrimination policies and practices:

- Primary Title IX Coordinator
Dr. Adrienne Maslin
Dean of Students/Title IX and Section 504/ADA Coordinator
amaslin@mxcc.edu; 860-343-5759; Founders Hall Room 123|



Early Childhood Education Program

Fall 2017

Student _____

The above student is enrolled in **ECE 215- The Exceptional Learner** at Middlesex Community College. Students enrolled in this course are expected to complete a field observation in an approved early childhood education setting. This student has expressed an interest in observing in your respected facility and would like your permission to do so.

The purpose of this observation is to give students the opportunity to observe firsthand types of inclusive settings and early intervention programs. They can survey implementation of policies, accommodations, and adaptations in learning environments that allow children with special needs to successfully be educated along with their peers without disabilities. During the observation, students will be taking notes and are required to refer to children observed by pseudonyms to protect confidentiality both in class discussions and assignments. Students are also expected to conduct themselves in a professional manner and to adhere to your program policies at all times.

Feel free to discuss with the student the expectations/course work required for this course as well as your center/classroom expectations.

If you have any questions or concern, feel free to contact me at 860-343-5758 or through email at nrosado-javier@mxcc.commnet.edu

Thank you for partnering with Middlesex Community College. Your participation in teacher education is extremely valuable and much appreciated.

Sincerely,
Norma Rosado-Javier
Assistant Professor/Program Coordinator
Early Childhood Education Program
Middlesex Community College

I give my permission for _____ to conduct their
observation hours at (name of facility)_____

Director/Head Teacher Signature _____ Date _____

Student Signature _____ Date _____

WEEKLY COURSE OUTLINE

Date	Reading Topics/Chapters	Assignments
<u>Week 1</u> 8/30/17	Introductions/Ice Breaker/Review Syllabus/Course Overview	
<u>Week 2</u> 9/6/17 (online)	<u>Chapter 1</u> Children with Exceptionalities and Their Families	1. <u>Discussion Post</u> 2. <u>Weekly Assignment</u>
<u>Week 3</u> 9/13/17	<u>Chapter 2</u> Children with Exceptionalities and Social Institutions: Government, Schools, and the Courts	
<u>Week 4</u> 9/20/17 (online)	<u>Chapter 3</u> Early Intervention Supports and Services	1. <u>Discussion Post</u> 2. <u>Weekly Assignment</u> 3. Special Education Legislature Assignment-Due on 9/27/17
<u>Week 5</u> 9/27/17	<u>Chapter 4</u> Children with Intellectual and Developmental Disabilities	
<u>Week 6</u> 10/4/17 (online)	<u>Chapter 5</u> Children with Autism Spectrum Disorders	1. <u>Discussion Post</u> 2. <u>Weekly Assignment</u>
<u>Week 7</u> 10/11/17	<u>Chapter 6</u> Children With Learning Disabilities	
<u>Week 8</u> 10/18/17 (online)	<u>Chapter 7</u> Children With Attention Deficit//Hyperactive Disorders (ADHD)	1. <u>Discussion Post</u> 2. <u>Weekly Assignment</u> 3. Article Review due on 10/25/17
<u>Week 9</u> 10/25/17	<u>Chapter 8</u> Children With Emotional and Behavior Disorders	
<u>Week 10</u> 11/1/17 (online)	<u>Chapter 9</u> Children With Communication, Language, and Speech Disorders	1. <u>Discussion Post</u> 2. <u>Weekly Assignment</u>
<u>Week 11</u> 11/8/17	<u>Chapter 10</u> Children Who Have Special Gifts and Talents	

<u>Week 12</u> 11/15/17 (online)	<u>Chapter 11</u> Children Who Are Deaf or Hard Of Hearing	1. <u>Discussion Post</u> 2. <u>Weekly Assignment</u>
<u>Week 13</u> 11/22/17	<u>Thanksgiving Recess-No Class!</u>	<u>Field Observation Report due on 11/29/17</u>
<u>Week14</u> 11/29/17	<u>Chapter 12</u> Children With Visual Impairments	
<u>Week 15</u> 12/6/17 (online)	<u>Chapter13- Children With Physical Disabilities, Health Impairments, and Multiple Disabilities</u>	1. <u>Discussion Post</u> 2. <u>Weekly Assignment</u> 3. <u>Project on Person with Disability due on 12/13/17</u>
<u>Week 15</u> 12/13/17	<u>Final Exam Week-Presentations!</u>	