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EDSP 205 505 Foundations in Early Childhood Special Education

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XAVIER UNIVERSITY
College of Professional Sciences
Special Education Program
FOUNDATIONS IN EARLY CHILDHOOD SPECIAL EDUCATION
EDSP 205-505
(3 semester hours)

Day and Time: Wednesday 1:00pm - 3:30pm
Dates: January 16 to May 8, 2019
Location: Cohen Center Room 195
Instructor: Mary Tom Westendorf, M.Ed.
westendorfm2@xavier.edu
 513-675-2256 cell 513-644-9296 home

Office Hours: Office hours are by appointment on Wednesdays from 12:15 pm to 1:00 pm or 3:30 pm to 4:30 pm. Please call 513-675-2256 to schedule an appointment.

COURSE DESCRIPTION:

Students in this course address the historical and philosophical foundations of services for young children, including the impact of sensory impairments and disability conditions on individuals, families and society. Research supported theories and issues concerning the following will be addressed as they relate to Early Childhood Special Education programs: early childhood special education practices and methods; identification of at risk students, development of Individual Family Service Plans and Individual Education Plans; developmentally appropriate educational practices including the Montessori pedagogy; physiological, medical, environmental, and developmental factors that impact learning; and professional responsibilities including effective collaboration with families and professionals colleagues. Articulation of a personal philosophy of education related to the inclusion of students with special needs is a course requirement. **CPR / First Aid Training and Certification AND proof of FBI/BCI clearance are also both course requirements.** This class is a blended course where students are required to complete assignments independently as well as meet on a regular basis in class. **The class also involves a required field experience in a classroom setting for 5 hours.**

REQUIRED TEXTBOOKS AND NOVELS:

Howard, V.F. (2014). *Very young children with special needs: A foundation for educators, families, and service providers.* Upper Saddle River, NJ: Pearson

**Hunt, Lynda M. (2015). *Fish In A Tree.* New York, NY: Puffin Books.

** Picoult, J. (2010). *House rules.* Washington, D.C, MD: Washington Square Press.

Winterman, K. G., & Rosas, C. (2014). *The IEP checklist: Your guide to creating meaningful and compliant IEPs.* Baltimore, MD: Paul H. Brooks Publishing Co.

** These books can be obtained from a local library or bookstore.

IMPORTANT NOTE**

Please be sure that you carefully and thoroughly read all the assigned chapters in your text books. The material in you text book may be covered in the Pearson tests you will take to qualify for your teaching license. If you do not fully understand certain material addressed in your textbooks or information specifically covered during class time, it is your responsibility to ask the instructor for clarification or provision of additional resources.

COMMUNICATION

This is very important! Like you, I have a responsibility to this learning situation. Please feel free to contact me at any reasonable time through the Special Education Department or the phone numbers listed at the top of this Syllabus. If life circumstances interfere with class performance, requirements or attendance, please contact me immediately so that individual needs can be addressed. Communication is necessary and expected.

CLASS PARTICIPATION AND ATTENDANCE EXPECTATIONS:

It is expected that all students will read all assigned materials and professionally contribute/participate in class discussions. The instructor may not lecture on all information from the assigned readings. The purpose of these readings is to assist students in the process of becoming an intervention specialist who is able to understand and professionally discuss issues of curriculum development and instructional planning/implementation required for both general and special education settings. Distracting behaviors such as, texting, talking and unrelated computer use during class are not acceptable and will result in a reduction in your participation grade.

Class attendance is required and an essential part of the course. Failing to attend, to be tardy, to leave early and/or not participate in class discussions or small group activities will be reflected in your grade. Please refer to Participation Grade information and Rubric on p. 15 in this Syllabus. When an absence is necessary due to illness, please contact the instructor directly via email to establish how course work can be made up and participation points maintained.

ACADEMIC SUPPORT

Learning Assistance Center

The Learning Assistance Center (LAC) provides support services to facilitate learning. The LAC has two main purposes: tutoring and disability services. The tutoring services include subject specific tutoring, drop-in sessions, study skills assistance, and Supplemental Instruction (SI). For students with documented disabilities, services include accommodations such as extended time on exams, reduced distraction testing environment, note-taking assistance, and assistive technology. Services are provided in a positive and encouraging environment, which promotes appreciation for diversity and *cura personalis*. Students in an online course can contact the LAC at (513) 745-3280 to set up an appointment. The LAC is located in the Conaton Learning Commons room 514.

<http://www.xavier.edu/lac/>

Writing Center

The Writing Center offers free one-on-one tutoring on writing assignments for all Xavier students. Students in an online course can contact the Center at (513) 745-2875 to set up an appointment. Sessions can be conducted in multiple ways, including discussions by phone and by email at writingcenter@xavier.edu. The Writing Center is located in the Conaton Learning Commons room 400.

