College of Education and Human Development

Early Childhood Education Program
4400 University Drive, MS 4C2, Fairfax, Virginia 22030
Phone: 703-993-3844; Fax: 703-993-4370; email: earlyed@gmu.edu
https://gse.gmu.edu/programs/earlychildhood/

ECED 405.001 Introduction to Early Childhood Special Education (3:3:0)
Summer 2016 | Online, 05/16-08/06

Instructor: Deborah Wolcott Stone, Ph.D.
Telephone: 571-201-4712
Email: dstone10@gmu.edu
Office hours: By appointment

Course Description
Surveys current knowledge about young children with disabilities within the context of human growth and development and learning expectations during the preschool years. Includes historical factors and legislation affecting service delivery.

Notes: Field experience required.

Nature of Course Delivery
This course utilizes a distributed learning format requiring active participation of all students. Students are expected to complete all class readings prior to each session so as to engage in active dialogue, productive learning, and critical reflection. Activities will include instructor presentation, small-group and large-group discussions and work, videos, and whole class sharing to support course content. In addition, a Blackboard (Bb) online component of coursework is required.

Learner Outcomes
This course is designed to enable students to do the following:
- Explore the philosophical, social, cultural and legal factors that have shaped and continue to affect special education, and specifically early childhood special education, in the United States.
- Discuss issues and trends in special education, including legislation and litigation, such as legal decisions related to persons with disabilities and legislative and judicial mandates related to education and special education (e.g., the Individuals with Disabilities Education Act, § 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, the No Child Left Behind Act of 2001, Assistive Technology Act).
- Describe current regulations and procedures governing special education to include individualized education program (IEP) and individualized family service plan (IFSP) development.
- Describe disciplinary practices, policies, and procedures and alternative placements/programs in schools.
- Describe factors that place young children at-risk for disabilities.

- Describe characteristics of major handicapping conditions.
- Describe the role of assessment in identification, eligibility, and service delivery for young children and their families. Describe trends in service delivery models appropriate for work with infants, toddlers, and young children who are at-risk or who have disabilities and their families.
- Explain the standards of professionalism related to serving young children with disabilities and at-risk conditions.
- Demonstrate an understanding of models of interpersonal and inter-professional collaboration in working with families on behalf of their young children.
- Explore the role of students' own personal, social, and cultural experiences and perspectives in their professional decision making.
- Demonstrate person-first respect and understanding of young children and their families.
- Consider course topics and readings through the lens of services for children and families from diverse cultural and linguistic communities.
- Explore social development issues related to major disabling and at-risk conditions.
- Analyze current research in the field.

Professional Standards
This course is aligned with the standards established by the Council for Exceptional Children (CEC).

Required Text
Deiner, P. L. (2013). *Inclusive early childhood education: Development, resources and practice* (6th ed.). Belmont, CA: Wadsworth, Cengage Learning. ISBN-13: 978-1-111-83715-0, ISBN-10: 1-111-83715-5.

Required Articles
Cerros, C. (2009, August). *Group friendship activities to support membership* (Research Brief Vol 1, No. 1). Seattle: WA: University of Washington, Head Start Center for Inclusion. Retrieved from http://depts.washington.edu/hscenter/sites/default/files/03_resources/05_research_briefs/documents/research_brief_group_ friendship.pdf

Division for Early Childhood [DEC]. (2014, April). *DEC recommended practices in early intervention/early childhood special education 2014*. Retrieved from http://www.dec-sped.org/recommendedpractices

Division for Early Childhood [DEC]. (2009, August). *DEC code of ethics.* Retrieved from http://dec.membershipsoftware.org/files/Position Statement and Papers/Member Code of Ethics.pdf

National Association for the Education of Young Children [NAEYC]. (2005, April). *Code of ethical conduct and statement of commitment.* Retrieved from http://www.naeyc.org/files/naeyc/file/positions/PSETH05.pdf

Recommended Text

American Psychological Association. *Publication manual of the American Psychological Association* (6th ed.). (2010). Washington, DC: Author.

GMU Policies and Resources for Students
   a. Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/the-mason-honor-code/].
   b. Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/].
   c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
   d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].
   e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].
   f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
   g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles [http://cehd.gmu.edu/values/].

