

Instructor: Jennifer Jones

Course: EDU 221 Children with Exceptionalities

Text: *The Exceptional Child: Inclusion in Early Childhood Education*, 9th edition, (2022) Allen, K. E. and Cowdery, G. L. Cengage.

WEEK/ TOPIC	READINGS and INSTRUCTIONAL RESOURCES	ASSIGNMENTS
1 Intro	<i>Inclusion Works! Creating Child Care Programs That Promote Belonging for Children with Disabilities</i> https://www.cde.ca.gov/sp/cd/re/documents/inclusionworks2ed.pdf	Icebreaker Discussion Forum (DF) Course Syllabus Scavenger Hunt Writing Assignment (WA) Journal: What do you think course is about? What would you like to learn? Proctortrack Onboarding
2 Inclusion	Text: Chapter 1: An Inclusive Approach to Early Education People First Language https://www.youtube.com/watch?v=Ddcl-yA88MU	Journal: How do you feel about working with children with different abilities? Do you have any experience in working with children or adults with exceptionalities? DF: After reviewing the video “People First Language”, tell about a time that you heard someone use language such as “retarded”. How did it make you feel? Did you say anything? Why or why not? In the past, have you ever used this term? Why did you use it? Now that you are taking a class on Children with Exceptionalities have your views on using the word “retarded” changed? Persona: Introduce “Stella”.
3 Inclusion (continued)	Chapter 2: Federal Legislation: Early Intervention and prevention Foundations of Inclusion https://www.connectmodules.dec-sped.org/	Journal: Think about a time in your life when you didn’t fit in. Describe the situation and the feelings you felt. DF: Think back to when you were in school — or talk to your parents, grandparents about how they remember children with disabilities being served in public schools. WA: Take the free course on the Foundations of Inclusion (1 hour to complete. Upon completion, you will receive a certificate of completion. Screenshot the completion certificate and upload to the course assignment link. Persona: Consider how the federal legislation relates to Stella
4 Inclusion (continued)	Chapter 3: Inclusive Programs for Young Children NAEYC/DEC Position Statement https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/ps_inclusion_dec_naeyc_ec.pdf	Journal: What type of early childhood program would you like to work in? What types of exceptionalities do you anticipate in this type of setting? WA: Questions from DEC Position statement DF: Using the list of criteria from the text, what elements do we need to make sure our program is appropriate for Stella? Test #1 (Chapters 1-3) Taken through Proctortrack

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<p>5 Working with Families</p>	<p>Chapter 9 Partnerships with Families</p> <p>NAEYC’s Principles of Effective Family Engagement https://www.naeyc.org/resources/topics/family-engagement/principles (Other options: Standard 2: Family Teacher Partnerships from the Professional Standards and Competencies for Early Childhood Educators and/or DAP Guideline 2: Engaging in Reciprocal Partnerships with Families (page 18)</p> <p>Themes and practices from the DEC Recommended Family Practices https://ectacenter.org/decrp/decrp.asp (scroll down to Family)</p> <p>Video: Interview with a Parent https://www.youtube.com/watch?v=g9JGeawaSeY&feature=youtu.be</p> <p>CONNECT Video 1.1 The teacher’s viewpoint https://connectmodules.dec-sped.org/connect-modules/resources/videos/video-1-1/</p> <p>Video: 1.2 The family’s viewpoint https://connectmodules.dec-sped.org/connect-modules/resources/videos/video-1-2/</p> <p>Unproductive Conversation https://rpm.fpg.unc.edu/resources/video-5-17-unproductive-conversation</p>	<p>Journal: What three questions would you ask Stella’s family in an interview?</p> <p>WA: Review NAEYC’s six principles for engaging families and DEC’s Recommended themes and practices. Identify how they overlap and how they are different.</p> <p>DF: Based on watching CONNECT Videos 1.1 and 1.2, what are the concerns that the teacher and family has about Luke? What might be the concerns of Stella’s family and teachers?</p>
<p>6 Working with Families (continued)</p>	<p>Chapter 10 Assessment and the IFSP/IEP Process</p> <p>Watch Me Thrive!: A Compendium of Screening Measures for Young Children” https://www.cdc.gov/ncbddd/actearly/pdf/BIRTH-TO-5-WATCH-ME-THRIVE-P.pdf</p> <p>Listening to Family Stories: Conversations for Engaging Each and Every Family https://fpg.unc.edu/sites/fpg.unc.edu/files/resources/presentations-and-webinars/Listening%20to%20Family%20Stories.pdf</p> <p>Referral Handout https://scriptnc.fpg.unc.edu/sites/scriptnc.fpg.unc.edu/files/resources/NC%20Referral%20Process_0.pdf</p> <p>IEP Video https://www.youtube.com/watch?v=MWnbHPMg2EA</p>	<p>Journal: Write a SMART goal for Stella. Look at the referral handout. Describe how, according to the Referral Handout, you would make a referral for Stella.</p> <p>DF: Read the “Listening to Family Stories” document. Then, look over the list of questions generated by your peers. Which questions need to be reworded to obtain needed information in a non-offensive manner.</p> <p>WA: After watching the interview with Stella’s family, what did you find surprising? What other questions would you have? After watching the video about an IEP meeting and listening to the family discuss their experience with IEP meetings, would you feel comfortable participating in an IEP meeting for this child in your class? Why or why not?</p>

