

PROJECT P<sup>2</sup>ECE: PREPARING PARAPROFESSIONALS  
FOR EARLY CHILDHOOD EDUCATION

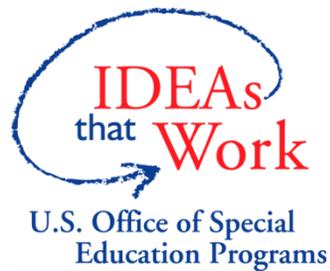
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ECE 260: The Exceptional Child

Bank of Resources

PREPARING PARAPROFESSIONALS FOR EARLY CHILDHOOD EDUCATION

# ECE 260: BANK OF RESOURCES



This Bank of Resources was developed under Project P2ECE (Award# H325N110018) funded by the U.S. Department of Education, Office of Special Education Programs. Project P2ECE is collaboration between the PAR2A Center of the University of Colorado Denver, the University of Northern Colorado and the Early Childhood Education programs at Colorado Community College System.



## Table of Contents

Acknowledgements.....	4
Introduction to the Bank of Resources .....	1
Recommended Syllabus .....	3
Bank of Resources .....	8
Selected Examples of Assignments .....	14
Competency A: Typical and atypical child development of children birth to 8 years of age.....	15
<i>Assignment A2: Conditions Associated with Disabilities Chart .....</i>	<i>15</i>
<i>Assignment A3: Conditions Associated with Disabilities .....</i>	<i>16</i>
Competency B: Historical and philosophical aspects .....	18
<i>Assignment B1: Timeline.....</i>	<i>18</i>
<i>Assignment B2: Term Definition .....</i>	<i>19</i>
Competency C: Legal components under IDEA (Part C and Part B)..	20
<i>Assignment C1: IDEA and IFSPs/IEPs.....</i>	<i>20</i>
Competency D: Basic early childhood and early childhood special education terminology. ....	21
<i>Assignment D1: ECE/ECSE Terms.....</i>	<i>21</i>
Competency E: Evidence-based research and developmentally appropriate practices related to instructing children with special needs .....	22
<i>Assignment E1: Interview with a Child Find Team member.....</i>	<i>22</i>

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	Co
	mp
Competency F: Family-centered practice.....	23
<i>Assignment F1: A Cultural Journey</i> .....	23
Competency G: Barriers to inclusion that parents, other children, and staff encounter.....	27
<i>Assignment G1: Observation of an Inclusive Preschool or K-3 classroom</i> .....	27
Final Quiz .....	28
Additional Resources .....	29
<b><i>Reading Recommendations</i></b> .....	29
<b><i>Websites</i></b> .....	29

## ACKNOWLEDGEMENTS

The **Preparing Paraprofessionals for Early Childhood Education** project (**Project P<sup>2</sup>ECE**) is funded by the Office of Special Education Programs, Department of Education. Project P<sup>2</sup> ECE is a partnership between the Paraprofessional Resource and Research (PAR<sup>2</sup>A) Center at the University of Colorado Denver, University of Northern Colorado, and the ECE Statewide Community College Faculty Coalition. The project addresses the critical need for well-prepared professionals who are equipped with knowledge and skills to provide instructional support to children in a variety of preschool settings, including local school districts, Head Start, and community-based preschool programs for 3- to 5-year-olds.

An expert panel reviewed and adapted course competencies addressed in existing ECE-related certificate coursework and Associates of Arts programs in various community colleges in Colorado, by incorporating standard-based and evidence-based special education content and practices. After extensive review, the expert panel provided their recommendations for the **ECE 260: The Exceptional Child** syllabus, course outline and resources, which were later collated as the **ECE 260: Recommended Syllabus & Bank of Resources** booklet. This booklet addresses all of the course competencies by providing relevant resources for ice breakers, readings, assignments/assessments, websites, and video clips.

We would like to acknowledge the ECE professionals who supported the development of this booklet through their input and guidance. We appreciate their invaluable assistance in reviewing the recommended syllabus for the ECE 260 course and ensuring its alignment to Division for Early Childhood's Recommended Practices, and contributing invaluable resources to address each competency. We express our gratitude to the following members of the expert panel and community college faculty members:

- Penny Dell, Colorado Department of Education
- Barbara Jackman, Colorado Mountain College

We also like to thank the following individuals for their efforts in bringing the **ECE 260: Recommended Syllabus & Bank of Resources** to its current form:

- Namita A. Mehta, University of Colorado Denver
- Rashida Banerjee, University of Northern Colorado
- Ritu V. Chopra, University of Colorado Denver
- Geraldine I. DiPalma, University of Colorado Denver
- Cathy Smyth, University of Northern Colorado

We would also like to place on record our appreciation for the invaluable support rendered by the members of the ECE Statewide Community College Faculty Coalition, and for endorsing and helping the effort to make the recommendations a part of the statewide common core syllabus.

# INTRODUCTION TO THE BANK OF RESOURCES

The following document provides a Bank of Resources (BoR) for instructors who are teaching the course *ECE 260- The Exceptional Child* at the Colorado Community College. The course provides an introduction to Early Childhood Education. It includes the eight key areas of professional knowledge focusing on age's birth through age eight: Child Growth and Development; Health, Nutrition and Safety; Developmentally Appropriate Practices; Guidance; Family and Community Relationships; Diversity; Professionalism; Administration and Supervision.

