George Mason University
College of Education and Human Development
Early Childhood Education

ECED 405.001 Introduction to Early Childhood Special Education
3 Credits, Fall 2022, In-person
8/22/2022–12/14/2022; Wednesdays/ 7:20-10:00 pm
Thompson Hall L019, Fairfax Campus

Faculty
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Prerequisites/Corequisites
None

University Catalog Course Description
Surveys current knowledge about young children with disabilities within the context of human growth and development and learning expectations in the preschool years. Includes historical factors and legislation affecting service delivery. Notes: Field experience required.

Course Delivery Method
This course will be delivered using a lecture/discussion format and Blackboard (Bb).

Learner Outcomes or Objectives
This course is designed to enable students to do the following:
1. Describe the nature and characteristics of major disabling and at-risk conditions for young children, including children with diverse cultural, linguistic, and socioeconomic backgrounds.
2. Describe the services and pathways for service delivery for children birth through age five with disabling and at-risk conditions, including methods for instructional services and programs, curriculum development, and tiered instruction.
3. Provide an overview of early intervention and early childhood special education programs.
4. Describe the historical perspective and philosophical and sociological foundations underlying the role, development, and organization of special education in the United States.
5. Discuss legislation and legal aspects associated with students with disabilities, including 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 and the Americans with Disabilities Act) and legal decisions related to person with disabilities and explain how it intersects with current issues and influences professional practice.
6. Describe current regulations and procedures governing special education to include Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), Functional Behavior Assessment (FBA), and Behavior Intervention Plan (BIP) development.

7. Describe the development process of IEPs and IFSPs, including case management, collaboration, co-teaching, interagency coordination, inclusive practices, least restrictive environment, and transition.
8. Describe disciplinary practices, policies, and procedures, and alternative placements in schools in relation to young children with disabling conditions and at-risk conditions.
9. Describe the role of assessment in identification, eligibility, service delivery, and program development/improvement for young children and their families, including children and families with diverse cultural and linguistic backgrounds.
10. Describe effective strategies for training, managing, and monitoring paraprofessionals.
11. Exhibit standards of professionalism, ethical standards, and personal integrity with children, families, and professionals in the field experience setting (e.g., early intervention, home-based, school-based, community-based) and in interactions with classmates, the instructor, the field experience coordinator, and others.
12. Use writing as an instructional and assessment tool to generate, gather, plan, organize, and to communicate for a variety of purposes; integrate correct written conventions (i.e., grammar, usage, mechanics, and spelling); and format using current APA style.

Professional Standards – Interstate Teacher Assessment and Support Consortium (InTASC) Standards, Division of Early Childhood (DEC) Professional Preparation Standards, National Association for the Education of Young Children (NAEYC) Professional Standards and Competencies, and Virginia Professional Studies Competencies

Upon completion of this course, students will have met the following professional standards:

Virginia Professional Studies Competencies
Supervised Clinical Experiences

Virginia Early Childhood Special Education Endorsement Competencies
Nature and Characteristics of Major Disabling and At-Risk Conditions
Foundations of Legal Aspects
Standards of Professionalism
Supervised Experiences

Required Texts
American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Author. ISBN: 9781433832178
Deiner, P. L. (2013). *Inclusive early childhood education: Development, resources, and practice* (6th ed.). Wadsworth, Cengage Learning. ISBN: 9781111837150

Recommended Texts
Gargiulo, R. M., & Kilgo, J. L. (2020). *An introduction to young children with special needs: Birth through age eight*. Sage. ISBN: 9781544322063

Required Online Documents
Council for Exceptional Children Division for Early Childhood. (2020). I*nitial practice-based professional preparation standards for early interventionists/early childhood special*

educators (EI/ECSE) (initial birth through age 8). Retrieved from https://d4ab05f7-6074-4ec9-998a-232c5d918236.filesusr.com/ugd/95f212_6e8952cda15f48b3935a7729dddcb50d.pdf

Council for Exceptional Children. (2015). *What every special educator must know: Professional ethical and standards.* Author. Retrieved from https://www.cec.sped.org/Standards/Ethical-Principles-and-Practice-Standards

Division for Early Childhood. (2014). *DEC Recommended Practices*. Retrieved from https://divisionearlychildhood.egnyte.com/dl/tgv6GUXhVo

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy).