For GSE Syllabi

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

Course Requirements

Note: The instructor reserves the right to make changes to the syllabus as needed. If changes are made, students will be notified of them in class or by their Mason e-mail address.

General Requirements
   1. The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small-group activities, it is imperative that students keep up with the readings and participate in class and online.

2. Participation in class and/or online is important to students' learning; therefore, students are expected to make every effort to attend class sessions and/or complete online tasks within the designated timeframe. Absences, tardiness, leaving early, and not completing online tasks in the designated timeframe may negatively affect course grades. If, due to an emergency, students will not be in class, they must call the instructor and leave a message or send an email before class. The following policy is from the university course catalog:

> Students are expected to attend the class periods of the courses for which they register. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation. Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus.

3. In line with Mason's policy that students should not be penalized because of observances of their religious holidays, students shall be given an opportunity to make up, within a reasonable time, any academic assignment that is missed due to individual participation in religious observances. It is the student's responsibility to inform the instructor of any intended absences for religious observations in advance of the class that will be missed. Notice should be provided in writing as soon as possible.

4. During face-to-face and live online meetings, the use of cell phones, smart phones, and other communicative devices is not allowed in this class. Students may use laptops, tablets, or other electronic devices for taking notes or reading electronic copies of assignments. Engaging in activities not related to the course (e.g., gaming, emailing, texting) may result in a reduction in the participation grade, loss of this privilege, or confiscation of the device for the remainder of the class period.

5. It is expected that assignments will be turned in on time. However, it is recognized that students occasionally have serious problems that prevent work completion. If such a dilemma arises, students should speak to the instructor prior to the assignment due date (when possible). If the student does not communicate with the instructor prior to the due date, a late penalty of about 5% will be applied.

6. Mason is an Honor Code university; please see the Office for Academic Integrity for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when responsible for a task, students will perform that task. When students rely on someone else's work in an aspect of the performance of that task, they will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind), students will ask for guidance and clarification.

Written Assignments

All formal written assignments will be evaluated for content and presentation. The American Psychological Association, Sixth Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check

the APA manual. Portions of the APA manual appear at the Style Manuals link on the Mason library web at http://infoguides.gmu.edu/content.php?pid=39979. Students may consult the Writing Center for additional writing support.

Students will do the following:
1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
2. Develop points coherently, definitively, and thoroughly.
3. Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
4. Use correct capitalization, punctuation, spelling, and grammar.
5. Type the paper with double spacing, indented paragraphs, 1-inch margins all around, and 12-point Times New Roman font.

Grading Criteria

A = 95-100	A- = 90-94	B+ = 87-89	B = 83-86
B- = 80-82	C = 70-79	D = 60-69	F = < 70

Grading Policy
All CEHD undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at http://catalog.gmu.edu. Those students enrolled in a CEHD Licensure Graduate Certificate program, however, must earn a B- or better in all licensure coursework. A degree-seeking graduate student will be dismissed after accumulating grades of F in two courses or 9 credits of unsatisfactory grades (C or F) in graduate courses. A 3.0 grade point average is required for completion of the graduate degree.

TK20 Performance-Based Assessment Submission Requirement
Every student registered for any Early Childhood Education course with a required performance-based assessment is required to submit this assessment, *CAEP 8 Considering How the Professional Landscape Informs Practice*, to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course, or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

ECED 405 Course Assignments

Assignments	Due Dates	Points
Online Participation	Ongoing	15
Article Analysis	June 24	15
Disability Fact Sheet	July 29	20
Reflection of Field Experience	July 29	20
Considering How the Professional Landscape Informs Practice	August 3	30
TOTAL		100

Attendance and Participation (15 points)
Because active participation and engagement are imperative for optimal learning, preparation for and participation in in-class activities will be evaluated based on the following criteria:
- Students participate in all online activities, discussion forums, videos, etc. within the assigned timeframe.
- Students complete readings and prepare for class activities prior to class as evidenced by their ability to discuss and write about the concepts presented and examined in the texts, as well as participate fully in related activities.
- Students are actively involved in online learning experiences as evidenced by (1) participating in all activities, (2) engaging in small and large group discussions, (3) completing written work related to the activities, and (4) supporting the participation and learning of classmates on-line.
- Students show evidence of critical reflective thinking through online discussions, activities, assignments, and written reflections.

