COURSE SYLLABUS
SED 653

DEPARTMENT: Early Childhood and Elementary

INSTRUCTOR: Jo Robertson, Ph.D.

COURSE NUMBER: SED 653

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I.   <u>TITLE:</u>   Methods and Materials for Infants, Toddlers, and Preschoolers

II.   <u>CATALOG DESCRIPTION:</u>

This course explores the importance of understanding the nature of young children (birth through five years) and how they learn. The course will emphasize adaptation of curriculum and intervention approaches. The course includes teaching strategies and selection and use of materials. Students will adapt curriculum and learn intervention approaches.

III.   <u>PURPOSE:</u>

The course is designed to familiarize students with methods and materials adaptations when teaching infants, toddlers and preschoolers in inclusive settings.

IV.   <u>COURSE OBJECTIVES:</u>

The behaviors listed below are understood to be reflective of, but not limited to those behaviors advocated by the Kentucky Education Reform Act guidelines. Following each objective, and enclosed in parentheses, are roman numerals, which reference the Kentucky IECE Teacher Standards and numbers in brackets reference the Kentucky Early Childhood Educator Core Competencies. As a result of participation in this course, the student will:

A.   Correlate major learning characteristics of young children with disabilities with programming needs for growth and development. (II, IVI) {1,4,5}

B.   Knowledge of methods of appropriately collaborating with, scheduling, and supervising teacher aides, volunteers, and paraprofessionals. (I, VI) {6}

C.   Knowledge of linked systems of intervention, including methods of monitoring student performance and reporting performance to teachers, parents, or students. (IV, VIII) {5}

D.   The ability to select and use a variety of instructional materials, strategies and techniques appropriate for infants and preschool children with disabilities. (III) {4}

E.   Create developmentally appropriate learning environments, including the ability to schedule and group children for instruction using different criteria such as levels of development, learning needs, and interest. (I,II) {4}

F.   Knowledge of Federal and state regulations regarding development of IFSP's and IEP's. (IV) {2,5,4}

G. Knowledge of collaboration techniques for collaborating with and interacting with parents and other colleagues to ensure mutual respect and cooperation. (VI, VII) {6}

H. The ability to operate, modify, and evaluate various technology and software programs, including public domain software, designed to assist in providing instruction, record-keeping, etc. (III, IX){3,4}

I. Knowledge of organization and management of adaptive technology for effective use in the classroom and or lab situation. (III, IX) {3}

J. Demonstrate awareness of first aid and safety principles. {2}

V. COURSE CONTENT:

    A. Overview of selected federal and state regulations
    B. Family-centered practices
    C. Home visiting
    D. Natural environments
    E. Infant/toddler environments
    F. Preschool environments
    G. Thematic units
    H. Developmentally appropriate practices
    I. Instructional strategies
    J. Monitoring progress
    K Activity-based instruction
    L. Using assistive technology
    M. Dealing with challenging behaviors

VI. INSTRUCTIONAL ACTIVITIES:

A variety of instructional activities will be used in this class including lecture, small and large group discussion, role playing, performance events such as tests, oral presentations, in class activities, discussions and demonstrations of methods and materials, case studies and computer work. Instructional activities will be related to assigned readings and identified topics.

VII. FIELD AND CLINICAL EXPERIENCES:

Simulations and case studies will be used to illustrate various methods and materials. Videotapes of classroom interactions will be incorporated into the class. Some outside class observations and application of skills may be required.

VIII. RESOURCES:

Resources may include sources such as the COE Computer Lab, MSU Waterfield Library, COE Media/Resource Library.

IX. <u>GRADING PROCEDURES</u>:

Student progress through the program is continually assessed. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services and then presented to the admissions committees for those IECE graduate students working on initial certification. Negative flags are reviewed to make a determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student's progress toward program completion. <u>Negative flags may be grounds for denial of admission to Teacher Education and/or practicum, or reversal of admitted status.</u>

A.   **Requirements:**

Attendance is expected and students should come to class prepared to participate actively in discussion and projects. Five times during the semester students will earn participation points through involvement in class projects. Instructor will designate points and selected activities. Students who are absent during designated activities will not be able to make up participation activities outside of class.

A reflection should accompany all required activities listed below:

1. Students will develop two thematic units (one thematic unit for a toddler group and one thematic unit for a preschool group) that would be taught for at least a one-week period of time. These units should include an age appropriate topic, curriculum web, age appropriate activities for all appropriate learning centers, materials to be used, assessment activities, as well as goals for children's learning. A format for the units will be provided by the instructor. (25 points for each thematic unit)

2. Students who teach all or part (at least 5 hours) of the activities developed for one of the thematic units and document through reflection their own growth their effect on children's learning can earn an additional 15 points. If you are not currently teaching in a birth-kindergarten setting, you will have to work with an early childhood educator to implement the activities.