<http://www.xavier.edu/writingcenter/>

Mathematics Tutoring Lab

The Mathematics Tutoring Lab offers mathematics tutoring for all Xavier students. Students in an online course can contact the Lab at (513) 745-3069 to set up an appointment. The Mathematics Tutoring Lab is located in the Conaton Learning Commons room 419.

<http://www.xavier.edu/mathematics/Math-Lab.cfm>

Xavier University Library Many research articles and resources are found using Search@XU on the Library Home page. Supplemental books and readings can often be requested from OhioLINK and Ohio Public Libraries using XPLORE.

<http://www.xavier.edu/library/>

Students may contact Xavier University Librarians for support with academic research needs.

<http://www.xavier.edu/library/students/Personal-Librarian-Program.cfm>

XU.tutor is available to explain how to use library resources. These 3 library tutorials will help you complete research more effectively while saving you time and helping you to succeed at Xavier.

<http://www.xavier.edu/library/xu-tutor/index.cfm>

[Xavier Library XU.TUTOR](#)

www.xavier.edu

UNIVERSITY POLICIES

Academic Honesty Policy

The pursuit of truth demands high standards of personal honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of certain standards of ethical behavior will not be tolerated at Xavier University. These include theft, cheating, plagiarism, unauthorized assistance in assignments and tests, unauthorized copying of computer software, the falsification of results and material submitted in reports or admission and registration documents, and the falsification of any academic record including letters of recommendation. All work submitted for academic evaluation must be the student's own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another's efforts is prohibited, as is the use of any work untruthfully submitted as one's own.

Copyright Policy

Copyright laws and fair use policies protect the rights of those who have produced the material. To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit the [library copyright Web page](#) and download the following for reference purposes:

http://www.xavier.edu/library/copyright/copyright_policy_2009.pdf

Xavier University, online course sites contain copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

Students with Disabilities

Xavier University is committed to providing equal opportunity and access to the educational experience through the provision of reasonable accommodations. For students who have an accommodations letter from Disability Services, it is essential that you email the letter and meet with me as soon as possible to discuss your disability-related accommodation needs for this course.

If you have not yet met with Disability Services to arrange accommodations, it is necessary that you do so as soon as possible as accommodations are not retroactive. If you would like information regarding

eligibility for academic accommodations due to barriers associated with a potential disability, please contact Cassandra Jones, Director of Disability Services, by phone at 513-745-3280, in person on the Fifth Floor of the Conaton Learning Commons, Room 514, or via e-mail at jonesc20@xavier.edu to coordinate reasonable accommodations as soon as possible. Please contact Disability Services well in advance of needing an accommodation as the registration process can take several weeks. **It is important to note that any disability-related information including accommodations is confidential.**

Special Education Professional Ethical Principles Professional special educators are guided by the CEC professional ethical principles and practice standards in ways that respect the diverse characteristics and needs of individuals with exceptionalities and their families. They are committed to upholding and advancing the following principles:

- A. Maintaining challenging expectations for individuals with exceptionalities to develop the highest possible learning outcomes and quality of life potential in ways that respect their dignity, culture, language, and background.
- B. Maintaining a high level of professional competence and integrity and exercising professional judgment to benefit individuals with exceptionalities and their families.
- C. Promoting meaningful and inclusive participation of individuals with exceptionalities in their schools and communities.
- D. Practicing collegially with others who are providing services to individuals with exceptionalities.
- E. Developing relationships with families based on mutual respect and actively involving families and individuals with exceptionalities in educational decision making.
- F. Using evidence, instructional data, research, and professional knowledge to inform practice.
- G. Protecting and supporting the physical and psychological safety of individuals with exceptionalities.
- H. Neither engaging in nor tolerating any practice that harms individuals with exceptionalities.
- I. Practicing within the professional ethics, standards, and policies of CEC; upholding laws, regulations, and policies that influence professional practice; and advocating improvements in laws, regulations, and policies.
- J. Advocating for professional conditions and resources that will improve learning outcomes of individuals with exceptionalities.
- K. Engaging in the improvement of the profession through active participation in professional organizations.
- L. Participating in the growth and dissemination of professional knowledge and skills.

Adopted by the CEC Board of Directors, January 2010

Council on Exceptional Children Initial Level Special Educator Preparation Standards

- 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.
- 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

3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.

5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies⁶ to advance learning of individuals with exceptionalities.

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.

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.

NAEYC 2010 Standards for Initial Early Childhood Professional Preparation

STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING

Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.

STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS

Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children’s families and communities. They know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning.

STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES

Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES

Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child’s development and learning.

STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM

Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

STANDARD 6. BECOMING A PROFESSIONAL

Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES

Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8 years) *and* in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs).