Assignment	Due Date	Points
Attendance and Participation • Self-Evaluation	12/7	**25**
Virtual Field Experience Documentation	Ongoing	**15**
Foundational Knowledge and Current Issues Paper	9/13	**15**
Individualized Education Program (IEP) Writing Group Project	10/19	**30**
Reflection on Practice and Lifelong Learning	11/16	**15**
Total		**100**

- **Assignments and/or Examinations**

Virtual Field Experience Documentation Form (15 points)
This course requires a minimum of 15 hours of a virtual field experience. Students will use the videos provided by the instructor to observe a variety of early childhood special education environments including classrooms, communities, and homes. Students **can choose** from one of the following to complete this assignment. Students are also welcome to propose an alternative assignment by emailing the instructor.
- As students watch each of the videos, they can
  - complete the virtual field experience documentation form by summarizing, in writing, what they observed in relation to the Division for Early Childhood's Recommended Practices, OR
  - use the virtual field experience documentation form as a point of reference and create a video verbally describing their observations, summarizing what they observed in relation to the Division for Early Childhood's Recommended Practices.

Foundational Knowledge and Current Issues Paper (15 points)
Students will cite information from the course textbook, class discussions and handouts, and/or other relevant peer-reviewed sources to support the information they provide regarding special education legislation. The student will explain the historical, philosophical, and sociological foundations of special education by doing the following:
- Describe key elements of the Individuals with Disabilities Education Act, Americans with Disabilities Act, Section 504 of the Rehabilitation Act, including citations from course materials;
- Identify the professional ethical standards and practices within that guide the field of special education; and
- Identify three ways special education law will influence their practice in the settings they currently or plan to work. Each of these should align with special education law.

Students will choose from one of the following options and are welcome to email the instructor proposing an alternative option:
- Write a three- to four-page, double-spaced paper, OR
- Create a video, OR
- Create a detailed graphic organizer, OR
- Submit an alternative option approved in advance by the instructor.

Individualized Education Program (IEP) Writing Group Project (30 points)
Collaboratively, students will conduct a mock IEP meeting and write an IEP for a case-study child with their peers using the IEP form posted to Blackboard. Students will write the IEP together in a virtual meeting with their group while also using a checklist to act out a typical IEP meeting. Students should connect the first week of class to (a) determine their communication system and schedule, (b) decide how they will record their IEP meeting, and (c) complete a roles and responsibilities plan. Roles include (a) scribe (individual who will type), (b) submitter (individual who will submit the assignment and who will share feedback with group once graded), (c) facilitator (individual who will organize meetings and keep

track of time). Additionally, students should decide the roles each group member will take during the "IEP Meeting" (e.g., parent/legal guardian, educator, etc.) The IEP will include the following (see Diener, 2013, p. 113 and http://idea.ed.gov):

- Case-study child's present level of performance that includes a detailed discussion of the child's family, medical history, previous early intervention and/or educational services, family's cultural and/or linguistic background, and the child's strengths and areas of need across the developmental domains,
- Measurable annual goals with at least one goal addressing a behavior and/or social emotional area of need,
- Special education and related services,
- Projected time frame for services,
- Expected participation with children without disabilities and explanations of the extent to which the case study child is not participating with children without disabilities (least restrictive environment statement) and
- Accommodations and modifications.

Group members will include their names on the front of the IEP form. Each student will submit a link to their Google document containing the IEP and video link.

Reflection on Practice and Lifelong Learning (15 points)
Upon reviewing the DEC practice videos, students will reflect on their observations and the Division for Early Childhood's Recommended Practices. Students will:

- Identify the DEC Recommended Practice strands and practices,
- Provide a summary of their observations of each strand including the setting in which it was observed,
- Specify the DEC practice strands and practices that include elements of diversity specific to families, cultures, and early childhood learning environments,
- Provide a summary of their observations of each of these practices including how diversity is embedded,
- Identify three ways they will continue to learn about DEC Recommended Practices (e.g., conferences, webinars, publications),
- Identify three ways they will gain support in applying these practices within the early childhood environment they will work (e.g., peer observation and feedback, self-recording, taking data on practice), and
- Identify three ways they will disseminate recommended practices to colleagues (e.g., communities of practice, feedback).

