

Rhode Island College
Feinstein School and Education and Human Development
Department of Special Education
Special Education 513 (01)
Orientation to the Education of Young Children with Special Needs

Thursday, FALL. 4:00-6:45 PM; HM 189

Instructor: Thomas T. Kochanek, Ph.D.
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Office Hours: Wednesday 3:00-4:00 PM or By Appointment.

Required Text: Select Readings: Center on the Developing Child, Harvard University
(www.developingchild.harvard.edu)

Catalog Description

The entire range of disabilities and vulnerabilities that become manifest during the period from birth to six is examined. Emphasis is placed upon a delineation of the population, methods and criteria for early identification, and a review of the efficacy of early intervention programs.

Extended Course Description

The principal objectives of this course are: (1) to acquaint students with a conceptual framework for understanding the origins of disability and high-risk conditions for young children and their families; (2) to review literature pertaining to the effectiveness of early childhood intervention; (3) to acquaint students with alternative models of child and family focused intervention; and (4) to understand the value and potential of prevention and the systems and circumstances necessary to achieve it. Intended as a first course for students in early childhood special education, and an elective for students in early childhood education and other human service disciplines, this experience establishes a knowledge foundation pertaining to accurately identifying children at risk for poor outcomes, and to crafting programs for vulnerable children and families based on current research literature.

Course Outcomes

1. To understand the origins, evolution, and development of early childhood education for children from birth to six and their families. **(RIPTS 1- Knowledge; 2- Discipline;** CEC: *Foundations*, CF Advanced Competencies: KNOWLEDGE: Domain-Specific Knowledge)
2. To understand alternative conceptual frameworks for identifying and defining infants and preschool children with disabilities and vulnerabilities. **(RIPTS 1- Knowledge, 4- Diversity;** CF Advanced Competencies: KNOWLEDGE: Domain-Specific Knowledge, Contextual Perspective; CEC: *Foundations, Development and Characteristics of Learners*).
3. To understand contemporary literature pertaining to the effectiveness of programs for established conditions, biologically vulnerable, and environmentally vulnerable children and families. **(RIPTS 10- Reflection;** CEC: *Foundations, Development and Characteristics of Learners*; CF Advanced Competencies: KNOWLEDGE: Domain-Specific Knowledge).
4. To understand the association between early life experiences and brain architecture. **(RIPTS 3- Learning;** CEC: *Foundations, Development and Characteristics of Learners*; CF Advanced Competencies: KNOWLEDGE: Domain-Specific Knowledge).
5. To understand the influence of early childhood literature on the development of education, social service and economic policy. **(RIPTS 3- Learning;** CEC: *Foundations, Development and Characteristics of Learners*; CF Advanced Competencies: KNOWLEDGE: Domain-Specific Knowledge).

Relationship of This Course to the Teacher Education Program

This is the first course for students enrolled in the graduate program (M.Ed.) with a concentration in early childhood special education. It is also an elective for graduate students in early childhood education and other human service disciplines such as psychology, social work, and nursing. It is a course that is required for certification in early childhood special education by the Department of Education.

Relationship of This Course to the Teacher Education Knowledge Base and Model

The central purpose of this course is to equip students with a knowledge base that promotes sound decision making in the design and implementation of early identification and intervention programs for young children. Course material, activities, and assignments provide students with a conceptual framework to plan, execute, and implement programs for infants, preschool children, and their families.

Course Assignments and Grading

Conceptual Paper #1	20%
Conceptual Paper #2	20%
Research Paper (Artifact)	25%
Final Examination	20%
Discussion Leadership/Thoughtfulness	15%

