EDSE 433: Preschool for Students with Developmental Delays

Course Materials:

Instructor:
Office:
Phone:
E-mail:
Office Hours:

**Catalog Description:** EDSE 433. Preschool for Students with Developmental Delay (3). Prerequisites: EDF 302; or permission of instructor. An overview of services for children with disabilities, birth to six years, legislation, risk factors, educational development, early identification, alternative delivery systems, intervention approaches, physical facilities, and environments. Formerly EDSE 302. Students cannot receive credit for both.

**Course Rationale:** This course employs the constructivist model of learning in which students, in interaction with their physical and social environments, create knowledge. This course is consistent with the:
- University’s mission, “Docendo Discimus” (by teaching we learn),
- College of Education and Professional Studies’ mission, “to prepare enlightened leaders,”
- Center of Teaching and Learning theme, “facilitators of learning in a diverse world,”
- Department of Teacher Education Programs’ mission, “ensuring…outstanding educational leaders and facilitators of learning ... within a diverse school population,” and
- Council of Exceptional Children’s mission of “celebrating serving exceptional children.”
- The course is designed to develop abilities and skills in understanding and interpreting effective and fair policies and practices for professionals, young children with disabilities, and their families. Consistent with WAC 180-78A-165 and with the objectives of the Department of Teacher Education Programs, this course will provide an opportunity to acquire knowledge derived from theoretical bases pertinent to the Specific Learner Outcomes listed below.
Specific Learner Outcomes (SLO): Students successfully completing EDSE 433 will:

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>WA State Special Education Competencies</th>
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<tbody>
<tr>
<td><strong>Case Study, Part 1:</strong></td>
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<tr>
<td>● Family Narrative</td>
<td>- Access information on disabilities (S2.1).</td>
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<tr>
<td>- Journal Article #1</td>
<td>- Concerns of families of individuals with disabilities and strategies to help address these concerns (K8.2).</td>
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<tr>
<td>- Journal Article #2</td>
<td>- Apply family systems theory and knowledge of dynamics, roles, and relationships within families and communities (K8.4).</td>
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<td>● Questionnaire</td>
<td>- Gather relevant background information including families (S4.3).</td>
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<tr>
<td>● Legal Handout</td>
<td>- Federal and state legislation that affects children, families, and programs for young children (IDEA Part B, C, 619, ADA, ESA) (K1.15).</td>
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<td></td>
<td>- Childfind screening, pre-referral, referral, and eligibility procedures (K4.3).</td>
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<td><strong>Case Study, Part 2:</strong></td>
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<tr>
<td>● Evaluation</td>
<td>- Legal provisions and ethical principles regarding assessment of individuals (K4.2)</td>
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<td>- Journal Article #3</td>
<td>- Communicate and integrate assessment results from others as an active team participant in the development and implementation the Individual Educational Program (IEP) and Individual Family Service Plan (IFSP) (S4.18).</td>
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<tr>
<td>● Curriculum</td>
<td>- Apply theories of child development, both typical and atypical and apply current research with emphasis on cognitive, motor, social-emotional, behavioral, communication including second language acquisition, adaptive, and aesthetic, development in learning situations, family, and community contexts (S2.4).</td>
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<td>- Journal Article #4</td>
<td>- Use strategies that facilitate all transitions for individuals with disabilities (S5.17).</td>
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<td></td>
<td>1. early intervention to preschool (S5.17).</td>
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<td>2. preschool to elementary (S5.17)</td>
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Exams/Activities:

- Progress Test #1
  - Historical, philosophical, and legal basis of services for young children with and without disabilities (K1.1.4)
  - Identify similarities and differences of major provisions of Part B and Part C of IDEA (S1.4).
- Progress Test #2
  - Typical and atypical human growth and development (K2.1).
  - Influence of stress and trauma, protective factors and resilience, and supportive relationships on the social and emotional development (K2.15).
- Chapter Questions and Discussion
  - Current trends and issues in early intervention (Birth to three), early childhood education, early childhood special education, and special education (K1.14).