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7 Working with Families (continued)	<p>Chapter 11 Effective Teachers</p> <p>NAEYC Position Statement “Responding to Linguistic and Cultural Diversity” https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/PSDIV98.PDF</p> <p>Developmental Disabilities Across Cultures https://kidsnewtoCanada.ca/mental-health/developmental-disability</p> <p>Culture Language Resources Head Start https://eclkc.ohs.acf.hhs.gov/browse/topic/culture-language?type=742</p> <p>Unproductive conversation https://rpm.fpg.unc.edu/resources/video-5-17-unproductive-conversation</p> <p>Productive conversation https://rpm.fpg.unc.edu/resources/video-5-18-productive-conversation</p>	<p>Journal: After watching the Unproductive Conversation, what are things that make this conversation unproductive? List at least four. Then, watch the Productive Conversation, what are some things that make this conversation productive? List at least four. What are your thoughts on the videos?</p> <p>DF: Based on the NAEYC Position Statement and Developmental Disabilities Across Cultures, and the section in your text, “Preparing Teachers to work with Culturally and Linguistically Diverse Children”, what are some ways we can ensure that the classroom is linguistically and culturally diverse for Stella?</p> <p>WA: In reviewing the nine characteristics of effective teachers, which characteristics are your strengths? Which characteristics do you need to work on? What is your plan for developing these characteristics?</p>
8 Working with Families (continued)	<p>Chapter 19: Planning Transitions</p> <p>DEC Recommended Transition Practices (checklists, practice guides, practice guides for families) https://ectacenter.org/decrp/topic-transition.asp</p> <p>Families are Full Members Checklist https://ectacenter.org/~pdfs/decrp/TC-1_Families_Are_Full_Team_Members_2017.pdf</p>	<p>Test #2 (Chapters 9-11, 19) Taken through Proctortrack</p> <p>WA: Create a transition plan for Stella as she transitions from preschool to Kindergarten. When would the plan be written? Who would be on the team? How would you prepare Stella and her family? What support services would be implemented? How would the plan be evaluated after Stella has started Kindergarten?</p> <p>DF: Create a persona of a child and family. For this persona, include a description of the child, a description of the family. Use the persona of Stella as a guide. Post a picture of your child and provide a description of them and their family.</p>
9 Who are the children?	<p>Chapter 4: Normal and Exceptional Development</p> <p>Chapter 5 Developmental disabilities: Causes and Classifications</p>	<p>Journal Reflect on “Stella”. Did you find using a persona helpful in understanding how to create appropriate environments for children with exceptionalities? Did you find it helpful to work with “Stella’s” family in understanding how to fully involve families as partners?</p>