3. As part of an in class activity, students will develop an activity matrix for a toddler's day embedding IFSP goals and objectives into the natural activities of the child's day (based on a case study). In addition, students will develop a plan for teaching parents/caregivers how to work with the child during each of the naturally occurring opportunities identified. (5 points)

4. As part of an in class activity, students will develop an activity matrix for a preschooler's day (attending a group setting) embedding IEP goals and objectives into natural activities of an early childhood program. Students will identify teaching strategies that could be used for each IEP goal. (5 points)

5. Students will observe a young child between the ages of newborn and 5 years of age with a disability or suspected disability in an early childhood program or during a home visit. Using a method of data collection discussed in class, students will record child progress data. Students should write a brief description of child observation including site, date, and length of observation (at least 30-1 hour), activities observed, brief description of child observed and a copy of the data collection form and child progress data collected during the observation. If you are observing a child who is not familiar to you, it is suggested that you make at least two observations. (15 points possible for activity)

6. Students will complete a Professional Growth Plan identifying two goals for growth this semester. Goals should be related to course topic and connect to IECE Teacher Standards. One goal should document growth in using assistive technology to enhance children's learning. Ideas for additional activities include developing activities to encourage early literacy at home, school or both; developing family materials for parents for whom Spanish is primary language, implement behavior management strategies discussed in class and document child progress. Early in the semester students should submit a draft on their projected goals to the instructor for feedback and approval. Documentation that approved goals were accomplished should be submitted along with a copy of the Professional Growth Plan near the end of the semester. (worth 40 points)

7. There will be a mid-term and final examination (each worth 100 points).

The following grading scale will be used for this course:

A= 90-100% of total points
B= 80-89% of total points
C= 70-79% of total points
D= 60-69% of total points
E= Below 59% of total points

X.   ATTENDANCE POLICY:

This class adheres to the University Attendance Policy found in the current MSU graduate bulletin. No make-up will be given for in class participation activities.

XI.   ACADEMIC HONESTY:

The Department adheres to the University Policy on Academic Honesty found in the current MSU graduate bulletin.

XII.   TEXT AND REFERENCES:

Required texts

        Cook, R.E., Tessier, A., & Klein, M.D. (2000). Adapting Early Childhood Curricula for Children in Inclusive Settings. (5th ed.). Englewood Cliffs, NJ: Merrill.

        Bricker, D., Pretti-Frontczack, K., & McComas, N. (1998). An Activity-Based Approach to Early Intervention. Baltimore, MD: Brookes Publishing.

        Sandall, S., & Ostrosky, M. (Eds.) (1999). Practical Ideas for Addressing Challenging Behaviors, Denver, CO: Division for Early Childhood.

        Most readings are online reserve through Waterfield Library.

References

        Bredekamp, S., & Copple, C. (Eds.). (1997). Developmentally appropriate practice in early childhood (revised edition). Washington, DC: National Association for the Education of Young Children.

        Bricker, D. (1995). The challenge of inclusion. Journal of Early Intervention, 19, 179-194.

        Cooper, C., & McEvoy, M. (1996, Spring). Group friendship activities. Teaching Exceptional Children, 28, 67-71.

DEC Task Force on Recommended Practices (2000). <u>DEC recommended practices: Indicators of quality in programs for infants and young children with special needs and their families.</u> Reston, VA: Council for Exceptional Children.

Diamond, K.E., Hestenes, L., & O'Connor, C. (1994, January). Integrating young children with disabilities in preschool: Problems and promise. <u>Young Children, 49,</u> 68-75.

Grisham-Brown, J, & Hemmeter, M.L. (1998, Spring). Writing IEP goals and objectives. <u>Young Exceptional Children, 1,</u> 2-10.

Kaiser, B. & Rasminsky, J.S. (1999). <u>Meeting the Challenge Effective Strategies for Challenging Behaviors in Early Childhood Environments</u>. Ottawa, Ontario: Canadian Child Care Federation.

Moss, B., & Gotts, E.A. (1997, December). Relationship-based early childhood intervention: A progress report from the trenches. <u>Zero to Three,18,</u> 24-32.

Peck, C., Odom, S., & Bricker, D. (`1993). <u>Integrating young children with disabilities into community programs.</u> Baltimore, MD: Brookes.

Sandall, S. & Schwartz, I.S. (2002). <u>Building Blocks for Teaching Preschoolers with Special Needs</u>. Baltimore, MD: Brookes.

Sandall, S. & Schwartz, I.S. (2000). Natural environments and inclusion. <u>Monograph of the Division for Early Childhood</u>, (Series No. 2).

Sandall, S. & Schwartz, I.S. (2001). Teaching strategies: What to do to support young children's development. <u>Monograph of the Division for Early Childhood</u>. (Series No. 3).