Course Topics:

- History and Rationale for Early Childhood Special Education (ECSE)
- Philosophical, Theoretical, and legal Foundations of ECSE
- Working with Families and Teams
- Evaluation and Assessment in ECSE
- Developmental Domains
- Individual Planning (IFSP/IEP)
- Service Delivery Options for Infants, Toddlers, and Preschool Children
- Curricula
- Intervention Strategies
- Research and Issues in Early Childhood Special Education

Assessment: Performance Indicators

1) Individual/Case Study Project (SLO)
   a. First Half of ECSE Project: (SLO: 3, 5, 6, 13, 14, 16, & 17)
   The purpose of this assignment is to provide you with an opportunity to apply readings, research, and class material to an assigned topic in the field of Early Childhood Special Education.
   1. Students will choose a disability area and a young child, ages birth to six.
   2. Projects are to be in length sufficient to adequately cover the topic, typed (double-spaced), and referenced as per APA style.
   3. Students will read journal articles or book chapters and submit a one to two page summary, including personal reflections on information gathered and competed in APA style. One-page summaries are due as follows (5 pointseach):
      Week 3: Discuss the disability/delay, i.e., causes, characteristics, and possible areas of development that may be affected.
**Week 4:** Discuss the role of the family of a young child with disabilities, ages birth to six years.

**Week 5:** Discuss the evaluation and assessment of young children with disabilities/delays, birth to six years of age.

**Week 6:** Discuss curriculum programming for young children with disabilities/delays, birth to six years of age.

4. Based on the child and his/her disability/delay, include the following areas in the first half of your project:
   - **Case History** – Narrative describing the background of the child including pre-, peri-, post-natal difficulties, family structure, ability to meet child's needs, and stage theory response. Develop a questionnaire to gather relevant background information. Include information from Articles 1 & 2.
   - **Legal rights** – Develop a handout that will provide the family with information regarding their legal rights

b. **Second Half of ECSE Project:** (SLO: 4, 9, 10, 11, & 19) Review of curriculum materials.
   1. **Evaluation** - what three evaluation instruments and three techniques will you choose to use and why?
      * make-up "appropriate" evaluation outcomes based on your knowledge of the child's disability/delay
      * include evaluation outcomes for all developmental areas
      * include information from Summary 3
   2. **Curriculum** - describe a center-based & home-based program for the child
      * write two goals and three objectives for each goal to be the focus of your program, include your rationale
      * explain how & why the goals & objectives are "family friendly"
      * include information from Summary 4
   3. **Review Curriculum Materials:** Select a series of five short lessons that are age-appropriate for "your" child and that will fit your center-based and home-based curriculum program. Identify how the lessons/activities will be implemented in both environments (2 points each).
   4. **Adaptations/modifications:** Modify each lesson/activity to meet the needs of young children with (2 points each).
      a) visual impairments,
      b) hearing impairments,
      c) motor impairments,
      d) cognitive delays, and
      e) social/emotional or behavioral problems.
   5. **On-going Assessment:** Identify how you will complete on-going assessments to insure program effectiveness. Include a sample of your assessment “tool” (5 points)

2) **Center Activity:** Students will be required to use theory and knowledge gained regarding developmentally appropriate learning to design and accommodate an activity for students of preschool age. This Literacy Embedded Play Center (LEPC)
will require time outside of class to observe, design the center and reflect on your involvement.

3) **Exams**: (SLO: 3, 7, & 15)
   A midterm and a final will be given that cover lectures, reading assignments, and materials up to the date of the exam. Exams will consist of essay and short answer items. **No make-up exams will be offered, unless by prior arrangement!**

4) **Blackboard Questions**
   Five Blackboard questions worth 3 points will be due. Each of the weeks’ questions need to be answered in complete sentences with correct capitalization and punctuation. In addition, answers that reflect that you have read the material and can put the information in your own words will receive full points. **Quotes from the book are not acceptable responses.**

5) **Professionalism**:

6) One measure of acceptable teaching is being professional. This means (among other things) honoring your commitments, being prepared for class, being on time and ready to participate. Professionalism also means involvement. Involvement includes, but is not limited to, active participation in discussions, sharing ideas, and respecting others whose ideas differ from one’s own. A 3 credit course requires 6 hours outside of classroom meeting time per week to complete assignments, conduct observations and study for exams. If you document more than 6 hours outside the classroom, please see the instructor.

