

SPE 4720 Instructional Materials and Activities for Young Children (Birth to 8) At Risk and with Exceptional Learning Needs

Mater/Actv 0-8 w/At Risk/Disab

(3-0-3) F, S. 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. Prerequisites: SPE 3000 and 3220 or permission of the department chairperson. Corequisite: SPE 4820 or permission of the department chairperson. SPE 4720 Short Title: MAT/ACT 0-8 ELN

- Grading Methods: Traditional (ABCDF)
 ABC/NC
 C/NC
 AU
- Repeat information: May be repeated
How many times _____
For how many maximum total hours? _____
 May not be repeated
- Restriction(s): Open only to Special Education majors
 Open to Non-Special Education majors
 College affiliation (or exclusion)
 Major affiliation (or exclusion):
 Undergraduate level
 Graduate level
 Class level

Prerequisite(s) SPE 2000, 3000, and 3220 or permission of the department chairperson

Co-requisite(s) Permission of the department chairperson

Equivalent EIU Course(s): None

Authority to waive
prerequisite: Chairperson

Required Text:

Cook, R.E., Klein, M.D., & Tessier, A., (2008). *Adapting early childhood curricula to children with special needs* (7th ed.). Columbus, OH: Merrill Publishing.

Support of Conceptual Framework:

See “Relationship of the Course to Unit Theme and Conceptual Framework”

Methods of Instruction:

In this course, the Developmental Learning Model is reflected in the course teaching, description of assignments, and rubrics. The Developmental Learning Model requires a developmental sequence of information that is presented in a balance of direct instruction and facilitation. This model is integrated into the course teaching as the instructor systematically presents information. Definitions for each lecture topic are presented and explained; components are presented with examples; and then the students use lecture information in application activities. The instructor explains how the learning model is used as the lecture sequence is completed. Assignments also reflect the learning model as the students are provided detailed sequenced assignment directions and model assignments. Finally, rubrics demonstrate the learning model as sequenced, descriptive scoring guidelines are delineated for each assignment.

Learning Outcomes/Objectives:

See Standards . . .

Grading Policy:

The grading scale is as follows:

- A = 90-100% of total points
- B = 80-89% of total points
- C = 70%-79% of total points
- D = 60-69% of total points
- F = less than 60% of total points

Assignments:

See “Methods of Assessment” and “Major Evaluation Components”...

Chart of Assessments:

See Chart . . .

Undergraduate/Initial: Chart of Assessments

Assessment Name	Brief Description	Initial Unit Standards Addressed											Dispositions Addressed				
		1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
Curriculum Adaptation	Teacher candidates select a student with a disability and create and modify a curricular material to accommodate the needs of the student based on a research-based strategy.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Unit Plan	Teacher candidates develop a unit around a developmentally appropriate theme. Appropriate activities are selected based on the needs of designated children. The needs include a child requiring augmentative communication and those that are culturally diverse. Appropriate goals and objectives, as well as, modification are written for each activity. Candidates also develop a process for evaluating progress.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
IEP	Case based IEP with consideration of cultural, linguistic, and learning differences.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
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List of Initial Unit Standards:

- Standard 1 – Content Knowledge
- Standard 2 – Human Development & Learning
- Standard 3 – Diversity
- Standard 4 – Planning for Instruction
- Standard 5 – Learning Environment
- Standard 6 – Instructional Delivery
- Standard 7 – Communication
- Standard 8 – Assessment

Standard 9 – Collaborative Relationships

Standard 10 – Reflection and Professional Growth

Standard 11 – Professional Conduct

List of Unit Dispositions:

Disposition 1 – Interaction with Students

Disposition 2 – Professional and Ethical Practice

Disposition 3 – Effective Communication

Disposition 4 – Planning for Teaching and Student Learning

Disposition 5 – Sensitivity to Diversity and Equity

Catalog description:

4720 SPE. Instructional Materials and Activities for Young Children (Birth to 8) At Risk and with Exceptional Learning Needs. (3-0-3) F, S. 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. Prerequisites: SPE 3000 and 3220 or permission of the department chairperson. Corequisite: SPE 4820 or permission of the department chairperson.

