

Rev. May 2007

**Ashland University  
Dwight Schar College of Education  
Department of Early Childhood  
Course Syllabus**

Graduate: Undergrad X  
Credit Hours: 3

**Course Number:** EDEC 215

**Course Title:** Early Childhood/Early Childhood Intervention Specialist Foundations

**Catalog Description:**

This course provides an overview of pertinent theories and models that have provided a foundation for both early childhood education and early childhood special education, including specific areas of ability that affect young children ages birth to eight with mild/moderate/intensive needs and giftedness. Emphasis is placed upon the discussion of the foundation of early childhood education, including early childhood special education, and current societal issues regarding young children and their education.

**The prerequisite(s) for this course is (are):**

FCS 264 and successful completion of Teacher Education Screening Process.

**The enrollment restriction(s) for this course is (are):**

25

**Course and field/clinical experience objectives (including knowledge, skills, and dispositions):**

**Knowledge:**

The teacher education student will have knowledge of:

1. A philosophical understanding of early childhood and early intervention programs for children.
2. The social foundations of early childhood education (preK-grade 3) including issues and trends which have impact on families and pre-kindergarten programs.
3. The application of developmentally appropriate principles to various models of early childhood education and early intervention.
4. The family and its role in early childhood education and early intervention.
5. Social service agencies supporting young children and their families.
6. Federal and state court decisions and legislation that have provided a foundation for early childhood special education.

7. The effect that a disability has upon the development of the infant, toddler, and preK-grade three child.
8. Current issues in the fields of early childhood education, early intervention and early childhood education.
9. Sources of information and assistance for early child educators and early childhood interventionists, including community-based organizations, educational service center, etc.
10. Standards and best practices identified in the fields of early childhood education and early childhood intervention as emphasized by the Council for Exceptional Children, Division of Early Childhood (CEC/DEC) and the National Association for the Education of Young Children (NAEYC).
11. Individualized education plans, intervention teams, accommodations and interventions to meet the diverse needs of young children.
12. Specific areas of ability, including the etiology, characteristics, and classification of common disabilities in young children.

**Skills:**

The teacher education student will have skills to:

1. Demonstrate a basic knowledge of the historical, philosophical, and legal bases of services for young children including those with disabilities.
2. Identify the various program models that are used to provide services to young children including, including head start, public preschool, public school K-3, and early intervention models.
3. Describe implications for development and learning for young children with exceptional learning needs, age birth to eight.
4. Identify strategies that are used in inclusive settings that promote the development of young children with disabilities through activity-based intervention.
5. Demonstrate knowledge of the best practices for early childhood and early intervention as developed by the Council for Exceptional Children/Division of Early Childhood (CEC/DEC) and the National Association of the Education of Young Children (NAEYC).
6. Use peer-reviewed journals to research current issues in the fields of early childhood and early intervention.
7. Convey knowledge of the various areas of ability, including the etiology, characteristics, and classification of common disabilities in young children.

**Dispostions:**

The teacher education student will:

1. Develop an awareness of his/her own philosophy regarding the education of young children.
2. Appreciate ideas and principles different from ones' own.
3. Convey respect for the health, education, and welfare of all young children.
4. Value current research guiding practice in early childhood education and early childhood intervention.
5. Value collaboration between the intervention specialist and early childhood educator as both serve as advocates and models for family-centered practices.

6. Strive to advance personal knowledge, skills, and dispositions regarding the education of all young children and their families.
7. Continually examine one's own personal attitudes and biases that can directly affect one's teaching.
8. Adhere to the professional code of ethical conduct established by the National Association for the Education of Young Children (NAEYC), The Council for Exceptional Children's Division of Early Childhood (CEC/DEC), and other appropriate professional resources.
9. Develop confidence in one's ability to discern appropriate from inappropriate practice in all settings, models and with all children, including those who have diverse needs.
10. Value issues and the existence of codes of ethics in professional life.

**Suggested texts and/or references:**

Heward, W. L. (2005). *Exceptional children: An introduction to special education* (8<sup>th</sup> ed.). Upper Saddle River, NJ: Merrill.

Roopnarine, J. L., and Johnson, J.E. (2000). *Approaches to early childhood education*. New York, NY: Merrill Publishing.

**Suggested instructional strategies:**

Lecture, simulation, guest speakers, field trips, observations, role-play, small-group activities and discussions, student projects, presentations, videos, and exams

**Description of field/clinical experiences:**

**Field Experience**

Observations of early childhood classrooms and program models

**Clinical Experience**

**Evaluation of students:**

Essay describing one's personal philosophy of education/teaching.

Collaborative group projects utilizing case studies that focus on society's views, attitudes, and values related to exceptionalities.

Completion of discussions, exams, student projects, and/or presentations.

**Faculty who frequently teach the course:**

**Licensure programs in which the course is required:**

Early Childhood Education  
Early Childhood Intervention Specialist

**If the course is offered for either undergraduate or graduate credit, identify the respective difference in expectations:** Not applicable.

**Bibliography**

**Books and Articles:**

- Driscoll, A., & Nagel, N. G. (2005). *Early childhood education: Birth-8*. Upper Saddle River, NJ: Pearson, Prentice Hall.
- Edwards, C., Gandini, L., & Forman, G. (Eds.). (1998). *The hundred languages of children*. (2<sup>nd</sup> Ed.) Westport, CT: Ablex Publishing.
- Gould, P. & Sullivan, J. (2005). *The inclusive early childhood classroom: Easy ways to adapt learning centers for all children*. Upper Saddle River, NJ: Pearson, Prentice Hall.
- Hoover, J.J. & Patton, J.R. (1997). *Curriculum adaptations: For students with learning and behavior problems*. Austin, TX: Pro-ed.
- Katz, L.G., & Chard, S.C. (2000). *Engaging children's minds: The project approach*. (2<sup>nd</sup> ed.). Stamford, CT: Ablex Publishing.
- Montessori, M. (1965). *Dr. Montessori's own handbook*. New York, NY: Schocken Press.
- Rosenberg, M. S., Westling, D. L., & McLeskey, J. (2008). *Special education for today's teachers: An introduction*. Upper Saddle River, NJ: Pearson, Prentice Hall.
- Scott, J., Clark, C. & Brady, M. (2000). *Students with autism: Characteristics and instruction programming*. San Diego, CA: Singular Publishing Group.
- Wardle, F. (2003). *Introduction to early childhood education: A multidimensional approach to child-centered care and learning*. Boston: Pearson Education.

**Journals:**

Early Developments  
Exceptional Children  
Exceptional Parent  
Gifted Child Quarterly  
Gifted Child Today  
Infants and Young Children  
Journal of Early Intervention  
Journal of Early Childhood Teacher Education  
Journal of Learning Disabilities  
Journal of Speech and Hearing Disorders  
Teaching Exceptional Children  
Topics in Early Childhood Special Education  
Young Exceptional Children  
Young Children

**Videos:**

Autism is a World  
F.A.T. City

**World Wide Web Sites(s):**

Autism Society of America  
<http://www.autism-society.org/>

CHADD: Children and Adults with Attention Deficit Disorder  
<http://www.chadd.org/>

Council for Exceptional Children (CEC)  
<http://cec.org>

ERIC Clearinghouse on Disabilities and Gifted Education for the Council for Exceptional Children: <http://www.cec.sped.org.ericec.html>

National Association for the Education of Young Children:  
<http://www.naeyc.org/naeyc>