

ECSE Sequence 4

TLSC 253: Developmentally Appropriate Practice in Assessment and Intervention for Young Children with Special Needs (2 credit hours)

Syllabus

SPRING SESSION 2021/ Sequence 4, Weeks 2 - 12

Instructor: Adam S. Kennedy, Ph.D.

Time: Mon 5:30-7:00PM

Telephone:

Classroom: online via Sakai

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Office hours: by appointment as needed

Office: LT 1118

Format: 7 asynchronous/3 synchronous sessions

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.

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

This is a link to the IDEA Campus Labs website: <http://luc.edu/idea/> and to the Student IDEA Log In. This will assist in your completion of the course evaluation at the end of the course.

IDEA Objectives addressed in TLSC 250 include the following:

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

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 families of children with special needs 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.

-It is not recommended that you buy this if it is available to rent.

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. **Any readings from this text will be provided.**

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

Conceptual Framework and Diversity

“Social Action through Education” 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
CFS1: Candidates critically evaluate current bodies of knowledge in their field.	-Exceptionality Project
CFS2: Candidates apply culturally responsive practices that engage diverse communities.	-Assignments cancelled for spring 2021
CFS3: Candidates demonstrate knowledge of ethics and social justice.	-Exceptionality project
CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.	N/A

Dispositions

All courses in the SOE assess student dispositions. TLSC is part of a larger sequence that addresses the core SOE dispositions: ***Professionalism, Inquiry, and Social Justice***.

Course Assignments:

1. Attendance at live sessions (9 pts)

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.

2. Exceptionality Project Parts 1 and 2 (45 pts total)

This project will focus on an exceptionality area of your choice and will include two components due at various points during the fall semester. The first portion consists of an online resource portfolio, created in OneDrive and shared with all classmates and your instructor. Part 2 of the EP involves a presentation on the disability area of choice, done in class at the end of the semester.

3. Interview with parent/caregiver (15 pts)

For this assignment, candidates will listen to 2 interviews with parents/caregivers of young children with special needs in order to learn about experiences in securing appropriate and

effective educational services for their child. Candidates will reflect on what they learned about experiences in navigating Parts B and C of IDEA and also about the interview process itself.

4. Participation and professionalism (15 points total)

Professionalism refers to deep serious engagement in the content of the course and the skills addressed there. This includes taking responsibility for one's own deadlines, seeking answers to questions, completing work on time, treating peers with respect and supporting them as they learn and present. 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, failing to appear on camera consistently or respond to questions/being called on, and failure to engage in the positive forms described above.

5. Completion of weekly assignments and tasks (50 points total)

Each week, candidates will have reading, responses, Panopto presentation viewing, and other tasks to complete. Each week's points will rest on completing all of these tasks on time with a high level of writing skill and engagement. Points will be deducted each week for: incomplete or unsatisfactory work, failing to view all of that week's Panopto webinar (I will refer to your individual viewing data captured within Panopto), or late work.

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, submitting assignments via Sakai, and viewing Panopto and Voicethread videos. 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.

Communication with your instructor(s)

Please read and follow the guidelines from this point forward in all of your TLLSC sequences. The following guidelines are adapted from the Missouri University (2015).

1. **Make sure that your question or issue is appropriate** for your instructor. For instance, it often makes more sense to check the syllabus, assignment descriptions, or with your classmates before emailing a question to your instructor.
2. All messages should have a concise and descriptive **subject line**. The purpose of the subject line is to alert the reader as to the content of the message.
3. **Begin with a salutation**. For example, if you are emailing a professor, it would be appropriate to begin your email with "Dear Dr. Smith" or "Professor Smith" or even "Ms. Smith." If you typically call Dr. Smith "Pat", then go ahead and begin the email with "Pat." If you are unsure of how to address a professor, "Professor Smith" is the best choice.

4. Use traditional rules of grammar, spelling and punctuation in your message. Use spell check but also remember to **proofread** the message yourself as spell check won't catch everything.
5. **Avoid abbreviations associated with texting.** If you are writing to professionals, it is important to differentiate professional communication from less formal types.
6. Close your message with a **signature**. If you do not know your instructor, provide some context as to the nature of your relationship with that him/her – obviously, this will not apply in the ECSE program from Sequence 4 onward.
7. **Reply** to email requests in a timely fashion. Most expect that you will reply within one business day. This means you need to make it a habit to check your email account(s) on a daily basis.
8. **Check** to ensure **attachments** are included.