## **What is BoR?**

The BoR booklet provides a menu of teaching resources for instructors to use in their college teaching. The content is specifically designed to include evidence-based resources to prepare early childhood professionals for inclusive classrooms that serve *all* children, including those with identified disabilities.

Each BoR booklet focuses on particular course content and includes the following:

1. A syllabus template for instructors
2. A matrix with the resources, and
3. Appendix with examples of assignments

Developed through multiple iterations and field input, the matrix with resources is arranged in columns that include (a) Reading Materials, (b) Icebreakers, (c) Assignments, (d) Websites, and (d) Videos. These resources are arranged in rows according to the competencies stated for each course in the Colorado Community College Common Course Numbering System (CCCNS).

## **Who can use BoR?**

While the booklet was designed with Colorado Community College faculty who teach in early childhood programs in mind, the content can easily be used by instructors in other programs and by professional development providers who are seeking resources to enhance their teaching and professional development materials.

## **How do I use BoR?**

We recommend that instructors print out the document and review the document prior to developing the course syllabus. Instructors can then select specific resources for their courses based on their individual course goals, course format, and student needs. Since the BoRs are presented by competencies, the instructors may need to align the resources with their course schedules. For example, instructors may decide that the competency C in the BoR relates to the topics for Units 3 and 7. Thus, when planning for Units 3 or 7, the instructors will review the resources provided in Competency C and select those that they want to include in their teaching.

# **ECE 260: The Exceptional Child**

Recommended Syllabus & Bank of Resources

# RECOMMENDED SYLLABUS

Course Name (Long Title): The Exceptional Child

Min Credit: 3

Section:

Location:

Day/Time:

Instructor:

Office:

Phone:

Email:

Office Hours:

Min Credit: 3

Max Credit:

Origin Notes: ACC

## COURSE DESCRIPTION

Presents an overview of critical elements related to educating young children with disabilities in the early childhood setting. Topics include the following: typical and atypical development, legal requirements, research based practices related to inclusion, **teaming and collaboration**, and accommodations and adaptations. Student will learn how a disability will impact a young child's learning process. Focus of the course is on birth through age 8.

## COURSE COMPETENCIES/OBJECTIVES:

- A. Demonstrate a basic understanding of typical and atypical child development of children 0-8.
- B. Demonstrate basic knowledge of the historical and philosophical aspects IDEA.
- C. Demonstrate a basic knowledge of the legal components under IDEA (Part C and Part B).
- D. Demonstrate understanding of basic early childhood and early childhood special education terminology.
- E. Demonstrate a basic knowledge of evidence-based research and developmentally appropriate practices related to instructing children with special needs within natural environments/least restrictive environments
- F. Describe the concept of family-centered practice and the impact of exceptionality on family concerns, resources, and priorities.
- G. Identify the barriers to inclusion that parents, other children, and staff encounter.

## TOPICAL OUTLINE

### **A. Child Development Overview**

- a. Typical
  - i. Physical (gross motor, fine motor, vision, hearing)
  - ii. Cognitive
  - iii. Speech language
  - iv. Social/emotional
  - v. Adaptive
- b. Atypical
  - i. Physical (gross motor, fine motor, vision, hearing)
  - ii. Cognitive
  - iii. Speech language
  - iv. Social/emotional
  - v. Adaptive
- c. Factors influencing development
  - i. Biological
  - ii. Environmental
  - iii. Socio-cultural

### **B. Aspects of the Law**

- a. History of IDEA (Individuals with Disabilities Education Improvement Act)
  - i. Philosophical framework
  - ii. Timeline/historical events
  - iii. Legal components
  - iv. Child Find
    - 1. Public awareness
    - 2. Referral
- b. Eligibility practices
  - i. Screening/evaluation
  - ii. IFSP/IEP development and review
    - 1. Team members
    - 2. Outcomes/goals
    - 3. Service/support delivery
    - 4. Ongoing assessment
    - 5. Transition
  - iii. Inclusion
    - 1. Natural environment (birth-3)
    - 2. Least restrictive environment (3-8)
- c. Parental rights/entitlements
- d. ADA (Americans with Disabilities Act)

### **C. Evidence-based supports and services**

- a. Practices
  - i. Integrated services
  - ii. Embedded instruction
  - iii. Adaptations/accommodations
  - iv. Barriers

### **D. Tiered model of instruction**

- a. Tier 1-Instruction for all children
- b. Tier 2-Instruction for some children
- c. Tier 3-Instruction for few children

### **PARAPROFESSIONAL STANDARDS ADDRESSED**

ECP1K1: Purpose of supports and services for young children with exceptional needs.

ECP1K3: Eligibility categories/criteria and basic understanding of the system of early childhood.

ECP1K4: Allowable supports and services for the system of early childhood.

ECP1K5: Rights and responsibilities of young children with exceptional needs, their families, and other stakeholders.

ECP1S1: Use basic early childhood and early childhood special education terminology.