Ohio Standards for The Teaching Profession

Standard 1. Students: Teachers understand student learning and development, and respect the diversity of the students they teach.

Standard 2. Content: Teachers know and understand the content area for which they have instructional responsibility.

Standard 3. Assessment: Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning

Standard 4. Instruction: Teachers plan and deliver effective instruction that advances the learning of each individual student.

Standard 5. Learning Environment: Teachers create learning environments that promote high levels of learning and achievement for all students.

Standard 6. Collaboration and Communication: Teachers collaborate and communicate with other educators, administrators, students and parents and the community to support student learning.

Standard 7. Professional Responsibility and Growth: Teachers assume responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community

Competencies for Montessori Teacher Candidates (MATCE, July, 2013):

I. Knowledge

1a. Montessori Philosophy 1b. Human growth and Development 1c. Subject matter for each Course Level* not to exclude:

- Cosmic education • Peace education • Practical life • The arts
- Fine and gross motor skills 1d. Community resources for learning

II. Pedagogy

Understands: 2a. Correct use of Montessori materials 2b. Scope and sequence of curriculum (spiral curriculum) 2c. The prepared environment 2d. Parent/teacher/ family/community partnership 2e. The purpose and methods of observation 2f. Planning for instruction 2g. Assessment & documentation 2h. Reflective practice 2i. Support and intervention for learning differences 2j. Culturally responsive methods

III. Teaching with Grace and Courtesy

As relates to each level the candidate for certification demonstrates and implements with children/adolescents: 3a. Classroom leadership 3b. Authentic assessment 3c. The Montessori philosophy and methods (materials) 3d. Parent/teacher/ family partnership 3e. Professional responsibilities 3f. Innovation and flexibility

COURSE OUTCOMES (core knowledge and skills that students should develop from this course):

In alignment with the Council of Exceptional Children Initial Level Educator Preparation Standards, The Standards for Initial Early Childhood Professional Preparation, and the Ohio Standards for the Teaching Profession, candidates will demonstrate competencies in the following areas:

Students will be able to...

Assess the impact of medical conditions on family concerns, resources, and priorities including effects of various medications on individuals with exceptional learning needs and types and transmission routes of infectious disease. **OSTP 6 CEC 1, 6 NAEYC 2 MACTE 1,2,3**

Evaluate the common etiologies and the impact of sensory & categorical disabilities on learning focusing on the impact of sensory impairments, physical & health disabilities on individuals, families & society. **OSTP 1, CEC 1,2,3 NAEYC 1 MACTE 1,2,3**

Articulate personal philosophy of special education. **OSTP 7 CEC 6 MACTE 1,2,3**

State the historical & philosophical foundations of services for young children both with & without exceptional learning needs. Models the theories, and philosophies including Montessori pedagogy that form the basis for special education practice. **OSTP 1, 2 CEC 3 NAEYC 1 MACTE 1,2,3**

Evaluate the laws, policies, and issues that affect young children, families and programs for young children. Identify the procedures for early identification of young children who may be at risk for disabilities **OSTP 7 CEC 7 NAEYC 6 MACTE 1,2,3**

Describe the effect of biological & environmental factors on pre-, peri-, and post- natal development. **OSTP 1 CEC 1 NAEYC 1 MACTE 1**

Evaluate the influence of stress & trauma, protective factors & resilience, and supportive relationships on the social & emotional development of young children. **OSTP 1 CEC 6 MACTE 1,2,3**

Write IEP/IFSP **OSTP 4 CEC 5 NAEYC 5 MACTE 1,2,3**

Correlation of Assignments to Standards Chart

Assignments/Assessments	OTSP	CEC	NAEYC	MACTE	Point Totals
1) Intellectual Disability Assignment-- Parent Interview	1,6	1, 6	2	1,2,3	10
2) First Observation Report: General Information	1	1, 2, 3	1	1	10
3) Second Observation Report: Adapted Curricular Activity for SWD	1,7	1,2,3,5,7	1,2,5,6	1,2,3	10
4) Learning Disability Assignment—Fish In a Tree	1,2	1,2,3	1	1	5
5) Autism Assignment—House Rules	1	1,2,3	1	1	5
6) Philosophy Statement	7	6		1,2,3,	10
7) IEP Project	1, 2,4	1,2,3,5	2,5	1,2,3	10
8) Graduate Student Text Reviews	1,3,4,5,6	1,2,3,5,7	1,2,3,4	1,2,3,	20
Exam	1,2,6,7	1,3,6,7	1,2,6	1,2,3,	10
Quizzes –4 Quizzes @ 5 points each	1,2,6,7	1,3,6,7	1,2,6	1,2,3,	20
Participation					10

COURSE ASSIGNMENTS AND REQUIREMENTS:

1) INTELLECTUAL DISABILITY-Parent Interview (10 points):

Parent Interview: Students will interview a parent of a child with an Intellectual Disability. The child must be between the ages of 0-8 years old. ***The parent may not be your own parent!*** You will obtain background information as well as a history of the child’s development across the **physical, social and cognitive domains**. Students will ask at least eight questions of the parent. A Summary/Analysis of the information should **be included that refers back to information from the Very Young Children with Special Needs text relative to the three domains listed, and describes the impact of Intellectual Disability on the student and family**. Please refer to the information in the rubric below and the Model papers provided when developing the final draft of your report.

