Early Childhood Development and Its Relationship to Working with Young Children with Disabilities

Class Description: This class focuses on principles of child development in the areas of cognitive, social/emotional, and language and how teachers use these principles to guide instruction of young children with disabilities.

Class meeting time:
Summer Semester (8 week session): Wednesdays, 4:30 - 7:30 pm

Instructor Information

Instructor:
Debbie Ballard

Phone:
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(801) 571-1283(h)
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(801) 567-8523

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Mailing Address:
13013 S. Fort St.
Draper, UT 84020 (Home)

Communication:
Students may expect responses to their phone or email communications within two days of being received. On those occasions when the instructor is out of the office for a longer period of time, students should contact program advisor Denise Knight. See contact information below.

Other contact information

Denise Knight, Advisor
Phone: (435) 797-2017 or 1-800-522-9731
Fax: (435) 797-2044
E-mail: denise@cpd2.usu.edu

David Harris, Technical Support Specialist
Phone: (435) 797-0861 or 1-800-522-9731 (See NOTE below regarding the toll-free #)
E-mail: david.harris@usu.edu

NOTE
The toll-free number goes to Denise Knight. She will transfer your call. If Denise is not at her desk and you receive her voice mail, press "0" during the message. Ask the operator to connect you with 7-7011
Online technology used for this class: Wimba, using Mozilla Firefox

The Wimba class is located on the Blackboard page. The Wimba classroom is where you will attend class each week. We recommend that before you login the first time, bookmark the blackboard website address (URL).

Required Texts and Materials


Please order the text online before the first week of class by copying and pasting the following URL into your web browser: www.amazon.com/Guiding-Childrens-Development-Marjorie-Kostelnik/dp/1401897630

You can also purchase this textbook at the Utah State bookstore.

Course Objectives / CEC Standards for this class

By the end of the course the student will understand:

(a) principles of child development and their relationship to working with young children with disabilities;

(b) how children develop and learn within the social domain;

(c) how overall development is impacted by a disability;

(d) the adult role in guiding and encouraging a positive self concept, prosocial behavior, independence, empathy, communication and decision making skills in young children with and without disabilities;

(e) classroom procedures to increase teacher effectiveness when interpreting children’s behavior and implementing appropriate strategies that enhance children’s social competence; and

(f) developmental theories and the unique perspectives that each adds to understanding the development of young children.

In addition, the student will gain the necessary skills to:

(g) observe and record children's behavior for the purposes of creating learning environments, assessing development, and guiding behavior.
Calendar

Week 1: May 12, 2010
Introductions, Syllabus, Developmental Theorists

Week 2: May 19, 2010
Initiating Social Relationships in Infancy
Students will learn strategies that can be used to support healthy social-emotional development with typical and atypical children.

Readings:
Chapters 1, 2

Assignments Due:
Theorists’ assignment

Week 3: May 26, 2010
Influencing Children’s Social Development by Structuring the Physical Environment for Typical and Atypical Children.

Readings:
Chapter 9

Assignments Due:
Introductory Paper

Week 4: June 2, 2010
Building Positive Relationships Through Nonverbal and Verbal Communication
Students will learn specific techniques to facilitate language in the classroom with typical and atypical children.

Readings:
Chapters 3, 4

Assignments Due:
Physical Environment

Quiz:
Chapters 1, 2, 9

Week 5: June 9, 2010
Supporting Children’s Emotional Development
Readings:
5, 6

Assignments Due:
Verbal Communication/Supporting Friendships

Week 6: June 16, 2010
Enhancing Play and Supporting Friendships with Typical and Atypical Peers
Readings:
7, 8
Assignments Due:
Enhancing Play and Supporting Friendships
Quiz:
Chapters 3, 4, 5, 6

Week 7: June 30, 2010
Fostering Self-Discipline in Children and Handling Aggressive Behavior
Readings:
10, 11, 12
Assignments Due:
None
Quiz:
Chapters 7, 8

Week 8: July 7, 2010:
Supporting Children’s Development and Exceptional Needs
Readings:
13, 14, 15
Assignments Due:
Implementing Consequences
Final
Comprehensive
Due Dates

<table>
<thead>
<tr>
<th>Class Assignment</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Assignment #1</td>
<td>May 19, 2010</td>
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<tr>
<td>Assignment #2</td>
<td>May 26, 2010</td>
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<td>Assignment #3</td>
<td>June 2, 2010</td>
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<td>June 9, 2010</td>
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<td>Assignment #5</td>
<td>June 16, 2010</td>
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<tr>
<td>Assignment #6</td>
<td>July 7, 2010</td>
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Assignment Description

Assignment 1 – Theorists Paper

Write a 350 to 500 word paper that describes your perspective in relation to the theorists and how they have impacted education.

Due Date: May 19, 2010

Assignment 2 – Introductory Paper

Give a reflective look and why you decided, or are studying to be a teacher of young children. Also, give a brief description of why you have chosen to work with children who have disabilities. Discuss what you believe to be the value of Early Childhood Education, and include thoughts about your philosophy of teaching and how young children learn. No more than 3 pages.