Strain, P., Wolery, M., & Izelman, S. (1998, Winter). Considerations for administrators in the design of service options for young children with autism and their families. <u>Young Exceptional Children, 1,</u> 8-16.

Woods-Cripe, J., & Venn, M. (1997, November). Family-guided routines for early intervention services. <u>Young Exceptional Children,1,</u> 18-26.

Web Resources

Division for Early Childhood http://www.dec-sped.org/
DEC Self Assessment for Child-Focused Intervention
http://www.dec-sped.org/recommendedpractices.html#reproducibleChecklist
Kid Source http://www.kidsource.com/index.html
NICHY http://www.nichcy.org/
Zero to Three http://www.zerotothree.org/
KY IECE Teacher Standards http://www.kyepsb.net/standards/default.html
Head Start http://www2.acf.dhhs.gov/programs/hsb/
IDEA http://www.ideapractices.org/
CCSHCN-First Steps
http://chs.ky.gov/commissionkids/firststeps/

Modified Fall, 2003

Powerpoint notes and other resources for most class sessions will be posted on blackboard. Please check blackboard before each class session for resources, handouts and assignments.

Class Schedule
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Date	Topic	Assignment
8-20	Course overview Student expectations Self assessment of IECE standards Overview of federal special education legislation (Part B and C)	IECE Teacher Standards http://www.kyepsb.net/standards/default.html Assistive technology survey Cook Chps. 1-2 http://www.ideapractices.org http://chs.ky.gov/commissionkids/firststeps/
9-3	Home visiting Working with volunteers and classroom assistants Family centered practices	Klaus Home Visitors Approach pp. 39-59 Cook Chps. 3, 11
9-10	Developmentally Appropriate Practices, DEC Recommended Practices, Head Start Performance Outcomes, Kentucky Early Childhood Standards Overview of Activity-Based Intervention	Bricker, Ch. 2 Complete DEC Self Assessment for Child-Focused Intervention http://www.dec-sped.org/recommendedpractices.html#reproducibleChecklist
9-17	Assistive technology IDEA requirements Hands on activities with devices	http://www.kde.state.ky.us/cgi-bin/MsmGo.exe?grab_id=106482870&EXTRA_ARG=IMAGE%3DSearch&host_id=1&page_id=1082&query=assistive+technology&hiword=ASSISTIVE+TECHNOLOGY+ Lane & Mistrett, Let's Play! Assistive Technology Intervetions for Play DiCarlo, Banajee, & Stricklin, Embedding Augmentative Communication within Early Childhood Classrooms
9-24	Thematic units and curriculum webbing Designing infant-toddler environments. Selecting materials and developing schedules for infants and toddler Kentucky Early Childhood Standards Birth-2	Lowman & Ruhmann, Simply Sensational spaces; Zeavin, Toddlers at Play: Environments that Work. Cook pp. 175-186 DEC Booklet pp. 49-62

10-1	**Mid-Term Exam**	
10-8	IFSP Development Embedding outcomes/goals and objectives Using activity matrix in natural settings	Bricker, Ch. 5, 8 Cook, Ch. 6 http://chs.ky.gov/commissionkids/firststeps/
10-15	Designing preschool /kindergarten environments, developing schedules Linking assessment to child outcomes/goals Kentucky Early Childhood Standards for preschool	Cook, Ch. 4 Bricker, Ch. 5 Cripe & Venn, Family Guided Routines for Early Intervention
10-22	IEP Development Guidelines for writing outcomes/goals and objectives Progress monitoring	Cook, Ch. 5 Bricker, Ch. 4 http://www.kentuckyschools.net/KDE/Instructional+Resources/Student+and+Family+Support/Exceptional+Children/Forms+and+Documents/State+Approved+Special+Education+Forms+for+Local+School+Districts.htm
10-29	Instructional strategies Using assistive technology in natural activities Early Literacy activities	Bricker, Ch. 7
11-5	Promoting social-emotional and cognitive development Children with challenging behaviors	Cook, Ch. 7, 10 DEC booklet p. 3-5; 5-16; 29-40
11-12	Children with challenging behaviors	
11-19	Developing communication skills **Thematic Units due**	Cook, Ch 9 Assistive technology survey

11-26	**Thanksgiving Vacation** **No Class**	
12-3	**Final Class session** **Professional growth plan goals and documentation, progress monitoring activity due.** **Students will share assistive technology project.**	
12-10	**Final examination**	

SED 653 Student Information

Name:_____

Address:_____

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Email:_____

Phone (home):_____

Phone (work):_____

Describe your experiences (paid or volunteer) working with young children birth-5 years of age.

Describe your experience with young children with disabilities.

What are your career goals?

What do you hope to gain from this class?