Performance	Course Outcomes	ECSE	CEC Standards/RIPTS	Advanced Competencies
Conceptual Paper 1	2,5	ECSE2K ECSE2K2 ECSE2K3 ECSE2S1 ICC1K5 ICC157 ICC1K10 ECSE1K1 ECSE1K2 ICC9K1 ICC9K2 ECSE9K1 ECSE9K2 ECSE9S2 ICC9559	CEC#1: Foundation RIPTS 1- Knowledge RIPTS 4- Diversity	KNOWLEDGE: Domain-Specific Knowledge KNOWLEDGE: Contextual Perspective
Conceptual Paper 2	3,4	ECSE2K ECSE2K2 ECSE2K3 ECSE2S1 ICC1K5 ICC157 ICC1K10 ECSE1K1 ECSE1K2 ICC9K1 ICC9K2 ECSE9K1 ECSE9K2 ECSE9S2 ICC9559	CEC#4: Development/ Character.of Learners CEC #1: Foundation RIPTS 3- Learning	KNOWLEDGE: Domain- Specific Knowledge
Research Paper (Course Artifact)	1,2,3	ECSE2K ECSE2K2 ECSE2K3 ECSE2S1 ICC1K5 ICC157 ICC1K10 ECSE1K1 ECSE1K2 ICC9K1 ICC9K2 ECSE9K1 ECSE9K2 ECSE9S2 ICC9559	CEC #1: Foundations CEC#4: Development/ Character.of Learners RIPTS 1- Knowledge RIPTS 2:Discipline RIPTS 4:Diversity RIPTS 10-Reflection	KNOWLEDGE: Domain Specific Knowledge
Final Exam	1,2,3,4,5	ECSE2K ECSE2K2 ECSE2K3 ECSE2S1 ICC1K5 ICC157 ICC1K10 ECSE1K1 ECSE1K2 ICC9K1 ICC9K2 ECSE9K1 ECSE9K2 ECSE9S2 ICC9559	CEC #1: Foundations CEC#4: Development/ Character.of Learners CEC#3: Learning RIPTS 1- Knowledge RIPTS 2:Discipline RIPTS 4:Diversity RIPTS 10-Reflection	KNOWLEDGE: Domain Specific Knowledge KNOWLEDGE: Contextual Perspective

Special Education 513
Applied Learning Projects

Conceptual Paper#1: Processes for Accurately Identifying Infants and Preschool Children At Risk for School Failure

The purpose of this paper is to use contemporary knowledge and research to conceptualize a process for accurately and promptly identifying young children at substantial risk for school failure. Key components in this paper will include: (1) a review and understanding of risk and resiliency factors; (2) a review and understanding of biological risk vs. ecological risk; (3) specification of alternative sources of evidence and information at various child ages to ensure accurate decision making; (4) specification of alternative methods to gather valid information on children from birth to five and their families; and (5) specification of a decision making process or algorithm to ensure accurate and equitable decision making for children and their families. The paper will be approximately 8-10 pages in length, double spaced and securely bound, and will include references from at least ten current textbooks and/or professional journals.

Conceptual Paper #2: Essential Ingredients in Effective Early Childhood Programs

The purpose of this paper is identify and describe evidenced-based concepts and principles in early childhood programs that are associated with favorable developmental outcomes in young children. This paper will include not only a description of key factors but also an array of alternative ideas that translate these factors into meaningful and feasible early childhood program practices. The paper will be approximately 8-10 pages, double-spaced and securely bound, and will include at least ten references from current textbooks and/or professional journals.

Research Paper

The purpose of the research paper is to present a thorough, balanced literature review and analysis on a topic that pertains to infants, preschool children, and/or their families. This paper will approximate 12-16 pages, double-spaced and securely bound, and will include at least twelve references from current textbooks and/or professional journals. Topics of interest may include:

- Full-Day vs. Half-Day Kindergarten; Does the Evidence Justify the Expense?
- Home Visiting for Parents of Newborns: What Are the Essential Ingredients, and Is It effective?
- Interventions for Low Birth Weight Infants: What Are the Models, and What Are the Outcomes?
- Alcohol and Drug Exposure In Utero: What Are the Short Term and Long Term Consequences?
- Helping Families Out of Poverty: What Approaches Have Been Used Within the Welfare-to-Work Initiative, and What Have Been the Outcomes?
- Promoting School Readiness: What Program, Familial, and Ecological Influences are Associated with Positive Outcomes?
- Promoting Resiliency in Young Children: Translating Research Into Practical, Cost Effective, and Feasible Options and Opportunities
- “Inclusion” in Early Intervention and Preschool: What Are the Effects for Children With and Without Disabilities?