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<p>9 Who are the children? (continued)</p>	<p>Video: Things People with Down Syndrome Are Tired of Hearing https://www.youtube.com/watch?v=AAPmGW-GDHA</p>	<p>DF View video Things People with Down syndrome are tired of hearing (5 minutes) that features individuals with Down syndrome sharing assumptions they are tired of people making about them. Consider your thoughts and what/how would you incorporate content into the field of early childhood education.</p> <p>WA: Write 1-2 pages describing your persona child’s development. Make sure to describe all domains of development: physical, language, socio-emotional and cognitive. Describe where there is normal development and where there are exceptionalities in development.</p>
<p>10 Who are the children? (continued)</p>	<p>Chapter 6 Sensory Impairments Chapter 7 Physical Disabilities Chapter 8 Learning and Behavior Disorders</p> <p>STEMIE Guide to Adaptations https://stemie.fpg.unc.edu/guide-adaptations</p> <p>STEMIE A Guide to Teaching Practices https://stemie.fpg.unc.edu/guide-teaching-practices</p> <p>Example of Speech and Language Therapy https://www.youtube.com/watch?v=NaS9MeDU0CE&feature=youtu.be</p> <p>Supporting Infants and Toddlers with Disabilities or Suspected Delays - Head Start ECLKC https://eclkc.ohs.acf.hhs.gov/video/supporting-infants-toddlers-disabilities-or-suspected-delays</p> <p>Curriculum Modifications: An Introduction - Head Start ECLKC https://eclkc.ohs.acf.hhs.gov/video/curriculum-modifications-introduction</p> <p>Increased Access, Increased Learning - Head Start ECLKC https://eclkc.ohs.acf.hhs.gov/video/increased-access-increased-learning</p> <p>Science, Technology, Engineering, Art, and Math (STEAM) for Everyone - Head Start ECLKC: https://eclkc.ohs.acf.hhs.gov/video/science-technology-engineering-art-math-steam-everyone</p>	<p>Journal Have you had any experience with people from the impairments, disabilities and disorders described in the chapter? If yes, what experiences. If no, are there any impairments, disabilities, and disorders that you are concerned about working with?</p> <p>DF: Choose one of the webinars to watch and write about the different types of adaptations you see used. You will not be able to view other’s responses until you have posted your initial thread. After posting, reply to two other students, did they identify adaptations that you missed? Did you identify the same adaptations?</p> <p>WA: Provide more information about your persona child. Do they exhibit and sensory impairments, physical disabilities, learning or behavioral disorders? What adaptations will you make in the classroom for this child? How can the adaptations you make support all children in the classroom?</p>

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11 Environment	Chapter 12 Developmental-Behavioral Approach Task Analysis: https://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/TaskAnalysis_Steps_0.pdf ECTA Early Care and Education Environment Checklists (scroll down to Environment) https://ectacenter.org/decrp/type-checklists.asp CHAINING AND TASK ANALYSIS ABA Training Video https://www.relias.com/resource/chaining-and-task-analysis	Journal Identify a task you perform every day. Break this task down using task analysis. WA: Identify a task that you would focus on improving with your persona child. Create a task analysis for the child you created in week 8.
12 Environment (continued)	Chapter 13 Arranging the Learning Environment Cara’s Kit Adaptations to the Learning Environment https://inclusioninstitute.fpg.unc.edu/sites/inclusioninstitute.fpg.unc.edu/files/handouts/Milbourne%20Generic%20handout%20for%20adaptations%20presentations%20correct%20hierarchy.pdf Quality Indicator Checklist https://ectacenter.org/~pdfs/pubs/qualityindicatorsinclusion.pdf Center for Early Literacy (CELL) Adaptation Environment Segment https://rpm.fpg.unc.edu/resources/video-3-4-cell-adaptation-environment-segment	Test #3 (Chapters 4-8, 12-13) Taken through Proctortrack Journal Have you ever experienced a situation where you had to adapt an environment to yourself, someone in your family, or a child in your classroom? Describe the adaptation. It can be as simple as putting a stool at the sink in the bathroom so a three-year-old can wash their hands and brush their teeth. WA: Create a learning environment (with your persona child in mind). Sketch the environment and then describe adaptations to the environment you would make. Make sure to refer to adaptations suggested in the CARA’s Kit document and the ECTA Center Quality Indicator Checklist.
13 How to teach/ Interactions	Chapter 14 Facilitating Self-care, Adaptive, and Independence Skills Chapter 15 Facilitating Social Development Video: The Power of Play https://www.youtube.com/watch?v=pwWeW7PTB_w Meal time: https://connectmodules.dec-sped.org/connect-modules/resources/videos/video-1-5/ Bath time: https://connectmodules.dec-sped.org/connect-modules/resources/videos/video-5-10/ Dress up: https://connectmodules.dec-sped.org/connect-modules/resources/videos/video-5-9/	WA: Watch the three connect modules videos, what adaptations do you see in the videos? What self-care and social development goals and adaptations would you make for your persona child informed by these videos? DF: After watching the video “The Power of Play” and reading the text section on play, reflect on your thoughts. What is the role of play in the lives of children? Is this role different for children with exceptionalities?