Short Title: MAT/ACT 0-8 ELN

Objectives of the Course

This course is:

- Writing – Active
- Writing – Intensive
- Writing – Centered

This course is:

- Technology-aware: This course uses the Internet and other technologies to augment a regularly scheduled face-to-face course section by providing basic catalog, scheduling, syllabus, and other routine information via the Internet. No two-way technology-based interaction between faculty and students is facilitated.
- Technology-enhanced: This course adds opportunities for interaction between faculty member and the students or among students; course related information, including handouts and assignments, may be published dynamically during the course and students may submit and have assignments returned electronically. The primary and predominant mode of instruction is face-to-face.
- Technology-delivered: This course is designed and scheduled to use technology as the exclusive or predominant mode of instruction and faculty-student interaction.
- ITV: This course uses interactive television; it uses synchronous point-to-point interactive video as the exclusive or predominant mode of instruction.

Relationship of the Course to Unit Theme and Conceptual Framework

Conceptual Framework Unit Theme: Educator As Creator of Effective Educational Environments.

This course focuses on pedagogical knowledge and curriculum content with regard to the five developmental domains in early childhood. The students learn about content that is taught to young children with special needs and curricular materials that are available for this task. They evaluate the curricular materials in relation to developmental appropriateness and correlation to the state standards and national guidelines.

The Five Domains: Subjects, Strategies, Students, Societies and Communities, and Technology:

This course addresses curriculum and adaptations with particular attention to diverse needs and cultural diversity of young children and their families. The course content builds on information learned in prerequisite courses and is a knowledge base for the methods class and practicum that will be taken next in the sequence of courses. Students are exposed to technological advances in regard to young children with disabilities and are required to use technology to access standards, curriculum content, IEP forms, and explore software for use in the early childhood classroom. Collaborative activities are conducted in class to explore team dynamics and functioning. Emphasis is placed on developing positive collaborative relationships among diverse professionals and families.

The Learning Model for this course is: **Developmental Model**

Methods used in teaching this course which reflect this learning model:

In this course, the Developmental Learning Model is reflected in the course teaching, description of assignments, and rubrics. The Developmental Learning Model requires a developmental sequence of information that is presented in a balance of direct instruction and facilitation. This model is integrated into the course teaching as the instructor systematically presents information. Definitions for each lecture topic are presented and explained; components are presented with examples; and then the students use lecture information in application activities. The instructor explains how the learning model is used as the lecture sequence is completed. Assignments also reflect the learning model as the students are provided detailed sequenced assignment directions and model assignments. Finally, rubrics demonstrate the learning model as sequenced, descriptive scoring guidelines are delineated for each assignment.

Methods of assessment of student performance relative to the theme and/or the domains):

Curriculum Adaptation - Teacher Made Materials: This assignment assesses diverse subject areas and levels, diverse strategies and diverse students. Students have to select developmentally appropriate material to use in an early childhood special education class. The need to consider the unique needs of a child with a specific disability and plan research-based modifications to the material based on the specified needs of the child described in the assignment.

Unit Plan: Two domains are assessed in this assignment, diverse subject areas and levels and diverse students and diverse strategies. Students have to plan and describe activities for each routine of the day that covers the five domains, social studies, and science. They also have to plan modifications for the activities based on the diverse needs of the students this may include a different strategy based on the needs of each child.

Diverse Technologies: This domain is addressed in all of the assignments in that the students are required to use technology to complete the assignments.

IEP: Candidates write an IEP based on a case study. The IEP requires consideration of cultural and linguistic learning characteristics, including need for assistive technology. The domain most directly assessed is diverse students.

CEC Content Standards Addressed In This Course

CEC Common Core Standards, including Knowledge and Skills:

Standard 5 - Learning Environments and Social Interactions Knowledge:

- Demands of learning environments.
- Effective management of teaching and learning.
- Social skills needed for educational and other environments.

Standard 7 - Instructional Planning

Knowledge:

- Theories and research that form the basis of curriculum development and instructional practice.
- Scope and sequences of general and special curricula.
- National, state or provincial, and local curricula standards.
- Technology for planning and managing the teaching and learning environment.
- Roles and responsibilities of the paraeducator related to instruction, intervention, and direct service.

Skills:

Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs.

Use task analysis.

Standard 9 - Professional and Ethical Practice

Knowledge:

- Use verbal, nonverbal, and written language effectively.
- Access information on exceptionalities.