Weekly schedule

- 9/3 Course overview, objectives, assignments, and expectations. How have early childhood programs evolved over the past 30 years, and what is the current universe of available programs? What is the future of a universal preschool experience for all children?
- 9/10 *The Science of Early Childhood Development*
Risk and Resiliency: What Influence Do They Have on Long-Term Outcomes?
- 9/17 *The Impact of Early Adversity on Children's Development*
- 9/24 *Early Childhood Program Effectiveness*
- 10/1 *Neuroscience, Molecular Biology, and the Childhood Roots of Health Disparities: Building a New Framework for Health Promotion and Disease Prevention*
- 10/8 *Mental Health Problems in Early Childhood Can Impair Learning and Behavior for Life*
Conceptual Paper #1 Due
What Do We Know About the Precursors to Childhood Disability and Vulnerability?
- 10/15 *Workforce Development, Welfare Reform, and Child Well Being*
- 10/22 *A Science Based Framework for Early Childhood Policy*
- 10/29 *The Science of Early Childhood Development: Closing the GAP Between What We Know and What We Do*
- 11/5 The Effects of Toxic Exposure During Pregnancy
The Effects of Toxic Stress During Pregnancy
Early Exposure to Toxic Substances Damages Brain Architecture
Even Low Levels of Alcohol During Pregnancy Can Affect Fetal Brain Development
Neutralizing Threats to Brain Chemistry Caused by Maternal Infections
The Environment and Experiences of Pregnant Mothers Affect Fetal Brain Development
- 11/12 The Effects of Experiences and Relationships on Brain Development
Children's Emotional Development is Built Into the Architecture of Their Brains
Young Children Develop in an Environment of Relationships
The Timing and Quality of Early Experiences Combine to Shape Brain Architecture
Rich Experiences., Physical Activity Create Healthy Brains
How Early Events Affect Growing Brains
Conceptual Paper #2 Due
What Do We Know About the Characteristics of Effective Early Intervention Programs?
- 11/19 ADHD, Bi-Polar Disorders and Medications: Risk vs. Reward
- 12/3 Are full-day kindergarten programs more effective than half-day programs?
Readings: Kochanek, T. (2002). Expanding half-day kindergarten programs to full day: Are there benefits? Massachusetts Department of Education.
Research Paper Due
- 12/10 Using Science to Formulate Policy Knudsen, E., Heckman, J., Cameron, J., and Shonkoff, J. (2006). *Economic, neurobiological, and behavioral perspectives on building America's future workforce*. The National Academy of Sciences: Washington D.C.
- 12/17 Final Examination

Academic Honesty

Please refer to Rhode Island College Handbook policies and procedures on Academic Honesty. Plagiarism on a paper or cheating on a test or quiz results in automatic failure of that assignment and disciplinary action.

RHODE ISLAND COLLEGE STUDENT HANDBOOK, 2008-2009 ACADEMIC STANDARDS

3.9.1 Academic Dishonesty

Academic integrity is the foundation of the academic community. Students who violate College rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure or removal from a course, disciplinary probation, and/or dismissal from the College. Individual schools may have additional standards and policies related to academic honesty.