Note: To determine whether the campus is closed due to inclement weather, call 703-993-1000 or go to www.gmu.edu.

Article Analysis (15 points)
Students will select one topic strand from the DEC Recommended Practices (Assessment, Environment, Family, Instruction, Interaction, Teaming and Collaboration, or Transition) and

identify one peer-reviewed, evidence-based article (written within the last 5 years) related to the selected topic in the context of early childhood education/early childhood special education. Students will read the article and summarize it in a 2-page analysis, including the all of the following information:

- Article reference in APA style
- Identification/Labeling of selected DEC Recommended Practice topic strand
- Brief summary of the article
- Brief discussion about how this article supports the DEC Recommended Practices
- Brief discussion on the implications for an early childhood special educator's practice

Students will review the *Publication Manual of the American Psychological Association, Sixth Edition*, for formatting and style guidance. They will write the analysis in third person.

Disability Fact Sheet (20 points)
The purpose of this assignment is to ensure all students have basic knowledge and understanding of early development. The target audience for this Fact Sheet is ECSE professionals, specifically professionals new to the field. The Fact Sheet should include all of the following:

- Identification of the disability
- Identification of the IDEA category of eligibility through which a child would receive services if found eligible (i.e., which of the 14 categories of eligibility are relevant)
- Causes and symptoms/signs of the disability
- Long-term implications/outcomes for a child having the disability
- Educational interventions for infants, toddlers, and young children having the disability
- Resources for parents and professionals
- References

Students will use readings and peer-reviewed resources to support this work.

Reflection of Field Experience (20 points)
Students are expected to coordinate a field experience of at least 15 hours within an early childhood special education classroom early in the semester. Students will refer to https://cehd.gmu.edu/teacher/internships-field-experience for instructions and forms to complete prior to any observations and to submit upon completion of the field experience. Students will develop a 5-page report that discusses the following questions about the early childhood special education classroom setting observed during the field experience:

1. What is the classroom environment (e.g., special education students only, inclusive classroom, 3 year olds, 4 year olds, multi-age)? Please include the following:
   a. How is the room physically arranged?
   b. What centers are present?
   c. What visual information is present? Is it too little or too much?
2. What is the classroom routine?
3. How does the classroom provide opportunities to develop cognitive, language, social-emotional, fine motor, and gross motor skills?
4. What accommodations or adaptations are used for children with disabilities?
5. What would you do differently as a teacher?
   Consider the following areas:
   a. the classroom routine
   b. the environment's arrangement

  c. the provision of opportunities to develop skills across all the domains
  d. the availability of accommodations/adaptations for children with disabilities
  e. inclusion of culturally and linguistically responsive materials and practices
  f. the opportunity for inclusive practices

The report will be written in APA style and be supported with class readings, discussions, presentations, and peer-reviewed literature, as needed.

Considering How the Professional Landscape Informs Practice (30 points)
This is the CAEP 8 Assessment of Content Knowledge that shows evidence of meeting CEC and NAEYC Standards. This assignment must be submitted on Blackboard. See the assessment description and scoring rubric attached.

ECED 405: Course Schedule and Topics*

Class	Date	Topics	Readings** and Assignments Due
Week 1	May 16 to May 21	Introductions, Syllabus, Assignments Early Childhood Special Education and Early Intervention: History and Legislation How does the legislation inform my practice?	Deiner, Ch. 1
Week 2	May 23 to May 28	Evaluation, Assessment, and Eligibility IFSP and IEP: Team, Meetings, Content, Outcomes, and LRE IDEA: Discipline, Procedural Safeguards, Due Process Individualizing Planning Walkthrough of Article Analysis (how do I review the research literature; what am I looking for in the article)	Deiner Ch. 3, pp. 66-82 Ch. 5, pp. 109-115, 119-125
Week 3	May 30 to Jun 4	Professional Ethics and Evidence Based Practice Practice Walkthrough of Article Analysis (how to I write up this review/analysis)	*Articles* DEC, 2014 DEC, 2009 NAEYC, 2005
Week 4	Jun 6 to Jun 11	Partnering with Families Curriculum Standards in Inclusive Settings, including Early Intervention and Early Childhood Education Starting your Instructional Strategy Toolbox; What to look for during Field Experience	Deiner Ch. 2, 4

