

Highly Individualized Teaching and Learning Syllabus — In-Person Course

Instructor Contact Information

Name:

Email:

Phone:

Office location:

Office hours:

Course Description

Young children vary widely in their skills, knowledge, backgrounds and abilities. Teaching has to effectively reach all children regardless of their abilities and disabilities. Effective instruction for all children requires specialized teaching and learning opportunities to access, participate, and thrive in the preschool classroom. Effective teachers are sensitive and skilled in interactions; they use ongoing formative assessment of each child's skills to plan instruction; and they choose and use curricula and activities that engage all children, regardless of their strengths or needs.

(Source: <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/docs/house-framework.pdf>)

This course is an introduction to effective practices that support the development and learning of young children with disabilities and other special needs. This course focuses on evidence-based, individualized instructional methods and strategies used in teaching and facilitating the development of young children. Throughout the course, you will use your own classroom or practicum setting and identify a "focus child" about whom you will complete applied assignments.

Note: Participants (Students) should have access to a classroom or group of children including one or more children with special needs. The participant (student) may be a teacher, assistant teacher or participating in a field experience.

Objectives

Participants will be able to:

1. Learn evidence-based, developmentally and individually appropriate methods for fostering the social emotional, cognitive, communication, adaptive and motor development of young children in various inclusive settings such as the home, the school, and the community.
2. Apply an understanding of developmental and intervention theory to make instructional decisions.
3. Apply principles of inclusion to support the development of young children with varying needs and abilities.
4. Demonstrate understanding of IEPs and IFSPs.
5. Identify learning objectives that are relevant for individual infants, toddlers, and preschool age children, and systematically match instructional techniques and settings to those objectives.

6. Develop activity plans for routines and activities that integrate intervention objectives and strategies into ongoing everyday natural routines and activities.
7. Design learning environments that include accommodations and adaptations for young children with varying needs and abilities.
8. Plan for and utilize systematic data collection to support planning and instruction.
9. Demonstrate knowledge of family-centered practices.

Grading

Participation/Professionalism	10%
Weekly Assignments <ul style="list-style-type: none"> • Applied Assignments • Video and Communities of Reflection and Practice (CORP) Assignments 	80%
In-Class Assignment (Session 15 only)	10%

Expectations


Participation/Professionalism (10%: Grading per Instructor)

You are expected to come to class prepared to discuss any assigned readings and to actively engage during classroom activities and discussions.

Weekly Assignments (80% total: Grading per assignment rubric; 40% allocated to applied assignments and 40% allocated to video/CORP assignments)

Weekly assignments provide practitioner-focused time to make meaning from course readings, videos, and lectures. Assignments vary and may include lesson plan development, filming yourself delivering classroom activities with children, reflection, action plans, graphic organizers, and practice using skills in your daily life. You are expected to complete all assignments in a timely manner, and contact the instructor as soon as possible if you are unable to do so.

- Applied Assignments (40% total: Grading per assignment rubric): In this course, you will complete assignments that are very practitioner-oriented. These help you build your portfolio of resources for your work as an educator. Examples include action plans, preparing cue cards and other materials, creating schedules and routines, and activity matrices. These assignments help bridge theory to practice.
- Video and Communities of Reflection and Practice (CORP) Assignments (40% total: Grading per assignment rubric): In this course, you will video record yourself working with children, teachers, and/or families. You will then share your videos in Communities of Reflection and Practice (CORP) where your peers and instructors will provide support and feedback to help you improve your practice. Your participation in this group is meant to help you form personal connections with one another, facilitate high-level collaboration, and improve your ability to provide coach quality feedback to yourself and peers.



In-Class Assignment (Session 15 only) (10%: Grading per assignment rubric)

At the end of the course, participants will be asked to work in small groups and analyze a video (or suitable alternative) that they prepared at the beginning of the course. Participants will identify family-centered practices and present orally to the Instructor and to the rest of the class.

Note on Filming

As noted above, in some assignments participants will be asked to film classroom interactions, review video footage, and edit several small clips for the instructor and peers to view. Instructors will include guidance for this process by providing training and a detailed guide on filming and editing video clips for use with the EarlyEdU Coaching Companion.