ECP1S2: Implement activities associated with family-centered, routines-based interventions within early childhood settings.

ECP1S3: Implement services consistent with family rights and procedural safeguards.

ECP2K1: Typical and atypical early childhood development.

ECP2K3: Developmental implications of characteristics of various exceptionalities.

ECP2S1: Use knowledge of developmental characteristics when implementing services for young children with exceptional needs.

ECP3S3: Implement levels of support appropriate to learning and social-emotional needs of young children with exceptional needs.

ECP4S3: Adapt instructional strategies and materials after consultation with the supervisor and the early childhood team.

ECP4S6: Support strategies that promote successful transitions for young children.

ECP4S8: Use and maintain assistive technology for young children.

ECP4S11: Use a continuum of intervention strategies to support engagement in daily routines and activities.

ECP5K3: Identify the possible communicative intent of behaviors of young children.

ECP5K6: Understand the terms natural environments, least restrictive environment, inclusion, embedded instruction, and routines-based activities as used in early childhood.

ECP5S8: Collaborate with families in implementing strategies in a variety of settings to assist in the development of social skills of young children.

ECP6K7: Impact of language delays on cognitive, social emotional, behavior, adaptive, play, temperament, and learning needs.

ECP6S1: Match communication methods to the child and families' language needs and preferences.

ECP6S3: Support young children in their use of augmentative and alternative communication skills and other assistive technology.

ECP6S4: Collaborate with families and early childhood professionals in using strategies to enhance emergent literacy of young children.

ECP6S5: Support a young child's maintenance and generalization of strategies for effective communication across environments.

ECP6S6: Collaborate with families and early childhood professionals to respond to a young child's communicative intent and preferences, establish predictable routines, and facilitate communicative intentions.

ECP7K1: Purpose and components of Individual Family Service Plan (IFSP) and of Individualized Education Program (IEP).

ECP7K2: Roles and responsibilities related to early learning, early childhood and family support.

ECP7S4: Use individualized intervention strategies appropriate to the abilities and needs of the young children.

EIP8K1: Purposes and function of assessments.

EIP8K2: Link between assessment and intervention.

EIP8K3: Role of the family in the assessment process.

ECP9S6: Practice within the limits of the defined professionals role and responsibilities.

**ASSIGNMENTS & ASSESSMENT OF ASSIGNMENT**

Faculty will list the required assignments for this course and include rubrics, grading sheets, checklist, etc., that accompany each assignment. See **Bank of Resources** for suggestions.

- 1.
- 2.
- 3.
- 4.

**GRADING**

In order to receive a course grade as indicated relative to the point distribution, all required activities and projects must be completed.

<b>94-100</b>	<b>A</b>	<b>80-82</b>	<b>B-</b>
<b>90-93</b>	<b>A-</b>	<b>75-79</b>	<b>C</b>
<b>87-89</b>	<b>B+</b>	<b>74 and below</b>	<b>F</b>
<b>83-86</b>	<b>B</b>		

**COURSE OUTLINE**

Faculty will list the schedule of topics/requirements in this area. See **Bank of Resources** for suggestions.

Week	Dates	Topics	Activities/Readings	Graded Assignments Due
1				
2				
3				
4				
5				

**ECE 260 BANK OF RESOURCES  
PROJECT P2ECE**

6				
7				
8				
9				
10				
11				
12				
13				
14				
15				

**Course Offered At:**

Arapahoe Community College ACC  
 Community College of Aurora CCA  
 Colorado Community College Sys CCCS  
 Community College of Denver CCD  
 Colorado Northwestern CC CNCC  
 Front Range Community College FRCC  
 Lamar Community College LCC  
 Morgan Community College MCC  
 Northeastern Junior College NJC  
 Otero Junior College OJC  
 Pueblo Community College PCC  
 Pikes Peak Community College PPCC  
 Red Rocks Community College RRCC  
 Trinidad State Junior College TSJC

**STUDENT ETHICS AND POLICY INFORMATION**

*Each community college must include policies regarding incomplete process, academic honesty, access, disability, communication, etc.*

## BANK OF RESOURCES

The following table outlines possible readings, ice breakers and assignments, websites, and video clips that can be used for each competency in the course.

*Note: Some longer and more detailed assignments are hyperlinked and available in the Appendices.*

