

**DOMINICAN
UNIVERSITY**
of CALIFORNIA
School of Liberal Arts and Education

Introduction to Children with Exceptional Needs

EDUO 9419 3 Semester Credits/Units

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Course Syllabus

Course Overview:

Garner success in the early childhood classroom by cultivating an understanding of how young children with exceptional needs best learn in an inclusive classroom. Explore research-based strategies and interventions for students with exceptional needs. Examine the laws and requirements for providing support to students with disabilities. Create a lesson plan that is differentiated to meet the diverse needs of students in the early childhood classroom.

Course Learning Objectives:

- Develop an understanding of common exceptional needs of students.
- Explore strategies and assistive technology used to meet the diverse needs of students in the early childhood classroom.
- Examine requirements for providing necessary support and accommodations for students with disabilities in the early childhood classroom.
- Craft a differentiated lesson plan to meet the diverse needs of primary students in the mainstream classroom.

Course Relation to CCS or other Professional Standards

The National Board for Professional Teaching Standard Early Childhood Generalist:

- Standard I: Using Knowledge of Child Development to Understand the Whole Child
- Standard II: Partnering with Families and Communities
- Standard III: Fostering Equity, Fairness, and Appreciation of Diversity
- Standard IV: Knowing Subject Matter for Teaching Young Children
- Standard V: Assessing Children's Development and Learning
- Standard VI: Managing the Environment for Development and Learning
- Standard VII: Planning for Development and Learning
- Standard VIII: Implementing Instruction for Development and Learning
- Standard IX: Reflect on Teaching Young Children

How to Submit Coursework

Each completed assignment in this course is submitted to the instructor for review. Follow directions at the end of each assignment on how to prepare and submit your assignments. Name each file submitted with your last name and assignment number (i.e. BrownAssignment3.) Make sure you place your full name, course number and assignment number at the top of each document page. You will receive feedback from your instructor within 5 days indicating successful completion of the assignment or the need for revision. Assignment grades will be averaged for the final course grade.

Submit completed work to the corresponding Module dropboxes in Moodle

Course Modules

Module #1 : Students with Learning Disabilities	
Objective	Identify the characteristics of students with learning disabilities. Explore strategies and tools for meeting the needs of students with learning disabilities in the early childhood classroom.
Assignment(s) Activities and Needed Materials	<ul style="list-style-type: none"> ● Explore: Learning Disabilities in Children ● Explore: Strategies for Teaching Children with Learning Disabilities ● Read: Successful Strategies for Teaching Students with Learning Disabilities
Assessment	<ul style="list-style-type: none"> ● Complete this chart to document at least 4 research based strategies for teaching primary students with learning disabilities. ● Write a paragraph reflecting on a student that is currently or was previously in your classroom that you suspected had a learning disability. <ul style="list-style-type: none"> ○ What characteristics did they display that made you think they have a learning disability? ○ What strategies or accommodations would you provide this student to help meet their needs and why? <p>Submit to the corresponding Module 1 dropbox in Moodle</p> <p>The Course Assessment Rubric will be used to assess if the module objective(s) were met. Grades and comments will be issued via the LMS</p>

Module #2 : Speech and Language Disabilities	
Objective	Identify the characteristics of students with speech and language disabilities. Explore strategies and tools for meeting the needs of students with speech and language disabilities in the early childhood classroom.
Assignment(s) Activities and Needed Materials	<ul style="list-style-type: none"> ● Read: Language and Speech Disorders in Children ● Read: Preschool Language Disorders
Assessment	<ul style="list-style-type: none"> ● Complete the chart from Module 1 to document at least 4 research based strategies for teaching primary students with speech and language disabilities. ● Watch the video and write a paragraph about what you notice about the child's speech.

	<ul style="list-style-type: none"> ○ Does this child display speech or language difficulties? What characteristics of the child’s speech cause you to believe this? ○ What strategies or accommodations might you provide this student in the classroom and why? <p>Submit to the corresponding Module 2 dropbox in Moodle</p> <p>The Course Assessment Rubric will be used to assess if the module objective(s) were met. Grades and comments will be issued via the LMS</p>
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Module 3: Students with Physical or Health Impairments	
Objective	Identify the different types of physical and health impairments and how it can impact learning in the early childhood classroom. Explore strategies, tools, and technology for meeting the needs of students with physical or health impairments in the early childhood classroom.
Assignment(s) Activities and Needed Materials	<ul style="list-style-type: none"> ● Explore: What Teachers Should Know about ADHD and ASD ● Read: How to Create Inclusive Classroom Spaces for Students with Physical Disabilities ● Read: Instructional Strategies for Students with Physical Disabilities ● Read: Supporting Students with Other Health Impairment
Assessment	<ul style="list-style-type: none"> ● Complete the chart from Module 1 to document at least 4 research based strategies for teaching primary students with physical or health impairments. ● Reflect on your classroom organization. Write a paragraph explaining how you would change the classroom organization and layout to better meet the needs of students with physical or health impairments. <p>Submit to the corresponding Module 3 dropbox in Moodle</p> <p>The Course Assessment Rubric will be used to assess if the module objective(s) were met. Grades and comments will be issued via the LMS</p>