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14 How to teach/ Interactions (continued)	<p>Chapter 16 Speech, Language and Communication Skills; Chapter 17 Pre-Academic and Cognitive Abilities</p> <p>Peabody Vanderbilt University Dual Language Learners (DLLs) with Disabilities Module https://iris.peabody.vanderbilt.edu/module/dll/challenge/#content</p> <p>Webinar: Supporting Children with Disabilities Who Are Also DLLs https://eclkc.ohs.acf.hhs.gov/video/individualizing-instruction-children-disabilities-who-are-also-dual-language-learners</p> <p>CONNECT Video 1.7: Routine in a program – Building with Blocks https://connectmodules.dec-sp.ed.org/connect-modules/resources/videos/video-1-7/</p> <p>CONNECT Video 1.16 Routine in a program – Reading at Circle Time https://connectmodules.dec-sp.ed.org/connect-modules/resources/videos/video-5-8/</p> <p>CONNECT Video 5.4 Perl and switch and stander: https://connectmodules.dec-sp.ed.org/connect-modules/resources/videos/video-5-4/</p> <p>CONNECT Video 5.5 Max using a walker https://connectmodules.dec-sp.ed.org/connect-modules/resources/videos/video-5-5/</p>	<p>Journal: After watching the webinar, what are two ways you can support these children?</p> <p>WA: Watch the CONNECT videos and describe the adaptations you see? What speech, language/communication, and cognitive goals and adaptations would you make for your persona child?</p>
15 How to teach/ Interactions (continued)	<p>Chapters 18: Managing Challenging Behaviors</p> <p>Routine Cards https://challengingbehavior.cbcs.usf.edu/docs/Routine_cards_home.pdf</p> <p>Preventing and Addressing Behaviors That Challenge Us Head Start ECLKC: https://eclkc.ohs.acf.hhs.gov/video/preventing-addressing-behaviors-challenge-us http://www.autismspeaks.org/sites/default/files/section_5.pdf for numerous techniques to assisting children. This comprehensive resource offers a massive number of alternatives to punishment.</p>	<p>Journal: Using a persona: Did creating your own persona help you to develop the knowledge and skills to feel confident including children with disabilities into your classroom? What were the challenges you encountered in creating your persona?</p> <p>WA: Describe the behavior challenges exhibited by your persona child and/or other children in the classroom. Using the Teaching Pyramid model, how would you address these behaviors?</p> <p>DF: Looking at the list of behavior challenges listed in your text, describe a time that that you observed a behavior challenge being handled inappropriately. It may be in your current classroom, in your personal life, or from your past school experiences. What was inappropriate about it? What was the outcome? What suggestions do you have for handling it in a more appropriate manner? Then, describe a behavior challenge you have observed that was handled appropriately. What was the outcome?</p>
16	<p>Test #4 (Chapters 14-19) Taken through Proctortrack</p> <p>Journal: Overall Course reflection</p> <p>DF: Present your “persona” child and family through video. Display your child (created in Week 8) and your classroom environment (created in week 12) and describe them and their family. Explain what strengths and challenges the child and family are experiencing. Include the accommodations you made for this child and family and for your class as a whole. Explain what services and supports your child receives. Describe the transition plan you have for this child. Reply to FOUR or more other students. In your reply, describe one way in which their adaptations for their persona child would also benefit other children in the class.</p>	