7) One measure of professionalism will be student **attendance**. Class attendance is mandatory and roll will be taken at each class session. Any absences may result in a loss of professional points. There may be times when a student will need to be absent from class. **All emergency absences** should be reported through the Office of Student Affairs at 963-1515. As a courtesy, you should also contact the instructor via e-mail or voice mail. **Health-related absences** can be reported in the same manner and should include, as relevant, written documentation provided within 2 days of the return to class. **University-related absences** must include advance written documentation. This is usually in the form of a letter from the faculty sponsor/coach.
**Grading:** All activities listed must be completed/submitted in order to satisfactorily complete this course. Points will be awarded for completion of the activities of this course as follows:

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<thead>
<tr>
<th>Assignment</th>
<th>Pts Possible</th>
<th>Points Earned</th>
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<tbody>
<tr>
<td>Exams 15 (Midterm)</td>
<td>35</td>
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<td>20 (Final)</td>
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<td>Journal Articles</td>
<td>20</td>
<td></td>
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<tr>
<td>Project: 1st Half</td>
<td>15</td>
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<tr>
<td>2nd Half</td>
<td>50</td>
<td></td>
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<tr>
<td>Center Activity (LEPK)</td>
<td>25</td>
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<tr>
<td>Program Visit</td>
<td>5</td>
<td></td>
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<tr>
<td>Chapter Questions</td>
<td>30</td>
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<tr>
<td>Professionalism</td>
<td>20</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>200</strong></td>
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195-200  A (98%)  160-165  C (80%)
190-194  A- (95%)  154-159  C- (77%)
184-189  B+ (92%)  136-153  D+ (67%)
178-183  B (89%)  130-135  D (65%)
172-177  B- (86%)  124-129  D- (62%)
166-171  C+ (83%)  0-123   F

**According the CWU catalog:**
- The highest grade, "A", is reserved for those students who have excelled in every phase of the course.
- The "B" grade is for students whose work is superior but does not warrant the special distinctiveness of the "A."
- A "C" grade indicates that the student has made substantial progress toward meeting the objectives of the course and has fulfilled the requirements of the course. (The grades above "C" are used for those students who demonstrated some degree of superiority.)
- The "D" is a grade for those students who have made progress toward meeting the objectives of the course but who have fulfilled the requirements only in a substandard manner.
- The "F" is reserved for students who have failed to meet or have accomplished so few of the requirements of the course that they are not entitled to credit.
Methods of Instruction: Instruction in this course will consist of lectures, presentations, and projects. In-class activities may include both individual and group projects and competency demonstrations. There may be both group and individual out-of-class assignments.

Class Policies:
1. Quality standards for Assignments: Assignments are to consist of neat, accurate, and well prepared materials. Typewritten assignments are required when specified. Neatly handwritten assignments are acceptable when indicated by the instructor.
2. Late Assignments: All materials must be submitted in a timely manner. Exceptions will be dealt with on an individual basis. Part of professional development is submitting assignments on time. Late assignments will lose 10% of total points per day following the due date.
3. Make up for Assignments: Under normal circumstances, make up of assignments will not be accepted, unless otherwise arranged in advance.
4. Incomplete grades will be given only for documented medical, extreme personal hardship, or family emergencies. Please do not request an incomplete for any other reason.
5. The instructor reserves the right to make decisions about individual student competence based on professional judgment of the student’s performance in all aspects of the course.

ADA Statement:
Students who have special needs or disabilities that may affect their ability to access information and/or materials presented in this course are encouraged to contact the instructor as soon as possible. You may also wish to contact Robert Harden, ADA Compliance Officer, Director, ADA Affairs and Student Assistance on CWU campus at 963-2171 for additional disability related educational accommodations.

Bibliography:
Contemporary References


**Classic References**


**Periodicals**

American Journal on Mental Retardation

Child Development

Exceptional Children

Topics in Early Childhood Special Education

Journal of the Association for Persons with Severe Handicaps

Journal of Early Intervention