Intellectual Disability Assignment- Parent Interview Rubric-10 Points

10 Points	UNPROFESSIONAL EFFORT 1-5 points	ACCEPTABLE 6-8 points	EXCELLENT 9-10 points
Interview report	Directions regarding requirements of the interview and written report were not followed. Progress across developmental domains was not included.	Interview and written report met the majority of stated requirements. Developmental progress across all three domains was identified; however, summary/analysis was vague or poorly supported by information from the text.	Interview and written report were completed according to requirements. Developmental progress and/or difficulties were clearly identified across all three domains. Summary/Analysis was well written with clear ties to information from the text.

2) LEARNING DISABILITY ASSIGNMENT (5 points)

Students will read the book, Fish In a Tree, written by Lynda M. Hunt, view the “How Hard Can This Be?” video, and respond to online questions that are located in the Assignment Module in Canvas in a question/answer format.

Learning Disability Assignment Rubric -Fish In a Tree-- 5 Points

Levels/Criteria	0	.5	1
Structural Organization	Responses lack logical progression of ideas.	Responses includes vague or minimal information—less than one paragraph.	Responses include logical progression of ideas and are fully developed –at least one paragraph responses.
Understanding of Material	Apparent misunderstanding of material	Limited understanding of material displayed by vague, unclear language	Clear understanding of material displayed by clear, concrete language & complex ideas or examples.
Focus	Written responses address the topic but lose focus by including irrelevant ideas.	Written responses are on topic; however, they do not include related ideas or examples.	Written responses are focused on the topic and include relevant ideas or examples and clear insights.
Mechanics	Frequent errors in spelling, grammar, and punctuation	Two to three errors in grammar, punctuation, or spelling	Nearly error-free which reflects clear understanding and thorough proofreading
Support/Reflection	Few to no solid supporting ideas or evidence provided that support how the book reading or video have impacted the student as an educator.	Some supporting ideas and/or evidence is provided to support how the book reading or video have impacted the student as an educator.	Specific, developed details and clear support and connections are provided to describe how the book reading and video have impacted the student as an educator.

3) FIRST OBSERVATION REPORT: General Information (10 points):

Reminder: FBI/BCI clearance must be obtained prior to completing the observation. You will visit an early childhood environment a total of **two** times (2.5 hours each session for a total of 5 hours) that supports children with special needs in order to complete this Assignment #3 as well as Assignment #4.

During this first observation you will focus on the general setting, routines, and make-up of the entire class. You will write a 2-3-page Observation Report that describes the children, teachers, classroom routines and inclusion of SWD. Refer to the Assignment Rubric for specific topics that should be addressed.

You will be given a “Secondary Field Form” time sheet to be signed by the teacher-please attach this form to your observation report. No assignments will be accepted without this document. Please be

professional when calling to schedule. An example Observation Report can be found in the Observation Report Module in Canvas. **You will select a SWD to focus on during your second observation.**

First Observation Report: General Information Rubric – 10 points

Assignment Requirements		
Observation of Environment 3 points possible	0-1 points: Student fails to clearly and thoroughly describe the classroom environment or omits a description of the general classroom environment.	2-3 points: Student describes the classroom environment objectively, using detailed factual information that describes the setting, layout, and environment. Observation should paint a factual picture for the reader.
Observation of DAP 3 points possible	0-1 points: Student fails to describe examples of developmentally appropriate practices or routines in the classroom environment. Or Student does not describe why the setting, or an activity, is an example of DAP.	2-3 points: Student describes the use of developmentally appropriate practice in the classroom environment. This observation segment should give insight into the room and activities as they relate to the students' developmental level. Describe the teaching strategies you observed that were positive examples of Developmentally Appropriate Practices.
Observation of Inclusion of children with special needs 2 points possible	0-1 points: Student omits the description of inclusion of children with special needs.	2 points: Provide a description of at least one activity in which a child (or children) with special needs was included in an activity. The description of the activity should include information about adaptations implemented for the child(ren).
Personal Reflection of Observation 2 points possible	0- points: Student does not provide a reflective explanation as it relates to the observation experience.	1-2 points: The student will subjectively reflect on the observation experience, writing how they felt & what they learned. What did you observe that made the greatest impression on you? How might you apply what you learned to your future teaching?

