COURSE SYLLABUS

Course Number:  
Prerequisite(s): EEX 3013

Course Title: Adaptations for Children with special Needs

Course Credit: 3

Course Hours: 3

College: Education

Department: Elementary Education

Faculty Name: Gwendolyn Dixon

Required Text(s): Adaptations for Children with special Needs

Supplies:

Term and Year: Spring

Place and Time:

Office Location: GEC-B Rm 201-A

Telephone: 850-599-3152

e-mail: gwendolyn.dixon@famu.edu

Office Hours

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
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</table>

Course Description

Methods for adapting early childhood activities and environments that meet the needs of children at risk for having disabilities; screening, selection and utilization of appropriate diagnostic and referral procedures for infants and toddlers. Prescriptive program planning for young children, special emphasis on working with families, inclusion, and multicultural processes. Required participation in selected activities and field experiences.

Course Purposes

FAMU Professional Education Unit Conceptual Framework

THE CONCEPTUAL FRAMEWORK

The Conceptual Framework (CF) in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework.

F=Florida Educator Accomplished Practices Standards (FEAPS)
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)
(K)=Knowledge    (S)=Skill    (D)=Disposition

Approved/Revised 10/30/07
FAMU PEU Conceptual Framework Measurable Outcomes

F=Florida Educator Accomplished Practices Standards (FEAPS)
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Approved/Revised 10/30/07
### DIVERSITY

- **CF 1**
- Through this focal area, the FAMU professional education candidate will:

| CF: 1.1 (K) | Understand diverse backgrounds of individuals. | F: 5,6,7 | I: 3 |
| CF: 1.2 (S,D) | Acquire the skills & dispositions to understand & support diverse student learning. | F: 5,7 | I: 3,8 |
| CF: 1.3 (S,D) | Accept and foster diversity. | F: 5,6 | I: 3,8 |
| CF: 1.4 (S) | Practice strategies such as: acceptance, tolerance, mediation & resolution. | F: 5,6 | I: 3 |
| CF: 1.5 (K, S) | Establish a comfortable environment in which all students can learn. | F: 5, 7, 9, 10 | I: 5 |

### TECHNOLOGY

- **CF 2**
- Through this focal area, the FAMU professional education candidate will:

| CF: 2.1 (S) | Use of available technology and software to support student learning. | F: 4,12 | I: 6 |
| CF: 2.2 (S) | Use technology to manage, evaluate and improve instruction. | F: 1,4,10 12 |
| CF: 2.3 (K) | Know fundamental concepts in technology. | F: 12 | I: 1,6 |

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VALUES

• CF3

• Through this focal area, the FAMU professional education candidate will:

| CF: | Work with colleagues in a professional manner. | F: 6 | I: 2,5 |
| CF: | Interact with students, families and other stakeholders in a manner that reflects ethical and moral standards. | F:11,6 | I: 9,10 |
| CF: | Show respect for varied (groups) talents and perspectives. | F: 5,6 | I: 3 |
| CF: | Be committed to individual excellence. | F: 3,9 | I: 5,9 |
| CF: | Recognize the importance of peer relationships in establishing a climate for learning. | F: 7,2 | I: 5,10 |

CRITICAL THINKING

• CF4

• Through this focal area, the FAMU professional education candidate will:
### CF: 4.1 (K)  
Understand a variety of instructional/professional strategies to encourage student development of critical thinking and performance.

| F:4,7 | I: 4 |

### CF: 4.2 (S)  
Use a variety of instructional/professional strategies to encourage students’ development of critical thinking and performance.

| F:2,7 | I: 4 |

### CF: 4.3 (D)  
Value critical thinking and self-directed learning as habits of mind.

| F: 4 | I:1,4 |

### CF: 4.4 (K)  
Acquire performance assessment techniques and strategies that measure higher order thinking skills of student.