Time Estimations

(Note: Institutions will need to update this section as required. Initial text is provided; institutions will need to provide all of their own details here).

The estimated time commitment for each session is 5-8 hours. This estimates that you will spend a total of 3 hours working "in class" (instructor to provide specifics on their class schedule) and an additional 2-5 hours of readings and assignments out of class. These are estimations. Some sessions may include assignments that require more than 5 hours out of class (e.g., completing the planning, video, reflecting, and feedback cycles) while others may take less. Additionally, some participants may complete assignments more quickly than others. Some participants may review readings and videos multiple times and spend more time on their assignments. There is no exact time designation; you are encouraged to communicate with your instructor for any questions on due dates, extensions, and workload.

Accommodations

(Note: Institutions will need to update this section as required. Initial text is provided; institutions will need to provide all of their own details here).

Your experience in this class is important to us, and it is the policy and practice of the _____ to create inclusive and accessible learning environments consistent with federal and state law. If you experience barriers based on disability, please seek a meeting with _____ to discuss and address them. If you have already established accommodations with _____, please communicate your approved accommodations to your instructor at your earliest convenience so we can discuss your needs in this course.

Course Schedule

Session	Topic	Readings and Assignments
1	<p>High-Quality Early Childhood Inclusion</p> <p>Introductions and Course Overview</p> <p>Inclusion</p> <p>Key Components of Inclusion</p> <p>Benefits of Inclusion</p>	<p>Readings</p> <p>Framework for Effective Everyday Practice: Supporting School Readiness for All Children (from NCQTL). http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/docs/house-framework.pdf</p> <p>DEC/NAEYC Position Statement on Inclusion http://dec.membershipsoftware.org/files/Position%20Statement%20and%20Papers/Inclusion%20Position%20statement.pdf</p> <p>Assignments</p> <p><i>HITL S1 Assignment Features of Inclusion</i></p> <p><i>HITL S1 Assignment Self-Introductions Video</i></p> <p><i>HITL S1 Assignment Tour of the Classroom Video</i></p> <p><i>HITL S1 Assignment Tour of the Classroom CORP</i></p>

Session	Topic	Readings and Assignments
2	<p>Children With Disabilities</p> <p>About Children With Disabilities Screening, Referrals, and Eligibility</p>	<p>Readings</p> <p>Clifford, J., Squires, J., Yockelson, S., Twombly, E., & Bricker, D. (2011). Developmental screening in early childhood: Potential roadmaps for those considering the journey. <i>Young Exceptional Children Monograph Series No. 13</i>, 16–42.</p> <p>Tips for Talking with Parents (from the CDC) http://www.cdc.gov/ncbddd/actearly/pdf/parents_pdfs/tipstalkingparents.pdf</p> <p>Center for Parent Information and Resources site, http://www.parentcenterhub.org</p> <p>Learn the signs: Act Early http://www.cdc.gov/ncbddd/actearly/</p> <p>Birth to 5: Watch Me Thrive, https://www.acf.hhs.gov/programs/ecd/child-health-development/asd See this link for more information on autism.</p> <p>The Arc's website: http://www.thearc.org</p> <p>For eligibility information go to the ECTA website http://ectacenter.org/ and look under eligibility.</p> <p>Assignments</p> <p><i>HITL S2 Assignment Family Interview Video</i></p>

