Special Education 4720
Instructional Materials and Activities for
Young Children (Birth to 8) At Risk and
with Exceptional Learning Needs.
Fall 2012

Instructor:	Dr. Rebecca Cook
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Appointments:	Sign up in the notebook in 1212 Buzzard Hall
Location/Time Of Class:	TR 3:00-4:15 p.m. in Room 1445 Buzzard Hall

Course Description:
SPE 4720 - Instructional Materials and Activities for Young Children (Birth to 8) At Risk and with Exceptional Learning Needs. Service delivery models/issues, working with families, teaming strategies, utilization of technology, IEP writing, and the selection, development, and adaptation of instructional materials and activities for young children at risk and with exceptional learning needs are the focus of this course.

Learning Model for the Course:
The primary learning model for this class is the Developmental Learning Model. Developmental Learning Model as described in Linder, T.W. (1983). *Early childhood special education: Program development and administration.* Baltimore: Paul H. Brookes Publishing Co. and Cook, R.E., Tessier, A., & Klein, M.D. (1992). *Adapting early childhood curricula for children with special needs (3rd Ed.).* NY: Macmillan Publishing Co.

Textbook

Cook, R.E., Klein, M.D., & Chen, D. ., (2012). *Adapting early childhood curricula for children with special needs* (8th ed.). Columbus, OH: Merrill Publishing.

Also recommended: *The APA Manual*, *5th* edition. (Can check out from the TMC, 20 minutes each time.)

University student learning goals:

The mission of the general education program at Eastern Illinois University is three-fold:

- To enhance student literacy and oral communication
- To encourage students to think critically and reflectively
- To introduce students to knowledge central to responsible global citizenship

In this content-specific course literacy, including written and oral communication is addressed through varied written and spoken activities and assignments. Your skills of critical and reflective thinking will be assessed through tests and quizzes and you will be

expected to demonstrate these skills through participation in class and in your written work. Your knowledge central to responsible global citizenship will be enhanced through lectures, particularly topics related to diversity, and reading of your textbooks and supplemental materials.

SPE 4720

Course Outline: DCC Approved: 04/23/03

I. Review of philosophy/rationale for early intervention (Odom & Karnes, 1988; Seefeldt, 1987; Silverstein, 1988;Thurman & Widerstrom, 1990) (1 Week)
   A. Assumptions
   B. Rationale
   C. Impact of legislation on curriculum

II. Program models in early childhood special education/early intervention (ECSE/EI) (Bredekamp, 1997; Bricker & Iacino, 1977; Carta, Schwartz, Atwater, & McConnell, 1991; Graham & Bryant, 1993; Horn & Jones, 2005; McLean & Odom, 1993) (1 Week)
   A. Legislative origin
   B. Definition
   C. Theoretical orientations
      1. Child development model
      2. Sensory-cognitive model
      3. Cognitive Developmental Model
      4. Behavioral Model
      5. Interactional Model

III. Instructional materials and equipment (1 ½ Weeks) (Fallon & Harris, 1989; Hanline, et al., 1985; Hohman, 1990; Johnson-Martin, Attermeier, & Hacker, 1990; Langley, 1985; Martin, Brady, & Williams, 1991; Lifter, et al.,1993; Parrette, et. al., 1986; Stremel, 2000)
   A. Commercial products
   B. Teacher-made materials
   C. Language/Emerging Literacy, including phonological awareness, letter sound association, letter sound recognition, and a receptive and expressive vocabulary
   D. Cognition/Math
   E. Fine Motor/Writing
   F. Gross Motor
   G. Adaptation for Children with Disabilities
   H. Adaptive equipment
   I. Technology

IV. Curriculum in Early Childhood Special Education/Early Intervention (6 Weeks)
(Ayres, 2005; Bailey, et. al., 1988; Barrera, 1993; Bloch & Sukeong, 1990;Bredekamp, 1997; Bruder, & Bricker, 1985; Copple & Bedekamp, 2009; Dunst, et. al., 2001; Dummer et. al., 1995; Flynn & Kieff, 2002; Gallagher & Desimone, 1995; Gisham-Broyman & Hemmeter, 1998; Gray, 2000; Heflin & Alaimo, 2007; Helm & Katz, 2001;Johnson & Ershler, 1985; Joseph & Strain, 2003; Kohler, et al., 2001; Kostelnik, Soderman, & Whiren, 2004; Lerner, Lowenthal, & Egan; 1998; McLean, Wolery, & Bailey, 2004; McEvoy, Fox, & Rosenberg, 1991; Mori & Neisworth, 1983; Nortari & Bricker, 1990; Rogers & Dawson, 2010; Scott, 2000; Thompson, 2011; Wayman, et. al., 1991; Wolery & Sainato, 1996; Winton & Bailey, 1988; Wolery, 2000; Wolery & Sainato, 1996; Wortham, 2002/2008; Yopp & Yopp, 2009; Zigmond & Miller, 1986)