Standard 10 - Collaboration

Knowledge:

- Models and strategies of consultation and collaboration.
- Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program

CEC Early Childhood Special Education Standards

Principle 1: Foundations

Knowledge:

- Historical and philosophical foundations of services for young children both with and without exceptional learning needs.
- Law and policies that affect young children, families, and programs for young children.

Skills:

- None in addition to Common Core

Principle 3: Individual learning differences

Knowledge:

- None in addition to Common Core

Skills:

- Use intervention strategies with young children and their families that affirm and respect family, cultural, and linguistic diversity.

Principle 4: Instructional strategies

Knowledge:

- None in addition to Common Core

Principle 6: Language

Knowledge:

- None in addition to Common Core

Principle 7: Instructional planning

Knowledge:

- None in addition to Common Core

Principle 10: Collaboration

Knowledge:

- Dynamics of team-building, problem-solving, and conflict resolution.

State of Illinois Standards Addressed in this Course

Illinois Professional Teaching Standards

STANDARD 1 - Content Knowledge

The teacher understands the central concepts, methods of inquiry, and structures of the discipline(s) and creates learning experiences that make the content meaningful to all students.

Performance Indicators:

The competent teacher

- 1F. Evaluates teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.
- 1I. Designs learning experiences to promote student skills in the use of technologies appropriate to the discipline.

STANDARD 2 - Human Development and Learning

The teacher understands how individuals grow, develop and learn and provides learning opportunities that support the intellectual, social, and personal development of all students.

Performance Indicators:

The competent teacher

- 2G. Analyzes individual and group performance in order to design instruction that meets learners' current needs in the cognitive, social, emotional, ethical, and physical domains at the appropriate level of development.

STANDARD 3 - Diversity

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

- 3L. Identifies and designs instruction appropriate to students' stages of development, learning styles, strengths and needs.

STANDARD 4 - Planning for Instruction

The teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals.

Knowledge Indicator:

The competent teacher

- 4A. Understands the Illinois Academic Standards, curriculum development, content, learning theory, and student development and knows how to incorporate this knowledge in planning instruction.

- 4B. Understands how to develop short- and long-range plans consistent with curriculum goals, learner diversity, and learning theory.
- 4C. Understands how to take the contextual considerations of instructional materials, individual student interests, and career needs into account in planning instruction that creates an effective bridge between student experiences and career and educational goals.
- 4D. Understands when and how to adjust plans based on student responses and other contingencies.
- 4E. Understands how to integrate technology into classroom instruction.
- 4F. Understands how to review and evaluate educational technologies to determine instructional value.
- 4G. Understands how to use various technological tools to access and manage information.
- 4H. Understands the uses of technology to address student needs.

Performance Indicators:

The competent teacher

- 4I. Establishes expectations for student learning.
- 4J. Applies principles of scope and sequence when planning curriculum and instruction.
- 4K. Creates short-range and long-term plans to achieve the expectations for student learning.
- 4L. Creates and selects learning materials and learning experiences appropriate for the discipline and curriculum goals, relevant to the students, and based on students' prior knowledge and principles of effective instruction.
- 4M. Creates multiple learning activities that allow for variation in student learning styles and performance modes.
- 4O. Creates approaches to learning that are interdisciplinary and that integrate multiple content areas.
- 4Q. Uses teaching resources and materials which have been evaluated for accuracy and usefulness.
- 4R. Accesses and uses a wide range of information and instructional technologies to enhance student learning.
- 4S. Uses IEP goals and objectives to plan instruction for students with disabilities.

STANDARD 6 - Instructional Delivery

The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Knowledge Indicator:

The competent teacher

- 6A. Understands the cognitive processes associated with various kinds of learning and how these processes can be stimulated.
- 6B. Understands principles and techniques, along with advantages and limitations, associated with various instructional strategies.
- 6C. Knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources.
- 6D. Understands the disciplinary and interdisciplinary approaches to learning and how they relate to life and career experiences.
- 6E. Knows techniques for modifying instructional methods, materials, and the environment to facilitate learning for students with disabilities and/or diverse learning characteristics.

Performance Indicators:

The competent teacher

- 6O. Adapts the general curriculum and uses instructional strategies and materials according to characteristics of the learner.

STANDARD 8 – Assessment

The teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all students.

