

SPE 3220

**Behaviors of Young Children (Birth to 8)
At Risk and with Exceptional Learning Needs**

Fall 2017

Instructor: Dr. Rebecca J. Cook

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Appointments: Sign up in “**red**” book, 1212 Buzzard Hall
Sign up at least 24 hours in advance.

Location/Time: 1180 Buzzard Hall

Tuesday and Thursday, 8:30 - 11:00 a.m.

Teachers may do field experience in alternate format.

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

Course Description:

SPE 3220 - 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. A thirty-clock hour observation practicum with young children at risk and with exceptional learning needs is required. **Prerequisites & Notes:** or Co-requisite: SPE 3000. Department requirements for enrollment must be met. Permission of the department chairperson required for non-majors. Credits: 3

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., Miller, D., & Aiken, E. (2016). *Very young children with special needs*. Boston, MA: Pearson Learning Solutions.

Hooper, S.R., & Umansky, W. (2015). *Young children with special needs*, (6th ed.). Boston, MA: Pearson Learning Solutions.

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Boston, MA: Pearson Learning Solutions.

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

University student learning goals:

The mission of the general education program at Eastern Illinois University includes:

- To enhance student writing, critical reading, speaking, and listening
- To encourage students to think critically and reflectively
- To introduce students to knowledge central to responsible citizenship

In this content-specific course literacy, including speaking, listening, critical reading, and written 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 citizenship will be enhanced through lectures, particularly topics related to diversity, and reading of your textbooks and supplemental materials.

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). (Batshaw, 2013; 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) (Batshaw, 2013; 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 1: 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

Number of points may be modified

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

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Evaluation:

Exams/Quizzes

Trivial Pursuit

Article Review

Practicum Questions/Reflections (Clinical Experience):

CEC 1.1, 2, 35, 5.1, 6, 6.3, 7; CEC/ECSE 1.S1, 2.S1, 2.S2, 3.K2, 3.K3 5.S4, 5.S5, 5.S8, 5.S10, 6.K1, 6.K2, 6.K3, 7.K1; ILCC 7; ILEC 4, 5, 6, 9; IPTS 1A, 1E, 2A, 2B, 2E, 4A, 4C, 4D, 4E, 4G, 4L, 4M, 4N, 5C, 5E, 5I, 5J, 5K, 5Q, 6C, 6E, 8A, 8D, 8F, 9H, 9I, 9R, 9S 9T, 9U

Practicum Module: Environment (Clinical Experience):

CEC 1.1, 2, 35, 5.1, 6, 6.3, 7; CEC/ECSE 1.S1, 2.S1, 2.S2, 3.K2, 3.K3 5.S4, 5.S5, 5.S8, 5.S10, 6.K1, 6.K2, 6.K3, 7.K1; ILCC 7; ILEC 4, 5, 6, 9; IPTS 1A, 1E, 2A, 2B, 2E, 4A, 4C, 4D, 4E, 4G, 4L, 4M, 4N, 5C, 5E, 5I, 5J, 5K, 5Q, 6C, 6E, 8A, 8D, 8F, 9H, 9I, 9R, 9S, 9T, 9U

Practicum Module: Schedule (Clinical Experience):

CEC 1.1, 2, 35, 5.1, 6, 6.3, 7; CEC/ECSE 1.S1, 2.S1, 2.S2, 3.K2, 3.K3 5.S4, 5.S5, 5.S8, 5.S10, 6.K1, 6.K2, 6.K3, 7.K1; ILCC 7; ILEC 4, 5, 6, 9; IPTS 1A, 1E, 2A, 2B, 2E, 4A, 4C, 4D, 4E, 4G, 4L, 4M, 4N, 5C, 5E, 5I, 5J, 5K, 5Q, 6C, 6E, 8A, 8D, 8F, 9H, 9I, 9R, 9S, 9T, 9U

Practicum Rating (Clinical Experience):

CEC 1.1, 2, 35, 5.1, 6, 6.3, 7; CEC/ECSE 1.S1, 2.S1, 2.S2, 3.K2, 3.K3 5.S4, 5.S5, 5.S8, 5.S10, 6.K1, 6.K2, 6.K3, 7.K1; ILCC 7; ILEC 4, 5, 6, 9; IPTS 1A, 1E, 2A, 2B, 2E, 4A, 4C, 4D, 4E, 4G, 4L, 4M, 4N, 5C, 5E, 5I, 5J, 5K, 5Q, 6C, 6E, 8A, 8D, 8F, 9H, 9I, 9R, 9S, 9T, 9U

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.

