



**FORT WAYNE**

College of Professional Studies  
Spring 2024

**EDU 41000 Trends and Issues in Special Education:  
Early Intervention Strategies**

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This is an online course; please see on the course brightspace for weekly assignments and readings. We will have at least one virtual meeting, please plan to attend these sessions.

Dr. Tomkinson's Philosophy of Teaching and Learning: Learning is a lifelong endeavor. It is my responsibility to support your learning in this course. It is your responsibility to be active in the learning process, ask questions to clarify learning, and be professional at all times.

**Course Description:** This course will investigate early childhood special education issues of inclusion and service delivery models that are appropriate for children with special needs from birth- age 8 years. Specific developmentally appropriate strategies for meeting the needs of children with exceptionalities will be explored in this course. We will also spend some time learning about the science of reading and the importance of research based literacy for all young children.

**Textbook/Readings Required:**

Cook, R.E., Klein, M.D., Chen, D. (2020). Adapting Early Childhood Curricula for Children with Disabilities and Special Needs, 10th edition

Suggested Text:

Copple, C & Bredekamp, S. (2008). Developmentally Appropriate Practice in Early Childhood Programs NAEYC

Downloads from course on Brightspace (see schedule for date needed)  
Additional documents will be added during the semester.

Division for Early Childhood (DEC) Recommended Practices (4/14/2014)

Indiana Early Learning Foundations (2014)

NAEYC Streamlined Early Program Standards

NAEYC DAP Position Statement

DEC Position Statement on Personnel Standards in ECSE Programs

**Cross-indexing Course Objectives**

This course meets the national and state standards of the State of Indiana, Council for Exceptional Children, Early Interventionist/Early Childhood Special Education, and the PFW Baccalaureate Framework. The course assignments, course objectives, and activities reflect these standards. This syllabus reflects these sources, which govern our teacher preparation program.

**Objective and Associated Standard(s):**

Course students will demonstrate:

1. Ability to plan, and adapt intervention experiences for children with special needs in a variety of learning environments.

**Applicable CEC Standards: 3, 4, 5**

**IN Exceptional Needs MI 1, 2,3,4,6**

**PFW Bac Framework 1,2,5,6**

**EI/ECSE 4,5,6**

2. Knowledge of strategic teaching approaches for children ages B- 8 years.

**Applicable CEC Standards: 3, 4,5**

**IN Exceptional Needs MI 2,3,4,6**

**PFW Bac Framework 1,5,6**

**EI/ECSE 4,5,6**

3. Awareness of materials and instructional strategies useful in dealing with special problems in learning.

**Applicable CEC Standards: 3**

**IN Exceptional Needs MI 2 & 3**

**PFW Bac Framework 2,4, 5,6**

**EI/ECSE 4, 5, 6**

4. Understanding of applicable laws for children with special needs and their impact on the learning environment, especially the impact of IFSP and IEP.

**Applicable CEC Standards: 3, 4,**

**IN Exceptional Needs MI 2, 3, 4, 5, 6, 8, 10**

**PFW Bac Framework 1,2,5,6**

**EI/ECSE 6, 7**

5. Understanding of relationship between students' behaviors and learning difficulties.

**Applicable CEC Standards: 1, 2, 5**

**IN Exceptional Needs MI 2, 4, 5, 7, 8**

**PFW Bac Framework 2, 3, 4**

**EI/ECSE 5,6**

6. Understanding of the diverse roles of family members of a student with a disability .

**Applicable CEC Standards: 6 & 7**

**IN Exceptional Needs MI 8, 10**

**PFW Bac Framework 1, 2, 3**

**EI/ECSE 2,3**

### **Framework for the PFW Baccalaureate Degree**

#### **1. Acquisition of Knowledge**

Students will demonstrate breadth of knowledge across disciplines and depth of knowledge in their chosen discipline. In order to do so, students must demonstrate the requisite information-seeking skills and technological competencies.

#### **2. Application of Knowledge**

Students will demonstrate the ability to integrate and apply that knowledge, and, in so doing, demonstrate the skills necessary for life-long learning.

#### **3. Personal and Professional Values**

Students will demonstrate the highest levels of personal integrity and professional ethics.

#### **4. A Sense of Community**

Students will demonstrate the knowledge and skills necessary to be productive and responsible citizens and leaders in local, regional, national, and international communities. In so doing, students will demonstrate a commitment to free and open inquiry and mutual respect across multiple cultures and perspectives.

#### **5. Critical Thinking and Problem Solving**

Students will demonstrate facility and adaptability in their approach to problem solving. In so doing, students will demonstrate critical-thinking abilities and familiarity with quantitative and qualitative reasoning.