Competency A: Typical and atypical child development of children birth – 8 years of age.			
Readings	Ice Breakers and Assignments	Websites	Videos
<p>Zero to Three Development Readings Birth to 12 months <a href="http://main.zerotothree.org/site/PageServer?pagename=ter_par_012_index">http://main.zerotothree.org/site/PageServer?pagename=ter_par_012_index</a></p> <p>12-24 months <a href="http://main.zerotothree.org/site/PageServer?pagename=ter_par_1224_index">http://main.zerotothree.org/site/PageServer?pagename=ter_par_1224_index</a></p> <p>24-36 months <a href="http://main.zerotothree.org/site/PageServer?pagename=ter_par_2436_index">http://main.zerotothree.org/site/PageServer?pagename=ter_par_2436_index</a></p> <p>CDC's Developmental Checklist <a href="http://www.cdc.gov/ncbddd/actearly/pdf/checklists/all_checklists.pdf">http://www.cdc.gov/ncbddd/actearly/pdf/checklists/all_checklists.pdf</a></p>	<p><b>Ice Breaker A1:</b> Recognizing Differences and Uniqueness You will need an item for each student: rocks, sea shells, potatoes; pine cones</p> <ol style="list-style-type: none"> <li>1. Ask students to choose an item and stand in a circle; ask them to study their item noticing the shape, size, and color as wells as blemishes or oddities.</li> <li>2. Ask about distinguishing features, damages; what characteristic does it have; what personality; ask them to name it; and give it a history – then have them turn to another student and introduce their item;</li> <li>3. Ask the students to return the item to the basket and later ask them to find their item – how did they know?</li> </ol>	<p>WebMD Developmental Milestones <a href="http://www.webmd.com/parenting/baby/features/is-your-baby-on-track">http://www.webmd.com/parenting/baby/features/is-your-baby-on-track</a></p>	<p>Raising a Baby with Spina Bifida <a href="http://abavtooldev.pearsoncmg.com/myeducationlab/singleplay.php?projectID=mcdevitt.ormrod&amp;clipID=Spina_Bifida.flv">http://abavtooldev.pearsoncmg.com/myeducationlab/singleplay.php?projectID=mcdevitt.ormrod&amp;clipID=Spina_Bifida.flv</a></p> <p>Children with Down Syndrome <a href="http://abavtooldev.pearsoncmg.com/myeducationlab/singleplay.php?projectID=mcdevitt.ormrod&amp;clipID=Children_with_Down_Syndrome.flv">http://abavtooldev.pearsoncmg.com/myeducationlab/singleplay.php?projectID=mcdevitt.ormrod&amp;clipID=Children_with_Down_Syndrome.flv</a></p> <p>Effects of Hormones on Growing Body <a href="http://abavtooldev.pearsoncmg.com/myeducationlab/singleplay.php?projectID=mcdevitt.ormrod&amp;clipID=Effects_of_Hormones.flv">http://abavtooldev.pearsoncmg.com/myeducationlab/singleplay.php?projectID=mcdevitt.ormrod&amp;clipID=Effects_of_Hormones.flv</a></p>

	<p><b>Assignment A2:</b> Conditions Associated with Disabilities Chart</p> <p><b>Assignment A3:</b> Conditions Associated with Disabilities Matching Activity</p>		
<b>Competency B: Historical and philosophical aspects.</b>			
<b>Readings</b>	<b>Ice Breakers and Assignments</b>	<b>Websites</b>	<b>Videos</b>
<p>History in Educating Children with Disabilities Through IDEA <a href="https://www2.ed.gov/policy/speced/leg/idea/history.pdf">https://www2.ed.gov/policy/speced/leg/idea/history.pdf</a></p> <p>Thirty-Five Years of Progress in Educating Children with Disabilities Through IDEA <a href="https://www2.ed.gov/about/offices/list/osers/idea35/history/idea-35-history.pdf">https://www2.ed.gov/about/offices/list/osers/idea35/history/idea-35-history.pdf</a></p>	<p><b>Assignment B1:</b> Timeline</p> <p><b>Assignment B2:</b> Term Definition</p>	<p>The IDEA 35<sup>th</sup> Anniversary <a href="http://www2.ed.gov/about/offices/list/osers/idea35/index.html">http://www2.ed.gov/about/offices/list/osers/idea35/index.html</a></p>	<p>Celebrating 35 years of IDEA: <a href="https://www.youtube.com/watch?v=DUn6luZQaXE">https://www.youtube.com/watch?v=DUn6luZQaXE</a></p> <p>People First Language: <a href="https://www.youtube.com/watch?v=stT_y77EWGw">https://www.youtube.com/watch?v=stT_y77EWGw</a></p> <p>IDEA History PPT <a href="https://www.youtube.com/watch?v=3XMndYNEGFA">https://www.youtube.com/watch?v=3XMndYNEGFA</a></p>
<b>Competency C: Legal components under IDEA (Part C and Part B).</b>			
<b>Readings</b>	<b>Ice Breakers and Assignments</b>	<b>Websites</b>	<b>Videos</b>
<p>Comparison of Part C and Part B of IDEA <a href="http://www.beachcenter.org/Wisdom/ParentRights/Wisdom_PolicyAdvisory1Comparison_Feb08.pdf">http://www.beachcenter.org/Wisdom/ParentRights/Wisdom_PolicyAdvisory1Comparison_Feb08.pdf</a></p>	<p><b>Assignment C1:</b> IDEA and IFSPs/IEPs</p>	<p>Early Childhood Technical Assistance Center <a href="http://ectacenter.org/partc/partc.asp">http://ectacenter.org/partc/partc.asp</a></p> <p>IDEA videos</p>	<p>Transition (refers to children transitioning out of Part C, Early Intervention services) <a href="http://community.fpg.unc.edu/connect-modules/resources/videos/found">http://community.fpg.unc.edu/connect-modules/resources/videos/found</a></p>