A. Components of a curriculum
B. Comparison of curricula across levels of structure
C. Foundational curriculum guidelines
    1. DEC "Best Practice"
    2. Developmentally Appropriate Practice (DAP)
        a. Toddler (birth-2)
            1. Young Infants
            2. Mobile Infants
            3. Toddlers
        b. Preschooler (3-5)
            1. Physical Development
            2. Gross Motor Development
            3. Fine Motor Development
            4. Social & Emotional Development
            5. Language & Communication
                (emphasis on vocabulary, fluency, use of pitch and inflection, and sequence of a story)
        c. Primary Grades (6-8)
            1. Physical Development
            2. Gross Motor Development
            3. Fine Motor Development
            4. Social Emotional Development
            5. Language & Communication Development
                (emphasis in expanding vocabulary and multiple meanings of words)
    3. Illinois Early Childhood Standards
        a. Language Arts: letters, letter-sound matches predicting, phonological awareness: rhyming, dictating stories and experiences, uses symbol/letters to represent written language.
        b. Mathematics
        c. Science
        d. Social Science
        e. Physical Development & Health
        f. Fine Arts
        g. Foreign Language
        h. Social/Emotional Development

D. Criteria for the development, selection and adaptation of curricula (cultural diversity considerations)
E. Curricular areas
    1. Development (cognition, motor, social, language, and adaptive skills)
    2. Readiness (preacademics)
    3. Creative/performing arts
    4. Science and Social Studies

V. Developing and writing Individualized Education Plan (IEP)/Individualized Family Service Plan (IFSP) (Grisham-Brown, Hemmeter, & Pretti-Frontczak, 2005; Pretti-Frontczak, & Bricker, 2000; Xu, 2008) (2 ½ weeks)
    A. Linking assessment and curriculum
    B. IEP/IFSP legislation-based components
    C. DEC "Best Practice" guidelines for writing an IEP/IFSP
    D. Involvement of families in the process (family-centered principles)
    E. Writing long-range goals and sequential objectives (benchmarks)

VI. Service Delivery Approaches (1 Week); Lieber, et. al., 2000; McWilliam, 2000)(Bricker, et al., 1998, DeVore & Hanley-Maxwell, 2000; Pretti-Frontczak, K. L., Macy, M. & Carter, A. (2003); Soodak, et al., 2002)
    A. Definition
    B. Components of service delivery
    C. Natural Environments for service delivery
        1. Homebase program
        2. Centerbased program
        3. Community-based program
        4. Hospital program
        5. Inclusive environments

VII. Professional roles and interactions in delivering services (2 Weeks) (Buysse & Wesley,1993; Cook et al.,1996; Delong, 2003; Dunst et al., 2000; French, 2001; Horn & Jones, 2005; Lyon & Lyon, 1980; McWilliam, 2000;Neisworth & Bagnato, 1987; Olson, Murphy, & Olson, 1998; Wagner, Spiker, & Linn, 2002; Wallace, et al., 2001).
    A. Teaming Models
    B. Group dynamics related to team situations
    C. Working with paraeducators
    D. Working with families

Course Requirements/Assignments

1. Exams: Complete three exams based on assigned readings and class discussions. Exams will be a combination of multiple choice, true-false, matching, short answer, and essay questions.
   Points: 50 each

2. Teacher-made material: Each student will develop and describe the construction of a developmentally and functionally appropriate teacher-made material for use with a child in either a 0-2 or a 3-5 ECSE program. Developmental areas that may be addressed are language/literacy, cognition/math, fine-motor/writing and gross motor. The typed description of the material should include: name of material/activity, appropriate age of the child for which the material is to be used, materials required, and procedures for constructing and using the material, alternative uses of the material, adaptations/modifications of the material for children with various disabilities, and suggestions for considering cultural diversity. The typed description should demonstrate the student's proficiency in writing with regard to sentence and paragraph structure, punctuation, grammar, spelling, and use of non-labeling language. Additionally, the description should be referenced in accordance with APA guidelines if the material was obtained from copyrighted material.
   Points: 50

3. Curricular Skill Sequences: Each student will select a skill typically exhibited by a child from 0-5 years of age. To complete this assignment the student will list prerequisites for learning the skill, task analyze the skill, and then list thesteps for teaching the skill. . The information obtained from copyrighted material should be referenced using APA guidelines. The student's work should show written and oral proficiency with regard to sentence structure, spelling, punctuation, grammar, and use of non-labeling language. This assignment will provide students with practice in task analyzing skills/behaviors for objectives in the IEP assignment.
   Points: 25

4. Individualized education plan (IEP): An IEP will be written based upon a case study of a young child with developmental delays. The case study includes assessment information from the teacher, other professional, and the family. The IEP should be based on accurate interpretation of the assessment information with regard to writing strengths and needs for the present level of performance section of the IEP. Students will then select and prioritize three annual goals based upon stated needs, develop 3 sequential benchmarks for each goal, and determine appropriate procedures, techniques, and materials for the child. The parent's concerns and priorities should be taken into consideration when writing the IEP.
   Points: 50

5.. Module - Organizing Curriculum Around a Unit Approach: Develop a unit plan based on themes appropriate for an ECSE 3-5 class. The instructor will provide further instructions for this assignment.
Points: 100

Summary of Course Requirements:

1. Exams 3 @ 50 points.....…… 150 points
2. Teacher-made material.....….. 50 points
3. Curricular skill sequence.....….. 25 points
4. "Model" IEP Assignments.....…50 points
5. Unit plan.....…… 100 points

375points

Grading

A point scale is used. Grades are determined by number of points earned. The following scale is used by the Department of Special Education faculty:

90% or more of the points	=	A
80%	=	B
70%	=	C
60%	=	D
less than 60%	=	F

Eight (8) bonus points will be given for participating in Family Fun Festival/Special Olympics.

The final grade and its determination is the purview of the instructor.

Class Attendance

Students are expected to attend all classes. If prevented by an acute illness or an emergency the student should contact the instructor in as timely a manner as soon as possible. When the student can anticipate the absence the instructor should be contacted before the absence occurs. The instructor after due consideration to the reason for the absence may deny the student's request to make-up missed assignments or exams. Students who are absent from class, for whatever reasons, are held responsible for the material covered during their absence. Each student who is absent must make arrangements with the instructor to obtain handouts distributed on the day of his/her absence.

The Department of Special Education believes that attendance in classes is essential. The student is responsible for initiating all interaction with the instructor relative to absences and related assignments or exams.

Each student is encouraged to contact the course instructor for assistance with any class-related problem. The instructor is interested in you.

Policy on Late Assignments: Assignments are due at the beginning of the class period of the

day listed as the DUE DATE for the assignment. Any assignment turned in after this is considered late. Assignments turned in late will be assessed a penalty of the total point value for the assignment. Penalties are as follows:

1) 5% for an extension of one week or less based upon a reason preapproved by the instructor. Preapproval by the instructor must occur before the class period at which the assignment is due.
2) 25% for an assignment turned in more than one week late or an assignment turned in late without a reason preapproved by the instructor.

Standard for Written Assignments

Written assignments are expected to follow American Psychological Association (APA) style, format, and guidelines.
Non-labeling language is expected in all written materials.
As prospective teachers, students in SPE 4720 will be expected to meet performance criteria associated with grammar, spelling, and sentence structure.

Eastern Illinois University is committed to the learning process and academic integrity that is defined in the Student Conduct Code (1.1). To encourage original and authentic written work, any written assignment created in this course may be submitted for review to Turnitin.com and will become a searchable document with the Turnitin-protected and restricted use database.

Cell Phone Policy

All cellular phones, pagers, and messaging devices must be turned off upon entering classroom or practicum site. If special circumstances warrant the necessity of accessibility via cell phone, permission must be given be instructor and at no time should this means of communication interrupt teaching or learning. Abovementioned devices are not allowed in the testing setting during tests or exams. If discovered, it will be assumed they are being used inappropriately and will result in a grade of "zero". At no time during class, teaching on site, or tests is text messaging allowed! Anyone in violation of this policy will be asked to leave the class and the absence will be considered unexcused.

Email/Electronic Communication

Students are encouraged to use email as a means of communicating with the instructor(s); however not all questions and issues can be addressed using this forum. As in all interactions, students are expected to be respectful and professional. In addition, students must realize that email is asynchronous and therefore should allow ample time for a response from the instructor(s). Further, it is the student's responsibility to follow up on contact made via email if no response is received. Remember there are times when technology fails and thus messages are not always received when sent. Do NOT simply assume that the information reached the intended recipient(s).