Students will choose from one of the following options and are welcome to email the instructor proposing an alternative option:

- A four- to five-page report, OR
- A presentation video with verbal description, OR
- A graphic organizer/visual, OR
- An alternative option approved in advance by the instructor.

- **Other Requirements**

Attendance and Participation (25 points)
Because active participation and engagement are imperative for optimal learning, preparation for and participation in in-class and online activities will be evaluated based on the following criteria:
- Students attend class, arrive on time, and stay for the entire class period.
- Students use laptops and personal devices are to be used for instructional purposes only.
- 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 in-class and online learning experiences as evidenced by (a) participating in all activities, (b) engaging in small- and large-group discussions, (c) completing written work related to the activities, and (d) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.
- Students display professional dispositions at all times while interacting with the instructor and other students.
- Students complete participation activities across the semester that complement the scheduled course topic. Instructors will periodically collect artifacts from the activities. Students in attendance and who actively engage in the learning experience will receive credit for their efforts. Graded participation activities are not announced and are implemented at the discretion of the instructor.
- Students submit attendance and participation self-evaluation.

Written Assignments
All formal written assignments will be evaluated for content <u>and</u> presentation. The American Psychological Association, Seventh 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. 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**

A+ = 98 – 100   A = 93 – 97   A- = 90 – 92   B+ = 87 – 89   B = 83 – 86   B- = 80 – 82
C+ = 77 –79   C = 70 – 76   D = 60 – 69   F = < 60
Incomplete (IN): This grade may be given to students who are passing a course but who may be unable to complete scheduled coursework for a cause beyond reasonable control.

All CEHD 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 seeking Virginia initial teaching licensure must earn a C or better in all undergraduate licensure coursework.

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times. See
https://cehd.gmu.edu/students/policies-procedures/.

Class Schedule

Date	Topics	Assignments
Week 1 Aug 24	Syllabus and Assignments Review Setting up the Field Experience Standards of professionalism, ethical standards, personal integrity The Early Childhood Special Education Profession ● Collaboration, co-teaching ● Coordination ● Inclusive practices and least restrictive environment Lifelong learning	Syllabus Review course website Bb Readings (CEC and DEC Documents) Recommended Readings Gargiulo & Kilgo, Ch 1
Week 2 Aug 31	Early Childhood Special Education: History and Legislation ● Historical perspective ● Philosophical and sociological foundations ● Legislation and legal aspects Early Childhood Special Education: History and Legislation ● Rehabilitation Act ● PL 94-142, PL 99-457 ● ADA	Bb Readings Deiner, Ch 1 Recommended Readings Gargiulo & Kilgo, Ch 2

	• IDEA • Legislative and judicial mandates Foundational Knowledge and Current Issues in Practice • CEC standards • DEC recommended practices • NAEYC standards and developmentally appropriate practices	
Week 3 **Sep 7**	Overview of Early Intervention and Early Childhood Special Education: Service Delivery Pathways • Home-based services • Partnering with families • Resource services • Inclusive settings • Self-contained classrooms • Related services • Case management	Bb Readings Deiner, Ch 2 Recommended Readings Gargiulo & Kilgo, Ch 3 **Due to Bb by 9/13 – Foundational Knowledge and Current Issues Paper** **Due to Bb by 9/13 – Virtual Field Experience Documentation: Family**
Week 4 **Sep 14**	Assessment in ECSE • Evaluation, assessment, and eligibility • Progress monitoring • Functional assessment • Service delivery • Functional behavior assessment (FBA) Curriculum Standards in ECSE • *Milestones of Child Development* • *Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds* • Other standards Program development/improvement	Bb Readings Deiner, Ch 3 Recommended Readings Gargiulo & Kilgo, Ch 4 **Due to Bb by 9/20 – Virtual Field Experience Documentation: Assessment**
Week 5 **Sep 21**	IFSP and IEP • Team, meetings, and content • PLAAFP, summary of child • Functional assessment	Bb Readings Deiner, Ch 5

