Rhode Island College
Feinstein School of Education and Human Development
Department of Special Education
Special Education 516
Organization and Implementation of Programs for
Infants and Preschool Children with Special Needs

Course Information

Prerequisites: SPED 513, 515

Catalog Description
An array of organizational models for serving infants and preschool children with special needs is examined. Topics include the effective implementation of individualized education programs, curriculum design, inclusion, assessing child progress, and family engagement.

Extended Course Description
Students will acquire information on: (1) various methods of service delivery to children with special needs from birth to six years in both the public and private sectors; (2) developing IEPs and IFSPs for children in inclusive, community based children care settings as well as public school preschool programs with an emphasis on family participation and developmentally appropriate practices; (3) designing and implementing curriculum in a variety of different settings; and (4) resources currently available in RI within the area of family support, early childhood programs, and professional development opportunities.

Relationship of This Course to the Teacher Education Program
This is a required course for students enrolled in the graduate program in early childhood special education. It is required for teacher certification as an early childhood special educator (birth through kindergarten) by the RI Department of Education.

Relationship of This Course to the Teacher Education Knowledge Base and Model
The primary purpose of this course is to provide students with the principles of developmentally appropriate practice as they apply to young children with special needs. This course will provide students with the knowledge base necessary to providing high quality early childhood programming in inclusive public and private early childhood settings. Course activities, materials, and assignments will emphasize the concepts of "best practice" and their application to various programs for young children and their families.

Course Text

Required:
Cook, R.E., Klein, M.D., Tessier, A. (2010). Adapting early childhood curricula for children in inclusive settings. Seventh Edition. Pearson: Columbus.

Additional Recommended Readings:
    Bredekamp, S. & Copple, C. (1996). *Developmentally appropriate practice in early childhood programs*. Revised Edition. Washington, D.C: National Association for the Education of Young Children.
    DEC (2003). *Recommended practices in early intervention/early childhood special education*. Division of Early Childhood, Council for Exceptional Children. Missoula, MT.

Course Outcomes

1. Students will understand the significance of integrating programs for disabled and vulnerable children within the context of a comprehensive early childhood system. (**Knowledge, Professionalism, Diversity;** Metacognitive Knowledge, Domain Specific Knowledge, Collaboration, Leadership, Systems of Human Development; *Foundations, Learning Environments and Social Interactions, Collaboration, and Professional and Ethical Practice).*

2. Students will understand the principles of developmentally appropriate practice (DAP) and methods of implementing DAP within various early childhood settings. (**Knowledge, Practice, Diversity;** Domain Specific Knowledge, Technology Knowledge, Reflective Problem Solving, Professional Practice, Individual Differences and Cultural Diversity; *Learning Environments and Social Interactions, Instructional Strategies, Instructional Planning, Development and Characteristics of Learners).*

3. Students will understand the underlying principles and concepts of curriculum design, and methods for responding to the needs of diverse learners within the context of the same program or classroom. (**Practice, Professionalism;** Reflective Problem Solving, Professional Practice, Technology Use; *Instructional Strategies, Instructional Planning, and Instructional Strategies).*

4. Students will understand methods for gathering information on a child's developmental status, a family's priorities and concerns for their child, and with using this information as a foundation to design and implement a responsive, comprehensive program that promotes school readiness. (**Knowledge, Practice, Professionalism, Diversity;** Domain Specific Knowledge, Professional Practice, Professional Ethics, Collaboration, Leadership, Professional Development, Family Centeredness and Engagement; *Assessment, Instructional Planning, Professional and Ethical Practice, and Collaboration).*

5. Students will demonstrate competency in preparing IEPs and IFSPs within a trans-disciplinary context that includes active parent participation and decision-making. (**Practice, Professionalism, Diversity;** Professional Practice, Technology Use, Collaboration, Leadership, Individual Differences and Cultural Diversity; *Instructional Planning, Instructional Strategies, Collaboration, Professional and Ethical Practice, and Individual Learning Differences).*

6. Students will demonstrate competency in gathering information to determine the effectiveness of programs for individual children and programs in their entirety. (**Knowledge, Practice, Professionalism;** Domain Specific Knowledge, Professional Practice, Collaboration; *Assessment and Collaboration).*