#### **6. Communication**

Students will demonstrate the written, oral, and multimedia skills necessary to communicate effectively in diverse settings.

### **Course Policies:**

#### **Professional Behavior**

Be respectful of your classmates and the instructor by following these expectations. When you

are engaged in online learning, remember to do the following: respect others' opinions and reread your comments to ensure appropriateness.

The instructor adheres to all university standards including attendance, testing, cheating/plagiarism, withdrawals, incompletes, and other published university practices. Students are expected to be familiar with these standards of practice.

**Late Assignments:** Five points per calendar day will be deducted for any late assignments that have not been cleared through Dr. Tomkinson. There will be no exceptions. Final projects/final exam turned in after the designated exam time are subject to deductions of points for that assignment.

**Active participation in online learning is expected. There will be mandatory virtual sessions during the semester, please do your best to ensure you attendance.**

The instructor reserves the right to change the content of the course syllabus and activities, as needed, to enhance student learning.

Service for Students with Disabilities If you have a disability and need assistance, special arrangements can be made to accommodate most needs. Contact the Disabilities Access Center. They are located in Walb Student Union, room 113, telephone number 481-6657, as soon as possible to work out the details. For more information, please visit this [website](#).

<https://www.pfw.edu/disabilities/>

If you need assistance in writing, contact *The Writing Center*, Learning Commons Area Helmke Library 2<sup>nd</sup> floor. Email: [writingcenter@PFW.edu](mailto:writingcenter@PFW.edu)

### **Class Requirements**

All course documents will be available via brightspace. **Make sure to be aware of all pages needed for the assignment.**

All turned in assignments must be double-spaced and with a font size of 12. All assignments are due by 11:30 on Sunday night via brightspace or email. Grades for written assignments will be based on the completeness and accuracy of your information and organization, grammar, and professional writing style. Please adhere to APA 7<sup>th</sup> edition.

The following course requirements will determine your grade:

**Assignment Descriptions: Detailed assignment sheets are available on brightspace.**

**Weekly activities (25 points)** For 5 weeks you will have a brief activity to complete to help you apply the material. See the weekly folders for the specific activity.

**Exams (100 points)**

There will be two exams covering the course material. The exams will be application questions and take-home synthesis questions.

**Online Discussions:** (50 points) You will be asked to reflect on a topic, article, and/or potential scenario and utilize information learned in the class. You will be asked to cite from the text, pose a question, and respond to two or more of your classmates. The goal of the discussion panel is to apply learning and engage with your peers to extend learning.

**Early Childhood Instructional/Behavioral Strategy Critique and Presentation (50 points)**

Choose 1 of the 5 different theories (from the list) that support instructional or behavioral strategies that are addressed in inclusive early childhood programs.

Select a scholarly article that discusses the selected strategy that is covered in the text/class. Type a 3-4 page paper and complete the following:

- briefly summarize the strategy from the text and the contents of the article
- compare what the article says about the strategy to what the text says about the strategy
- present the strategy in a PP or Canva presentation with some type of media support to demonstrate the strategy or how the strategy can be enhanced in the classroom
- submit the presentation on BB and provide your classmates with a 1-2 page handout (high-level points) of the strategy

**1<sup>st</sup> Steps Assignment (50 points)**

Visit the 1<sup>st</sup> Steps website <http://www.indianafirststeps.org/>

Attend Zoom presentation. Take notes during the presentation, spend some time on the website, and write a 3-4 page paper describing the legal obligations and responsibilities and purpose of 1<sup>st</sup> steps Programs. Describe how you will use these services as a teacher of young children with special needs. Details will be provided at a later date.

**Lesson Plan Adaptations and Presentation (50 points)**

You will adapt a lesson plan obtained from the internet or other appropriate sources (choose one of the age groups: B-18 months, 18 months to 3 years, 3-5 years, 5-8 years ). Choose a disability and adapt each lesson to meet the needs of a child who would have this disability. Lesson plans will include pre and post assessment measurements and goals/objectives based on the Indiana Early Learning Foundations and/or State Standards for academic subjects in the respective content areas (K -2<sup>nd</sup> grades). Submit assignment on brightspace. Additional details will be provided

**Family Interview (50 points)**

Conduct an in- person Interview/home visit with a family with a child who has a special need between the ages 6 months to 6 years. Type a 3-4 page paper on the services the child and family receives and how the intervention services or strategies are working for the family. Then relate to how you would work with that child in your classroom if you were his/her teacher. Details will be provided at a later date.

**Science of Reading (50 points)**

Review documents provided around the science of reading. Engage virtually with assigned group and discuss resources. What surprises you? Why is the science of reading important for young

children with exceptionalities? How is structured literacy different from balanced literacy? Write a two page reflection on your learning.