| F:1,4 | I:1,8 |

### CF: 4.5 (S)  
Demonstrate the use of higher order thinking skills.

| F: 8 | I: 4 |

### PROFESSIONALISM

- **CF 5**

  - Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF: 5.1 (K)</th>
<th>Know the content</th>
</tr>
</thead>
<tbody>
<tr>
<td>F: 8</td>
<td>I: 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CF: 5.2 (S)</th>
<th>Use the appropriate pedagogy to provide all students with the opportunity to learn.</th>
</tr>
</thead>
<tbody>
<tr>
<td>F:7,9</td>
<td>I: 7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CF: 5.3 (D)</th>
<th>Demonstrate commitment to professional growth &amp; development.</th>
</tr>
</thead>
<tbody>
<tr>
<td>F:3,7</td>
<td>I: 9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CF: 5.4 (K,S)</th>
<th>Use major concepts, principles, theories &amp; research related to the development of children and adults.</th>
</tr>
</thead>
<tbody>
<tr>
<td>F: 7</td>
<td>I: 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CF: 5.5 (S)</th>
<th>Construct learning opportunities that support student development &amp; acquisition of knowledge &amp; motivation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>F: 7</td>
<td>I: 5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CF: 5.6 (S)</th>
<th>Display effective verbal &amp; non-verbal communication techniques to foster valuable interaction in the classroom.</th>
</tr>
</thead>
<tbody>
<tr>
<td>F: 2</td>
<td>I: 6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CF: 5.7 (S,D)</th>
<th>Display appropriate code of conduct including dress, language, and respective behavior.</th>
</tr>
</thead>
<tbody>
<tr>
<td>F: 9</td>
<td>I:5,9</td>
</tr>
</tbody>
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*Approved/Revised 10/30/07*
<table>
<thead>
<tr>
<th>Course Title</th>
<th>EEX 4018 Adaptations for Children with Special Needs</th>
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</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>Gwendolyn Dixon</td>
</tr>
<tr>
<td>Department</td>
<td>Elementary Education</td>
</tr>
<tr>
<td>College/School</td>
<td>Education</td>
</tr>
<tr>
<td>Requirement Fulfilled</td>
<td>Preschool/Prek/Primary Education</td>
</tr>
<tr>
<td>Elective Option Fulfilled</td>
<td>Not applicable</td>
</tr>
</tbody>
</table>

FAMU is committed to teaching, research and public and community service through partnerships at local, state, national and global levels. FAMU recognizes that learning should continue throughout life.
FAMU is committed to producing graduates who are able to pass all required teacher and professional licensure examinations and are prepared to meet the instructional needs of the students they will serve.

Expected Course Outcomes

1. Content knowledge/Subject matter
demonstrate knowledge and skill in developing appropriate activities and programs for infants, toddlers, and children including those who do not speak English as their primary language

2. Communication
demonstrate the ability to work with families of children with special needs, including those for whom English is not their native language

3. Critical Thinking
demonstrate the ability to evaluate appropriate use of technology with young children and ELLs including assistive and adaptive.

4. Diversity
define and identify the characteristics that contribute to the identification of a child with special needs including ELL

5. Role of the Teacher
demonstrate the ability to plan and manage the teaching and learning environment

SECTION III_EXPECTED COURSE OUTCOMES

OUTCOME #1

<table>
<thead>
<tr>
<th>Row 2</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Content knowledge/Subject matter</td>
</tr>
<tr>
<td></td>
<td>demonstrate knowledge and skill in developing appropriate activities and programs for infants, toddlers, and children including those who do not speak</td>
</tr>
</tbody>
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Approved/Revised 10/30/07

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<table>
<thead>
<tr>
<th>Row 3</th>
<th>Criteria for Success &amp; Methods of Assessment</th>
<th>English as their primary language</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Direct Measure(s)</td>
<td>Students will receive a mean score of 70% on test and projects</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students will receive a mean score of 75% on lesson Plans</td>
</tr>
<tr>
<td></td>
<td>Indirect Measure(s)</td>
<td>Students will receive positive comments from field experience teacher on lesson taught</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Row 4</th>
<th>Summary of Results</th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Direct Measure(s)</td>
<td>90% of students received a mean score of 70% on test and projects</td>
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<td></td>
<td>70% of students received a mean score of 75% on lesson Plans</td>
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<table>
<thead>
<tr>
<th>Row 5</th>
<th>Use of Results (Implemented)</th>
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<tbody>
<tr>
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| Row 6 | Strengthening Course Action Plan            | Reinforce understanding of lesson planning by serial teaching |