Standards Aligned to Course Requirements

Assignment	RI PTS	ECSE	CEC Standards	Conceptual Framework Advanced Competencies
ECSE Program and Curriculum Analysis: Observation and Teacher Interview *Course Outcomes #1,2,3*	RIPTS# 2 RIPTS# 3 RIPTS# 4 RIPTS #7 RIPTS# 9 RIPTS# 11	*ECSE10S1 ECSE4K1 ECSE4S4 ECSE10S2 ECSE4S1 ICC4K1 ICC9S4 ICC9S8 ECSE10S1 ECSE10S2 ECSE7K1 ECSE7S2 ECSE7K2 ECSE7S3 ECSE7K3 ECSE7S8 ECSE7K1 ECSE7S2 ECSE7K2 ECSE7S3 ECSE7K3 ECSE7S8 ICC9S4 ICC10S3 ICC9S8 ICC10S2*	4 - Instructional Practices 7 - Instructional Planning 9 - Professionalism 10 - Collaboration	Knowledge: Contextual Practice: Technology Use
Research Article Review: Related to	RIPTS #10 RIPTS#5	ICC4K1 ECSE4K1	4 - Instructional Practices 7 - Instructional Planning	Knowledge : Information Literacy

Self Reflection on Teacher Competencies in ECSE *Course Outcomes #1,2,4,6*	RIPTS # 11	ICC5K5 ICC5K6 ICC5K7 ICC5K8 ICC5K10 ECSE7K1 ICC9S11 ICC9S7 ICC9S8	9 - Professional & Ethical Practice 10 - Collaboration	Knowledge: Professional Awareness Practice: Professional Identity Development
Early Childhood Program Prospectus *Course Outcomes #1,2,3,4,5,6*	RIPTS #1 RIPTS#2 RIPTS#6 RIPTS#7 RIPTS# 8	ECSE2S1 ICC4K1 ECSE4K1 ECSE4S1 ECSE4S4 ICC5K5 ICC5K6 ICC5K7 ICC5S2 ICC5S3 ECSE5S3 ECSE5S4 ICC7K5 ECSE7K2 ECSE7K3 ICC7S1 ECSE7S2 ECSE7S3 ECSE7S5 ECSE7S6 ECSE 7S8 ICC9S8 ECSE9S4 ECSE 9S6 ICC10Ka ECSE10K1	4 - Instructional Practices 7 - Instructional Planning 9 - Professional & Ethical Practice 10 - Collaboration	Knowledge: Information Literacy, Contextual Perspective Practice: Diversity

Description of Applied Learning Projects

Early Childhood Program Observation and Teacher Interview
The purpose of this assignment is for students to observe and report on a site visit to an inclusive preschool program. The assignment includes a two hour observation, semi-structured teacher interview, and gathering of program materials and documentation that explain and amplify program practices. The written report that emerges from this site visit will address topics of child and family assessment, instructional planning and implementation, transdisciplianry team practices, application of principles of developmentally appropriate practice (DAP), family participation and engagement, transition planning, and program evaluation. A multi-item inventory is used to evaluate student products.

Research Article Presentation
The purposes of this assignment are for students to present, review, and critically analyze a contemporary research article that pertains to programs and services for young children and their families and self assessment of teacher competencies in Early Childhood Special Education. The assignment requires students to prepare an abstract of their article which corresponds to an ECSE competency that the student has identified as needing more knowledge or skills, and present a 20 minute summary of the article that focuses on implications and inferences for professional practice

Early Childhood Program Prospectus
The purpose of this prospectus is for students to generate a comprehensive, detailed prospectus for a program for disabled and vulnerable preschool children within an inclusive setting. Key components of this paper include a statement of philosophy, values and concepts that form the foundation of the program, curriculum design, assessment of children and families, and program evaluation. A multi-item inventory is used to evaluate student products.

Performance Evaluation and Grading

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GRADING

Points Per Assignment	
Early Childhood Program Observation and Teacher Interview	100 pts
Research Paper Related to Teacher Competencies in Early Childhood Special Education	100 pts
Early Childhood Program Prospectus	50 pts
Attendance and Class Participation	22 pts
Total	**272 pts**

Points/Percentage	Grade
100-94	**A**
93-90	**A-**
89-87	**B+**
86-84	**B**
80-83	**B-**
79-77	**C+**
76-74	**C**
73-70	**C-**
69-67	**D+**
66-64	**D**
63-60	**D-**
59 and below	**F**

IMPORTANT GRADING and COURSE POLICIES

A. **Grading** is based on accuracy of content provided, clarity of expression, and quality and completeness of information on all assignment**.** No assignment grades, or final course grade are rounded up**.**

B. **All assignments (and exams) are due on assigned date.** One letter grade is deducted per calendar day for any assignment is submitted late.

C. **Classroom Interactions:** All interactions in this course will be respectful of the confidentiality of the students, teachers and families discussed.

D. **Accommodations:** Rhode Island College is committed to making reasonable efforts to assist individuals with documented disabilities. If you are seeking reasonable classroom accommodations under the Americans with Disabilities Act and/or Section 504 of the Rehabilitation Act of 1973, you are required to register with the Student Life Office. The Student Life Office is located in Rm. 127 in Craig-Lee Hall. The telephone number is 456-8061. To receive academic accommodations for this class, please obtain the proper forms from the Student Life Office and meet with the professor at the beginning of the semester.