4. SECOND OBSERVATION REPORT: ADAPTED CURRICULAR ACTIVITY FOR SWD (10 points)

Part A: During the second observation of the early childhood site, you will focus your observation on one specific student who is identified as requiring special education supports. Xavier students will use the Developmental Scales provided under the Second Observation Report: Adapted Curricular Activity for SWD Assignment Module in Canvas to help determine the selected child's approximate developmental levels for the following areas: cognition, language development, social/emotional, gross and fine motor development, and adaptive behavior. Use this information to develop a learning profile of the student.

Part B: Based on that information you will design an Adapted Curricular Activity—**not just an accommodation** -- that will support the academic achievement of the specific child with special needs that you observed. **Prepare or gather the materials needed to complete the curricular activity— for example, game board, picture or flash cards, manipulatives and response sheets—and be prepared**

to present the activity during class time. Worksheets of any kind are unacceptable. Include the following information in the description of the learning profile of the child you observed and the Curricular Activity that you develop by using the following headings.

- **Disability Condition/Category:** Define and write about the disability as a whole—example Visual Impairments
- **Present Levels:** Explain how the disability impacts this child by discussing his present level of performance relative to the major developmental areas listed above: cognition, language development, social/emotional, gross and fine motor development, and adaptive behavior. (you may not have the opportunity to observe information about every area of development—include as many as possible)
- **Adapted Curricular Activity:** Develop and describe a curricular activity that you believe would support the academic progress of the specific student. Include a thorough **explanation of how the curricular activity addresses the needs of the specific child** you identified during your observation.

Second Observation--Adapted Curricular Activity Rubric: 10 points

Assignment Requirements	4 points	3 points	0 points
Definition of Disability	Paper defines the disability condition accurately and completely, with factual information. AND Paper correctly outlines the child's strengths and the effects of the disability on the child's needs in all of the following developmental areas: Cognitive, Physical, Language, Social/Emotional	Paper defines the disability condition with factual information, but is missing one key element in the definition. Paper correctly outlines the child's strengths and the effects of the disability on the child's needs in only three of the following: Cognitive, Physical, Language, Social/Emotional	Paper defines the disability condition with factual information, but is missing more than one key element in the definition. Paper correctly outlines the child's strengths and the effects of the disability on the child's needs in only two of the following: Cognitive, Physical, Language, Social/Emotional
Disability effect on the child's development			
Adapted Curricular Activity	Student develops an Adapted Curricular Activity that meets all of the following criteria: - addresses the developmental level of the child. - is fully developed with a complete description of the activity, intended participants, and needed materials - Activity and materials are engaging and clearly based on the stated needs of the child.	Student develops an Adapted Curricular Activity that neglects to meet one of the following criteria: - addressed the developmental level of the child. - is fully developed with a complete description of the activity, intended participants, and needed materials -- Activity and materials are engaging and clearly based on the stated needs of the child.	Student develops an Adapted Curricular Activity that neglects to meet two of the following criteria: - addresses the developmental level of the child. - is fully developed with a complete description of the activity, intended participants, and needed materials - Activity and materials are engaging and clearly based on the stated needs of the child.
Written Presentation (2 points possible)	2 Points: Paper & presentation are complete & on time. Child-first language is utilized. Paper contains only one grammatical error.	1 point: Paper and presentation are complete and on time; however, child-first language is not utilized and grammatical errors are present.	0 points: Paper does not follow assignment guidelines, is incomplete, and/or contains multiple errors.

5) AUTISM ASSIGNMENT (5 points): Students will read a novel related to ASD, and will then respond to online questions that are located in the Assignment Module in Canvas in a question/answer format.
Autism Assignment: [House Rules Rubric- 5 Points](#)

Levels/Criteria	0	.5	1
Structural Organization	Responses lacks logical progression of ideas	Responses includes vague or minimal information—less than one paragraph.	Responses include logical progression of ideas that are fully developed –at least one paragraph responses.
Understanding of Material	Apparent misunderstanding of material	Limited understanding of material displayed by vague, unclear language	Clear understanding of material displayed by clear, concrete language & complex ideas or examples.
Focus	Written responses address the topic but lose focus by including irrelevant ideas.	Written responses are on topic; however, they do not include related ideas or examples.	Written responses are focused on the topic and include relevant ideas or examples and clear insights.
Mechanics	Frequent errors in spelling, grammar, and punctuation	Two to three errors in grammar, punctuation, or spelling	Nearly error-free which reflects clear understanding and thorough proofreading
Support Reflection	Few to no solid supporting ideas or evidence provided that support how the book reading has impacted the student as an educator.	Some supporting ideas and/or evidence is provided to support how the book reading has impacted the student as an educator.	Specific details & superior support is provided to describe how the book reading has impacted the student as an educator.