<table>
<thead>
<tr>
<th>OUTCOME #2</th>
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<table>
<thead>
<tr>
<th>Row 5</th>
<th>Use of Results (Implemented)</th>
<th>Outcome</th>
<th>Critical Thinking demonstrate the ability to evaluate appropriate use of technology with young children and <strong>ELLs</strong> including assistive and adaptive.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Row 6</td>
<td><strong>Strengthening Course Action Plan</strong></td>
<td><strong>OUTCOME #3</strong></td>
<td><strong>Criteria for Success &amp; Methods of Assessment</strong> Direct Measure(s) Student will obtain a mean score of 70% on course assignments including lesson plans, critiques, web module Indirect Measure(s) Student pass subject area portion of FTCE</td>
</tr>
<tr>
<td></td>
<td><strong>Outcomes</strong></td>
<td><strong>Summary of Results</strong></td>
<td>Direct Measure(s) 87% Students obtained a mean score of 70% on course assignments including lesson plans, critiques, web module Indirect Measure(s) No data recorded for this semester</td>
</tr>
<tr>
<td>Row 5</td>
<td><strong>Use of Results (Implemented)</strong></td>
<td><strong>OUTCOME #4</strong></td>
<td><strong>Criteria for Success &amp; Methods of Assessment</strong> Direct Measure(s) -Student will obtain a mean score of 70% on project involving diversity including consent decree, web module Indirect Measure(s) Student work reflect positive disposition regarding diversity</td>
</tr>
</tbody>
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<td>Direct Measure(s)</td>
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<td>80% of Students obtained a mean score of 70% on project involving diversity including consent decree, web module</td>
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<td>Indirect Measure(s)</td>
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<td>Student work reflected positive disposition regarding diversity</td>
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- Reinforce understanding of lesson planning by serial teaching
- Evaluate resource manual twice

**OUTCOME #5**

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<td></td>
<td>Role of the Teacher</td>
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<td>demonstrate the ability to plan and manage the teaching and learning environment</td>
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<tr>
<td></td>
<td>Direct Measure(s)</td>
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<tr>
<td></td>
<td>Student will obtain a mean score of 75% on lesson plans, resource manual</td>
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- Reinforce understanding of lesson planning by serial teaching
- Evaluate resource manual twice

**Overall Goals of the Course**

At the conclusion of this course, the student will be able to:

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1. demonstrate knowledge of the service delivery system for infants, toddlers, and preschoolers with special needs and their families, including those for whom English is not their native language
2. identify infant, toddlers, and preschoolers with special needs including ELL
3. demonstrate understanding of developmentally appropriate assessment, diagnosis and evaluation of infants, toddlers, and preschoolers with special needs
4. demonstrate developmentally appropriate instructional planning and implementation for children with special needs
5. demonstrate understanding of how exceptionality is viewed in various cultures
6. demonstrate an understanding of cultural response to intervention and the service delivery system

Specific Behavioral Objectives

At the conclusion of this course, the student will be able to:

1. define and identify the characteristics that contribute to the identification of a child with special needs including English language learner
2. delineate the processes of referral, assessment and identification
3. identify programs and resources for early identification and intervention
4. identify characteristics of varied cultural groups and the affect and response of culture on exceptionality including those who do not speak English as their primary language
5. demonstrate the ability to work with families of children with special needs, including those for whom English is not their native language
6. demonstrate the ability to develop program plans (IEP & IFSP)
7. demonstrate knowledge and skill in developing appropriate activities and programs for infants, toddlers, and young children including those who do not speak English as their primary language
8. demonstrate the ability to plan and manage the teaching and learning environment
9. identify laws, statutes, agencies, facilities and resources protecting and serving children with special needs including English language learners
10. demonstrate the ability to evaluate appropriate use of technology with young children and ELLs including assistive and adaptive.

Assignment | Behavioral Objectives | CEC | NAEYC | FEAP | FTCE | Concept
--- | --- | --- | --- | --- | --- | ---
Consent Decree | 1,9 | 2 | 5 | 5,8 | 7 | 1,2,3
Iris Module:What Teachers Need to Know | 4,7,8 | 4,6 | 1,3 | 5,8,9 | 7,8 | 1
Article Critique | 4,5 | 2 | 2 | 5,8 | 7 | 4,5
IEP/IFSP Development | 2,5,6 | 5,8 | 2,3,5 | 2,4,8,10 | 4,5,7,8 | 3
DAP Lesson Plan and Instruction | 7,8,10 | 3,4,5,6,7 | 1,4 | 7,8,9,10 | 4,7 | 6
Exceptionality Report | 3 | 1,2,3 | 1,5 | 5,7,8 | 8 | 1

