

**LOYOLA UNIVERSITY CHICAGO**  
**SCHOOL OF EDUCATION**  
**TEACHING, LEARNING, AND LEADING WITH SCHOOLS AND COMMUNITIES**  
**(TLLSC)**

**TLSC 253:**

**Developmentally Appropriate Practice in Assessment and Intervention  
for Young Children with Special Needs (2 credit hours)**

SPRING SESSION 2015/ Sequence 4, Weeks 3 - 11

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**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. This role is dependent, in part, upon a solid understanding of early childhood development, so content related to the development of infants, toddlers, and preschoolers with special needs is also included. The course prepares candidates to develop classroom environments, curriculum, and interventions/instructional strategies for working with infants, toddlers, and preschoolers. 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 on birth-three settings and early intervention (EI). 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 contains a course that addresses preschoolers with special needs. 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. Learning how to find and use resources for answering questions or solving problems

**Course Outcomes:**

Assessment:

- 1) Acquire skill in using diagnostic and assessment techniques as a basis for eligibility determination and curricular planning.
- 2) Demonstrate an understanding of assessment in screening, diagnosis, eligibility determinations, progress monitoring, and program evaluation for children with special needs

- 3) Recognize the appropriate uses and practical, theoretical, and psychometric limitations of formal assessments when applied to infants and young children.
- 4) Identify major issues and barriers in valid, reliable assessment of very young children, as well as strategies for addressing them.

### Early intervention:

- 1) Identify relevant legislation and guidelines for working with families of the youngest children with special needs
- 2) Understand the features of IFSPs
- 3) Explore and evaluate the system of EI service provision in the state of Illinois.
- 4) Identify the specific roles of professionals in assessment and service delivery for children with special needs.

### 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. Identify and evaluate specific examples of technology (including assistive technology) for working with young children.

7. 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)

### **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.

### **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 core knowledge areas for IL DHS EI credential in Developmental Therapy**

This module (along with the remainder of sequence 4) is designed to address required areas of competency in the four Illinois EI core knowledge content areas. It specifically addresses EI services for infants and toddlers with special needs and their families. In particular, teacher candidates will learn about assessment and the delivery of interventions to the youngest children and the roles of various professionals in assessing and collaborating with families. Candidates work directly with families and children as part of their learning of evidence-based practices and formal and authentic assessment approaches.

### **Required texts**

Deiner, P. (2013). *Inclusive early childhood education: Development, resources, and practice*. Belmont CA: Wadsworth/Cengage.

-This text will also be used in Sequence 5 next spring.

Division of Early Childhood [DEC] (2008). *Young Exceptional Children Monograph Series No. 10: Early intervention for infants and their families: Practices and outcomes* (Peterson, C, Fox, L.; & Blasco, P. (eds.). Missoula, MT: DEC.

-You can purchase this text at <http://bookstore.dec-sped.org/product-p/02.htm>

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:

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

### **Course Assignments:**

#### **1. Exceptionality Project (40 pts total)**

This project will focus on an exceptionality area of your choice and will include three components due at various points during the fall semester. One of these will be a 15-20 minute class presentation, done during the last class session.

#### **2. Google site resources (12 pts)**

Just as in TLSC 253 and 251, you will use the ECSE Google Site to review, share, and explore resources relevant to the work of early childhood educators. This site (for which you

hold editing privileges) will hold the articles, web pages, videos, and other resources that you collect during the sequence.

### **3. Technology Assignment (15 pts)**

This assignment requires candidates to evaluate examples of technology used with young children (including those with special needs). This is done by comparing the technology to standards of developmentally appropriate use of such technology with infants and toddlers, as well as by using the technology with infants and/or toddlers during the Sequence 4 field experience.

### **4. Infant-Toddler Portfolio (20 pts)**

This assignment requires candidates to follow up on class sessions focused on portfolio assessment by collecting portfolio artifacts on a child in the Sequence 4 field site. These artifacts will inform the developmental assessment assignment done for TLSC 250.

### **5. Interview with parent/caregiver (20 pts)**

For this assignment, candidates will interview a parent/caregiver of an infant or toddler with special needs in order to learn about their experiences in securing appropriate and effective educational services for their child. Interviewing is a critical skill, and expectations for completing this assignment sensitively will be reviewed in class. Candidates will gain experience interacting with families, as well as learning about their experiences in navigating Parts B and C of IDEA.

### **6. Attendance and participation/professionalism (20 points total)**

TLSC 253 meets for a limited number of sessions; it is not possible to pass the course if sessions are missed. A missed class will result in the loss of a letter grade for the semester. Missing more than one session will result in a grade of "F" for the course. Tardiness will also result in point deductions.

Participation points are awarded for positive participation in class sessions and displaying regular evidence of having completed the course readings. Participation points will also be assigned for in-class activities.

Professionalism refers to deep serious engagement in the content of the course and the skills addressed there. Examples of behavior leading to the loss of participation points include allowing your cell phone to disturb others, using lab/personal computers at inappropriate times, and failure to engage in the positive forms described above.

## **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. Candidates must be proficient at word processing (including creating tables and diagrams), communicating via Loyola Outlook e-mail, downloading/working with Microsoft Word and Acrobat Reader files, and submitting assignments via Sakai. Candidates are also 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.

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.

### **Assignment Policies**

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, 5<sup>th</sup> 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

Dimension	Description	Due	Points
<b>Exceptionality project:</b>			(40)
<b>-Part 1: Essential Knowledge</b>	Submitted via Sakai	February 16 <sup>th</sup>	10
<b>-Part 2: Roles and resources for early childhood educators</b>	Submitted via Sakai	March 4 <sup>th</sup>	15
<b>-Part 3: Presentation</b>	Done in class with PPT submitted via Sakai and shared with instructor by 3/16 for feedback	March 16 <sup>th</sup> and 23 <sup>rd</sup>	15
<b>Infant-toddler portfolio</b>	Artifacts submitted via Sakai or paper version with any essential attachments submitted to Sakai. Video clips can be submitted to Box	February 23 <sup>rd</sup> and March 9 <sup>th</sup>	20
<b>Interview</b>	Submitted to Sakai with audio file submitted to Box	Anytime during PLC	20
<b>Technology Assignment</b>	Submitted to class Google Site	March 14 <sup>th</sup>	15
<b>Google Site Resources</b>	Submitted weekly to class Google Site	Weekly	12
<b>Attendance</b>	Evaluated weekly	Weekly	10
<b>Participation/Professionalism</b>	Evaluated weekly	Weekly	10
<b>TOTAL</b>			127

Final course grades will be assigned as follows:

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

**The following three are standard sections included in every LUC syllabus:**

### 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](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](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/>

### **EthicsLine Reporting Hotline**

Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. You may file an anonymous report here on-line or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others.

[www.luc.edu/ethicsline](http://www.luc.edu/ethicsline)

### **Electronic Communication Policies and Guidelines**

The School of Education faculty, students and staff respect each other's rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at:

[http://www.luc.edu/media/lucedu/education/pdfs/SOE\\_Cyberbullying\\_Policy.pdf](http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf)

[http://www.luc.edu/media/lucedu/education/pdfs/SOE\\_Netiquette\\_Guidelines.pdf](http://www.luc.edu/media/lucedu/education/pdfs/SOE_Netiquette_Guidelines.pdf)