ECE 260 BANK OF RESOURCES

PROJECT P2ECE

<p>Comparison of IEPs and IFSPs:  <a href="http://www.pacer.org/parent/php/PHP-c59.pdf">http://www.pacer.org/parent/php/PHP-c59.pdf</a></p> <p>Transition Practices from Preschool to Kindergarten  <a href="http://curry.virginia.edu/uploads/resourceLibrary/Research_Brief_-_Transitions.pdf">http://curry.virginia.edu/uploads/resourceLibrary/Research_Brief_-_Transitions.pdf</a></p>		<p><a href="http://idea.ed.gov/explore/view/p/,root,dynamic,VideoClips">http://idea.ed.gov/explore/view/p/,root,dynamic,VideoClips</a></p>	<p>ations-of-transition</p> <p>IFSP and Outcomes  <a href="https://www.youtube.com/watch?v=k2GGqB5gOSk&amp;feature=youtu.be">https://www.youtube.com/watch?v=k2GGqB5gOSk&amp;feature=youtu.be</a></p>
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**Competency D: Basic early childhood and early childhood special education terminology**

Readings	Ice Breakers and Assignments	Websites	Videos
<p>NECTAC's Speaking the Language  <a href="http://www.nectac.org/~pdfs/pubs/acronyms.pdf">http://www.nectac.org/~pdfs/pubs/acronyms.pdf</a></p>	<p><b>Assignment D1: ECE/ECSE Terms</b></p>	<p>The Early Childhood Technical Center Acronyms, Dictionaries and Glossaries:  <a href="http://ectacenter.org/portal/dictionaries.asp">http://ectacenter.org/portal/dictionaries.asp</a></p> <p>The National Early Childhood Technical Assistance Center's <i>Speaking the Language</i>:  <a href="http://www.nectac.org/~pdfs/pubs/acronyms.pdf">http://www.nectac.org/~pdfs/pubs/acronyms.pdf</a></p>	<p>Special Education Acronyms  <a href="https://www.youtube.com/watch?v=u7ZO7dVWyKk">https://www.youtube.com/watch?v=u7ZO7dVWyKk</a></p>

**Competency E: Evidence-based research and developmentally appropriate practices related to instructing children with special needs within natural environments/least restrictive environments.**

Readings	Ice Breakers and Assignments	Websites	Videos
<p>CONNECT website Embedded Interventions: <a href="http://community.fpg.unc.edu/connect-modules/learners/module-1">http://community.fpg.unc.edu/connect-modules/learners/module-1</a></p> <p>DEC Recommended Practices: <a href="http://dec.membershipsoftware.org/files/DEC_RPs_6_25_2014_final1.pdf">http://dec.membershipsoftware.org/files/DEC_RPs_6_25_2014_final1.pdf</a></p>	<p>Video clips from Just Being Kids <a href="http://www.cde.state.co.us/resultsmatter/RMVideoSeries_JustBeingKids.htm">http://www.cde.state.co.us/resultsmatter/RMVideoSeries_JustBeingKids.htm</a></p> <p>Practicing adaptations: in small groups, supply students with items found in a child-care or preschool setting such as books, puzzles, large wooden beads; Have them discuss how they would adapt these items for stability, simplification, and meet developmental goals</p> <p>Observations /interviews of child find personnel, early childhood teachers, early childhood special educators, therapists, families</p> <p>Assignment E1: Interview with a Child Find Team Member</p>	<p>Center on the Social Emotional Foundations of Early Learning (CSEFEL): <a href="http://csefel.vanderbilt.edu">http://csefel.vanderbilt.edu</a></p> <p>Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI), <a href="http://challengingbehavior.fmh.i.usf.edu/">http://challengingbehavior.fmh.i.usf.edu/</a></p> <p>CONNECT website Foundations of Inclusion: <a href="http://community.fpg.unc.edu/connect-modules/resources/videos/foundations-of-inclusion-birth-to-five">http://community.fpg.unc.edu/connect-modules/resources/videos/foundations-of-inclusion-birth-to-five</a></p> <p>DASY: The Center for IDEA Early Childhood Data Systems <a href="http://dasycenter.org">http://dasycenter.org</a></p> <p>Early Childhood Technical Assistance Center: <a href="http://ectacenter.org">http://ectacenter.org</a></p>	<p>Head Start Center for Inclusion <a href="http://depts.washington.edu/hscenter/elo">http://depts.washington.edu/hscenter/elo</a></p> <p>Special Quest Video Training: <a href="http://ncoe.pointinspace.com/trainingmaterials/searchvideos.lasso">http://ncoe.pointinspace.com/trainingmaterials/searchvideos.lasso</a></p> <p>Embedded Learning Opportunities * <a href="https://www.youtube.com/watch?v=1zHY44H4RDA">https://www.youtube.com/watch?v=1zHY44H4RDA</a></p> <p>Integrated Services* <a href="https://www.youtube.com/watch?v=qxsN3J5NdPQ&amp;feature=youtu.be">https://www.youtube.com/watch?v=qxsN3J5NdPQ&amp;feature=youtu.be</a></p>