Due Date: May 26, 2010

Assignment 3 – The Physical Environment

Select a preschool or daycare setting in your area. Observe the physical environment and determine if it has optimal opportunities to support social development for typical or atypical children.

Observation Date:

1. Describe the physical set up of the facility. Is there space for large movement, quiet area, private spaces, noisy activities, wheel chairs or walkers, large and small group activities?

2. Is it a safe place? A healthy environment? Describe why you think it is or is not a safe or healthy
environment.

3. Materials: Specifically describe sensory rich materials. Is there a variety? Is it cluttered? Or too sparse? Do all children typical and atypical have access to materials?

4. Can you tell there are centers? List them.

5. Schedule: Did the children seem to know a routine? Did the teacher facilitate a transition? What did she/he do, and how did the children respond? Are the children allowed extra time if they are really involved in an activity?

6. List two suggestions you have for this environment. Support them by using your text.

**Due Date: June 2, 2010**

**Assignment 4 – Verbal Communication**

Observation Date:

You may want to visit a child care setting, private school setting or preschool classroom. This setting should be for three, four, or five year olds. Answer each part of the question.

1. List two behavior reflections you have tried with children. Describe what the child/children said or did that prompted your response. Use exact quotes of what was said, by the child then by you.

2. List two paraphrased reflections you have tried with the children. Describe what the child/children said or did that prompted your response. Use exact quotes of what was said, by the child then by you.

3. Give an example of two open ended questions you used with children. Use exact quotes. How did the children respond?

4. Give an example of two situations where you used effective praise. Describe what the children were doing. How did they respond?

5. Describe a separate incident where you used a positive statement to get a child to behave better.

6. Describe one situation where you supported friendship. Write about what the children were doing. What did you do? Make specific references to the skills you have learned in this chapter (261 – 264).

7. Evaluate your skills and how you used it. How did the children react?

8. Describe the changes you might make if a similar situation rises again.

**Due Date: June 9, 2010**

**Assignment 5 - Enhancing Play and Supporting Friendships**
Discuss 3 situations in which you supported children’s friendships. Describe what the children were doing. Next talk about what you did, making specific reference to the skills you have learned in chapters 5, 6, 7 and 8. Explain how the children reacted to your approach. Conclude by evaluating your skill usage and describing any changes you might make in future situations that are similar.

Due Date: June 16, 2010

Assignment 6 – Implementing Consequences

Respond to these questions based on the experience you have had during your site visits. You may need to do further observations to answer these questions.

1. Give one specific example of each of the following:
   1. Positive consequences
   2. Punishments
   3. Negative consequences
   4. Natural consequences
   5. Logical consequences
   6. Unrelated consequences

   What is your opinion about how the teacher did these? Did she or he go through the steps of consistency, timing, personal message, warning, and follow through?

2. Briefly describe an incident when time out was used? Refer to pages 373 – 376 in the text and state whether steps were followed or not. If you have not seen time out used when you have been at the facility, ask the head teacher for his or her opinion on it and describe how they use it.

3. Describe in detail one of your attempts to implement a consequence.

Due Date: July 7, 2010

Grading Criteria

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
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<tbody>
<tr>
<td>Assignment #1</td>
<td>50 points</td>
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<tr>
<td>Assignment #2</td>
<td>50 points</td>
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<tr>
<td>Assignment #3</td>
<td>100 points</td>
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<tr>
<td>Assignment #4</td>
<td>80 points</td>
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<td>Assignment #5</td>
<td>60 points</td>
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Assignment #6  100 points

Grading Scale
To compute your grade at any time, divide the total number of points you have received for submitted assignments by the total number of possible points for those assignments and multiply by 100. Use the scale below.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100%</td>
<td>C+</td>
<td>77-79%</td>
</tr>
<tr>
<td>A-</td>
<td>90-94%</td>
<td>C</td>
<td>73-76%</td>
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<tr>
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<td>83-86%</td>
<td>D+</td>
<td>65-69%</td>
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<tr>
<td>B-</td>
<td>80-82%</td>
<td>D</td>
<td>60-64%</td>
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<tr>
<td>F</td>
<td>Below 60%</td>
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</tbody>
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Policies
Utah State University and Departmental Policies.

- Late Policy
- USU Incomplete Policy
- Students with Disabilities
- Department Policies
- Certification/Undergraduate Course Requirements (Effective Fall 1994)
- Background Check
- Notice of Academic Dishonesty
- Changes in Graduation Requirements

Late Policy
Students will be assessed a 10% deduction of points for each day of late work. Late points may be waived in part at the discretion of the instructor as long as the student notifies the instructor at least 8 hours in advance.

USU Incomplete Policy
Incomplete (I) Grade. Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the work in a course due to extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating circumstance' will include:

1. incapacitating illness which prevents a student from attending classes for a minimum period of two weeks,
2. a death in the immediate family,
3. financial responsibilities requiring a student to alter course schedule to secure employment,
4. change in work schedule as required by employer, or
5. if there are other emergencies that students think necessitate an incomplete grade, then students will need approval from both the instructor and the department head.

