OFFICIAL SYLLABUS

DISCIPLINE: EDSP
COURSE: 436

A. Catalog Entry

EDSP 436: Teaching Infants, Toddlers, and Preschoolers with Disabilities
Abbreviation: (TCH INFANTS, TOD, & PRE-SCH DIS)

Three hours lecture (3).

Prerequisites: EDSP 360 or EDSP 361, 2.5 GPA

Course Description:

Addresses methods for providing developmentally and exceptionality appropriate instructional programming for young children with special needs in all areas of development. Includes development of individualized education programs and individualized family service plans.

B. Detailed Description of Content of Course

EDSP 436 is a required course in the special education concentration for students in the ECE/ECSE teaching licensure option. Students learn to design interventions for infants, toddlers, and preschoolers with special needs. This includes promoting children’s learning, participation, and membership in natural environments; individualizing and adapting practices; development of individualized education programs (IEPs) and individualized family service plans (IFSPs); and the use of systematic naturalistic teaching strategies. In addition the following topics are addressed:

- Goals of Early Intervention
- Naturalistic Methodology including activity-based instruction, resource-based approaches, and others
- Instructional Implications of Exceptionalities including: developmental delay, cognitive disabilities, gifted/talented, learning disabilities, attention deficit disorder/attention deficit hyperactivity disorder, autism, sensory integration dysfunction, behavior disorders, blindness and vision impairment, deaf or hard of hearing, and communication disorders, and diversity of culture and language
- Development of IEPs and IFSPs
- Designing Instructional Environments: assistive technology, physical space, materials, learning centers, scheduling, role of adults, and large group, small group and individual opportunities
- Systematic Strategies
- Data-based Decision-Making

C. Detailed Description of Conduct of Course

Instructional strategies will include: lecture, demonstration, discussion, audiovisual and web-based technologies, formal and informal writing, case
studies, cooperative learning groups, observations and field studies, guest
speakers, and student presentations.

D. Goals and Objectives of the Course

Goals, objectives, and assignments in the class address NCATE Standards 1c:
Professional and pedagogical knowledge and skills for teacher candidates and
1g: Professional dispositions for all candidates.

Objectives below also include the following standards:

- Council for Exceptional Children (CEC/DEC) Common Core Standards in
  Standard #4: Instructional Strategies (CC/EC 4); Standard #5: Learning
  Environments and Social Interactions (CC/EC 5); Standard #7: Instructional
  Planning (CC/EC 7); Standard #9: Professional and Ethical Practice (CC/EC 9)
- National Association for the Education of Young Children (NAEYC) Standards in
  Standard #2: Building Family and Community Relationships; Standard # 4:
  Teaching and Learning; Standard # 5: Becoming a Professional
- Virginia Department of Education (VDOE) Licensure standards
  o Special Education: Early Childhood (birth through age 5): Competency 4:
    Instructional programs in early intervention
- Virginia Department of Education (VDOE) Licensure standards
  o Professional Studies requirements Competency 2: Curriculum and
    instructional procedures
- Virginia Department of Education (VDOE) Licensure standards
  o Early/Primary Education Prek-3 Competency 1: Methods

Interdisciplinary Early Childhood (IDEC) competencies identified in the course
objectives were developed to organize standards from six national and state specialty
professional areas for which a crosswalk is provided.

Upon successful completion of EDSP 436, students will . . .

1. Describe the goals of early intervention according to the Individuals with Disabilities
   Education Act. (IDEC 6.6)

2. Demonstrate knowledge of exceptionalities and implications for learning and
   instruction. (IDEC 4.3)

3. Develop IEPs and IFSPs and describe legal requirements and strategies for use in
   daily activities. (IDEC 2.3, IDEC 2.7)

4. Select and adapt instructional objectives, strategies, and materials according to the
   needs of individual children, using technology where applicable. (IDEC 4.6, IDEC
   6.8)

5. Design intervention strategies incorporating information from families and multiple
   disciplines. (IDEC 2.1)

6. Use a variety of explicit instructional strategies including environmental assessment,
   discrepancy analysis, task analysis, antecedent prompts, learning strategies, and
response prompts. (IDEC 4.3)

7. Design and modify learning environments to meet the needs of individual children and to promote student independence, self-regulation and developmental progress. (IDEC 4.1, IDEC 4.4)

8. Design data collection strategies to evaluate instruction and monitor progress of children with exceptional learning needs. (IDEC 3.2)

9. Discuss the role of families in early intervention and early childhood special education. (IDEC 2.3)

10. Design an integrated thematic unit linking a prepared environment, content, accommodations/modifications, IEP objectives, embedded learning opportunities, explicit instruction, and data-based decision making. (IDEC 4.2, IDEC 4.3)

11. Read and critically apply research and recommended practices to services for young children with disabilities and their families. (IDEC 6.7)

12. Demonstrate sensitivity to the primary culture and individual differences of children, families, and professionals during all contacts. (IDEC 2.2)

13. Use verbal, nonverbal, and written language effectively. (IDEC 6.9)

14. Demonstrate ethical professional behaviors in interactions in class and with children and families, and professionals within the community. (IDEC 6.5)

E. Assessment Measures

- Individual and group projects including development of unit and lesson plans and instructional materials with adaptations
- Participation in discussion and small group activities
- Analysis and development of collaborative IEPs and IFSPs
- Application assignments related to data collection and analysis and instructional planning
- Key NCATE Performance Assessment: “Thematic Unit with Adaptations”

F. Other Course Information

This course is offered concurrently and braided with EDEC 322: Early Development & Learning: Preschool Through Primary Grades. Graduate students enrolled in EDSP 536 will document completion of additional readings and complete an action research assignment project applying course material to their current or volunteer ECSE position.