6) PHILOSOPHY PAPER: Students will write a 2-3-page paper stating their professional beliefs and goals **with respect to teaching in an inclusive Early Childhood setting** AND provide examples of how they will implement those goals. Please refer to the rubric and model paper under the Assignment tab to develop the Philosophy Paper.

[Philosophy Paper Rubric – 10 points—Please Refer to the Following Page](#)

Philosophy Paper Rubric – 10 points

Assignment Requirements	4-5 points	2-3 points	0-1 points
Educational Philosophy	Student submits a philosophy paper which: - Describes their professional beliefs and goals regarding teaching in the Early Childhood Special Education field AND: Provides 3-4 examples of how to implement those goals in the process of educating children with special needs included within the general education classroom.	Student submits a philosophy paper which: -Describes their professional beliefs and goals regarding teaching in the Early Childhood Special Education field AND: Provides only 1-2 examples of how to implement those goals in the process of educating children with special needs included within the general education classroom.	Student submits a philosophy paper that: - Does not include a clear description of their professional beliefs and goals regarding the Early Childhood Special Education field Or: -Does not provide examples of how to implement those goals in the process of educating children with special needs included within the general education classroom.
Professionalism in Writing	Student submits a 2-3-page paper, double spaced, 12-point font, using child – first language. Paper is submitted on time and contains 0 grammatical errors.	Student submits a paper, failing to follow one of the following writing guidelines: - 2-3 pages in length - Double spaced - 12-point font - Use of child-first lang. Or: Paper contains 1 – 2 grammatical errors.	Student fails to follow two or more of the following writing guidelines: - 2-3 pages in length - Double spaced - 12-point font - Use of child-first lang. Or: Paper contains 3 or more grammatical errors.

7) IEP PROJECT (10 points): Students will work in teams to complete this project. Students will review an Evaluation Team Report for a specific child with a disability, & utilize information from the ETR to develop an IEP that meets compliance requirements, as listed in the Assignment Rubric. Additional directions and outlines will be provided and reviewed with the class prior to beginning work on this assignment.

IEP Rubric--10 points

Assignment Requirements	2 points	1 point	0 points
Sections 1 – 3 Future Planning Spec. Instruc. Factors Student Profile	- Sec. 1 Contains information from parents related to future goals - Sec. 2—Answers questions accurately -Sec. 3- present a complete picture of the child’s current strengths & areas of need across Academic, Behavioral & Functional Performance	Present level statements give a partial picture of the child’s skills, but do not clearly outline specific strengths or areas of need across academic subjects and relevant behavioral or social/emotional needs, and functional performan.	Present levels are difficult to understand or are incomplete. PL’s do not give a clear picture of the student’s current levels of performance across academic, behavioral, social/emotional, or functional performance.

<p>Section 6</p> <p>Present Levels of Academic and Functional Performance</p>	<ul style="list-style-type: none"> - Student Strengths & Areas of Need that relate to the specific goal area are clearly & completely identified - Assessment information and/or measurable base line data is included 	<ul style="list-style-type: none"> - Student Strengths and Areas of Need statements are present, but do not contain a measurable base line or other assessment information. 	<ul style="list-style-type: none"> -Student Strengths and/or Areas of Need statements are not present.
<p>Section 6</p> <p>Annual Goals and Objectives</p>	<ul style="list-style-type: none"> -All Goals/Obj. : <ul style="list-style-type: none"> -clearly coordinate with area of need - are written in measurable and observable terms - contain all required elements (ABCDE) - are linked to current Academic Content Standards (ACS), if applicable - Objectives refer back to goals, outlining the specific steps or component skills needed to demonstrate mastery of goal 	<ul style="list-style-type: none"> Any one of the following is present: <ul style="list-style-type: none"> - do not coordinate with area of need - do not contain all required elements (ABCDE) - are not written in measurable & observable terms - are not linked to the current ACS, if applicable - Objectives DO NOT refer back to goals, outlining the specific steps or component skills needed to demonstrate mastery of goal 	<ul style="list-style-type: none"> Any two of the following are present: <ul style="list-style-type: none"> - do not coordinate with area of need - do not contain all required elements (ABCDE) - are not written in measurable & observable terms - are not linked to the current ACS, if applicable - Objectives DO NOT refer back to goals, outlining the specific steps or component skills needed to demonstrate mastery of goal
<p>Section 7</p> <p>Accommodations</p>	<ul style="list-style-type: none"> -All Accommodations listed correlate with student's strengths & needs & promote increased student engagement 	<ul style="list-style-type: none"> - Majority of Accommodations listed correlate with student's strengths & needs & promote increased student engagement 	<ul style="list-style-type: none"> - Fewer than half of Accommodations listed correlate with student's strengths & needs & promote increased student engagement
<p>Participation and Reflection Questions:</p>	<ul style="list-style-type: none"> - Student contributes to the group presentation & demonstrates an understanding of the IEP document & the team process involved. -Written draft contains 0-1 grammatical errors and includes children-first language. -All Reflection questions are completed thoroughly. 	<ul style="list-style-type: none"> One of the following: <ul style="list-style-type: none"> - Student contributes to the group presentation in a minimal manner - Written draft contains 2-4 grammatical errors and/or does not incorporate child-first language. - Most Reflection Questions are completed thoroughly 	<ul style="list-style-type: none"> Two of the following are present: <ul style="list-style-type: none"> - Student does not contribute to the presentation or demonstrate an understanding of the team process. -Written draft contains multiple errors and does not incorporate child first language. - Weak response to Reflection Questions.