Module 4: Gifted and Talented Students	
Objective	Identify the characteristics of gifted and talented students in the primary classroom. Explore strategies and tools for meeting the needs of gifted students in the early childhood classroom.
Assignment(s) Activities and Needed Materials	<ul style="list-style-type: none"> ● Explore: North Dakota Best Practices for Gifted Education ● Explore: Supporting Learning for Gifted and Talented Children
Assessment	<ul style="list-style-type: none"> ● Complete the chart from Module 1 to document at least 4 research based strategies for teaching primary gifted and talented students. ● Write a paragraph reflecting on a student that is currently or was previously in your classroom that you suspected is gifted and talented. <ul style="list-style-type: none"> ○ What characteristics did they display that made you think they are gifted and talented? ○ What strategies or modifications to your curriculum would you provide this student to help meet their needs and why? <p>Submit to the corresponding Module 4 dropbox in Moodle</p>

	The Course Assessment Rubric will be used to assess if the module objective(s) were met. Grades and comments will be issued via the LMS
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Module 5: Emotional and Behavior Disorders	
Objective	Identify the characteristics of students with emotional and behavioral disorders. Describe the use and importance of Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs). Identify the Antecedent, Behavior, and Consequence (ABCs) of student behavior. Explore strategies and tools for meeting the needs of students with emotional and behavioral disorders in the early childhood classroom.
Assignment(s) Activities and Needed Materials	<ul style="list-style-type: none"> ● Watch: Students with Emotional and Behavioral Disorders ● Read: 12 Important Facts about FBAs and BIPs for Children with Maladaptive Behavior ● Read: Observing Behavior Using ABC Data
Assessment	<ul style="list-style-type: none"> ● Complete the chart from Module 1 to document at least 4 research based strategies and tools for teaching primary students with ACE's. ● Read this case study and describe the ABCs for this student. Reflect on how you would support this student in the classroom early childhood classroom and why. <p>Submit to the corresponding Module 6 dropbox in Moodle</p> <p>The Course Assessment Rubric will be used to assess if the module objective(s) were met. Grades and comments will be issued via the LMS</p>

Module 6: Inclusion in the Early Childhood Classroom	
Objective	Develop an understanding of the legal requirements to uphold IEPs and 504 plans. Describe the use of IEPs and 504 plans. Explore the benefits of inclusion in the primary classroom. Craft a differentiated lesson plan to meet the diverse needs in your classroom.
Assignment(s) Activities and Needed Materials	<ul style="list-style-type: none"> ● Read: Understanding the Differences: IEP vs 504 Plan ● Read: The Power of Inclusion ● Read: Early Childhood Inclusion
Assessment	<ul style="list-style-type: none"> ● Using the chart that you completed in the other modules, craft a differentiated lesson plan to meet the needs of the diverse learners in your inclusive early childhood classroom (this could be taken from students' IEPs or 504 plans). <ul style="list-style-type: none"> ○ Include how you will differentiate instruction for at least two types of students with exceptional needs. <ul style="list-style-type: none"> ■ Differentiated strategies ■ Modifications made to help students access curriculum. ○ Include accommodations or modifications necessary for assessing student learning (this could be taken from students' IEPs or 504 plans) ○ You can use this lesson plan template or one that is approved by your school district.

	<p>Submit to the corresponding Module 8 dropbox in Moodle</p> <p>The Course Assessment Rubric will be used to assess if the module objective(s) were met. Grades and comments will be issued via the LMS</p>
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Course Assessment Rubric:

EXCELLENT	ACCEPTABLE	NOT ACCEPTABLE
Meets or Exceeds Course Objectives: <p style="text-align: center; color: red;">A to A-</p>	Majority of work meets course objectives: <p style="text-align: center; color: red;">B+ to B-</p>	Needs Considerable Improvement: Resubmit Work Suggested: <p style="text-align: center; color: red;">C or below</p>
All work submitted reflects in-depth understanding of course objectives.	Most work submitted reflects in-depth understanding of course objectives.	Work shows little or no in-depth understanding of course objectives.
Assignment responses show evidence of new knowledge evidenced by thoughtful, detailed and accurate assignment responses.	Most assignment responses show evidence of new knowledge evidenced by thoughtful, detailed and accurate assignment responses.	Responses show little to no evidence of new knowledge as evidenced by lack of thoughtful, detailed and accurate assignment responses.
Work submitted was organized and clearly articulated. The student carefully followed all assignment instructions. The instructor did not have to provide continual assignment clarification or request revisions.	Most work submitted was organized and clearly articulated. The student carefully followed all assignment instructions. The instructor had to provide continual assignment clarification or ask for revisions.	Work submitted was not organized or not clearly articulated. The instructor had to provide constant clarification and ask for continued revisions.
Assignment content and required projects were original.	Assignment content and required projects were original.	Evidence that not all assignment content and required projects were original.
Work is free of spelling and/or grammatical errors.	Work has few spelling and/or grammatical errors.	Work has numerous spelling and/or grammatical errors.