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, 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

Dimension	Description	Due	Points
Exceptionality project:			(45)
-Part 1: Resource portfolio for early childhood educators	Submitted via OneDrive	February 22nd : portfolio folders and one resource per folder for review March 26th : Final complete portfolio	30
-Part 2: In-class presentation	Done in class with PPT submitted via LiveText and shared with instructor by the date indicated. You must incorporate feedback for the final presentation on March 26th	Draft due: Week 11 at the latest Presentation and final version of PPT due: Week 12	15
Parent/Caregiver interview	Listen to audio interviews and complete paper with reflective questions	Paper should be submitted by 2/22	15
Weekly Activities	Completed online and submitted via Sakai. Data from Panopto and quality of written work will also be considered in assigning points	weekly	44
Attendance	Evaluated based upon the three synchronous sessions	weekly	9
Professionalism/ Participation	Evaluated weekly	weekly	10
Final Quiz	Completed in Sakai and based on the key ideas from the Exceptionality Project presentations	End of Week 12	10
TOTAL			133

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

Loyola University Chicago School of Education Syllabus Addendum

IDEA Course Evaluation Link for Students

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on *STUDENT IDEA LOGIN* on the left hand side of the page.

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: *Professionalism, Inquiry, and Social Justice*. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in DigiCation. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* Disposition data is reviewed by program faculty on

a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

Syllabus Addendum Link

<https://www.luc.edu/education/academics/syllabi/>

This link directs students to statements on essential policies regarding *academic honesty*, *accessibility*, *ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – *Social Action through Education*.

Student Support Special Circumstances--

Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with Student Accessibility Center (SAC) (<http://www.luc.edu/sac/>).

Supplemental resources

- <http://www.aap.org/> The American Academy of Pediatrics is dedicated to the health of all children and committed to the attainment of optimal physical, mental, and social health and well-being for all infants, children, adolescents, and young adults.
- <http://www.betterbabycare.org> Better Baby Care site supports safe and healthy, family centered, and developmental care.
- <http://csefel.uiuc.edu> This project is designed to strengthen the capacity of Head Start and child care programs to improve the social and emotional outcomes of young children.
- www.illinoisearlylearning.org The Illinois Early Learning Web site is an effective means of providing evidence-based, reliable information for parents, caregivers, and teachers of young children in the State of Illinois.
- www.isbe.net The Illinois State Board of Education website provides access to Early Learning, Early Childhood, and Special Education (provides access to Early Childhood Special Education).
- <http://education.umn.edu/icd/icdOLD//harriscenter> The Irving B. Harris Training Center for Infant and Toddler Development serves as a model for blending research with practice and policy.
- www.naeyc.org National Association for the Education of Young Children has for its purpose, “leading and consolidating the efforts of individuals and groups working to achieve healthy development and constructive education for all young children.”

- <http://nccic.org/> The National Child Care Information Center is a national resource that links information and people to complement, enhance, and promote the child care delivery system, working to insure that all children and families have access to high-quality comprehensive services.
- <http://www.nectac.org/default.asp> The National Early Childhood Technical Assistance Center supports the implementation of the early childhood provisions of the Individuals with Disabilities Education Act (IDEA). Their mission is to strengthen service systems to ensure that children with disabilities (birth through five) and their families receive and benefit from high quality, culturally appropriate, and family-centered supports and services.
- www.nhsa.org National Head Start Association is a private not-for-profit membership organization that provides a national forum for the continued enhancement of Head Start services for poor children ages 0 to 5 and their families.
- www.nieer.org The National Institute for Early Education Research supports early childhood education initiatives by providing objective, nonpartisan information based on research.
- www.ounceofprevention.org The Ounce of Prevention was established to promote the well-being of children and adolescents by working with families, communities, and policy-makers.
- <http://www.pitc.org/> The Program for Infant/Toddler Caregivers is committed toward promoting responsive, caring relationships for infants and toddlers.
- <http://www.zerotothree.org> Zero to Three is a leading resource on the first three years of life. Its goal is to strengthen and support families, practitioners and communities to promote the healthy development of babies and toddlers.