<b>Competency F: Family-centered practice and the impact of exceptionality on family concerns, resources and priorities.</b>			
Readings	Ice Breakers and Assignments	Websites	Videos
<p>Family-Centered Practice, Parent Engagement, and Parent and Family Functioning <a href="https://www.acf.hhs.gov/sites/default/files/opre/dunst.pdf">https://www.acf.hhs.gov/sites/default/files/opre/dunst.pdf</a></p>	<p><b>Assignment F1: A Cultural Journey</b></p> <p>Strategies for effective, ongoing communication; Walkabout; chart paper with these headings: Daily info from “teacher” to parent on baby</p> <p>Daily information from parent to “teacher” on baby Special news Useful developmental/learning differences info Special events Have students walk around and write ideas for how they can communicate with parents regarding these topic Refer to the attached case study, “Supermom” and the discussion questions at the end. The instructor may choose the questions that they would like the students to answer. Define “enabling” and “empowering” in terms of families with children with disabilities. Look at the website for the Early Childhood Technical Assistance Center and in a paragraph, talk about</p>	<p>PACER Center <a href="http://www.pacer.org/">http://www.pacer.org/</a></p> <p>The Center for Parent Information and Resources: <a href="http://www.parentcenterhub.org">http://www.parentcenterhub.org</a></p> <p>Early Childhood Technical Assistance Center: <a href="http://ectacenter.org/families.asp">http://ectacenter.org/families.asp</a></p>	<p>CONNECT Modules: Family Professional Partnerships: <a href="http://community.fpg.unc.edu/connect-modules/learners/module-4">http://community.fpg.unc.edu/connect-modules/learners/module-4</a></p> <p>Family centered practice in Early Intervention: <a href="https://www.youtube.com/watch?v=OpxGC6G0HMY&amp;feature=youtu.be">https://www.youtube.com/watch?v=OpxGC6G0HMY&amp;feature=youtu.be</a></p> <p>Family-Centered <a href="https://www.youtube.com/watch?v=O3lhbQWrYnk&amp;feature=youtu.be">https://www.youtube.com/watch?v=O3lhbQWrYnk&amp;feature=youtu.be</a></p>

	resources available for parents of children with disabilities;		
<b>Competency G: Barriers to inclusion that parents, other children, and staff encounter.</b>			
Readings	Ice Breakers and Assignments	Websites	Videos
<p>DEC/NAEYC Position Paper on Inclusion  <a href="http://www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_EC_updatedKS.pdf">http://www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_EC_updatedKS.pdf</a></p>	<p><b>Ice Breaker G1:</b> Walk about: 4 sheets of paper:</p> <ol style="list-style-type: none"> <li>1) What are your fears regarding working with children with disabilities</li> <li>2) What are your “preconceived” ideas about children with disabilities</li> <li>3) What are your “Ah-has” from working with children with disabilities”</li> <li>4) What are your questions</li> </ol> <p>Comfort Level Doc            What is meant by the term cultural sensitivity?  <b>Assignment G1: Observation of an Inclusive Preschool or K-3 Classroom</b></p>	<p>National Professional Development Center on Inclusion  <a href="http://npdci.fpg.unc.edu/">http://npdci.fpg.unc.edu/</a>            National Inclusion Project:  <a href="http://www.inclusionproject.org/">http://www.inclusionproject.org/</a></p> <p>Circle of Inclusion Website:  <a href="http://circleofinclusion.com">http://circleofinclusion.com</a>            Disability is Natural:  <a href="http://www.disabilityisnatural.com">www.disabilityisnatural.com</a></p> <p>Benefits of Inclusive Education  <a href="http://www.kidstogether.org/inclusion/benefitsofinclusion.htm">http://www.kidstogether.org/inclusion/benefitsofinclusion.htm</a></p>	<p>Building Inclusive childcare:  <a href="http://webapp.northampton.edu/streamingvideo/bicc.wmv">http://webapp.northampton.edu/streamingvideo/bicc.wmv</a></p> <p>Facilitating Membership:  <a href="http://depts.washington.edu/hscenr/sites/default/files/01_15m_inclusion_inservice/01_membership/MembershipFinal.html">http://depts.washington.edu/hscenr/sites/default/files/01_15m_inclusion_inservice/01_membership/MembershipFinal.html</a></p>
<b>Final Quiz</b>			

## SELECTED EXAMPLES OF ASSIGNMENTS

**Competency A: Typical and atypical child development of children birth to 8 years of age**

**Assignment A2: Conditions Associated with Disabilities Chart**

Name of the Condition: \_\_\_\_\_

Completed by: \_\_\_\_\_

Date: \_\_\_\_\_

Etiology (Cause)	Characteristics	Intervention(s)	Other Information

## Competency A: Typical and atypical child development of children birth to 8 years of age

### Assignment A3: Conditions Associated with Disabilities

Match the condition to the correct description and give one type of adaptation/modification

Down Syndrome _____	adaptation/modification:
Visual Impairment _____	adaptation/modification:
Cerebral Palsy _____	adaptation/modification:
Cleft Lip/Palate _____	adaptation/modification:
Hearing Impairment _____	adaptation/modification:
Traumatic Brain Injury _____	adaptation/modification:
Speech/Language Disabilities _____	adaptation/modification:
Autism _____	adaptation/modification:
ADHD _____	adaptation/modification:
Neural Tube Defects _____	adaptation/modification:

