

**LOYOLA UNIVERSITY CHICAGO
SCHOOL OF EDUCATION**

**CIEP M43: Inclusive Instructional Methods for Children with Special Needs:
Infants, Toddlers, and Preschoolers (Birth to 5)
FALL SESSION 2011**

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Time: Fri 8:15 – 11:15 AM
Classroom: CMUN013
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Course Description

Early educators/interventionists and early childhood special educators (ECSE) play a major role in the development, implementation, and evaluation of individualized education and individualized family service plans. In addition, these personnel are called upon to provide services that are interdisciplinary, multicultural, family-centered, inclusive, and developmentally appropriate, and that prove effective regardless of family circumstances. In order to be effective, early educators and ECSE professionals must demonstrate both knowledge and skill in curricular adaptations and instructional strategies that address the needs of young children. Students will gain experience in developing strategies for meeting the educational and developmental needs of infants and young children who experience circumstances and conditions that potentially interfere with optimal growth and development. .

Clinical Experiences

This course includes a practicum experience designed to provide students with an understanding young children's development by participating in hands-on learning experiences in selected infant/toddler and preschool settings. Through observation and classroom experiences, students examine first hand children's construction of knowledge. Students will develop an awareness of appropriate adult/child interaction while developing professionalism and overall competence as future teachers. A complete schedule of clinical days is included in the course calendar and clinical handbook, which will be distributed in class.

2011-12 clinical sites for CIEP M35 include the following:

Infant/Toddler Clinical I:

Easter Seals Metropolitan Chicago
Near South Side Children's Development Center
2214 South Federal Street
Chicago, IL 60616
773-548-3614 Phone
773-548-3688 Fax

Preschool Clinical II:

The Frances Xavier Warde School
Old St. Patrick's Campus
120 S. Desplains St.
Chicago, IL 60661
312-466-0700 Phone
312-466-0711 Fax

Course objectives

1. Candidates will identify essential knowledge and skills, including best practices (as identified by NAEYC, CEC, and other professional organizations) for working with infants and young children with special needs in inclusive environments.
2. Candidates will develop a philosophy of meaningful inclusion in early childhood education.
3. Candidates will identify strategies for enabling and empowering caregivers and families of diverse young children with special needs.
4. Candidates will identify the roles of general and special education teachers, paraprofessionals, and families in developing IFSPs/IEPs, generating curriculum goals, and intervening.
5. Candidates will use provided resources to generate ideas for preparing educational environments to meet the needs of young children with a variety of special needs, including the preparation of general education students, the learning environment, making curricular adaptations, and designing individualized learning objectives.
6. Candidates will generate an intervention plan for a given young child with special needs, including specific intervention/learning goals/objectives and an assessment plan for determining the impact on specific areas of learning.

Standards

Illinois Professional Teaching Standards, ECE and ECSE Standards with which this course is aligned:

Curriculum and Content Knowledge

STANDARD 1 – Curriculum

The competent early childhood teacher understands and demonstrates the central concepts, tools of inquiry, and structures of the content areas and creates and integrates meaningful learning experiences that develop children's competence across all developmental areas and content areas. [26.110] (ECE)

STANDARD 1 - Content Knowledge

The competent early childhood special education (ECSE) teacher understands the central concepts, tools of inquiry, and structures of developmental, functional, and learning curriculum areas appropriate to young children, and creates and provides integrated experiences that develop each child's competence across curriculum areas. [28.240(a)] (ECSE)

STANDARD 2 – Curriculum: English Language Arts

The competent early childhood teacher demonstrates proficiency in the use of oral and written English; understands and communicates ideas, information, and perspectives in reading, writing, speaking, and listening; and promotes the abilities of children from birth through grade three as they apply language and thinking skills to many different genres, concepts, and situations. [26.120] (ECE)

STANDARD 6 – Curriculum: Physical Development and Health

The competent early childhood teacher understands the comprehensive nature of the physical, emotional, and social well-being of children from birth through grade three; understands the role of human movement and physical activity as elements central to active, healthy life styles; and promotes the abilities of children from birth through grade three as they develop and practice skills that contribute to good health and enhance quality of life. [26.160]