8) Graduate Level Text Review: For Graduate Students Only—20 Total Points

Two Assignments require Graduate Students to write question/answer sets for specific chapters that reflect a range of levels from *Bloom's* taxonomy. These questions are intended to require synthesis of chapter information. The two assignments are listed in the Canvas Assignment section—10 pts. each.

9) FINAL EXAM AND QUIZZES: There will be four multiple-choice Quizzes that will be completed on-line after class. You are accountable for all information from the text and class discussions. There will also be one Final Exam. Class notes and in-class review question responses will serve as study guides.

10) CLASS ATTENDANCE and PARTICIPATION- Class attendance is required and an essential part of the course. Failing to attend, to be tardy, and/or not participate in class discussions negatively impacts your learning, as well as that of your classmates, and will affect your grade. Please refer to page 2 in the syllabus for a complete description of Participation Expectations for this course.

Attendance and Participation Rubric

Unprofessional Quality: 2-0 points	Needs Improvement: 5-3 Points	Acceptable Quality: 8-6 Points	Professional Quality: 9-10 Points
Two unexcused or unaddressed absences and/or tardy 3 times -Frequently disengaged during group discussions or small group activities -Rarely asks questions or volunteers information. - FBI/BCI and First Aid/CPR NOT turned in on time	One unexcused absence and/or tardy 2 times (10 min.); -Make up work is not completed -Frequently disengaged during group discussions or small group activities -Rarely asks questions or volunteers information. - FBI/BCI and First Aid/CPR NOT turned in on time	- More than two excused absences -Make up work completed -Mostly attentive & participatory in whole group discussions & small group activities -Occasionally asks questions or volunteers information. - FBI/BCI and First Aid/CPR NOT turned in on time	- No more than two excused absences -Make up work completed - Consistently attentive & participatory in whole group discussions & small group activities - Frequently asks questions or volunteers info. - FBI/BCI and First Aid/CPR turned in on time

Additional Course Requirements:

FBI/BCI Criminal Check Documentation The **FBI/BCI document** is a course requirement and must be turned in prior to Classroom Observations. Many of the programs in the College of Professional Sciences require BCI/FBI criminal background checks and/or drug screens because of University program accreditation, clinical, and/or professional mandates. Requirements vary from program to program. Failure to satisfy the requirements can result in dismissal from the program, withdrawal from the field and clinical placements, delayed program progression, or diminished employment opportunities. If you have questions or need further information please contact Dr. Kathy Winterman, Program Director of Special Education Programs at wintermank1@xavier.edu.

CPR/ First Aid Certificate: Please upload a copy of your CPR/First Aid certificate or class completion notification by due date listed in Canvas Assignment Module. The Certification dates must fall within the time frame of the current semester. Class Participation Grade will be impacted if this certificate is not turned in by the due date. Please refer to the Assignment Module for additional information.

EVALUATION COMPONENTS:

TEST or ASSIGNMENT	POINTS
1) Intellectual Disability Assignment: Parent Interview	10 points
2) Learning Disability Assignment: <u>Fish In a Tree</u>	5 points
3) First Classroom Observation Report: General Information	10 points
4) Second Observation Report: Curricular Activity Assignment	10 points
5) Autism Assignment: <u>House Rules</u>	5 points
6) Philosophy Paper	10 points
7) IEP Document	10 points
Quizzes (4 @ 5 points each)	20 points
Final Exam	10 points
Participation	10 points
Graduate Level Text Review (2 @ 10 points each)	20 points—Graduate Students only
CPR/First Aid and FBI/BCI Documents: Required to earn course credit	On-time completion reflected in Class Participation Grade
Total	100 points-Undergrad 120 points- Graduate