1. Characteristics include low muscle tone, delayed speech & motor skills, upper slant to eyes, small ears & nose, may have hearing/visual impairments, may have heart defects.
2. The results of this condition are an immature nervous system resulting in various problems with varying degrees including visual impairments, brain bleeds causing motor, speech, cognitive impairments, breathing difficulties.
3. Infants born with this condition typically require surgery and may have feeding and speech delays.
4. Causes of this condition can be genetic, infections, otitis media, environment/trauma, developmental abnormalities.
5. Problems with the spinal cord and surrounding nerves.
6. Failure to develop typical social interactions, limited interests, use of objectives in repetitive/inappropriate ways, poor eye contact sensory sensitivities.

7. Caused by accidents or abuse. Children under 12 months old are at greatest risk. Damage ranges from mild to severe.
8. Symptoms include squirminess, inability to adjust to change, frequent high-intensity negative moods, irregular sleep patterns, inattention, impulsivity, & hyperactivity.
9. Cause is usually genetic, can be caused from prematurity, may include cataracts, glaucoma.
10. Can involve problems with articulation, receptive/expressive communication; various causes.

### **Comfort Level**

What is your comfort level working with children with disabilities?

1	2	3	4
Very uncomfortable	Somewhat Uncomfortable	Somewhat comfortable	Very comfortable

How familiar are you with the laws regarding children with disabilities?

1	2	3	4
Very unfamiliar	Somewhat Unfamiliar	Somewhat familiar	Very familiar

**Competency B: Historical and philosophical aspects**

**Assignment B1: Timeline**

Present a timeline of the IDEA and what lead up to it (i.e. Civil Rights movement). Ask students to get in a line based on when they were born. Relate the IDEA timeline to the student's respective birth years.

**Competency B: Historical and philosophical aspects**  
**Assignment B2: Term Definition**

Define the terms below.

People first language

Due Process

Secondary disability

Cumulative deficit

Zero reject



**Competency D: Basic early childhood and early childhood special education terminology.**

**Assignment D1: ECE/ECSE Terms**

Define the following terms.

Individuals with Disabilities Education Act (IDEA)

Individualized Family Service Plan (IFSP)

Natural environment

Individualized Education Program (IEP)

Least Restrictive Environment (LRE)

**Competency E: Evidence-based research and developmentally appropriate practices related to instructing children with special needs**  
**Assignment E1: Interview with a Child Find Team member**

Your Name:

Date:

**Answer the following questions**

1. What is the role of the person you are interviewing and what does he/she do in the evaluation process? (2 pts.)
2. Typically where/who do referrals for evaluations come from? (2 pts.)
3. What type of public awareness activities to inform the public of Child Find are done within the community? (2 pts.)
4. What methods and procedures are used in the evaluation process (i.e. interviews, checklists, observations, evaluation tools, medical records, etc.)? (3 pts.)
5. How is the parent involved in the evaluation process? (3 pts.)
6. Describe the process from initial referral for evaluation to evaluation to eligibility determination and IFSP/IEP development? (5 pts.)
7. If a child does not qualify for early intervention or special education services what types of resources does the team provide to the family? (3 pts.)
8. 1-2 paragraph summary of **what you learned** from this interview and how you can apply it to your work now. This should not be a repeat of the information listed above but rather what you learned about the process of evaluating children to determine if they are eligible for services. (5 pts.)

## **Competency F: Family-centered practice**

### **Assignment F1: A Cultural Journey**

Culture is not only something that someone else has. All of us have a cultural heritage that influences their beliefs, values, and behaviors. To learn more about your own, take this simple cultural journey. Thinking back to your family of origin....

#### **Family Background, History, Origin**

When you think of your family, who is included?

Where does your family come from?                      State, region, country?

When you think about your roots, what country (ies) other than the USA do you identify as a place of origin for you or your family?

**ECE 260 BANK OF RESOURCES**  
**PROJECT P2ECE**

What stories do you know about how your family or your ancestors came to the United States?

What languages are/were spoken in your home? What languages were lost?

Do you speak a particular dialect or have an accent in your primary language?

This handout was adapted from several sources, especially: Lynch, E.W.& Hanson, M.J. (1998) Developing Cross-Cultural Competence.

## **Health**

What did it mean to be ill or sick in your family?

What happened in your family when someone was ill or sick?

How did your family seek help when someone was ill?

How did your parents view disabilities?

## **Food**

What were the rules about eating when you were a child?

What foods did you eat or prepare that are connected to your heritage? What is the significance of those foods?

### **Celebrations or Rituals**

What celebrations, ceremonies, rituals, or holidays did your family observe that reflected your culture, religion, country, or family background? How were they observed?

What are you doing in your current family to create or pass along special traditions? What are they? Why are they important to you?