Human development and learning

STANDARD 8: The competent early childhood teacher understands how individuals grow, develop, and learn and provides learning opportunities that support the intellectual, social, emotional, and physical development of all children from birth through grade three. [26.180] (ECE)

STANDARD 2: The competent ECSE teacher understands how individuals grow, develop, and learn, as well as the implications of disabilities and other special needs and circumstances for development, and provides developmental and learning opportunities that ameliorate or remediate the effects of these conditions on the intellectual, social, emotional, and physical development of young children with disabilities from birth through grade three. [28.240(b)] (ECSE)

Diversity

STANDARD 9: The competent early childhood teacher understands how children and families differ in their perspectives and approaches to learning and creates opportunities for growth and learning that are developmentally and culturally appropriate and are adapted for children from birth through grade three. [26.190] (ECE)

STANDARD 3: The competent ECSE teacher understands how children and families differ in their perspectives and approaches to development, learning, and disability and provides curriculum and instructional environments within the context of family, classroom, and community that honor the families' and communities' beliefs, values, and practices. [28.240(c)] (ECSE)

Planning for Instruction

STANDARD 10: The competent early childhood teacher understands instructional planning and designs learning opportunities based on knowledge of the children, their families, and their communities, and of content areas and curriculum goals. [26.200] (ECE)

STANDARD 4: The competent ECSE teacher understands and employs a range of curriculum and instructional approaches for fostering individual abilities and meeting the individual learning needs within the contexts of group and individualized instruction in a variety of classrooms, communities, and home environments and develops individual long-term and short-term educational and service plans based on knowledge of children, families, communities, content areas, and early childhood curriculum goals, as well as knowledge of individual children's abilities and needs and families' goals, priorities, and concerns for their child. [28.240(d)] (ECSE)

Learning Environment

STANDARD 11: The competent early childhood teacher uses an understanding of individual and group motivation and behavior as well as of children's developmental levels and needs to create a learning environment that encourages positive social interaction, active engagement in learning, intrinsic motivation, and self-esteem. [26.210] (ECE)

STANDARD 5: The competent ECSE teacher uses an understanding of young children's social and emotional development to create group and individual environments and learning opportunities based on and supportive of positive social interaction, active engagement in learning, intrinsic motivation, and self-esteem. [28.240(e)] (ECSE)

Instructional Delivery

STANDARD 12: The competent early childhood teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills. [26.220] (ECE)

STANDARD 6: The competent ECSE teacher employs a variety of group and individual instructional opportunities and strategies, both planned and spontaneous, which encourage children's development and learning across developmental domains and content areas, are appropriate to those areas and to each child's individual abilities and learning needs with respect to those areas, are matched to individually appropriate outcomes and goals, and are deliverable in a variety of individual and group learning environments, including inclusive classrooms, community, and homes. [28.240(f)] (ECSE)

Communication

STANDARD 13: The competent early childhood teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. [26.230] (ECE)

STANDARD 7: The competent ECSE teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in a variety of individual and group learning environments, including inclusive classrooms, community, and home. [28.240(g)] (ECSE)

Assessment

STANDARD 14: The competent early childhood teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all children. [26.240]

STANDARD 8: The competent ECSE teacher uses an array of formal and informal assessment sources and approaches to gather information needed for making decisions about individual and group developmental and learning curriculum goals and instructional approaches that are appropriate and responsive to young children and their families. [28.240(h)]

Collaboration and professional reflection

STANDARD 15 – Collaborative Relationships

The competent early childhood teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and representatives of community service agencies in order to support children's learning and well-being. [26.250]

STANDARD 9 - Collaborative Relationships

The competent ECSE teacher develops and maintains productive, collaborative relationships with families, communities, and professionals across the range of services and service systems needed to meet the developmental, learning, and service goals and priorities of young children with disabilities and their families. [28.240(i)]

STANDARD 16 – Reflection and Professional Growth

The competent early childhood teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally. [26.260]

STANDARD 10 - Reflection and Professional Growth

The competent ECSE teacher is a reflective practitioner who continually evaluates how choices and actions affect children, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally. [28.240(j)]

Required texts

Jackman, H.L. (2012). *Early education curriculum: A child's connection to the world (5th edition)*. Clifton Park, NY: Thomson/Delmar.