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Field Experience | Resource Manual/Article reflections, curriculum and assessment models, community resources, video assessment
--- | ---
7,10 | 10 | 1,5 | 5,7,8 | 7 | 1
3,5,7,8 | 8 | 1,3 | 5,8 | 4,5,7 | 1,2,5

**National, State and Institutional Standards Addressed in the Course**

**Professional Organization/Learned Society Standards**

**Florida Educator Accomplished Practices (FEAPs)**

FEAP.1  
ACCOMPLISHED PRACTICE #1: Assessment

FEAP.2  
ACCOMPLISHED PRACTICE #2: Communication

FEAP.4  
ACCOMPLISHED PRACTICE #4: Critical-thinking

FEAP.5  
ACCOMPLISHED PRACTICE #5: Diversity

FEAP.7  
ACCOMPLISHED PRACTICE #7: Human Development and Learning

FEAP.8  
ACCOMPLISHED PRACTICE #8: Knowledge of Subject Matter

FEAP.9  
ACCOMPLISHED PRACTICE #9: Learning Environments

FEAP.10  
ACCOMPLISHED PRACTICE # 10: Planning

**Florida Teacher Certification Examination (FTCE) Subject Area Examination (SAE) Competencies and Skills**

No standards added.  
Click edit to add standards.

**FAMU PEU Conceptual Framework (CF)**

FL-FAMU-CF.1  
Diversity. The exemplary professional understands diverse student backgrounds and has the skills, and disposition to employ this understanding to support student learning. He/she accepts and fosters diversity. The candidate practices strategies such as acceptance, tolerance, resolution and mediation, and establishes a comfortable environment in which all students can learn.

FL-FAMU-CF.2  
Technology. The exemplary professional makes use of available technology to support student learning and uses technology to manage, evaluate and improve instruction. The candidate knows, understands, and uses fundamental concepts in technology and facilitates access to the use of electronic resources for students. The candidate uses technology to manage, evaluate and improve instruction.

FL-FAMU-CF.3  
Values. The exemplary professional values the worth and dignity of every person. He/she works with colleagues in a professional manner and interacts with students, families and other stakeholders in a manner that reflects ethical and moral standards. The candidate shows respect for varied talents and perspectives and is committed to individual excellence. The candidate values the role of the students in promoting each other’s learning and recognizes the importance of peer relationships in establishing a climate for learning.

FL-FAMU-CF.4

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Critical Thinking. The exemplary professional understands and uses a variety of instructional strategies to encourage students’ development of critical thinking and performance. The candidate values critical thinking and self-directed learning as habits of mind.

FL-FAMU-CF.5

Professionalism. Exemplary professionals know the content and uses appropriate pedagogy to provide all students with the opportunity to learn. The exemplary professional is committed to professional growth and development. The candidate uses major concepts, principles, theories, and research related to development of children to construct learning opportunities that support students’ development and acquisition of knowledge and motivation. The candidate displays effective verbal and nonverbal communication techniques to foster valuable interaction in the classroom.

Topical Outline

I. Historical Overview FASAC, CEC
II. Philosophies of Early Childhood and Early Childhood Special Education FASAC, CEC, NAEYC/NCATE
III. Identification FASAC, CEC, FEGC, PEAP, ESOL
   A. Children/Families/Culture
   B. Incident and Prevalence
   C. Risk Factors
IV. Research and Efficacy of Early Intervention NAEYC/NCATE
V. Legal Mandates FASAC, CEC
VI. Individual and Family Rights FASAC, CEC, NAEYC/NCATE, ESOL
VII. Individual and Family Assessment FASAC, CEC, FEGC, ESOL
VIII. Methods for Intervention FASAC, CEC, NAEYC/NCATE, FEGC, PEAP, ESOL
    A. Planning, Delivery, Managing
    B. Technology
IX. Strategies for Intervention in the Developmental Areas FASAC, CEC, SSS, NAEYC/NCATE, PEAP, FEGC, ESOL
    Physical
    Cognitive
    Communication
    Social/Emotional
    Sensory, Adaptive

Teaching Methods
Lecture, discussion, individual and group presentations, demonstration, role playing, audio-visual, technology, observation

Field Experience

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The preprofessional teacher will demonstrate an understanding of community programming and resources for young children by visiting the early intervention clinic. Field experience also includes observation of family assessment and collaboration, planning and implementing developmentally appropriate instruction at school or early intervention site.