Grading Scales

A	93% - 100%	C+	78% - 80%
A-	90% - 92%	C	75% - 77%
B+	87% - 89%	C-	72% - 74%
B	84% - 86%	D	71%-69%
B-	81% - 83%	F	< 69%

CALENDAR OUTLINE: EDSP 205-505 Spring, 2019		
<u>DATES</u>	<u>TOPICS</u>	<u>CLASS PREP CODE:</u> RDG= Read chapters in texts <u>prior</u> to class ASGN =Assignments-- due <u>prior</u> to class--by 1:00 pm on date listed in that row. QUIZ = Due by 10:00pm on date listed in row.
1\16\19 Class 1	- Brief Review of Syllabus - Introductions - Course Objectives - <i>Individuals with Disabilities Education Improvement Act (IDEIA) or (IDEA)</i>	RDG: Please review Syllabus and bring a copy to class
1\23\19 Class 2	- Philosophy of Early Education - Evaluation Team Report - Understanding IEP Regulations and 504 Plans	RDG: <u>VYCWSN</u> - Ch. 1 RDG: <u>IEP Checklist</u> - Introduction and Ch. 1
1\30\19 Class 3	- Relationship Based Teaming-- Working w/Families - Collaborative Teaming for Effective IEPs	RDG: <u>VYCWSN</u> - Ch. 2 RDG: <u>IEP Checklist</u> - Ch. 2 RDG: " <u>A Guide to Parent Rights in Special Education</u> " from ODE-- <u>Procedural Safeguards</u> pp 1-7. (Supplemental Information Module) QUIZ: Quiz A-IDEIA Principles
2\6\19 Class 4	- Principles of Human Development	RDG: <u>VYCWSN</u> - Ch. 3 & 4
2\13\19 Class 5	- Intellectual Disability - Present Levels of Performance	RDG: <u>VYCWSN</u> - Ch. 7 RDG: <u>IEP Checklist</u> -Ch. 3 QUIZ: Quiz B- Intellectual Disability & Developmental Principles
2\20\19 Class 6	- ADHD and Neurological Functions - IEP Goals and Objectives	RDG: <u>VYCWSN</u> - Ch. 6 RDG: <u>IEP Checklist</u> Ch. 4 and Ch. 5 ASGN: #1 Intellectual Disability Assignment: Parent Interview due ASGN: FBI/BCI documentation due
2\27\19 Class 7	- Specific Learning Disabilities - Progress Monitoring	RDG: View R. LaVoie Video RDG: <u>IEP Checklist</u> - Ch. 6 Grad. Assignment: Text Review Ch. 6 & 7

3/6/19 Class 8	<ul style="list-style-type: none"> - Specific Learning Disabilities - Accommodations and Modifications 	RDG: <u>IEP Checklist</u> - Ch. 8 ASGN #2: Learning Disability Assignment-Fish In A Tree due QUIZ: Quiz C- Learning Disabilities & IEP Topics--due
3/13/19	NO CLASS-SPRING BREAK	NO CLASS-SPRING BREAK
3/20/19	NO CLASS-Independent work	Observations, Novels, Assign. Completion
3/27/19 Class 9	<ul style="list-style-type: none"> - Development & Risk Conditions - Least Restrictive Environment 	RDG: <u>VYCWSN</u> - Chapter 5 RDG: <u>IEP Checklist</u> -Ch. 7 ASGN #3: First Observation Report due
4/3/19 Class 10	<ul style="list-style-type: none"> - Observations/Adapted Curricular Activity Presentations - Sensory Impairments 	RDG: <u>VYCWSN</u> – Ch. 8 ASGN #4: Second Observation: Adapted Curricular Activity due
4/10/19 Class 11	<ul style="list-style-type: none"> - Autism Spectrum Disorders - Discretionary Services for Young Children - Ignatian and Montessori Principles 	RDG: <u>VYCWSN</u> - Ch. 9
4/17/19 Class 12	<ul style="list-style-type: none"> -Guest Speaker-Montessori Education -Autism Spectrum Dis. Review - IEP Project Outline 	ASGN #5: Autism Assignment-House Rules due QUIZ: Quiz D Autism Spectrum Disorders
4/24/19 Class 13	<ul style="list-style-type: none"> - Mandatory Services for Young Children - IEP Project Discussion and Team Work 	RDG: <u>VYCWSN</u> - Ch. 10 RDG: Review ETR for IEP Development ***** ASGN: CPR/First Aid Certificates due ASGN #6: Philosophy Paper due
5/1/19 Class 14	<ul style="list-style-type: none"> - IEP Preparation and Team Work - Class Review of Philosophy Statements - COURSE CONCEPTS REVIEW 	RDG: Review IEP Rubrics in Syllabus and IEP Checklist Text ***** Grad. Assignment: Text Review Ch. 9 & 10
5/8/19 Class 15	<ul style="list-style-type: none"> - IEP Team Presentations - FINAL EXAM 	RDG: Review IEP Drafts via rubric and Assignment Directions in Syllabus RDG: Review past quizzes and chapter review questions ASGN #7 : Final Draft of IEP Document due

Instructor reserves the right to make changes based upon student progress.