Writing Policy

The Department of Special Education requires the use of “non-labeling” language. It is expected that all written work submitted will contain non-labeling language as delineated in the TASH guidelines that are distributed in SPE 3000. The APA Style Manual, 6th edition (fourth printing), is to be used in respect to style and format for all writing assignments. This is departmental policy (DCC decision, Sept. 8, 1982). Individuals with writing difficulties will be referred to the University Writing Center.

Academic Integrity

Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations will be reported to the Office of Student Standards.

Plagiarism

Plagiarism is copying someone else's work as if it is your own without providing proper acknowledgement. Eastern Illinois University considers plagiarism a serious offense under its student conduct code, and the penalty can be as serious as expulsion from school. Turnitin, a Web-based plagiarism detection service, is available to EIU faculty, staff and students.

Writing/Oral Language Policy

The Department of Special Education strongly supports the use of "non-labeling" language. It is expected that all written work submitted and oral communication will contain non-labeling language as delineated in the TASH guidelines. Students who are experiencing writing difficulties will be referred to the Writing Center.

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.

Students with disabilities

If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217-581-6583 to make an appointment.

REFERENCES

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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

As required by the School Safety Drill Act (105 ILCS 128/1) at each field experience site be sure to acquaint yourself with school safety and crisis intervention protocol and initial response actions.

Initial Preparation Standard 1: Learner Development and Individual Learning Differences	
1.0	Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.
<i>Key Elements</i>	
1.1	Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.
Initial Preparation Standard 2: Learning Environments	
2.0	Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well being, positive social interactions, and self-determination.
Initial Preparation Standard 3: Curricular Content Knowledge	

3.0	Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.
Initial Preparation Standard 5: Instructional Planning and Strategies	
5.0	Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.
Initial Preparation Standard 6: Professional Learning and Ethical Practice	
6.0	Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.
Key Elements	
6.3	Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.
Initial Preparation Standard 7: Collaboration	
7.0	Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

Illinois Professional Learning Standards

Standard 1 - Teaching Diverse Students – The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.

Knowledge Indicators – The competent teacher:

1. 1A) understands the spectrum of student diversity (e.g., race and ethnicity, socioeconomic status, special education, gifted, English language learners (ELL), sexual orientation, gender, gender identity) and the assets that each student brings to learning across the curriculum;
2. 1E) understands the impact of linguistic and cultural diversity on learning and communication;

Standard 2 - Content Area and Pedagogical Knowledge – The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.

Knowledge Indicators – The competent teacher:

1. 2A) understands theories and philosophies of learning and human development as they relate to the range of students in the classroom;
2. 2B) understands major concepts, assumptions, debates, and principles; processes of inquiry; and theories that are central to the disciplines;
4. 2E) understands how diverse student characteristics and abilities affect processes of inquiry and influence patterns of learning;

Standard 4 - Learning Environment – The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy,

positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.

Knowledge Indicators – The competent teacher:

1. 4A) understands principles of and strategies for effective classroom and behavior management;
2. 4C) understands how to help students work cooperatively and productively in groups;
3. 4D) understands factors (e.g., self-efficacy, positive social interaction) that influence motivation and engagement;
4. 4E) knows how to assess the instructional environment to determine how best to meet a student's individual needs;
5. 4G) knows strategies to implement behavior management and behavior intervention planning to ensure a safe and productive learning environment; and

4L) analyzes the classroom environment and makes decisions to enhance cultural and linguistic responsiveness, mutual respect, positive social relationships, student motivation, and classroom engagement;

13. 4M) organizes, allocates, and manages time, materials, technology, and physical space to provide active and equitable engagement of students in productive learning activities;
14. 4N) engages students in and monitors individual and group-learning activities that help them develop the motivation to learn;

Standard 5 - Instructional Delivery – The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.