Knowledge Indicator:

The competent teacher

- 8A. Understands assessment as a means of evaluating how students learn, what they know and are able to do in meeting the Illinois Academic Standards, and what kinds of experiences will support their further growth and development.

Performance Indicators:

The competent teacher

- 8I. Uses assessment results to diagnose student learning needs, align and modify instruction, and design teaching strategies. 4720; 4920

STANDARD 9 - Collaborative Relationships

The teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well-being.

Knowledge Indicator:

The competent teacher

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- 9D. Understands the collaborative process

- 9E. Understands collaborative skills which are necessary to carry out the collaborative process.
- 9F. Understands concerns of parents of individuals with disabilities and knows appropriate strategies to collaborate with parents in addressing these concerns.
- 9G. Understands roles of individuals with disabilities, parents, teachers, and other school and community personnel in planning individualized education programs for students with disabilities.

STANDARD 10 - Reflection and Professional Growth

The teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.

Performance Indicators:

The competent teacher

- 10H. Actively seeks and collaboratively shares a variety of instructional resources with colleagues.

STANDARD 11 - Professional Conduct and Leadership

The teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve student learning and well-being.

Knowledge Indicator:

The competent teacher

- 11D. Understands legal issues in education.

Common Core Standards for All Special Education Teachers:

STANDARD 1 - Foundations:

The competent special education teacher understands the philosophical, historical, and legal foundations of special education. [28.100(a)] **(CEC Standard 1-Foundations)**

Knowledge Indicators:

The competent special education teacher understands

- CC1A. historical perspectives, legislative and litigative history, models, theories, and philosophies that provide the basis for special education practice.

STANDARD 2 - Characteristics of Learners:

The competent special education teacher understands the impact that disabilities have on the cognitive, physical, emotional, social and communication development of an individual and provides opportunities that support the intellectual, social, and personal development of all students. [28.100(b)] **(CEC Standard 2: Dev and Char of Learners and Standard 3: Individ Lrn Differences)**

Performance:

The competent special education teacher

CC2P. accesses information on exceptional conditions when planning educational or transitional programs.

STANDARD 4 - Planning for Instruction:

The competent special education teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The teacher understands instructional planning and designs instruction based on knowledge of the discipline, students, community, and curriculum goals. [28.100(d)] (**CEC Standard 7: Instructional Planning**)

Knowledge:

The competent special education teacher understands

CC4A the scope and sequence of the general curriculum.

CC4B the concepts of language arts.

CC4C the concepts of math including numeration, geometry, measurement, statistics/probability and algebra.

CC4D general curriculum practices and materials.

CC4E the components of an effective social skills curriculum.

CC4H sources of specialized materials, equipment, and assistive technology for individuals with disabilities.

CC4J the use of adaptive equipment for students with disabilities

CC4L short- and long-range plans consistent with curriculum goals, learner diversity, and learning theory.

CC4O physical adaptations to the environment to meet individual needs.

CC4P integration of assistive and instructional technology to meet a student's individual needs.

Performance:

The competent special education teacher

CC4Q develops and/or selects relevant instructional content, materials, resources, and strategies that respond to cultural, linguistic, gender, and learning style differences.

CC4S develops appropriate lesson plans that incorporate curriculum and instructional strategies with individualized education goals and benchmarks

CC4V evaluates general curricula and determines the scope and sequence of the academic content areas of language arts and math.

CC4Y evaluates teaching resources and curricular materials for comprehensiveness, accuracy, and usefulness.

CC4Z utilizes resources and materials that are developmentally and functionally valid.

CC4BB develops curricula relevant to life skills domains: domestic, recreation/ leisure, vocational, and community.

STANDARD 5 - Learning Environment:

The competent special education teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. [28.100(e) **CEC Standard 5: Learning Environments and Social Interactions**]

Knowledge:

The competent special education teacher understands

- CC5J. effective instructional strategies for social skills development
- CC5N. ways in which technology can assist with creating and managing the learning environment.
- CC5O. common environmental barriers that hinder accessibility.
- CC5Q. supervision of paraeducators

STANDARD 6 - Instructional Delivery:

The competent special education teacher understands the central concepts and methods of inquiry; uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills; and creates learning experiences that make content meaningful to all student (ages 3 – 21). [28.100(f)] (**CEC Standard 4: Instructional Strategies and Standard 6: Language**)

Performance:

The competent special education teacher

- CC6H. adapts materials according to the needs of individuals with disabilities
- CC6K. uses research-supported instructional strategies and practices.
- CC6M. uses chronologically age-appropriate instruction and materials.