E. **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.

Additional Readings (optional):

Benner, S. (2003). *Assessment of young children with special needs*. Thomson Delmar Learning. Clifton Park, NY.

Bredekamp, S. & Copple, C. (1996). *Developmentally appropriate practice in early childhood programs*. Revised Edition. Washington, D.C: National Association for the Education of Young Children.

Cavallaro, C.C. & Haney, M. (1999). *Preschool inclusion*. Paul H. Brookes. Baltimore, MD.

DEC (2003). *Recommended practices in early intervention/early childhood special education*. Division of Early Childhood, Council for Exceptional Children. Missoula, MT.

Dolinar, K., Boser, C., Holm, E. (1994). *Learning through play: Curriculum and activities for the inclusive classroom*. Delmar. Albany, NY.

Favazza, P.C. (2000). Teaching strategies for young children with special needs. In R.Garguilo, J.Kilgo, & S. Graves (Eds.), *Young children with special needs: An introduction to early childhood special education*. Albany, NY: Delmar.

Guralnick, M.J. (2001). *Early childhood inclusion. Focus on change*. Paul H. Brookes. Baltimore.

Guralnick, M.J. (1997). *The effectiveness of early intervention*. Paul H. Brookes. Baltimore.

Hart, B. & Risley, T.R. (1995). *Meaningful differences in the everyday experience of young American children*. Paul H. Brookes. Baltimore.

Odom, S.L., Favazza, P.C., Brown, W.H., & Horn, E.M. (2000). Approaches to understanding the ecology of early childhood settings for children with disabilities in T.Thompson, D. Felce, & F. Symons (Eds.), *Behavioral observations: Technology and applications in developmental disabilities*. (pp. 193-214) Baltimore: Paul H. Brookes.

Odom, S.L. & McLean, M.E. (1996). *Early intervention/early childhood special education: Recommended practices.* Pro-Ed: Austin.

Siperstein, G., & Favazza, P.C. (2007). Current issues, future directions. In Brown, W. H., Odom, S. L., & McConnell, S. R. (Eds.). *Social competence of young Children: Risk, disability, and evidence-based practices* (2nd Ed.). Baltimore: Paul H. Brookes.

Swartz, S., & Heller, J.E. (1996). *The new language of toys*. Woodbine House. Bethesda, MD.

ADDITIONAL RESOURCES (optional)
Person First (PF) Language**: http://www.kidstogether.org/**
Iris Center**: http://iris.peabody.vanderbilt.edu/casestudies.html**
Inclusion**: http://includingallkids.easterseals.com/**
APA format: **http://apastyle.apa.org/**
Council for Exceptional Children's (CEC) Division of Early Childhood (DEC): **http://www.dec-sped.org/**

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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.

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Feinstein School of Education and Human Development
Special Education: Undergraduate Admission and Retention Committee
Candidate Documentation Form

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

Candidate's Name _____ ID# _____

SPED Course # _____ Section # _____ Sem __Fall_____ Year _____

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   ____ Not Recommended to Continue in   Grade ___
              Concerns   Program   ____

_____   _____
  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 _____.
  Candidate's signature   Date

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RUBRIC. ECSE Program and Curriculum Analysis: Observation and Teacher Interview

Student Name: _____ Date: _____ Faculty Signature: _____

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

	Unacceptable	Below Standard	Meets Standard	Target
Teacher Interview. Description of the following: 1-2. program philosophy, values which are foundational to the program 3-4. the teacher's perspective on inclusion of children with disabilities (the benefits *and* challenges to inclusion in their program) 5-6. the children in class/program (ages, disabilities represented) 7-8. the program's capacity to implement IEP/IFSP (See Appendix H, P. 465) 9-10. curriculum and strategies utilized to support child development (communication, motor, social, self help, cognition and literacy) 11-12. the types of assessment utilized in program to inform instruction 13-14. how family members are involved in assessments 15-16. team practices utilized in program (i.e., transdisciplinary, multidisciplinary) 17-18. procedures used for transition planning 19-20. procedures used for program evaluation *ECSE10S1 ECSE4K1 ECSE4S4* *ECSE10S2 ECSE4S1 ICC4K1*	The program and class overview is *missing or includes only cursory information.*	The program and class overview is presented *but key information is not found in some areas*. Some areas are unclear, and/or details are omitted.	The class/program overview is presented with *adequate* details about the program's philosophy, teacher's views on inclusion, assessment practices, team models, transition planning, and program evaluation. *Some* examples are provided and descriptions predominantly convey strength-based language.	An overview of the class and program is presented with *extensive* detail about the program's philosophy, teacher's views on inclusion, assessment practices, team models, transition planning, and program evaluation. *Many* examples and descriptions include *rich detail using strength-based language throughout* this section.