**The instructor reserves the right to change these requirements or course outline as deemed necessary.

Student Success Center

Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management,

test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

References

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SPE 4720

Evaluation:

Exams:
CEC/CC: 1,2,3,7,10 CEC/ECH: 1,10 ISBE/CC: 1,2,4,6,7,9,11
ISBE/ECH: 1,2,3,4,6,7,9,11 IPTS: 1,2,4,5,6,7,8 ISBE/CC: 1,2,4,5,6,7,8

Teacher Made Material:
CEC/CC: 4,9 ISBE/CC: 6 ISBE/ECH: 2,4,5 LA: 2 T:2 IPTS: 3,4,5,6 ISBE/CC: 1,2,3,4,5,6

Curricular Skill Sequence:
CEC/CC: 7,9 ISBE/ECH: 4 LA:2 T: 2 ISBE/CC: 4 IPTS: 3,4,5,6

Model "IEP":
CEC/CC: 7,9 CEC/ECH 7 ISBE/CC 3,4 ISBE/ECH: 3,4 LA: 2 T:2
IPTS: 2,3,8 ISBE/CC: 2,3,8

Unit Plan:
CEC/CC: 7,9 CEC/ECH: 7 ISBE/CC: 4,5,6 ISBE/ECH: 1,4,5 IPTS: 1,2,3,4,5,6,7,8,9
ISBE/CC: 1,2,3,4,5,6,7,8,9

SAFETY INFORMATION
DEPARTMENT OF SPECIAL EDUCATION

If there is an emergency such as fire, tornado, bombs, earthquake or other emergencies, 911 will notify the Dean's Office of the College of Education and Professional Studies (Doug Bower) who will in turn notify each Department. Medical or health emergencies should be reported directly to the Department of Special Education. EIU has closed only once in its history, SPE closes only when EIU does. Eastern Illinois Special Education is EIASE and is not the Special Education Dept.

Evacuation Procedures:

Clear the building as rapidly and orderly as possible.

Move to the designated areas as directed by the Police Departments or Fire Departments.

Do not return to the building until you are given the all clear signal.

Fire Alarms:

When the fire alarm sounds, everyone in the first floor north wing of Buzzard Hall is to leave the building by way of the 9th Street Circle doors. Everyone is to leave the building; just because you can't see or smell the fire/smoke does not mean there is not a fire. You are to move at least 50 feet away from the building. You are to wait until the Fire Chief gives the all-clear sound.

Tornadoes:

The Department of Special Education, after receiving warning, will contact each classroom on the north, first floor of Buzzard Hall. Opening windows allows damaging winds to enter the structure. Leave the windows along; instead, immediately go to a safe place. Most tornadoes are likely to occur between 3 and 9 p.m., but have been known to occur at all hours of the day or night. If you have been told that there is a tornado warning you should move to your pre-designated place of safety. There are designated areas marked by the "Severe Weather Shelter" signs. There will not be an all clear siren. The tornado warning will be over when the weather has improved. Stay away from windows and automobiles. Eastern Illinois University has a website for Tornadoes at http://www.eiu.edu/~environ/welcome.htm that you can access for more information about tornadoes and what to do.

Bombs:

The University Police will respond to a bomb threat to your building. The University Police will assist with the search and/or evacuation. You will be directed by the University Police as to how, when, and where to evacuate the building.

Earthquakes:

Earthquakes occur without warning. At best, a person may move under his/her desk.

Violence in the Workplace:

In the event an individual displays aggressive behavior, use extreme caution.

If a firearm is suspected or evident, leave the building. Move to safety, and call 911 and the Building Coordinator (Doug Bower (7972). If building residents express a "cause to feel uncomfortable", call the Human Resources Department (3514) or University Police (3213). Do not try to become involved with the violent person. Let the University Police handle the situation as they are trained to handle such behavior.

Medical or Health Emergencies:

If a person becomes injured or ill and can make decisions regarding transportation and/or treatment, assistance should be given in making those arrangements. Call 911 and 3213. If the person cannot make decisions regarding transportation and/or treatment, an ambulance will be called. Call 911 and 3213. The Safety Officer is Gary Hanebrink (7068).

Under no circumstances will the University provide transportation, despite the extent of the injury or illness.

An appropriate accident report must be filed. Forms may be found on the web page, http://www.eiu.edu/~environ/safmanl/accdform.htm.

Emergency Notification System

Eastern Illinois University has installed additional emergency notification system devices. When there is a warning for weather or an emergency, the exterior horn will sound and the message will be played across the emergency notification speakers inside Coleman Hall, Klehm Hall, Buzzard Hall, and Lantz Building. Blair Hall, Booth Library, and Doudna Fine Arts Center will receive the message through the fire alarm speakers. There are also flashing lights that have different colors for certain emergencies. An amber light means that there is an emergency. A white light means that there is a fire. If the alarm is sounded, take immediate action as directed by the emergency notification system. Check your campus email for further instructions.

Gary Hanebrink, Environmental Health and Safety Posted Aug 03, 2011