**Methods of Evaluation**

**Read all assigned readings.**

All assignment submitted must be word processed unless specified by the instructor. Written work will be assessed for writing competency, including grammar and spelling.

**Reflection on Consent Decree**

- Download the ESOL Consent Decree from the Web. Read Section III, Exceptional student education and prepare a reflective statement guided by the following:
  - State the mandates or requirements of the decree in your own words as you understand them. There are several mandates or requirements included in the decree. Each must be addressed. State how this information relates to FEAP #9 Learning Environment and FEAP #10 Planning.
  - State how this information increase your competency in FEAP #9 Learning Environment and FEAP #10 Planning.
  - State how you as a teacher might use the mandates to benefit (increase learning outcome) English Language Learners that you will teach. Be Specific.


The resource manual must be of any ringed binding. Tabbed sections should include available agencies and services, articles, notes from videos shown in class or on reserve in the media center or curriculum lab, etc. **Do not use sheet protectors.** Grading will assess content and organization.

Provider Agencies and Services

Available agencies and services—Research the availability of services to infants, toddlers, and preschoolers in Leon County, Tallahassee, or Florida (minimum of five). Provide the following descriptors:

- Name of agency, location, and funding source
- Exceptionality served
- Ages served
- Cost to participants
- Nature of services provides
- Involvement of family

Services for English language learners and/or families for whom English is not their primary language

**II. Articles and Critiques—**
A. Currents articles from newspapers, magazines, newsletters that focus on some aspect of early identification and/or early intervention (birth -age 5) and a brief reflection of each. Minimum of 2.

B. Two-paragraph summary of reserve articles on working with children and families who are ELL.


C. Critique the following article using the critique guide provided.


Web assignments

Complete video review forms of videos shown in class, on reserve in the media center or curriculum lab, or on Web. Submit via Blackboard.

Program Models* Minimum of 5 each

A. Assessment Instruments

Address all of the following questions: name, author or developer; publisher; age range; screening or diagnostic instrument; what developmental areas it assesses (give three examples of assessment items for each age group); what data it yields; how assessment results can be used; who can administer; is the family involved in the assessment, if so, how; was it designed for children with disabilities; is the instrument culturally and linguistically appropriate and bias-free?

B. Curriculum

Address the following: name, author or developer, publisher; age range or developmental level; what developmental areas are covered (give three examples of curriculum items for each age group); is it for a specific population; what approach does the curriculum take; is the family involved, if so how? Adaptation for English language learners?

Exceptionality Report

**Locate a community agency that provides services to the exceptionality that you have been assigned. Call to schedule an interview and observation. Complete the Exceptionality report form. Your presentation to the class on this observation will be due on the week this exceptionality is listed on the Course Topical Calendar. You are expected to utilize technology in your presentation. Word process using the form provided by the instructor. Do not modify.

Community Agency Information

- Ages served
- Cost to participants
- Nature of services provides
- Involvement of family
- Provision for working with ELL

Exceptionality Report Form

<table>
<thead>
<tr>
<th>Student</th>
<th>Term</th>
</tr>
</thead>
</table>

Exceptionality:

Definition and characteristic of exceptionality:

Etiology and prevalence of exceptionality:

Learning needs/intervention strategies of child with exceptionality:

Other treatment methodologies:

Resources available for families with a child with the exceptionality (minimum of 5):

Observations/Field Experience

F=Florida Educator Accomplished Practices Standards (FEAPS)
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)
(K)=Knowledge (S)=Skill (D)=Disposition

Approved/Revised 10/30/07
Ten (10) hours of observation are required for successful completion of the course. Wear name badge, arrive on time, dress professionally and conduct yourself in a professional manner. Once you are assigned to a school you are expected to spend a minimum of one hour each week assisting the teacher in the classroom. The time record is submitted weekly. Complete the field experience form (once for classroom and once for the Children Medical Service) provided by the instructor.

Field Service Coordinator and course instructor will make site assignments.

Site: Children Medical Service (3 hours)
Technology Lab (during class period, hence, will not be counted in required field hours, Complete FDLRS survey evaluation form).

Special attention should be paid to assistive and adaptive materials for ELL.

Seven (7) hours in the following:

Exceptional Preschool
And/or
Exceptional Student Education (public school ages 5-8)

The following field clinical report forms must be completed and submitted:

School site form (due after first visit)
Curriculum focus area form (due weekly)

Refer calendar for due date of observations.