Documentation of the circumstances cited to justify an incomplete grade is required. If an incomplete is approved, two grades will be given, an "I" and a letter grade for the course computed as if the missing work were zero. The student is required to complete the work by the time agreed upon, or not longer than 12 months. If no change of grade is submitted by the instructor within the prescribed period, the "I" will be removed and the letter grade originally submitted with the "I" will remain as the permanent grade for the course. Arrangements to complete the missing coursework are to be made directly with the instructor awarding the "I" grade, and in accordance with departmental policy. In the absence of the original instructor, special circumstances must be handled by the department head. Documentation of required work to be completed in order to remove the "I" grade must be filed with the department office. The "I" grade should generally not require a complete repeat of the course. A student should not reregister for the course. Research and thesis courses taken for graduate work are exempted from this policy. All "I" grades must be changed to letter grades prior to graduation, regardless of whether or not the course is required for the degree.

Students with Disabilities

If a student has a disability that may require some accommodations, the student must document the disability through the Disability Resource Center, preferably during the first week of the course. Any requests for special consideration relating to attendance, pedagogy, taking of examinations, etc. must be discussed with and approved by the Disability Resource Center. In cooperation with the Disability Resource Center, course materials can be provided in alternative formats -- large print, audio, diskette or Braille. If you have additional questions or concerns, please contact the head of the Department of Special Education and Rehabilitation.

Department Policies

Grading Guidelines

1. Criteria for the awards of each letter grade should be specified in the course syllabi for all courses
2. Grades given in all courses should truly reflect differences in student performance, not just meeting minimum criteria.

Grade Point Requirements

1. Certification/Undergraduate Students - Students must maintain a grade point average of 2.75 or better after being admitted to the Teacher Education Program and while taking courses in the major.
2. Graduate Students - All graduate students must maintain a 3.0 grade point average to remain an active student in the graduate program.

Student Behavior & Academic Honesty

Student behavior in accordance with USU's Student Code of Conduct/Rights is expected during all
interactions with faculty and peers. It is expected that students' work will conform to the highest standards of academic honesty. Incidences of academic honesty (e.g., cheating on tests, plagiarism, lying to supervisors and cooperating teachers) will be referred to program committees for disciplinary action.

Certification/Undergraduate Course Requirements (Effective Fall 1994)

Students are required to earn a "C" or higher in all certification courses. Students who receive a grade below "C" must retake the course. Each student will be allowed to repeat a maximum of one course (course is defined as didactic courses, practica and student teaching). In addition, students who withdraw from 2 practica (or one practica 2 times) may not be permitted to continue their program. Student teaching may not be repeated without appeal and approval by the appropriate special education program committee.

Students who do not apply for certification within 12 months of graduating may be subject to additional coursework prior to recommending certification.

Background Check

As a result of a legislative mandate, all students planning on obtaining a teaching license in Utah must complete a background check prior to their initial practicum. Background check information must be submitted by March 15 prior to the fall semester when students plan to begin their special education coursework. Forms are available in the Teacher Education, Graduation & Licensing Office, EDUC Bldg. Rm 103.

Notice of Academic Dishonesty

The university expects that students and faculty alike maintain the highest standards of academic honesty. For the benefit of students who may not be aware of specific standards of the university concerning academic dishonesty, the following information is quoted from the Code of Policies and Procedures for Students at Utah State University, Article V, Section 3 (USU Schedule of Classes, p. 133).

Violations of University Standards


   A. Cheating includes intentionally:

   1. Using or attempting to use or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity;
   2. Depending upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
   3. Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
   4. Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission; and
   5. Engaging in any form of research fraud.

   B. Falsification includes the intentional and unauthorized altering or inventing of any information or
citation in an academic exercise or activity.

C. Plagiarism includes knowingly representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

Violations of the above policy will subject the offender to the university's discipline procedures as outlined in Article VI, Section 1 of the Handbook. Those procedures may lead to:

- (a) a reprimand;
- (b) a grade adjustment;
- (c) being placed on warning or probation;
- (d) suspension from the university; or
- (e) expulsion from the University.

Changes in Graduation Requirements

Students are expected to familiarize themselves with the rules and regulations of both the University and their specific major. Detailed information concerning graduation requirements is available in the USU General Catalog as part of the departmental descriptions. Responsibility for satisfying all graduation requirements rests upon the student. Utah State University reserves the right to change graduation requirements at any time. Students who can complete a baccalaureate degree within seven years of enrollment at USU can qualify for graduation by meeting:

1. The General Education/University Studies requirements in effect when they initially enrolled and
2. The major requirements in effect when they officially declared their major, even though there may have been changes in General Education/University Studies and major requirements since that time. Students who have not completed the baccalaureate requirements within seven years of their initial enrollment at USU must have their General Education/University Studies and major requirements evaluated and approved by their department head and dean. Exceptions to this seven-year policy may be necessary for mandated changes in degree requirements.