	• Annual goals • Short-term objectives • Services and service delivery options • Least restrictive environment • Transition	**Due to Bb by 9/21 – Virtual Field Experience Documentation: Teaming and Transition**
Week 6 Sep 28 **ONLINE**	Instructional/ Intervention Methods • Curriculum development • Tiered instruction • Embedded learning opportunities • Universal design for learning • Accommodations	Bb Readings Deiner, Ch 4 <u>Recommended Readings</u> Gargiulo & Kilgo, Ch 7, 9 **Due to Bb by 9/28 – Virtual Field Experience Documentation: Interaction and Environment**
Week 7 Oct 5 **ONLINE**	Instructional/Intervention Methods • Functional behavior assessment and Behavior Intervention Plans	Bb Readings **Due to Bb by 10/5 – Virtual Field Experience Documentation: Instruction**
Week 8 Oct 12	Children with Communication/Language Disorders Children who are English Language Learners • Nature and characteristics • Impact on social and emotional development • Impact on developmentally appropriate behavior expectations and behavior management • Within context of family, culture, and linguistic background Instructional considerations in ECSE	Bb Readings Deiner, Ch 11, 12 <u>Recommended Readings</u> Gargiulo & Kilgo, Ch 8, 9
Week 9 Oct 19	Children with Autism Spectrum Disorders • Nature and characteristics • Impact on social and emotional development • Impact on developmentally appropriate behavior expectations and behavior management • Within context of family, culture, and linguistic background • Instructional considerations in ECSE	Bb Readings Deiner, Ch 13 <u>Recommended Readings</u> Gargiulo & Kilgo, Ch 8, 9 **Due to Bb by 10/19 – Writing an IEP Group Project**
Week 10 Oct 26	Children with ADD/ADHD Children with Specific Learning Disabilities	Bb Readings Deiner, Ch 8, 9, 10, 15

	Children with Intellectual Delays and Disabilities Children who are Gifted and Talented Children with Social, Emotional and Behavioral Disorders ● Nature and characteristics ● Impact on social and emotional development ● Impact on developmentally appropriate behavior expectations and behavior management ● Within context of family, culture, and linguistic background ● Instructional considerations in ECSE	<u>Recommended Readings</u> Gargiulo & Kilgo, Ch 8, 9
Week 11 **Nov 2**	Children with Special Health Care Needs Children with Intellectual Disabilities Children with Orthopedic and Neurological Impairments ● Nature and characteristics ● Impact on social and emotional development ● Impact on developmentally appropriate behavior expectations and behavior management ● Within context of family, culture, and linguistic background ● Instructional considerations in ECSE	Bb Readings Deiner, Ch 16, 17 <u>Recommended Readings</u> Gargiulo & Kilgo, Ch 8, 9
Week 12 **Nov 9**	Children with Hearing Impairments Children with Visual Impairments ● Nature and characteristics ● Impact on social and emotional development ● Impact on developmentally appropriate behavior expectations and behavior management ● Within context of family, culture, and linguistic background ● Instructional considerations in ECSE	Bb Readings Deiner, Ch 18, 19 <u>Recommended Readings</u> Gargiulo & Kilgo, Ch 8, 9
Week 13 **Nov 16**	Working with Paraprofessionals ● Collaboration ● Training ● Managing ● Monitoring	Bb Readings <u>Recommended Readings</u> Gargiulo & Kilgo, Ch 10 **Due to Bb by 11/16 -** **Reflection and Practice on** **Lifelong learning**

Revised 8/22/22

Week 14 Nov 23	No class – Thanksgiving break	
Week 15 Nov 30	Review ECED 505 Annotated Bibliography Presentations (In class assignment)	
Reading Days Dec 5-6	No class	
Final exams Dec 7	Finals Week – No class	**Due to Bb by 12/7 - Attendance and Participation Self-Evaluation**

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Core Values Commitment
The College of Education and 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/.

GMU Policies and Resources for Students

Policies
- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).
- Students must follow the university policy for Responsible Use of Computing (see https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).
- Students are responsible for the content of university communications sent to their Mason 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.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ds.gmu.edu/).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources
- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or https://cehd.gmu.edu/aero/assessments. Questions or concerns regarding use of Blackboard should be directed to https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus.

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking: As a faculty member, I am designated as a "Non-Confidential Employee," and must report all disclosures of sexual assault, sexual harassment interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website: http://cehd.gmu.edu**.**