

Turtle Mountain Community College

Instructor: Kathy Jo Henry
Email: khenry@tm.edu
Course: ECE 337 Preschool Special Needs
Credit: 3 semester hour
Class Hours: Independent Study Christina Lee

Text: Howard, V.F., Williams, B.F., Port, P.D., & Lepper, C. (2010) Very Young Children with Special Needs: A foundation for Educators, Families, and Service Providers. 4th Edition Columbus, Ohio: Merrill.

Course Description

An overview of the field of early childhood special education including discussions of historical and empirical support for providing early intervention services, screening, assessment, instructional programming, integration of children with and without disabilities, family involvement, and service delivery models. Emphasis is placed on assessing and promoting the attainment of cognitive, language, social, self-help, and motor skills.

Course Objectives:

The student will:

1. Identify the foundations of early childhood education, specifically the historical, philosophical, legal and empirical rationale for providing early intervention services to children;
2. Describe exemplary early intervention projects, service delivery models and team models;
3. Demonstrate knowledge of significant issues in the field such as screening, assessment, instructional programming, integration of children with and without disabilities as well as the rationale for integrated, community based early intervention programs and diversity in an early childhood/special education classroom;
4. Identify and explain procedures for assessing and promoting child change in the areas of cognitive, language, social, adaptive, sensory and motor development;
5. Define terminology and describe issues and guidelines for assessing and instructing young children with disabilities including describing normal developmental sequences and deviations caused by specific disabilities;
6. Demonstrate understanding of issues encountered by families of young children with disabilities, assumptions about families and procedures for facilitating family involvement in early childhood programs; and
7. Describe a rationale for collaboration with parents, other professionals and agencies important to provision of services to young children. The student will also be able to identify methods to facilitate collaboration.

Method of Instruction: includes direct instruction (lecture and discussion), small group activities, web based activities, workshops (when available), student presentations, guest speakers, videos, observations & field trips , hands–on demonstrations and field-based applications with young children.

Your Rights and Responsibilities/ Disability / Access Statement: If you have special learning or physical disabilities (formally diagnosed), you have legal rights to course modifications. Please identify yourself to the professor so that he/she may assist you with your course progress.

Class Participation: It is the responsibility of the student to meet the Teacher Education Department’s Policy of 95% attendance. Please refer to student handbook concerning this policy.

Performance Assessments: Students are expected to complete all class readings prior to each class session so as to engage in active dialogue, sharing of ideas and reflection to engage in productive learning. Students are expected to integrate course readings and class information into their written assignments to demonstrate knowledge of content matter. An evaluation of your papers, assignments, projects, in-class discussions, small and large group presentations, and participation will determine whether or not you've met the instructional objectives for the course. Scholarship, initiative, cooperation, attitude and improvement will also be taken into consideration.

Service Learning: Our mission is to promote reciprocal connections among students, faculty, and community members through integrated academic coursework and service in the community, and to encourage the development of socially and environmentally responsible citizens.

Statement of Academic Honesty: Scholastic honest is expected. Dishonesty includes cheating, plagiarism, and collusion. Student is expected to do individual work unless directed by a project and or permission is given. Remember plagiarism is not OK and will result in a penalty. Refer to your student handbook and If dishonesty is found, the student will be reported to the Academic Dean.

Cultural Component: This respectful cultural ways and an important part of this course as we role model culturally responsive teaching.

WISDOM

Upon completion of this course the student will gain the wisdom needed to be to take the steps to prepare their roles as related to teaching students with learning disabilities.

LOVE

The student finishing this course will develop the disposition of love and caring for their profession and through that love will perform work that is ethical, of highly qualified, and above all culturally responsive.

RESPECT

The student finishing this course will understand the importance of respecting ones leaders, co-workers, students and their families. They will know that to earn respect they must protect dignity and feelings of students and their families.

BRAVERY

The student finishing this course will be taught the instructional strategies & adjustments needed to bravely take the initial steps that support the academic success of students with learning disabilities

HONESTY

The student finishing this course will be taught about the importance of honesty and the roles and responsibilities of teachers with regard to the six principles of IDEA and professional ethics.

HUMILITY

The students finishing this course will be taught the humility of acknowledging mistakes when reflecting on their own growth in decisions that have been made when addressing the instructional and learning needs of students with learning disabilities.

TRUTH

The student finishing this course will learn many truths concerning medical, social psychological, emotional and educational aspects of students and their families and will hold those truths in strict confidence as if they were their own.

**ND Early Childhood
Teacher Education**

Course	Standards	Objectives	Artifacts	INTASC
ECE 377 Preschool Special Needs	<p>50037.4 Study of appropriate practices, and the development and implementation of curriculum instruction based on knowledge of individual children and the community.</p> <p>500375.5 Study of strategies to encourage positive social interaction among children, to promote positive conflict resolution, and how to develop person self-control, self-motivation, and self-esteem.</p> <p>50037.6 Study of formal and informal assessment, the use of assessment information on planning and individualizing curriculum and teaching practices, and on providing feedback to families of all young children.</p>	<ol style="list-style-type: none"> 1. Identify the foundations of early childhood education, specifically the historical, philosophical, legal and empirical rationale for providing early intervention services to children. 2. Describe exemplary early intervention projects, service delivery models and team models. 3. Demonstrate knowledge of significant issues in the field such as screening, assessment, instructional programming, integration of children with and without disabilities as well as the rationale for integrated, community based early intervention programs and diversity in an early childhood/special education classroom. 4. Identify and explain procedures for assessing and promoting child change in the areas of cognitive, language, social, adaptive, sensory and motor development. 5. Define terminology and describe issues and guidelines for assessing and instructing young children with disabilities including describing normal developmental sequences and deviations caused by specific disabilities. 	<p>*Readings with Reflective papers</p> <p>Research and respond in written form on topics and issues that relate to teaching and student learning.</p> <p>Case Study reflections</p>	<p>#1: The teacher understands the central concepts, tools of inquiry, and structure of the discipline they teach and can create learning experiences that make these aspects of subject matter meaningful to students.</p> <p>#2: The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social and emotional development.</p> <p>10#: The teacher foster relationships with school, colleagues, parents, and agencies in the community to support students and well being</p>

		<p>6. Demonstrate understanding of issues encountered by families of young children with disabilities, assumptions about families and procedures for facilitating family involvement in early childhood programs.</p> <p>7. Describe a rationale for collaboration with parents, other professionals and agencies important to provision of services to young children. The student will also be able to identify methods to facilitate collaboration.</p>		
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Course Requirements for Independent Study

1. **Summary of each chapter and focus on key terms**
Any clarifications that you need concerning your readings; please put in writing and email the instructor for clarification.
2. **3 Lesson/Activity (same student) that accommodates their success in an inclusive environment with their peers. (Exp. Language Arts, Math, and Science)**
3. **Reflections concerning the three assigned inclusion lessons**
4. **Fifteen Hours of observation (Record using a running & antidotal record**