STANDARD 7 - Collaborative Relationships:

The competent special education teacher uses knowledge of effective written, verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction among professionals, parents, paraprofessionals, and students. [28.100(g)] (**CEC Standard 10: Collaboration**)

Knowledge:

The competent special education teacher understands

- CC7B. roles of individuals with disabilities, parents, teachers, and other school and community personnel in planning an individualized program.

- CC7D. typical concerns of families of individuals with disabilities and appropriate strategies for collaborating with families in addressing these concerns (including families transitioning into and out of the special education system).
- CC7F. family systems theory and dynamics and differences in family structures and beliefs.
- CC7J. resources, strategies, networks, organizations, and unique services that work with individuals with disabilities and their families (including career, vocational, and transition support), including possible funding agencies and financial sources for secondary aged students (local, state, and federal).

Core Language Arts Standards for All Teachers:

Standard 2

All teachers should model effective reading, writing, speaking, and listening skills during their direct and indirect instructional activities. The most important communicator in the classroom is the teacher, who should model English language arts skills.

Knowledge Indicators:

The competent teacher

- 2A. Knows and understands the rules of English grammar, spelling, punctuation, capitalization, and syntax for both written and oral contexts.
- 2B. Understands how to communicate ideas in writing to accomplish a variety of purposes.
Performance Indicators: The competent teacher
- 2C. Models the rules of English grammar, spelling, punctuation, capitalization, and syntax in both written and oral contexts.
- 2D. Reads, understands, and clearly conveys ideas from texts or other supplementary materials.
- 2E. Writes and speaks in a well-organized and coherent manner that adapts to the individual needs of readers/listeners.
- 2F. Expresses ideas orally with explanations, examples, and support in a clear, succinct style.
- 2G. Helps students understand a variety of modes of writing (persuasive, descriptive, informative, and narrative).
- 2H. Listens well.

Technology Standards for All Teachers:

Standard 3 - Application of Technology in Instruction

The competent teacher will apply learning technologies that support instruction in their grade level and subject areas. He or she must plan and deliver instructional units that integrate a variety

of software, applications, and learning tools. Lessons developed must reflect effective grouping and assessment strategies for diverse populations.

Knowledge Indicator:

The competent teacher

- 3A. Understands how to apply learning technologies that support instruction in their grade level and subject areas.

Performance Indicators:

The competent teacher

- 3B. Explores, evaluates, and uses computer/technology resources including applications, tools, educational software, and associated documentation.
- 3C. Describes current instructional principles, research, and appropriate assessment practices as related to the use of computers and technology resources in the curriculum.
- 3D. Designs, implements and assesses student learning activities that integrate computers/technology for a variety of student grouping strategies and for diverse student populations.
- 3E. Practices socially responsible, ethical, and legal use of technology, information, and software resources.
- 3F. Designs student learning activities that foster equitable, ethical, and legal use of technology by students.

Early Childhood Special Education Standards

Standard 1 - Content Knowledge

- 1B. how current development, knowledge, beliefs, and dispositional frameworks influence attitudes and frameworks for further learning and development.
- 1C. the central concepts and tools of inquiry in academic content areas, including language and literacy, mathematics, science, social studies, art, music, drama, and movement.
- 1D. developmental curriculum areas, including social, emotional, cognitive, language, and physical development.
- 1E. functional/adaptive curriculum areas, including health, safety, nutrition, and life skills.
- 1F. the structure of curriculum areas within the multiple teaching settings included in early childhood special education from birth through grade three, and the relationship of this structure to other areas of knowledge and to life-long development and learning.
- 1H. evaluates teaching resources and curriculum materials in academic, developmental and functional/adaptive curriculum areas for their comprehensiveness, accuracy, and usefulness in fostering developmental and learning processes and outcomes.

Standard 2 - Human Development and Learning:

- 2K. outlines structures for instruction that link new ideas and experiences to current understandings and abilities and to already familiar ideas and experiences.

Standard 3 - Diversity

- 3F. develops and selects learning experiences and strategies that affirm and respect family, cultural, and societal diversity, including language differences, as well as differences related to disability.

