SPE 3220 (001)
Behaviors of Young Children (Birth to 8)
At Risk and with Exceptional Learning Needs
Spring 2013

Instructor:	Dr. Rebecca Cook
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Appointments:	Sign up in the notebook in 1212 Buzzard Hall
Time/Location:	Monday, 8:30-11:00 p.m. /Rm. 1121 Buzzard Hall
	Wednesday, 8:30-10:30 a.m./Rm. 1121 Buzzard Hall

Course Description:

Behaviors of Young Children (Birth to 8) At Risk and with Exceptional Learning Needs. (3-2-3). F,S. This course is an overview of early childhood special education. Content includes: rationale/historical perspectives of early childhood special education, typical development, results of factors impacting development, and intervention issues/practices. Thirty clock hours of observation with young children at risk and with exceptional needs is required. Prerequisite or Corequisite: SPE 3000. Department requirements for enrollment must be met.

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

Textbooks:
Howard, V.F., Williams, B.F., Port, P.D., & Lepper, C. E. (2010). *Very young children with special needs*, (4th ed.). Columbus, OH: Merrill Publishing Company.

Hooper, S.R., & Umansky, W. (2009). *Young children with special needs*, (5th ed.). Colombus, OH: Merrill Publishing Company.

Additional required readings are available through Booth Library e-reserves.

DCC Approved: 04/30/03

Course Outline:

I. Introduction to ECSE (3½ weeks)
(Fewell & Oelwein, 1991; McDonnell & Hardman, 1988; Shonkoff & Meisels, 1991; Florian, 1995)
   A. Historical perspective
   B. Rationale and legislative foundation for early childhood special education
   C. Issues and trends (family issues, transition planning, cultural diversity)
   D. Theories of development
   E. Classroom organization
   F. Classroom scheduling

II. Impact of etiology of disabilities on development in young children (1½ weeks). (Bigge, 1982; Blackman, 1990; Blatt, 1988; Browne, 2003; Cooper & Kennedy, 1989; Hadden, 2000; Krauss et al., 2000; Stanton-Chapman, Chapman, & Scott, 2001; Wallin, 2003)
   A. Prenatal
   B. Perinatal
   C. Postnatal

III. Specific disabilities in children birth to eight (2½ weeks) (Bigge, 1982; Blackman, 1990; Coniglio & Blackman, 1995; Dunlap, 2009; Finnie, 1975; Neisworth & Bagnato, 1987; Willis, 2008)
   A. Physical impairments
   B. Health impairments
   C. Syndromes (e.g. Down syndrome)
   D. Sensory impairments
   E. General developmental delays

IV. Impact of disability on typical development (3 weeks)
(Allen & Marotz, 1989; Casby, 1992; Dunlap, 1997; Fetters, 1994; Greenspan, et al., 1998; Hoffang, 1989; Rothbard, 1984; Watson, 2003)
   A. Cognitive
   B. Language
   C. Motor
   D. Self-help/Adaptive
   E. Social/Emotional
   F. Effect of cultural diversity on developmental expectations

V. Identification of infants and young children at-risk for learning difficulties (1½ week) (Bailey & Wolery, 1989; La Paro, Olsen, & Pianta, 2002; McLean, 1998; Shonkoff & Meisels, 1991)
   A. Child-find
   B. Referral systems

C. Role of assessment-informal/formal (cultural diversity issues)
D. Related personnel/team approach

VI. Intervention for children at risk for learning difficulties (3 weeks)
(Diamond & Carpenter, 2000; Dunst, et al., 1987; Dunst, et al., 2001; Fewell & Oelwein,1991;Hallam, et al.,2009; Hanson et al., 2000; Jones & Derman-Sparks, 1992; Judge, 2001; Jung, 2003; Lieber, et al., 2000; McDonnell & Hardman, 1988; McDonnell & Hardman, 1992; Rafferty & Boettcher, 2001;Trivette, 1998; Turbiville, et al., 1995; Wayman, Lynch, & Hanson, 1991)

A. Service delivery system
B. Inclusion of children with and without disabilities
C. Professionals and their roles
D. Family Involvement
E. Transition planning
F. Technology

Course Requirements/Assignments

1. Practica:
   Each student will participate in early childhood settings for 10 weeks, two rotations of 5 weeks each. At the end of each 5-week rotation, the cooperating professionals will evaluate the students in the setting using a 5-point Likert scale. (2 @ 20 points = 40 points)

2. a) Practica Reflections: Each student will write a paragraph reflecting on the practicum experience each week. Reflections may include observations of classroom environmental arrangements, teacher-child interactions, instructional strategies, and class activities.

   b) Practica Questions: Each student will provide written answers to specific questions about the practicum setting.

   a) Practica Reflections and b) Practica Questions are due at the end of each rotation. (2 @ 50 points = 100 points)

3. Modules:
   Two modules of material will be assigned during this course. Each student will follow the detailed directions in each module based on the practica assignments.