Session	Topic	Readings and Assignments
3	<p>Individual Education Programs (IEPs) and Individual Family Service Plans (IFSPs)</p> <p>Terms and Laws</p> <p>IEPs and IFSPs</p> <p>Goals and Objectives</p>	<p>Readings</p> <p>Jung, L. (2007). Writing smart objectives and strategies that fit the routine. <i>Teaching Exceptional Children</i>, March/April, 54–58.</p> <p>What is the Difference between an IFSP and an IEP? http://www.pacer.org/parent/php/PHP-c59.pdf</p> <p>The Short and Sweet IEP Overview http://www.parentcenterhub.org/repository/iep-overview/</p> <p>Assignments</p> <p><i>None for this session.</i></p>
4	<p>Evidence-Based Practice</p> <p>Definition of Evidence-Based Practice</p> <p>Division of Early Childhood (DEC)</p> <p>DEC Recommended Practices</p> <p>DEC Recommended Practices: Topic Areas</p>	<p>Readings</p> <p>Kretlow, A. G., & Blatz, S. L. (2011). The ABCs of evidence-based practice for teachers. <i>Teaching Exceptional Children</i>, 43(5), 8-19.</p> <p>DEC Recommended Practices in Early Intervention/Early Childhood Special Education http://dec.membershipsoftware.org/files/Recommended%20Practices/DEC%202014%20Recommended%20Practices.pdf</p> <p>Assignments</p> <p><i>HITL S4 Assignment DEC Recommended Practices Chart</i></p>

Session	Topic	Readings and Assignments
5	<p>Assessing and Strengthening the Foundation Part 1</p> <p>The House Framework</p> <p>Quality Classroom Indicators</p> <p>Quality Classrooms: Other Considerations</p> <p>Classroom Arrangement</p> <p>Staff Zoning and Schedules</p>	<p>Readings</p> <p>Sandall, Schwartz & Joseph (2001). A Building Blocks Model for Effective Instruction in Inclusive Early Childhood Settings. <i>Young Exceptional Children</i>, 4, 3–9. http://yec.sagepub.com/content/4/3/3.refs</p> <p>Assignments</p> <p><i>HITL S5 Assignment Classroom Indicators Checklist</i></p>
6	<p>Assessing and Strengthening the Foundation Part 2</p> <p>Review House Framework</p> <p>Classroom Schedule</p> <p>Routines</p> <p>Transitions</p> <p>Inclusion and Membership</p> <p>Planning for an Individual Child</p>	<p>Readings</p> <p>Strain, P.S., & M.L. Hemmeter. 1997. Keys to being successful when confronted with challenging behavior. <i>Young Exceptional Children</i> 1 (1): 2–9.</p> <p>Ostrosky, M.M., Jung, E.Y., & Hemmeter, M.L. Helping Children Make Transitions between Activities. http://csefel.vanderbilt.edu/resources/www/www4.html</p> <p><i>Member of the class: tips for teachers guide</i> which can be found at the Head Start Center for Inclusion at http://depts.washington.edu/hscenter/sites/default/files/tips%20for%20teachers-MOC2.pdf</p> <p>Assignments</p> <p><i>HITL S6 Assignment Child Assessment Worksheet</i></p>

Session	Topic	Readings and Assignments
7	Curriculum Modifications - An Introduction Types of Curriculum Modifications Environmental Support Modification Match Activity Case Study Part B	Readings Barton, Reichow, Wolery & Chen (2011). We Can All Participate! Adapting Circle Time for Children With Autism. http://yec.sagepub.com/content/14/2/2.abstract Assignments <i>HITL S7 Assignment Environmental Supports Video</i> <i>HITL S7 Assignment Environmental Supports CORP</i>
8	Curriculum Modifications - Continued Child Preferences Case Study Part B (cont.) Materials Adaptation Activity Simplification Special Equipment Case Study Part B (cont.)	Readings Dunlap, G. & Liso, D. Using Choice and Preference to Promote Improved Behavior. http://csefel.vanderbilt.edu/resources/wwb/wwb15.html Assignments <i>None for this session.</i>
9	Support Strategies Adult Support Peer Support Invisible Support	Readings None for this session. Assignments <i>HITL S9 Assignment Curriculum Modifications</i>