Standard 4 - Planning for Instruction

- 4A. the Illinois Learning Standards and their relation to the content and structure of academic, developmental and functional/adaptive curriculum in early childhood education, birth through grade 3.
- 4B. the rationale for and rules and regulations governing the development of Individualized Education Plans (IEPs) and Individualized Family Service Plans (IFSPs).
- 4C. short-term and long-term teaching plans consistent with curriculum goals, learning theory, and individual differences, including personal and experiential differences related to disability.
- 4D. the array of school, community, and home settings available to young children with disabilities and criteria for determining the extent to which the settings provide support and access to an appropriate early childhood curriculum.
- 4F. the rationale for and practices underlying developmentally appropriate methods that include play, small group projects, open-ended questioning, problem solving, cooperative learning, and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions.
- 4G. the appropriate use of technology with young children, including assistive technology for use with children with disabilities.
- 4M. evaluates and selects intervention curricula, methods, and materials, including instructional technologies, that incorporate knowledge of curriculum content and respect individual variation in children's learning styles and performance modes, as well as variation in characteristics and ability in children with motor, sensory, health, social-emotional and/or cognitive disabilities.
- 4R. outlines strategies and techniques for facilitating the functional integration of children with exceptional needs within various settings.
- 4X. develops learning opportunities, birth through grade 3, that foster understanding of curriculum content and processes that are the foundation of the general education curriculum (e.g., literacy, numeracy, science).
- 4Y. integrates literacy and numeracy experiences throughout intervention plans, and develops learning opportunities designed to foster particular literacy and numeracy outcomes, to

promote children's abilities as they apply, interpret, and construct new understanding and skills.

Standard 5 - Learning Environment

- 5D. approaches to adapting environments to meet specific learning and developmental needs related to individual differences in development, learning, dispositions, and talents.

Standard 6 - Instructional Delivery

- 6A. the cognitive processes associated with various kinds of learning and how these processes can be stimulated.

Standard 9 - Collaborative Relationships

- 9A. early childhood settings and other agencies related to young children and families as organizations within the larger community context.
- 9I. the roles of children, families, teachers, and personnel of community agencies in other early childhood settings in planning an individualized program

Major Evaluation Components:

Primary/assessment process, specific ways students' performance are evaluated in this course relative to standards.

Evaluation:

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

Curriculum Adaptation - Teacher Made Material:

CEC/CC: 4,9 ISBE/CC: 6 ISBE/ECH: 2,4,5 LA: 2 T:2

Curricular Skill Sequence:

CEC/CC: 7,9 ISBE/ECH: 4 LA:2 T: 2

Model "IEP":

CEC/CC: 7,9 CEC/ECH 7 ISBE/CC 3,4 ISBE/ECH: 3,4 LA: 2 T:2

Unit Plan:

CEC/CC: 7,9 CEC/ECH: 7 ISBE/CC: 4,5,6 ISBE/ECH: 1,4,5

Budget:

CEC/CC:9 ISBE/ECH: 1 LA:2 T: 2

Course Outline:

- 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; 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
 - a. Language/Emerging Literacy
 - b. Cognition/Math
 - c. Fine Motor/Writing
 - d. Gross Motor
 - e. Adaptation for Children with Disabilities
 - C. Adaptive equipment
 - D. Technology

- IV. Curriculum in Early Childhood Special Education/Early Intervention (6 Weeks)
(Bailey, et. al., 1988; Barrera, 1993; Bloch & Sukeong, 1990; Bredekamp, 1997; Bruder, & Bricker, 1985; Dunst, et. al., 2001; Dummer et. al., 1995; Flynn & Kieff, 2002; Gallagher & Desimone, 1995; Gisham-Broyman & Hemmeter, 1998; Johnson & Ershler, 1985; Joseph & Strain, 2003; Kohler, et al., 2001; Lerner, Lowenthal, & Egan; 1998; McEvoy, Fox, & Rosenberg, 1991; Mori & Neisworth, 1983; Nortari & Bricker, 1990; Wayman, et. al., 1991; Wolery & Sainato, 1996; Winton & Bailey, 1988; Wolery, 2000; Wolery & Sainato, 1996; 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) (Pretti-Frontczak, & Bricker, 2000) (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)

(Dunst, et. al., 2000; 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; ; 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

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