   Module I: Scheduling- Students will list the strengths and needs of the classroom schedule in their assigned practica settings. In addition, they will suggest changes in the classroom schedule and support the changes by information found in the module readings. (50 points)

   Module 2: Classroom Organization-Students will draw a floor plan of the classroom in their assigned practica settings. Strengths and weakness of the floor plan will be noted and changes will be suggested to improve the classroom organization. Research-based reasons for making the changes will be explained and a floor plan depicting the changes will be drawn. (50 points)

4. NICU Reflection Paper: Each student will write a reflection paper about the impact of the neonatal intensive care unit (NICU) on premature infants and their families. This paper will include references from course readings and lectures. (20 points)

5 Exams: Complete three exams based on assigned readings and class discussions. These will be a combination of multiple choice, true/false, short answer, and/or essay. (3 @ 50 points = 150 points)

6. TRIVIAL PURSUIT PARTICIPATION:
Participate as a team member in playing the Trivial Pursuit Game over material presented (i.e., readings and lecture notes) concerning the following areas of ECSE: historical perspectives, rationale, and issues/trends.

(20 points)

7. Article Review: Prepare a written review of an article related to a current issue in early childhood special education. Each student will present the review in class. The article must be from a professional journal and be pre-approved by the instructor. A list of topics and a format for the review will be provided in class.

(30 points)

Note: **All** components of a course assignment must be completed and turned in on the due date. Any course assignments that are missing components or are not turned in on the due date will automatically be assigned a grade of zero and will result in a lowered course grade.

Summary of Course Requirements

Practica (2 @ 20)	=	40 points
Practica reflections and questions (2 @ 50)	=	100 points
Module I: Schedule (50)	=	50 points
Module II: Environment (50)	=	50 points
NICU Reflection Paper (20)	=	20 points
Exams (3 @ 50)	=	150 points
Trivial Pursuit participation (20)	=	20 points
Article Review (30)	=	30 points
Total	=	460 points

The final grade and its determination are 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 is 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.

The Department of Special Education endorses the notion 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 in this class is expected to function as a professional and will therefore be in attendance, on time, at all scheduled practica observations. If a student must miss a session for an acceptable reason, he/she is to notify the cooperating teacher and EIU instructor and schedule a make up session for the missed practica hours. A student failing to notify the site if they are unable to attend will be penalized by a substantial reduction in total class points: 10% of total points will be deducted for the first time missed, 25% for the second time missed. Failure to make up a missed practicum day will result in a further 25% reduction of total points. If proper telephoning procedures are not followed, 10% of final points will be deducted.

Practicum Standards

As per the Special Education Department Curriculum Committee (DCC) of Eastern Illinois University, "Practica must be successfully completed. If practica is judged to be less than satisfactorily completed, then no more than a "D" may be earned in the class, regardless of the number of points earned." The DCC "strongly encourages instructors and students to dress in an appropriate, professional manner when participating in practicum components of courses." Similarly, each student is to demonstrate professional behavior in accordance with the CEC Code of Ethics. Students are reminded to keep the information related to observations of children confidential. As part of the confidentiality requirements, students are not to use the actual names of teachers or children in written assignments.

Bonus Points

Eight (8) bonus points may be earned by participating in Family Fun Festival or Special Olympics.

Assistance:

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

Policy on Late Assignments:

Assignments are due at the beginning of the class period on 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.

Standards for Written Assignments

Written assignments are expected to follow American Psychological Association (APA) style, format, and guidelines (see apastyle.org).

Nonlabeling language is expected in all written materials.

As prospective teachers, students in SPE 3320 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 & Laptop Policy

All cell 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 by the instructor and at no time should this means of communication interrupt teaching or learning. Above mentioned 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 during tests is text messaging allowed! Laptops brought to class are to only be used for SPE 3220 related activities (e.g., taking notes during lecture, viewing course handouts, etc.). 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).

EIU Student Success Center

Students who are having difficulty achieving their academic goals are encouraged to contact the EIU 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.

SPE 3220
Evaluation:

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

Trivial Pursuit:
CEC/CC: 1 ISBE/CC: 1 ISBE/ECH: 1 IPTS: 1, 2, 9

Article Review:
ISBE/CC: 9 CEC/ECH: 9 LA 2 T2
IPTS: 2,6,9

Practicum Questions/Reflections (Clinical Experience):
CEC/CC: 5 ISBE/CC: 1, 2, 5, 7, 9 ISBE/ECH: 1,2,10 LA: 2 T: 2
IPTS: 1,2,4,5,6,8,9

Practicum Module: Environment (Clinical Experience):
CEC/CC: 5 CEC/ECH: 5 ISBE/CC: 3, 5 ISBE/ECH: 5 LA:2 T:2
IPTS: 1,4,5,6,8,9

Practicum Module: Schedule (Clinical Experience):
CEC/CC: 5 CEC/ECH: 5 ISBE/CC: 5 ISBE/ECH: 5 LA: 2 T: 2
IPTS: 1,4,5,6,8,9

Practicum Rating (Clinical Experience):
CEC/CC: 10 CEC/ECH: 5 ISBE/CC: 2, 4, 5, 7, 8 ISBE/ECH: 4, 5, 11
IPTS: 1, 2, 4, 5, 6, 8, 9

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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