IFSP/IEP/Family Assessment

**P.L. 99-457 mandates (if family agrees) a statement of family priorities, concerns and resources, as they relate to the enhancement of their child's development. This plan is known as an Individualized Family Service Plan (IFSP). Read the article “Discovering Family Concerns, Priorities, and Resources: Sensitive Family Information Gathering by Banks, Santos & Roof. Prepare a written critique of the article. Then provide a video tape of a mock assessment of a family. You may use the interview process or any other formal or informal method. Submit video of a maximum length of twenty minutes. This assigned will be assessed for your ability to develop relationship (rapport) with the family, enhance participation of the family members as stimulated by open-ended questions, their statements of their concerns, needs, priority and goal setting for the child. Complete a family assessment and develop individualized plans utilizing the case history and forms provided by instructor. Write a narrative statement that describes strategies that you would utilize with the family for whom English is not the primary language. Refer to calendar for due date.

Lesson Plans and Mock Teaching and Clinical Teaching

Integrated Lesson Plans: One each for Communication, Cognitive, Physical, and Social/Emotional and Adaptive. Each lesson plan must show how you would adapt it for a specific disability in your assigned group. The communication plan must show adaptation for an English language learner.

Mock Teaching and Clinical Teaching

Mock Teaching-Develop a lesson plan related to your exceptionality (area) and prepare to teach it when that content area is covered in class.

Clinical Teaching-In consultation with the teacher of your assigned site, determine what developmental area your lesson will cover. Present the lesson to the instructor for approval prior to teaching. You are to use the Sunshine State Standards and/or the Preschool Performance Standards and Language Arts Through ESOL, Chapter VIII.

Use of Technology

All assignments must be word processed. Technology, such as power point and transparency, must be used for all class presentations. Indicated assignments must be submitted via FAMU Blackboard.

Grading

90-100 A

80-89  B
70-79  C
60-69  D
59 & below

F

*Grade of “I” (incomplete) must have met guidelines outlined in University Catalog, no exceptions.

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Approved/Revised 10/30/07
Course Requirements Evaluation Procedure:

- Consent Decree 2.5 % Points
- Article Critique 2.5 % Points
- Instructional Plans/Mock Teaching 20 % Points
- Observations 10 % Points
- Resource Manual 15 % Points
  - Article Summary, Reflections
  - Community Resource and Service Agencies
  - Exceptionality Report
  - Video and Web Assessment
- IFSP/IEP & Family Assessment 15 % Points
- Tests 20 % Points
- Final exam 20 % Points

Course Policies

- CLASS ATTENDANCE IS COMPULSORY FOR ALL STUDENTS (SEE FAMU CATALOG, PP. 26-27).
- ALL ASSIGNMENTS ARE DUE AT THE BEGINNING OF THE CLASS PERIOD.
- STUDENTS ARE RESPONSIBLE FOR ALL ASSIGNMENTS, QUIZZES, AND EXAMINATIONS AT THE TIME THEY ARE DUE AND MAY NOT USE THEIR ABSENCE FROM CLASS AS A PLEA FOR EXTENSIONS OF TIME TO COMPLETE ASSIGNMENTS OR FOR PERMISSION TO TAKE MAKE-UP EXAMINATIONS OR QUIZZES.
- ABSENCE FROM CLASS FOR CAUSE INCLUDES PARTICIPATION IN RECOGNIZED UNIVERSITY ACTIVITIES, PERSONAL ILLNESS PROPERLY CERTIFIED, OR EMERGENCIES (properly certified) CAUSED BY CIRCUMSTANCES OVER WHICH THE STUDENT HAS NO IMMEDIATE CONTROL. Assignments due during such absence must be submitted within one (1) week upon returning to class. EXCEPTIONS ARE RARE AND CARRY A 5 POINT PER DAY PENALTY
- THE RESPONSIBILITY FOR PROMPT CLASS ATTENDANCE AND PARTICIPATION IS CONSIDERED AN IMPORTANT ELEMENT OF THE STUDENT’S DEVELOPMENT AND TRAINING AS AN EXEMPLARY PROFESSIONAL. PROMPT CLASS ATTENDANCE AND PARTICIPATION ARE IMPORTANT FOR THE SUCCESSFUL COMPLETION OF THIS COURSE. COURSE GRADE WILL BE NEGATIVELY AFFECTED BY ABSENCE, TARDINESS, EARLY EXIST FROM CLASS AND DISRUPTIVE BEHAVIOR. Disruptive behavior includes, but not limited to, use of profanity, verbal outburst, and conversations between students (verbal or written).
- CELLULAR PHONES, PAGERS AND OTHER DISTRACTING COMMUNICATION DEVICES ARE DISRUPTIVE AND ARE NOT PREMITTED IN CLASS. USE WILL RESULT IN AN AUTOMATIC 20 POINTS FROM COURSE GRADE FOR EACH INFRACTION.
- ACADEMIC DISHONESTY WILL RESULT IN NO VALUE FOR THE ASSIGNMENT OR COURSE WORK. INCLUDED, BUT NOT LIMITED TO, ARE PLAGIARISM, CHEATING ON...
EXAMS, SUBMITTING WORK DONE BY SOMEONE ELSE OR FROM THE INTERNET. ACADEMIC DISHONESTY WILL BE REPORTED TO THE DEAN OF THE COLLEGE.