Week 5	Jun 13 to Jun 18	Inclusive Settings cont. Social Development in the ECE/ECSE Classroom	*Articles* Cerros
Week Week 6	Jun 20 to Jun 25	Prenatal Development Infants and Toddlers at Risk	Deiner Ch. 6, pp. 141-151 Ch. 7, pp. 155 - 171 **Due June 24:** **Article Analysis**
Week 7	Jun 27 to Jul 2	Children with Specific Learning Disabilities Children with Social Emotional and Behavioral Disorders Adding to your Toolbox	Deiner Ch. 8, pp. 179 - 195 Ch. 9, pp. 205 - 221
Week 8	Jul 4 to Jul 9	Children with Comm/Language Disorders Children who are English Language Learners Adding to your Toolbox	Deiner Ch. 11, pp. 258 - 268 Ch. 12, pp. 278 - 286
Week 9	Jul 11 to Jul 16	Children with ADD/ADHD Children with Autism Spectrum Disorders Adding to your Toolbox	Deiner Ch. 10, pp. 236 - 248 Ch. 13, pp. 298 - 311
Week 10	Jul 18 to Jul 23	Children with Intellectual Delays and Disabilities Children who are Gifted and Talented, or Twice-Gifted Adding to your Toolbox	Deiner Ch. 14, pp. 318 - 326 Ch. 15, pp. 335 - 344 **DUE: July 22** **Disability Fact Sheet**
Week	Jul 25		Deiner

11	to Jul 30	Children with Special Health Care Needs Children with Orthopedic and Neurological Impairments Adding to your Toolbox	Ch. 16, pp. 358 - 382 Ch. 17, pp. 389 - 405 **DUE July 29:** **Reflection of Field Experience**
Week 12	Aug 1 to Aug 6	Children with Hearing Impairments Children with Visual Impairments Adding to your Toolbox	Deiner Ch. 18, pp. 414 - 425 Ch. 19, pp. 433 - 444 **DUE August 3:** **CAEP 8 Considering How the Professional Landscape Informs Practice**

*   *Schedule subject to change based on class needs and at discretion of the instructor*
** *Additional readings may be added*

Early Childhood Education
CAEP Assessment 8
Content-Based Assessment
Considering How the Professional Landscape Informs Practice

Early Childhood Education CAEP Assessment 8 Content-Based Assessment is the Early Childhood Education Take-Home Final Examination in ECED 405/505 Introduction to Early Childhood Special Education. This assessment shows evidence of meeting CEC Standard Elements 6.2 and NAEYC 6a.

CEC Standards Assessed
CEC 6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.

NAEYC Standard Elements Assessed
NAEYC 6a Identifying and involving oneself with the early childhood field

Assessment Overview
In this assessment, candidates will analyze and respond to questions about a selected case study to demonstrate understanding of philosophies and theories, laws and policies, diverse points of views, and human issues and their impact on how they will deliver educational services to young children with disabilities. Candidates will do the following:
- Review two case studies and select one to analyze.
- Summarize and discuss the relevant information that will impact what and how educational services may be delivered.
- Discuss issues and perspectives that may influence the case.
- Provide recommendations and next steps.

Assessment Procedures
Candidates will select one of two provided case studies to analyze and provide a paper that responds to the questions identified in Part 2 below. This written response to the case study questions serves as the Early Childhood Special Education Take-Home Final Exam.

Part 1: Candidates will review two case studies and select one (Raymondo or Carlos) to analyze.

Part 2: Candidates will provide an in-depth analysis of this case based on the information provided, course readings, course sessions, and individual and group presentations. Candidates should consider their knowledge of early childhood development, disabilities, and recommended and evidence-based practices. Candidates should also consider ethical and professional issues and practices of leading professional organizations in the field. Candidates will support their responses with specific references to course readings, course discussions, course lectures, films, and in-class presentations. Candidates should prepare the paper using the following headings and in APA format.

> **Section I: Overview**. Candidates will respond to the following:
> a. Summarize the child. What key information about the child's development/developmental delays/medical condition are presented? Other key information?

