

Middlesex Community College
Early Childhood Education Program

ECE 215-The Exceptional Learner

Professor: Norma Rosado-Javier

CRN# 2018

Online

Credit: 3

Email: **Use Blackboard Message Tool**

Semester: Summer 2018

College Email: **nrosado-javier@mxcc.commnet.edu**

(Use only if Blackboard is down)

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 effective with children who have special needs will be covered.

COURSE OBJECTIVES:

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

1. Understand the etiology 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 Discussion Boards/Weekly Assignments</u> (10 at 20 points each) (1 of each every week)	200
B	<u>Article Review</u> (Current topic in Exceptional Children)	200
C	<u>Assignment on Special Education Laws</u>	300
D	Research Project on Person with Disability	300
	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 week you will be responsible for posting an initial response thread in the discussion link located in the course menu. 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 (200 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 **three-page written report** with a brief summary of the article (in your own words) and a written **reflection** on 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/legislature 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 (300 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....Research an individual and submit a power point report about their disability and their accomplishments. Discuss why you chose that individual and what lessons/impression you may have learned after reading their story.

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|

WEEKLY COURSE OUTLINE

Date	Reading Topics/Chapters	Assignments
<p><u>Week 1</u> 7/9/18-7/15/18</p>	<p>Getting Started/Introduction Blog/Review Syllabus</p> <p><u>Chapter 1</u> Children with Exceptionalities and Their Families</p> <p><u>Chapter 2</u> Children with Exceptionalities and Social Institutions: Government, Schools, and the Courts</p>	<p>1. <u>Discussion Post</u> 2. <u>Weekly Assignment</u> 3. <u>Special Education Legislature Assignment</u></p> <p><u>Due on 7/15/18 by 11:59pm</u></p>
<p><u>Week 2</u> 7/16/18-7/22/18</p>	<p><u>Chapter 3</u> Early Intervention Supports and Services</p> <p><u>Chapter 4</u> Children with Intellectual and Developmental Disabilities</p>	<p>1. <u>Discussion Post</u> 2. <u>Weekly Assignment</u></p> <p><u>Due on 7/22/18 by 11:59pm.</u></p>
<p><u>Week 3</u> 7/23/18-7/29/18</p>	<p><u>Chapter 5</u> Children with Autism Spectrum Disorders</p> <p><u>Chapter 6</u> Children With Learning Disabilities</p>	<p>1. <u>Discussion Post</u> 2. <u>Weekly Assignment</u> 3. <u>Article Review</u></p> <p><u>Due on 7/29/18 by 11:59pm.</u></p>
<p><u>Week 4</u> 7/30/18-8/5/18</p>	<p><u>Chapter 7</u> Children With Attention Deficit//Hyperactive Disorders (ADHD)</p>	<p><u>July 30-Last Day to Withdraw from Class</u></p> <p>1. <u>Discussion Post</u> 2. <u>Weekly Assignment</u> 3. <u>Project on Person with Disability</u></p> <p><u>Due on 8/5/18 by 11:59pm.</u></p>
<p><u>Week 5</u> 8/6/18-8/9/18</p>	<p><u>Chapter 9</u> Children With Communication, Language, and Speech Disorders</p> <p><u>Chapter 10</u> Children Who Have Special Gifts and Talents</p>	<p>1. <u>Discussion Post</u> 2. <u>Weekly Assignment</u></p> <p><u>Due on 8/9/18 by 11:59pm.</u></p>