(a) **Examples of Academic Dishonesty include (but are not limited to):**

- **Cheating:** intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise.
- **Fabrication:** intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- **Plagiarism:** intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise. The following are examples of plagiarism:
 - i. **Word-for-word plagiarism:** This includes (a) the submission of another student's work as one's own; (b) the submission of work from any source whatever (print or electronic) without proper acknowledgement by footnote or reference within the text of the paper; (c) the submission of any part of another's work without proper use of quotation marks.
 - ii. **Patchwork plagiarism:** This consists of a piecing together of unacknowledged phrases and sentences quoted verbatim (or nearly verbatim) from a variety of sources. The mere reshuffling of other people's words does not constitute original work.
 - iii. **Unacknowledged paraphrase:** It is perfectly legitimate to set forth another author's facts or ideas in one's own words, but if one is genuinely indebted to the other author for these facts or ideas, the debt must be acknowledged by footnote or reference within the text of the paper (e.g., the above paragraphs are based largely on Sears, Harbrace *Guide to the Library and Research Paper*, p. 39). Many facts, ideas, and expressions are considered to be in the public domain or general knowledge and need not be acknowledged (e.g., the fact that the Declaration of Independence was signed in 1776; the idea that universal public education is essential to the survival of democratic institutions; such proverbial expressions as "A rolling stone gathers no moss," or "New York is a great place to visit, but I wouldn't want to live there,") but as a general rule, when one is in doubt, it is best to acknowledge the source.
- **Collusion:** facilitating academic dishonesty intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.
- **Deception:** Providing false information to an instructor concerning a formal academic exercise, e.g. giving a false excuse for missing a deadline or falsely claiming to have submitted work.
- **Sabotage:** Acting to prevent others from completing their work. This includes cutting pages out of library books or willfully disrupting the experiments of others.
- **Multiple Submissions:** Submitting for credit, when a student has not been given permission to do so, any work that is the same or substantially the same as work that has been submitted for credit in another course. Many professors allow re-working or building on prior work; however, multiple submissions are permitted only with the prior permission of the instructor(s), and only when the student acknowledges the multiple submission in the work itself.

** Forms are due to the Department by the last day of finals**

Candidate's Name _____ ID# _____

SPED Course # _____ Section # _____ Sem Fall Year 2010

Assess the candidate in the following areas; circle the appropriate box: S for satisfactory or U for unsatisfactory. Use the space just below the area to include comments. Please use the back if additional space is needed.

S **U** Plans/Implements meaningful and significant learning

S **U** Uses effective management

S **U** Uses feedback constructively

S **U** Is timely

S **U** Attends class regularly

S **U** Collaborates effectively

S **U** Demonstrates knowledge of content

S **U** Other concerns

In the overall evaluation, (which takes into account any of the attributes/behaviors on this form, the candidate's grade, and/or the candidate's dispositions) this candidate is:

_____ Recommended to Continue with Concerns _____ Not Recommended to Continue in Program Grade _____

Faculty signature

Date

_____ I agree with the area(s) identified above

_____ I **do not** agree with the area(s) identified above
(Candidate may submit a response)

I _____ have read this on _____.

Special Education 513. Rubric for Concept Papers and Research Paper

Student's Name: _____ **Grade:** _____ **Faculty**
Signature: _____

Unacceptable _____ Below Standard _____ Meets Standard _____ Target _____
 (69 or below) (79-70) (89-80) (100-90)