Swim, T., & Watson, L. (2011). *Infants and toddlers: Curriculum and teaching*. Belmont, CA: Wadsworth/Cengage.

Willis, C. (2009). *Creating inclusive learning environments for young children: What to do on Monday morning*. Thousand Oaks, CA: Corwin Press.

Readings will also be assigned. All readings will be listed in Blackboard in the 'Course Readings' section.

Conceptual Framework and Diversity

“Professionalism in Service of Social Justice” is the conceptual framework infused into all programs within the School of Education. The underlying beliefs or principles that form the foundation of this framework include sensitivity and concern for others as essential societal values, and also the belief that caring for others will enhance the moral core of our communities and via a ripple effect,

our society and the world as well. Courses in the ECSE certification program have been designed to assist students in taking the first steps toward embodying the principles of social justice by collaborating cross-culturally to make a lasting impact beyond the level of the individual. This involves a specialized set of competencies, some of which will be emphasized in this course. The following Conceptual Framework Standards are specifically addressed in these courses:

Conceptual Framework Standards: M43 Candidates demonstrate...	Activities and Assignments
CF1: ...an understanding of a current body of literature and are able to critically evaluate new practices and research in their field	
CF2: ...knowledge and skills in a variety of school and professional settings.	-individualized intervention plan
CF3: ...an understanding of issues of social justice and inequity.	
CF4: ...skills that will enable them to work effectively with diverse clients.	-classroom lectures and activities
CF5: ...technological knowledge and skills which enhance education.	
CF6: ...professional decision-making skills and behaviors in advancing social justice and service.	-clinical experiences
CF7: ...how moral and ethical decisions shape actions directed toward service to others.	-classroom lectures and activities
CF8: ...an ability to apply principles in professional decision-making.	-clinical experiences

Assignments

1. Individualized Intervention Design

Based on a given child description (age, gender, disability, developmental level and general IEP/IFSP goals), students will work to identify instructional objectives across domains, and then describe appropriate for addressing these objectives. For example:

1. the objectives and their relationship to the IFSP/IEP goals
2. required adaptations and accommodations needed
3. environment/setting and materials needed
4. data collection system
5. ways in which family members might be included

2. Lesson Plans

Students will evaluate a lesson plan/planning format from their clinical site using an assigned framework, then create lesson plans of their own which align with various planning frameworks to be discussed in class.

3. Clinical II assignments

Student will complete a weekly assignment that connects to each week's clinical site visit. These are generally due in class the Monday following a clinical visit, with a few exceptions due to holidays, etc.

4. In-class assignments

These assignments will be assigned and completed during Friday class sessions. In some cases they will involve pre-planning and materials to be brought to class. All instructions from in-class work will be provided during class sessions.

5. Clinical II attendance and professionalism

Each candidate must complete all clinical says and hours in order to receive credit for this portion of the course. In addition, each candidate will be evaluated by site-based and university clinical supervisors on their professionalism and skills. In addition, each candidate will be evaluated by site-based clinical supervisors and the instructor on their professionalism and skills. These points will not be assigned until all clinical hours are completed. Missing clinical hours result in automatic failure of CIEP M43.

6. Clinical self-evaluation and PD plan

Candidates will complete a self-evaluation from their preschool clinical experience which includes a plan for seeking additional information and professional development in areas of self-identified need.

7. Thematic unit adaptations

The thematic unit assignment will be described in CIEP M35. The portions of that assignment pertaining to young children with special needs will be included in CIEP M43 grades.

Assignments and Grading

ASSIGNMENTS FOR CLASS:	Points
Friday class attendance and participation	20
Lesson plans	40
Thematic unit adaptations (included in CIEP M35 assignment)	20
In-class assignments (4)	60
Individualized intervention design	50
CLINICAL ASSIGNMENTS:	
Clinical II/ECSE self-evaluation and PD plan	20
Clinical II assignments (4)	40
Clinical II attendance and professionalism	50
Attendance – 25	
Professionalism – 25	
TOTAL	300

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For

additional academic policies and procedures refer to:

http://www.luc.edu/education/academics_policies_main.shtml

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link:

<http://webapps.luc.edu/biasreporting/>

Technology

Technology is an essential tool for developing one's own professional skills and for completing any degree program. This course assumes a basic and practical knowledge of technology. I assume that students will be proficient at word processing (including creating tables and diagrams), communicating via Loyola GroupWise e-mail, and downloading Microsoft Word and Acrobat Reader files. In terms of performing literature searches, it is helpful to have had experience; however, resource librarians are usually more than happy to help you with this. Otherwise, if you are not familiar with the any of the preceding skills/equipment, it is your responsibility to become so.

Blackboard will be the primary method of communication with students enrolled in this course. Since Blackboard utilizes your Loyola Groupwise email account, students are responsible for making sure that their account is in good working order. Also, students are responsible for checking their account for emails related to this class. If you have a personal email that you would rather use, you may forward emails from your student account to the personal account.

A note on attendance and class participation

It is your responsibility to attend class, arriving and departing at the appropriate times. Missed classes or tardiness will result in point deductions as outlined in the section above. Students are also expected to complete all clinical hours, follow the behavioral expectations laid out in their clinical experiences handbook, and to complete the coursework associated with their clinical experiences. As for participation, it is more than talking in class. Participation means allowing oneself to become engaged in the learning process. Good examples of presentation include contributing comments and examples from your experiences, as well as building on the comments of others. Raising questions and listening and responding to others' comments and presentations also count. You should also be sensitive to your own level of participation and either increase it or decrease it when appropriate. Examples of behavior leading to the loss of participation points include the following: allowing your cell phone to disturb others, using lab/personal computers, and failure to engage in the positive forms described above. You will lose participation points when you are engaged in activities such as side conversations with classmates, text messaging, and/or making/accepting phone calls during class. Participation points will also be deducted when you do not attend class. Therefore, regular attendance is mandatory.

It is imperative that work be completed on time. Assignments are expected on the dates noted. Point deductions will be made as follows, with no exceptions. These apply only to major assignments for the course. For tests, quizzes no late work will be accepted:

- a. 1 to 3 days late: 50% of points will be deducted
- b. 4 to 6 days late: 75% of points will be deducted
- c. 7 or more days late: 100% of points will be deducted

Final course grades will be assigned as follows:

Percentage	Grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
60-66	D
<60	F

General Outline of Course Topics:

(complete course calendar is available on Blackboard and will be distributed in class)

- I. Curriculum (Ages three to five)
 - A. Criteria for developing, selecting, and adapting curricula
 1. Inclusive teaching strategies (naturalistic, explicit, routine-based, and social learning opportunities)
 2. Specialized skills needed in inclusive environments

- II. Service delivery models and implications for intervention planning
 - A. Center/school-based models
 - B. Lesson planning

- III. Implementing the IFSP/IEP
 - A. Environmental planning for young children
 - B. Adaptations to behavior management strategies
 - C. Intervention strategies for facilitating development and achievement of IFSP/IEPgoals
 - 1. Cognitive
 - 2. Language
 - 3. Motor
 - 4. Social-emotional
 - 5. Adaptive/Self-help
 - 6. Early literacy
 - D. Evaluating outcomes
 - 1. Child outcomes
 - 2. Roles in program evaluation

- IV. Adapting curricula for children with specific special needs
 - A. Intervention planning for children with autism spectrum disorders
 - B. Health impairments
 - C. Physical disabilities
 - D. Sensory impairments (hearing and vision)
 - E. Other special needs