- ALL ASSIGNMENTS MUST BE TYPED UNLESS SPECIFIED BY THE PROFESSOR.
- ASSIGNMENTS WITH MULTIPLE PAGES MUST BE SECURED TO EACH OTHER.
- ALL ASSIGNMENTS WILL BE ASSESSED FOR CORRECT SPELLING, GRAMMAR AND NEATNESS. REPEATED ERRORS WILL BE PENALIZED.

Policy Statement on Non-Discrimination It is the policy of Florida Agricultural and Mechanical University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color, age, disability, sex, marital status, national origin, veteran status and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the University and employment.

Academic Honor Policy The University's Academic Honor Policy is located in the FANG Student Handbook, under the Student Code of Conduct- Regulation 2.012 section, beginning on page 55-56.

ADA Compliance To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of disability is required and should be submitted to the Learning Development and Evaluation Center (LDEC). For additional information please contact the LDEC at (850) 599-3180.

Tentative Course Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Content</th>
<th>Reading/Research</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introduction Early Childhood Special Education</td>
<td>Chapter 1, Video: I Am Your Child</td>
<td>Observation II due 1 week after visit</td>
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<tr>
<td>1/5-9</td>
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<tr>
<td>Week 2</td>
<td>Legal and Historical Perspectives</td>
<td>Chapter 2</td>
<td>Reflective statement on Florida Consent Decree (BB)</td>
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<td>1/12-16</td>
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<tr>
<td>Week 3</td>
<td>Culture and Diversity</td>
<td>PP. 13-15 &amp; 41-44</td>
<td>Test #1</td>
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<td>*1/19-23</td>
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<tr>
<td>Week 4</td>
<td>Child and The Family Assessment/IEP/IFSP</td>
<td>Chapter 3, pp. 130-135</td>
<td>Article Critique #1 *Banks</td>
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<tr>
<td>1/26-30</td>
<td></td>
<td>*Banks, R. Santos, R., &amp; Roof, V. (2003) Discovering Family concerns, priorities and resources: Sensitive family</td>
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</table>

F=Florida Educator Accomplished Practices Standards (FEAPS)
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)
(K)=Knowledge (S)=Skill (D)=Disposition

Approved/Revised 10/30/07
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Chapter</th>
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<tbody>
<tr>
<td>5</td>
<td>2/2-6</td>
<td>Assessment</td>
<td>4</td>
<td>Project IEP/IFSP</td>
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<td>6</td>
<td>2/9-13</td>
<td>Learning Environment</td>
<td>5</td>
<td>-Iris Module “Teachers at the Loom: Culturally and Linguistically Diverse Exceptional Students”(BB)</td>
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<td>2/16-20</td>
<td>Curriculum and Planning</td>
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<td>Test #2</td>
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<td>8</td>
<td>2/23-27</td>
<td>Assessment and Program Models</td>
<td>6</td>
<td>Internet Research</td>
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<td>10</td>
<td>3/9-13</td>
<td>Spring</td>
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*Approved/Revised 10/30/07*
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<th>Notes</th>
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<tr>
<td>Test #4</td>
<td>Augmentative and alternative communication in the early childhood years. Young Children 62 (4), 78-82</td>
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<tr>
<td>4/6-10</td>
<td><strong>Exceptionality Report</strong> Field Experience Report &amp; Lesson Plan: Communication Mock Teaching</td>
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<tr>
<td><strong>Week 15</strong></td>
<td>Transitioning</td>
<td>12</td>
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<tr>
<td>4/13-17</td>
<td><strong>Field Experience Report &amp; Lesson Plan: Cognitive</strong> Mock Teaching</td>
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<td><strong>Week 16</strong></td>
<td>Teaching and Learning</td>
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<tr>
<td>4/27-5/1</td>
<td>Final Exam</td>
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*The instructor reserves the right to change dates when deemed necessary. When possible students will be involved in the process.*