### **Final Reflection (50 points)**

You will type a two-page summary concerning your learning in the class. What did you find helpful? What questions do you still have? How will you apply what you learned to benefit children with disabilities?

### **Grading System:**

<b>Requirements</b>	<b>Points</b>
Exam I	50 Points
Exam II	50 Points
Weekly Activities	40 points
Online Discussions	50 points
Early Literacy/Science of Reading	50 points
Strategy Critique and presentation	50 Points
1 <sup>st</sup> Steps Assignment	50 points
Lesson plan Assignment	50 Points
Family Interview and Paper	50 points
Final Reflection	50 points
Total points for the course	490 Points

### **Course Grade**

Grades will be calculated using the following scale:

A = 94%-100%	B- = 80%-82%	D+=66%-69%
A- = 90%-93%	C+= 76%-79%	D= 63%-65%
B+ = 86%-89%	C = 73%-75%	D-=60%-62%
B = 83%-85%	C- = 70%-72%	

### **Tentative Course Schedule**

This course is online. Most all of the assignments are due by **11:30 pm Sunday**. The Final reflection is due on Friday 5/5. If an emergency occurs, it is YOUR responsibility to contact me prior to the assignment due date. Please reach out to me if you have any questions concerning an assignment. If you have completed an assignment, and are not happy with your grade, you are allowed to resubmit the assignment for a higher grade.

<b>Date</b>	<b>Topic</b>	<b>Readings/Assignments</b>
Week 1	Online Introduction to course	Introduction assignment posted to brightspace

<b>Week 1 Assignment 1 DUE 1/14</b>		
Week 2	NAEYC Standards	Chapter 1: Educating Young Children with Disabilities NAEYC Program Standards Comparison chart due 1/21
Week 3	Family partnerships	Chapter 2: In Partnership with Families
Week 4	<i>1<sup>st</sup> steps guest speaker</i> Family partnerships	ZOOM Meeting: TBD You must attend a 45-minute Zoom meeting. <b>First Steps assignment due</b> <b>First Steps post and response to two peers DUE 1/28</b>
Week 5	IFSP and IEPs Designing Instructional Programs	Chapter 3: Developing Individualized Intervention Plans and Programs and Monitoring Progress  Chapter 4: Designing Instructional Programs  NAEYC Program Standards DEC Recommended Practices
Week 6	Considerations for specific disabilities	Chapter 5: Considerations for Teaching Children with Specific Disabilities <b>Week 6 Assignment 2</b> <b>Discussion panel post and response to at least two peers on Discussion Panel DUE 2/11</b>
Week 7	Social Emotional Development	Chapter 6: Promoting Emotional and Social Development Week 7 Assignment 3 IN State Foundations Discussion post completed by <b>DUE 2/18</b>
Week 8	No new material; test due 3/3 at 11:30 pm to <a href="mailto:tomkinsk@pfw.edu">tomkinsk@pfw.edu</a>	Response to at least two peers on Discussion Panel DUE 2/26 <b>Test 1 due (chapters 1-6 + additional readings)</b> <b>DUE 3/3</b>
Week 9	<b>Spring Break</b> <b>March 4-10</b>	
Week 10	Cognitive skills and literacy skills Birth to 4 years	<b>Family Interview Paper DUE 3/17</b> <b>Discussion Panel SOR initial post Due 3/17</b>
Week 11	Cognitive skills and literacy skills 5-8 years/science of reading	Chapter 9: Encouraging the Development of Cognitive Skills and Literacy Foundations and additional readings <b>Discussion Panel 3 Responses DUE 3/24</b> <b>SOR assignment DUE 3/24</b>
Week 12	Communication Skills: Student presentations post on brightspace	<b>Strategy Critique and Presentation</b> <b>DUE 3/31</b>
Week 13	Communication Skills	<b>Chapter 8: Nurturing Communication Skills</b>

		<b>Final Discussion Initial Post</b> <b>DUE 3/31</b>
Week 14	Class presentations Motor skills and self-help skills	Chapter 7 <b>Lesson Plan Adaptations Due 4/14</b> <b>Response to two peers</b> <b>Due 4/14</b>
Week 15	Collaboration and working with paraprofessionals <i>Receive take home test</i>	Chapter 10: Teaming: Collaboration, Problem Solving, and Inclusion Support <b>Week 16 Assignment 5</b> <b>DUE 4/21</b>
5/3 Final exam week	Final Exam email to <a href="mailto:tomkinsk@pfw.edu">tomkinsk@pfw.edu</a>	<b>Test 2 (chapters 7-10 + additional readings) Due 4/28</b> <b>Final Reflection</b> <b>Due 5/3 by noon</b>