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Program Visitation/Observation. Description of the following: 1-2. program materials that illustrate program practices (see Appendix F) 3-4. schedule and lay out of the class 5-6. modifications utilized (See Appendix H, p. 464) 7-8. specific examples of developmentally appropriate practice (DAP) 9-10. specific examples family-centered programming and family participation 11-20. instructional strategies observed that promote communication, motor, social, cognition and literacy, self help *ICC9S4 ICC9S8 ECSE10S1 ECSE10S2*	This section is *missing or includes only cursory information* in the required areas	A *brief and limited description* of program materials, schedule, modifications, and instructional strategies that promote motor, communication, social, cognition and literacy, self help skill are presented *but key information is not found in some areas*. Some areas are unclear, and/or details are omitted.	An *adequate* description of program materials, schedule, modifications, and instructional strategies that promote motor, communication, social, cognition and literacy, self help skill are presented in with *some detail with a using strength based language. Some* examples of DAP and family centered programming and participation are included.	An *extensive* description of program materials, schedule, modifications, and instructional strategies that promote motor, communication, social, cognition and literacy, self help skill are presented in with *rich detail using strength based language* throughout this section. *Many specific examples* of DAP and family centered programming and participation are also included.
Summary. Describe the program with *your* perspective of the Strengths and Challenges of the program with references (citations) to DAP and DEC recommended practices, position papers, journal article or text. 1-10. Strengths of the program that correspond to DAP and DEC Recommended Practices with *specific* examples from A (Teacher Interview) and B (Observations) 11-20. Challenges of the program that do not correspond to DAP and DEC Recommended Practices with *specific examples* from A (Teacher Interview) *and* B (Teacher Interview) *and specific recommendations* of how to address these challenges. *ECSE7K1 ECSE7S2* *ECSE7K2 ECSE7S3* *ECSE7K3 ECSE7S8*	This *section is missing or includes only cursory information* in the required areas.	Discussion of the program and class *strengths and challenges are described but details do not convey a clear overview. Key information is not found and* some areas are unclear, and/or details are omitted.	Discussion of the program and class strengths and challenges are *adequately described* and convey *an adequate analysis of the program/class features* that reflect both DAP and DEC Recommended Practices from both teacher interview and class observations .	Discussion of the program and class strengths and challenges are *fully described* and convey a *keen analysis of program/class features* that reflect both DAP and DEC Recommended Practices from both teacher interview and class observations.

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Sources of Evidence and Relevant Research References 1-5. Teacher/Director Interview (Form attached, evident in content of paper) 6-10. Observation of Program (Form attached, evident in content of paper) 11-20. Additional Professional Expertise (i.e. Citations from journal articles, position papers, text) that corresponds to either observations or comments made during interview (citations used *within* paper *and* at the end, in a reference section) *ECSE7K1 ECSE7S2* *ECSE7K2 ECSE7S3* *ECSE7K3 ECSE7S8*	This *section is missing or includes only cursory information* in the required areas.	Limited sources are *identified and/or are not utilized* within the *narrative of the paper* (with citations) and in the *reference section*, representing multiple sources of professional expertise.	*Some* sources are *adequately identified and utilized* both *within* the *narrative of the paper* (with citations) and in the *reference section*, representing multiple sources of professional expertise.	*Several* sources are *well identified and utilized within* the *narrative of the paper* (with citations) and in the *reference section*, representing multiple sources of professional expertise.
Professional Writing and Technical Skills 1-2 Cover page includes: Student Name, Course Number, Professor Name, Date 3-4. Appropriately uses rules of spelling, grammar, punctuation, capitalization, People First Language and strength based language 5-6. Citation of references and quotations throughout paper follows APA format 7-8. References section of paper complies with APA format 9-10. Paper is doubled spaced using 12 point font and appropriate margins 11-12. Pages are numbered 13-14. Pages are clean of marks, sills, odors 15-16. Layout and format of the paper is clear with meaningful subtitles that are consistent with assignment (Teacher Interviews, Observation, Summary) 17-18. Ideas and observations are clearly presented 19-20. Signed Form indicating observation date and hours and interview date and time. *ICC9S4 ICC10S3* *ICC9S8 ICC10S1*	*Considerable improvement* in technical skills and/or professional language is *needed.*	*Limitations* in professional writing are evident and *lack of understanding* of the standards of the profession of special education; need for *some improvement* in technical skills/professional language.	*Adequate* professional writing includes an understanding of the standards of the profession of special education *throughout most sections.*	*Exceptional* professional writing includes an understanding of the standards of the profession of special education *throughout all sections.*

Additional Comments: