

LOYOLA UNIVERSITY CHICAGO
SCHOOL OF EDUCATION

TLSC 253

**Developmentally Appropriate Practice in Assessment/Intervention for
Young Children with Special Needs (2 credit hours)
SPRING SESSION 2014**

Instructor:	Renee Z. Lewin, Ed.D.	Time:	Mon 4:50-6:45
Telephone:	773-771-8596 (cell) 773-539-3242 (home)	Classroom:	Cuneo 103
		Office hours:	by appointment as needed

E-Mail: DrRenee@aol.com

Course Description

This course provides a framework for understanding the role of early childhood educators in assessment and intervention (including the role of understanding development and developmentally appropriate practice) for young children (birth to age 5) with special needs and their families. It prepares candidates to develop classroom environments, curriculum, and instructional strategies for working with infants, toddlers, and preschoolers. Candidates will work to develop a strong foundation of instructional strategies and their role in a variety of early childhood curricula and philosophical approaches. The semester's work is based on the developmental needs, conceptual understandings, and skills appropriate for young children across all developmental domains. This course is designed to frame and complement Sequence 4 of the ECSE program. It is also designed to provide some of the knowledge and skills required for candidates to receive both their special education and early intervention credentialing from the Illinois State Board of Education and the Illinois Department of Human Services.

Field experiences and link to sequence 4

This course is offered during sequence 4, for which field experiences focus mostly on birth-three settings. The course is designed to offer additional preparation that cannot be feasibly offered in birth-three settings, as well as emphasizing the connections between the work in sequence 4 field experiences and those of sequence 5, which will take place in preschool. This course does not carry a field experience requirement – rather, it will intersect with sequence 4 at key points in the semester and provide introductory knowledge and skills to endure candidate success in sequence 5.

IDEA Objectives for faculty evaluation

The following objectives are important ones for this course.

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
3. Learning how to find and use resources for answering questions or solving problems
4. Developing a clearer understanding of, and commitment to, personal values

Course Outcomes:

General

1. Demonstrates and understands of the central concepts, tools of inquiry, and structures of early childhood curriculum.
2. Creates lesson plans that reflect meaningful learning experiences for young children.
3. Plans instruction based on knowledge of subject matter, students' needs, the community, and curriculum goals. (IL ECE 12, IL ECSE 6)
4. Identifies learning environments that encourage positive social interaction, active engagement in learning, and self motivation (IL ECE 11, ECSE 5)
5. Illustrates how learners' interest may be captured and sustained using appealing materials and behaviors that positively influence learner motivation.
6. Describes ways in which computer and multimedia technology may be integrated into early childhood classrooms. (IL ECE 1, ECSE 1)

Inclusive/ECSE

1. Plan instructional activities and environments that align with inclusive programming goals. (IL ECE 10, ECSE 4)
2. Adapt commercially-available and teacher-made materials (including adaptive equipment and technology) in order to meet special needs in young children.
3. Apply collaboration skills to families of children with special needs in accordance with federal law and state/local education regulations. (IL ECE 9, ECSE 3)
4. Describe the process of planning for transition from early intervention to ECSE, and from ECSE to K-12 general or special education programming.
5. Develop ongoing data collection management plans for monitoring child progress in the context of daily activities. (IL ECE 14, ECSE 8)
6. Evaluate environments and materials to address appropriateness for children with diverse special needs.
7. Adapt curricular objectives and timelines in order to address the individual needs of children receiving specialized services.
8. Plan subject-specific accommodations and modifications to enable children with special needs to meet curricular objectives.
9. During field experiences, evaluate major early childhood curriculum models based upon their responsiveness to the needs of children with disabilities. (IL ECE 2, ECSE 6)

10. Collaborate with school professionals (including co-teachers), paraprofessionals, therapists and medical professionals, and develop communication and problem-solving strategies. (IL ECE 13/15, ECSE 7, 9, 10, 16)

Observing development and conducting research:

Recognize appropriate methods for collecting data on children’s development (naturalistic and systematic observation, interviews, case studies, formal assessment, ethnography, etc.), recognizing the importance of distinguishing between observational data collection and interpretive analysis. (ECSE 1B, 8; ECE 2, 11A)

NAEYC Standards:

This course has been developed to specifically address the following NAEYC standards for personnel preparation in early childhood education:

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 a) young children’s characteristics and needs, and b) multiple interacting influences on children’s development and learning, to c) create environments that are healthy, respectful, supportive, and challenging for each child.

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 a) know about and understand the goals, benefits, and uses of assessment. They b) know about and use systematic observations, documentation, and other effective assessment strategies c) in a responsible way, d) in partnership with families and other professionals, to positively influence the development of every child.

In addition, this course addresses the following NAEYC standard:

2a) knowledge about, understanding of, and valuing the importance and complex characteristics of children’s families and communities.

IDEA Course Objectives

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning to apply course material (to improve thinking, problem solving, and decisions)
3. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

Required texts

Raver, S. (2009). *Early childhood special education: 0-8 years*. Upper Saddle River, NJ: Pearson.

Additional readings will also be assigned. All readings will be provided via links in the Sakai course management system.

Conceptual Framework and Diversity

“Professionalism in Service of Social Justice” is the conceptual framework that all programs within the School of Education strive to embody. 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 and modules in the ECSE program have been designed to assist students in taking the first steps toward embodying the principles of social justice. In concert with the mission statement for the SOE, faculty, academic activities, and learning environments will be sensitive and driven by individual, cultural, social and economic diversity awareness and respect. Further, each ECSE sequence emphasizes sensitive and empathetic education practices (including advocacy) with diverse children and families.

As a result, teacher candidates discover quickly that many early childhood education programs are in need of a fresh viewpoint and renewed commitment to social justice, and it is in addressing this need that candidates in Loyola’s School of Education are particularly qualified to assist. The following Conceptual Framework Standards are specifically addressed in this course:

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

Course Assignments:

1. Exceptionality Project (60 points total)

Information will be provided to registered candidates.

2. Learning Project: Book or Movie Review (choose one):

Information will be provided to registered candidates.

3. Quizzes

Information will be provided to registered candidates.

4. Final Exam (20 points)

Information will be provided to registered candidates.

5. Attendance and participation/professionalism (20 points total)

Information will be provided to registered candidates.

TLSC 253 includes assignments requiring formative feedback. Therefore, it is imperative that work be completed on time. Assignments are expected on the dates noted. Point deductions will be made as follows:

- a. 1 to 4 days late: 10% of points will be deducted
- b. 5 to 7 days late: 30% of points will be deducted
- c. more than 7 days late: 50% of points will be deducted

All written assignments (with obvious exceptions) must be typewritten and conform to the *reference* formats specified in the Publication Manual of the American Psychological Association, 5th edition. You are required to use APA formatting for the papers as a whole, but please double-space, utilize a 12-point font, and margins no greater than one inch. In addition, please submit papers in the format(s) outlined in this syllabus. Assignments submitted electronically (including LiveText assignments) must be received by the due date and time unless prior arrangements are made.

Assignments and Grading

Exceptionality Project (60):	
Background/Timeline	10
Research Paper	15
Interview/Observation	10
Electronic Resources	10
Presentation	15
Quizzes	10
Book or Movie Report	10
Final Exam	20

Attendance	10
Participation/Professionalism	10
TOTAL (120)	

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 Outlook 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 any of the preceding skills/equipment, it is your responsibility to become so.

Each student in TLLSC must possess an activated LiveText account (this activation must be completed using LUC email addresses ONLY) in order to receive a grade for key assignments. If you do not have an account, it is your responsibility to follow up with the SOE. Failure to activate your LiveText account will result in failure of the course, since a major assessment would be left ungraded.

Sakai will be the primary method of communication with students enrolled in this course. Since Sakai utilizes your Loyola Outlook 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.

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