Knowledge Indicators – The competent teacher:

1. 5C) knows how to implement effective differentiated instruction through the use of a wide variety of materials, technologies, and resources;
2. 5E) knows techniques for modifying instructional methods, materials, and the environment to facilitate learning for students with diverse learning characteristics;

Performance Indicators – The competent teacher:

9. 5I) uses multiple teaching strategies, including adjusted pacing and flexible grouping, to engage students in active learning opportunities that promote the development of critical and creative thinking, problem-solving, and performance capabilities;
10. 5J) monitors and adjusts strategies in response to feedback from the student;
17. 5K) varies his or her role in the instructional process as instructor, facilitator, coach, or audience in relation to the content and purposes of instruction and the needs of students;
18. 5Q) uses effective co-planning and co-teaching techniques to deliver instruction to all students;

Standard 6 - Reading, Writing, and Oral Communication – The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.

Knowledge Indicators – The competent teacher:

1. 6C) understands communication theory, language development, and the role of language in learning;
2. 6E) knows and models standard conventions of written and oral communications;

Standard 8 - Collaborative Relationships – The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members.

Knowledge Indicators – The competent teacher:

8A) understands schools as organizations within the larger community context;

2. 8D) understands the benefits, barriers, and techniques involved in parent and family collaborations;
3. 8F) understands the importance of participating on collaborative and problem-solving teams to create effective academic and behavioral interventions for all students;

Standard 9 - Professionalism, Leadership, and Advocacy – The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.

4. 9H) understands the importance of modeling appropriate dispositions in the classroom.

Performance Indicators – The competent teacher:

9. 9I) models professional behavior that reflects honesty, integrity, personal responsibility, confidentiality, altruism and respect;
10. 9R) is aware of and complies with the mandatory reporter provisions of Section 4 of the Abused and Neglected Child Reporting Act [325 ILCS 5/4];
11. 9S) models digital etiquette and responsible social actions in the use of digital technology; and
12. 9T) models and teaches safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.

Early Childhood Special Education Standards (ILEC)

Standard 1 - Content Knowledge:

- 1A. major concepts, assumptions, debates, principles, theories, and processes of inquiry that are central to early childhood special education and its related fields and to its own history, legislation, and research.
- 1D. developmental curriculum areas, including social, emotional, cognitive, language, and physical development.
- 1E. functional/adaptive curriculum areas, including health, safety, nutrition, and life skills.

Standard 2 - Human Development and Learning:

- 2A. different theories of human development and learning, including emerging knowledge of early neural development, ranges of individual variation within domains, and transactional influences between and among arenas of biological function and environmental conditions during pre-, peri-, and post-natal development.

- 2B. the characteristics and sequences of normal development in cognitive, emotional, social, language, and motor domains, as well as interactions and influences among domains.
- 2C. the characteristics of, and influences of life situations on, children's construction of cognitive, emotional, social and aesthetic understandings, language, mental health, and adaptive and motor skills, including developmental consequences of stress and trauma as well as protective factors and resilience.
- 2D. the educational implications of different disabilities, as well as their potential effects on development and life experiences in early childhood and over time.
- 2E. how children's physical, social, emotional, cognitive and ethical development influence learning approaches and outcomes.
- 2F. how developmental and learning factors, including factors related to individual differences stemming from various disabling conditions, influence instructional decisions.
- 2G. the effects of various medications on the educational, cognitive, physical, social, and emotional behavior of children with disabilities.

Standard 3 – Diversity

- 3A. the characteristics and etiologies of common disabilities and conditions in young children, including typical developmental patterns related to conditions such as prematurity and low birth weight, and describes specific implications for development and learning.
- 3B. the significance of familial, cultural and societal contexts, as well as of individual abilities, experiences, talents, dispositions, prior learning, and individual needs, for children's development and learning.

Standard 5 - Learning Environment

- 5C. aspects of the physical setting, schedule, routines, and transitions that promote children's development and learning.

Standard 9 - Collaborative Relationships

- 9A. early childhood settings and other agencies related to young children and families as organizations within the larger community context.

Standard 10 - Reflection and Professional Growth

- 10H. reads and critically applies research and recommended practices.

Standard 11 - Professional Conduct

- 11A. trends, issues and debates in ECSE, early childhood education, special education, and related fields, including legislation, policy, and program practices related to young children and the early childhood profession.
- 11B. the field of early childhood special education, its multiple historical, philosophical, and social foundations, and how these f