	Unacceptable	Below Standard	Meets Standard	Target
<p align="center">Literature Review</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contemporary citations are included (i.e. within last 10 years) and are drawn from at least 3 refereed journals and textbooks. <input type="checkbox"/> Clear description of sample, method, measures, and findings is presented for each citation. <input type="checkbox"/> Literature presented is consistent with the expressed purpose of the paper. <input type="checkbox"/> Implications of studies are presented both within and across investigations. <input type="checkbox"/> Limitations of studies are identified. <p>ICC1K5 ICC157 ICC1K10 ECSE1K1 ECSE1K2</p>	<p>The literature review is <i>missing key information and/or includes only cursory information.</i></p>	<p>The literature review and/or analysis is <i>inadequate and/ or unbalanced</i> on a topic that pertains to infants, preschool children, and/or their families; with <i>unclear descriptions</i> of samples, methods, measures and findings or studies cited in literature review. <i>Key information is not found in some areas</i> and/or some areas are unclear, and/or details are omitted.</p>	<p>The literature review and analysis is <i>adequate, and balanced</i> on a topic that pertains to infants, preschool children, and/or their families with <i>adequate</i> descriptions of samples, methods, measures and findings or studies cited in literature review. <i>Adequate</i> implications and limitations of studies are identified. <i>throughout</i> this section.</p>	<p>The literature review and analysis is <i>thorough, well-balanced</i> on a topic that pertains to infants, preschool children, and/or their families with <i>clear</i> descriptions of samples, methods, measures and findings or studies cited in literature review. <i>Extensive and relevant</i> implications and limitations of studies are identified. <i>throughout</i> this section.</p>
<p align="center">Ability to Draw Implications/Inferences</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student has generated meaningful and valid implications/inferences from literature presented. <input type="checkbox"/> Student has generated ideas regarding implications of literature for current position (e.g. program or classroom). <input type="checkbox"/> Student has generated ideas regarding implications of literature for regional/national practice and policies. <p>ECSE2K1 ECSE2K2 ECSE2K3 ECSE2S1</p>	<p>This <i>section is missing or includes only cursory information</i> in the required areas.</p>	<p>The implications and inferences drawn from the literature review are <i>not adequately described; discussion lacks some key information; discussion conveys a lack of understanding and</i> some implications are unclear, and/or details are omitted.</p>	<p>The implications and inferences drawn from the literature review are <i>adequately described;</i> includes <i>some description of ideas</i> related to regional, national, practices and policies.</p>	<p>The implications and inferences drawn from the literature review are <i>meaningful, fully described ;</i> includes <i>rich description of ideas</i> related to regional, national, practices and policies.</p>

<p style="text-align: center;">Personal Insight</p> <ul style="list-style-type: none"> ❑ Student has described associations and insights between literature and <i>personal</i> experiences. ❑ Student has described associations and insights between literature and <i>professional</i> experiences. ❑ Student demonstrates an enhanced understanding of <i>his/her own biases and tolerance for differences</i> among children and families. <p>ICC9K1 ICC9K2 ECSE9K1 ECSE9K2 ECSE9S2</p>	<p><i>This section is missing or includes only cursory information</i> in the required areas.</p>	<p>The discussion reveals <i>limited</i> insights between the literature and <i>personal experiences</i> and/or <i>limited</i> insights between the literature and <i>professional experiences</i> with an inadequate articulation of biases related to differences among children and families. <i>The discussion is unclear, and/or sufficient details are omitted.</i></p>	<p>The discussion reveals <i>adequate</i> insights between the literature and <i>personal experiences</i>; and adequate insights between the literature and <i>professional experiences</i> with an <i>adequate articulation of biases</i> related to differences among children and families.</p>	<p>The discussion reveals <i>keen</i> insights between the literature and <i>personal experiences</i>; the literature and <i>professional experiences</i> with a <i>clear articulation of biases</i> related to differences among children and families.</p>
<p style="text-align: center;">Professional Writing and Technical Skills</p> <ul style="list-style-type: none"> ❑ Appropriately uses rules of standard grammar, punctuation, spelling, capitalization, People First Language. ❑ Purpose of paper is clearly explained. ❑ Ideas and observations are presented clearly. ❑ Layout and format of paper are clear with meaningful topical headings that are consistent with assignment detail and explanation. ❑ Citation of references and quotations throughout paper follows APA format. ❑ References section of paper complies with APA format. ❑ Paper is double spaced using 12 point font with appropriate headers/footers, cover page. ❑ Paper is appropriately bound together, with title page. <p>ICC9559</p>	<p><i>Considerable improvement</i> in technical skills and/or professional language is <i>needed</i>.</p>	<p><i>Limitations</i> in professional writing are evident and include a <i>lack of understanding</i> of the standards of the profession of special education; need for <i>some improvement</i> in technical skills/professional language.</p>	<p><i>Adequate</i> professional writing includes an understanding of the standards of the profession of special education <i>throughout most sections</i>.</p>	<p><i>Exceptional</i> professional writing includes an understanding of the standards of the profession of special education <i>throughout all sections</i>.</p>