**Test Day:** Monday

**Assignment Due Day:** Friday  All assignments are due at the beginning of the class period.

**References**


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Lamorey, S. The effects of culture on special education services: Evil eyes, prayer meetings, and ieps. (2002). *Teaching Exceptional Children* 34(5), 67-71


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Russell-Fox, J. (1997 May). Together is better: Specific tips on how to include children with various types of disabilities. Young Children 81-83.

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Resources:
Websites
See Young Children 57(3), 42.
**Early Childhood Research Institute on Culturally and Linguistically Appropriate Services:**
www.clas.uiuc.edu
Early Childhood Research Institute on Inclusion: www.inform.umd.edu/EDUC/Depts/ecrii
IDEA:  www.ideapRACTICES.ORG
National Early Intervention Longitudinal Study: www.sri.com/neils
Exceptional Children Council: www.dec-spEd.org/
United Cerebral Palsy: www.ucpa.org
NICHEY:  www.nichey.org
No Child Left Behind: www.nochildleftbehind.gov
National Center for Educational Outcomes: www.education.umn.edu/nceo
National Early Childhood Technology Assistance Center:
www.nectac.org/topics/families/families.asp

DOE-Consent Decree www.fldoc.org/aala/cdpage2

**Artifacts**

**Artifact 1**

DAP Instructional Plans and Teaching

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Artifact 2
IEP/IFSP Development

Artifact 3
Exceptionality Report

Professional Education Unit Conceptual Framework (CF)

**FL-FAMU-CF.1**
Diversity. The exemplary professional understands diverse student backgrounds and has the skills, and disposition to employ this understanding to support student learning. He/she accepts and fosters diversity. The candidate practices strategies such as acceptance, tolerance, resolution and mediation, and establishes a comfortable environment in which all students can learn.

**FL-FAMU-CF.3**
Values. The exemplary professional values the worth and dignity of every person. He/she works with colleagues in a professional manner and interacts with students, families and other stakeholders in a manner that reflects ethical and moral standards. The candidate shows respect for varied talents and perspectives and is committed to individual excellence. The candidate values the role of the students in promoting each other’s learning and recognizes the importance of peer relationships in establishing a climate for learning.

**FL-FAMU-CF.5**
Professionalism. Exemplary professionals know the content and uses appropriate pedagogy to provide all students with the opportunity to learn. The exemplary professional is committed to professional growth and development. The candidate uses major concepts, principles, theories, and research related to development of children to construct learning opportunities that support students’ development and acquisition of knowledge and motivation. The candidate displays effective verbal and nonverbal communication techniques to foster valuable interaction in the classroom.

Florida Educator Accomplished Practices (FEAP)

**FEAP.2**
ACCOMPLISHED PRACTICE #2: Communication

**FEAP.4**
ACCOMPLISHED PRACTICE #4: Critical-thinking

**FEAP.5**
ACCOMPLISHED PRACTICE #5: Diversity

**FEAP.7**
ACCOMPLISHED PRACTICE #7: Human Development and Learning

**FEAP.8**
ACCOMPLISHED PRACTICE #8: Knowledge of Subject Matter

**FEAP.9**
ACCOMPLISHED PRACTICE #9: Learning Environments

**FEAP.10**
ACCOMPLISHED PRACTICE # 10: Planning

National Association Standards

**CEC2002.EC.3**
STANDARD: INDIVIDUAL LEARNING DIFFERENCES

**CEC2002.EC.4**
STANDARD: INSTRUCTIONAL STRATEGIES

**CEC2002.EC.5**
STANDARD: LEARNING ENVIRONMENTS AND SOCIAL INTERACTIONS

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Approved/Revised 10/30/07
CEC2002.EC.6  
STANDARD: LANGUAGE  
CEC2002.EC.7  
STANDARD: INSTRUCTIONAL PLANNING

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