Session	Topic	Readings and Assignments
10	<p>Planning for the Individual Child</p> <p>Embedded Teaching and Planning for an Individual Child</p> <p>Priority Learning Objectives</p> <p>Breaking Down the Child's Individual Plan</p> <p>Ways to Break It Down</p> <p>Learning Activity: Break It Down</p>	<p>Readings</p> <p>Sandall, Schwartz & Joseph (2001). A Building Blocks Model for Effective Instruction in Inclusive Early Childhood Settings. <i>Young Exceptional Children</i>, 4, 3–9. http://yec.sagepub.com/content/4/3/3.refs</p> <p>Assignments</p> <p><i>HITL S10 Assignment Break It Down</i></p>
11	<p>Creating and Using the Activity Matrix</p> <p>Definition: Activity Matrix</p> <p>Creating an Activity Matrix</p> <p>Activity Matrix Implementation</p>	<p>Readings</p> <p>Schwartz, I.S., Sandall, S. R., & Gauvreau, A. (2013). Planning to individualize: Meeting the needs of all children using activity matrices. <i>Teaching Young Children</i>, 7(2), 21–23.</p> <p>Assignments</p> <p><i>HITL S11 Assignment Activity Matrix Form</i></p> <p><i>HITL S11 Assignment Assessment Planning Matrix Form</i></p>

Session	Topic	Readings and Assignments
12	<p>Creating Learning Opportunities and Embedding Teaching</p> <p>Choice-Making</p> <p>Time Delay</p> <p>Environmental Arrangements</p> <p>Alter the Activity and Review</p> <p>The Teaching Loop</p>	<p>Readings</p> <p>Horn, E., Lieber, J., Sandall, S., & Schwartz, I. (2001). Embedded learning opportunities as an instructional strategy for supporting children’s learning in inclusive programs. <i>Young Exceptional Children Monograph Series No. 3</i>, 59–70.</p> <p>McCormick, K.M., Jolivette, K., & Ridgley, R. Choice making as an intervention strategy for young children. <i>Young Exceptional Children</i>, 6(2), 3–10.</p> <p>Ostrosky, M.M. & Kaiser, A.P. (1991). Preschool classrooms that promote communication. <i>Teaching Exceptional Children, Summer</i>, 6.</p> <p>Assignments</p> <p><i>HITL S12 Assignment ELO at a Glance Video</i></p> <p><i>HITL S12 Assignment ELO at a Glance CORP</i></p>
13	<p>Using Prompts</p> <p>Definition of Prompting</p> <p>Types of Prompts</p> <p>Prompting: Videos of Examples</p> <p>Benefits of Prompting</p> <p>Guidelines for Using Prompts</p>	<p>Readings</p> <p>Meadan, H., Ostrosky, M.M., Santos, R.M., & Snodgrass, M.R. (2013). How can I help? Prompting procedures to support children’s learning. <i>Young Exceptional Children</i>, 16, 31–39.</p> <p>Assignments</p> <p><i>HITL S13 Assignment Prompting Video</i></p> <p><i>HITL S13 Assignment Prompting CORP</i></p>

Session	Topic	Readings and Assignments
14	<p>Ongoing Child Assessment - Children with Disabilities</p> <p>Planning Ongoing Assessment</p> <p>Gathering and Organizing Information for Ongoing Child Assessment</p> <p>Adjusting Teaching Based on Ongoing Child Assessment Data</p> <p>Support for Ongoing Child Assessment</p>	<p>Readings</p> <p>None for this session.</p> <p>Assignments</p> <p><i>HITL S14 Assignment Assessment Planning Matrix</i></p>
15	<p>Teaming, Collaborating, and Engaging with Families</p> <p>Teaming</p> <p>Collaboration and Working with Specialists</p> <p>Family-Centered Practice</p> <p>In-Class Assignment (graded): Identifying Family-Centered Practices</p>	<p>Readings</p> <p>DeVore, S., Miolo, G., & Hadar, J. (2011). Individualizing inclusion for preschool children with collaborative consultation. <i>Young Exceptional Children</i>, 14(4), 31–43.</p> <p>Wilson, L. L, & Dunst, C. J. (2004). Checking out family-centered help giving practices. <i>Young Exceptional Children Monograph Series No. 5</i>, 13–26.</p> <p>Video: http://raisingchildren.net.au/articles/disabilities_parent_reactions_video.html</p> <p>Assignments</p> <p><i>In-Class Assignment: Family-Centered Practices</i></p>