CAEP 8 Content Knowledge 4-25-16

b. What do you see as key educational issues?
c. What are important familial and cultural issues to consider?
d. If you were a new teacher and were going to be working with this child, what do you think is important to consider?

Section II: Foundations. Candidates will describe larger issues and practices in the field that might influence the selected case, specifically addressing the following:
a. Describe the historical, philosophical, and legal issues that may have or continue to affect educational services, including the IFSP or IEP, for this child in both a school setting and the community.
b. Identify any developmental issues and the effects of the exceptional condition on the individual's ongoing learning in school and life.
c. Describe the identification and evaluation process in which the child and family would have participated to be found eligible for special education services.
d. Discuss the family's priorities and expectations for the child's development and learning.
e. Describe any assessment, instructional, and classroom environmental considerations that should be addressed based on the family's priorities and the child's learning needs.

Section III: Perspectives. Candidates will consider and discuss the perspectives of organizations and individuals who may support the selected case, addressing the following at a minimum:
a. Describe the professional and ethical practices that will drive their interactions with this family.
b. Describe school- and community-based resources and supports available to support this child and family, two organizations that could support this child, and what role you would play in these organizations.
c. Discuss the interrelationships with the school, school system, and other agency requirements needed to provide resources and services to support children and families receiving special education services.

Section IV: Recommendations. Candidates will identify, based on their discussion of their overview, foundations, and perspectives, what they recommend as appropriate next steps in this case related to working with the family as well as their own professional development. Candidates will include the following in their recommendations:
a. two or more appropriate considerations for working with this child and family,
b. one or more guiding ethical or professional practice(s) related to identified considerations,
c. one or more intervention strategies for working with child and family,
d. one or more opportunities for collaboration in the delivery of special education services,
e. one or more identified area(s) related to the case where it is important for the candidate to seek additional knowledge or training, and
f. one or more resource(s) in local or national learning communities that will help the candidate gain skills and perspectives to effectively work with the case child and his family.

ECE PROGRAM OUTCOME STANDARDS (Aligned With State and CEC Standards)	Assessment Measure Descriptions			
	Exceeds Criteria	Meets Criteria	Partially Meets Criteria	No Evidence
Early Childhood Education CAEP Assessment 8 Content-Based Assessment *Considering how the Professional Landscape Informs Practice*				
CEC 6.2 Understand how foundational knowledge and current issues influence professional practice. NAEYC 6a Identifying and involving oneself with the early childhood field	Provided a thorough discussion of special education philosophies, policies, diverse and historical points of view and human issues on the education and treatment of individuals with exceptional needs, including the following: (a) three or more historical or diverse philosophical issues relevant to the case study, AND (b) three or more applicable laws and policies, AND (c) two or more evidence-based principles or theories, AND (d) all steps in the identification and evaluation cycle	Discussed the influence of special education philosophies, policies, diverse and historical points of view and human issues on the education and treatment of individuals with exceptional needs, including the following: (a) two or more historical or diverse philosophical issues relevant to the case study, AND (b) two or more applicable laws and policies, AND (c) one or more evidence-based principles or theories, AND (d) all steps in the identification and evaluation cycle (assessment,	Discussed the influence of special education philosophies, policies, diverse and historical points of view and human issues on the education and treatment of individuals with exceptional needs, including the following: (a) one historical or diverse philosophical issues relevant to the case study, AND/OR (b) one applicable laws and policies, AND/OR (c) one evidence-based principle or theory AND/OR (d) some, but not all steps in the identification and evaluation cycle (assessment, eligibility, instructional	Did not identify historical or diverse philosophical issues relevant to the case study, AND applicable laws and policies, AND an evidence-based principle or theory AND steps in the identification and evaluation cycle (assessment, eligibility, instructional planning, implementation, progress monitoring) AND how all addressed components influence your professional behaviors and actions in working with the child and his family

	(assessment, eligibility, instructional planning, implementation, progress monitoring) AND (e) how all identified components influence professional behaviors and actions in working with the child and his family	eligibility, instructional planning, implementation, progress monitoring) AND (e) how all identified components influence professional behaviors and actions in working with the child and his family	planning, implementation, progress monitoring) AND/OR (e) how all addressed components influence your professional behaviors and actions in working with the child and his family	