**COMPETENCY G: BARRIERS TO INCLUSION THAT PARENTS, OTHER CHILDREN, AND STAFF ENCOUNTER.**

**ASSIGNMENT G1: OBSERVATION OF AN INCLUSIVE PRESCHOOL OR K-3 CLASSROOM (a classroom that has both children with and without disabilities)**

Your Name:

Date:

Answer each of the following questions

1. What were the ages of the children? (2 pts.)
2. How many children are enrolled in the class and how many of them have disabilities? (2 pts.)
3. How many adults were in the classroom and what were their roles (teacher, assistant, therapist, volunteer, etc)? (2 pts.)
4. Describe what you observed. (4 pts.)
5. Give examples of how the classroom environment was set up to encourage full participation by the children that had disabilities AND/OR what barriers you observed. (see Ch. 5 in textbook for examples) (5 pts)
6. Describe examples of Access, Participation, or Resources you observed. (4 pts.)
7. 1-2 paragraph summary of what you learned about inclusion from this observation and how it can be applied to your current work (5 pts.)



## ADDITIONAL RESOURCES

### READING RECOMMENDATIONS

- Gargiulo, R. M. (2010). *Special Education in Contemporary Society: An Introduction to Exceptionality: An Introduction to Exceptionality*. Sage Publications.
- Howard, V. F. (Ed.). (2001). *Very young children with special needs: A formative approach for the twenty-first century*. Prentice Hall.
- Jung, L. A. (2003). More Is Better: Maximizing Natural Learning Opportunities. *Young Exceptional Children*, 6(3), 21-26.
- Rab, V. Y. (1995). *Child Care and ADA: A Handbook for Inclusive Programs*. Paul H. Brookes Publishing Company: Baltimore, MD.
- Sandall, S. R., & Schwartz, I. S. (2002). *Building Blocks for Teaching Preschoolers with Special Needs*. Paul H. Brookes Publishing Co.: Baltimore, MD.

### WEBSITES

#### STATE RESOURCES

- Early Childhood programs at the Colorado Department of Education: <http://www.cde.state.co.us/early/index.htm>
- Child Find: <http://www.cde.state.co.us/early/childfind.htm>
- Colorado Preschool Program: <http://www.cde.state.co.us/cpp/index.htm>
- Early Childhood Councils: <http://www.cde.state.co.us/early/ECC.htm>
- Expanding Quality in Infant /Toddler Care Initiative: [http://www.cde.state.co.us/early/EQInfant\\_Toddler.htm](http://www.cde.state.co.us/early/EQInfant_Toddler.htm)
- Preschool Special Education Services: <http://www.cde.state.co.us/early/PreschoolSpecialED.htm>
- Results Matter: <http://www.cde.state.co.us/resultsmatter/index.htm>
- Preschool Standards Resources: <http://www.cde.state.co.us/early/PreschoolStandardsResources.htm>
- Early Childhood Resources: <http://www.cde.state.co.us/early/resources.htm>
- Office of Special Education: <http://www.cde.state.co.us/cdesped/index.asp>
- Early Intervention Colorado (Part C; birth to three): <http://www.eicolorado.org/>
- PEAK Parent Center: [www.peakparent.org](http://www.peakparent.org)

#### GENERAL NATIONAL RESOURCES

- OSEP (Office of Special Education Programs):: <http://www.ed.gov/about/offices/list/osers/osep/index.html>
- National Dissemination Center for Children with Disabilities: <http://www.parentcenterhub.org/nichcy-gone/>
- Zero to Three: [www.zerotothree.org](http://www.zerotothree.org)
- Division of Early Childhood: [www.dec-sped.org](http://www.dec-sped.org)
- ECTA Center: <http://ectacenter.org/>
- National Association for the Education of Young Children: [www.naeyc.org](http://www.naeyc.org)
- Parents As Teachers: [www.parentsasteachers.org](http://www.parentsasteachers.org)
- Center on the Developing Child: <http://developingchild.harvard.edu>
- What Works Clearinghouse: <http://ies.ed.gov/ncee/wwc/>

## **PRACTICES**

- Project TaCTICS: <http://tactics.fsu.edu>
- Family-Guided Routines-Based Intervention: <http://fgrbi.fsu.edu>
- Center for Evidence-Based Practice Website: <http://www.evidencebasedpractices.org/>
- Center on Everyday Child Language Learning: <http://www.cecll.org/>
- Center for early Learning Literacy: <http://www.earlyliteracylearning.org/>

## **CHALLENGING BEHAVIOR**

- Center on Social Emotional Foundations of Learning: <http://www.vanderbilt.edu/csefel/>
- Technical Assistance Center on Social Emotional Intervention: <http://www.challengingbehavior.org/>
- Pyramid Plus Center: <http://pyramidplus.org/>

## **RECOGNITION & RESPONSE**

- Recognition & Response: <http://www.recognitionandresponse.org/>
- Center for Response to Intervention in Early Childhood: <http://www.crtiec.org/>

## **OTHER**

- Do 2 Learn: [www.do2learn.com](http://www.do2learn.com) (has a section on disability)
- Tots n Tech: <http://tnt.asu.edu/>
- Scholastic: <http://www.scholastic.com/home/> (has a section on disability)
- Sensory Processing Disorder: [www.Sensory-processing-disorder.com](http://www.Sensory-processing-disorder.com)