

Department of Special Education and Rehabilitation  
Course Title: EARLY CHILDHOOD ENVELOPMENT AND ITS  
RELATIONSHIP TO TEACHING YOUNG CHILDREN WITH  
DISABILITIES, SPED 5770

Course Number | Term/Year: SPED 5770/Summer 2015

### **Course Information**

**Class Description:** This class will focus on the 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.

**Schedule/Location:** Wednesdays 4:30 – 7:30pm

### **Instructor Information**

**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 assistant Patti Bodine. See contact information below.

**Instructor:** Debbie Ballard

**Email:** dballardcdc@gmail.com

**Phone(cell):** 801-856-7374

**Phone(work):** 801-567-8512

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**Mailing Address:** 13013 S. Fort St. Draper, UT 84020

### **Other Contact Information**

**Patti Bodine, Program Assistant**

**Phone:** 435-797-2122

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**Derek Wise, Technical Support Specialist**

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### **Online technology**

## Canvas

The class is located in Canvas. The Adobe Connect classroom is where you will attend class each week.

### Council on Exceptional Children (CEC) standards

Standard	Description	Evaluation
ICC2K1, ICC2K2, ICC2K3, ICC2K4, ICC2K5, ICC2K6, ECSE2K1, ECSE2K6, ECSE2K7, ECSE2S1, ECSE1K2, ICC1S1, ICC4S3, ECSE6K1, ECSE6K2, ICC7S1, ECSE7S2, ICC9S10	Principles of child development and their relationship to working with young children with disabilities	
ICC4S5, ECSE4S2, ICC2K4, ICC5K2, ICC5K5, ICC5S2, ICC5S4, ICC5S9	How children develop and learn within the social domain	
ICC3K1, ICC1K5, ECSE5S5, ECSE6K2, CC10S9	How overall development is impacted by a disability	
ECSE3S2, ECSE4S3, ECSE4S5, EC2K3, EC2K4, ICC5S2, ICC6S1	The adult role in guiding and encouraging a positive self concept, pro-social behavior, independence, empathy, communication and decision making skills in young children with and without disabilities	

<p>ECSE3S2, ECSE4S6, ECSE4S7, ECSE4S5, ECSE4S8, ICC4S5, ICC5K2, ICC5K3, ICC5S10, ICC5S12, ECSE5S1, ECSE5S2,ECS E5S3, ECSE5S4, ECSE5S5</p>	<p>Classroom procedures to increase teacher effectiveness when interpreting children’s behavior and implementing appropriate strategies that enhance children’s social competence</p>	
<p>ICC1K1, ECSE4S1, ICC5K4, ECSE9S1, ICC7K1, ECSE7K1</p>	<p>Developmental theories and the unique perspectives that each adds to understanding the development of young children</p>	
<p>ICC1K7, ECSE2K5, ICC3K1, ICC3K3, ECSE9S2, ECSE9S3, ECSE9S4, ICC10K3</p>	<p>The impact a child with special needs has on individual family dynamics</p>	
<p>ICC1K5, ICC1K10, ICC3KS, ECSE3S1, ICC5S1, ICC5S13, ICC6K1, ICC6K2, ECSE7S8, ICC9S6, ICC10K4, ICC9K1</p>	<p>How cultural differences influence relationships within the community, school, and home environment</p>	
<p>ICC5S5, ECSE5S3, ICC7S6, ECSE7S4, ICC10K2, ICC5S12</p>	<p>Observe and record children's behavior for the purposes of creating learning environments, assessing development, and guiding behavior</p>	

<p><b>ECSE6S1, ECSE6S2, ICC10S10, ICC10K4, ECSE6S1, ECSE7S6</b></p>	<p>Involve families in implementing home activities to meet the developmental needs of their young children</p>	
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## Learning Resources

### Required Texts and Materials

- Kostelnik, M., Whiren, A., Soderman, A., Stein, L., Gregory, K. (2006). Guiding Children's Social Development Theory to Practice, 5th ed. Delmar Publishing.

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](http://www.amazon.com/Guiding-Childrens-Development-Marjorie-Kostelnik/dp/1401897630)

- Carol Copple, Sue Bredekamp (2009). Developmentally Appropriate Practice in Early Childhood Programs, Serving Children from Birth through Age 8, Third Edition. National Association for the Education of Young Children (NAEYC) Publishing.

Please order the text online before the first week of class by copying and pasting the following URL into your web browser: <http://www.amazon.com/Developmentally-Appropriate-Practice-Childhood-Programs/dp/1928896642>

## Assignments

### Due Dates

#### Class Assignment Due Date

Assignment #1	May 20, 2015
Assignment #2	May 27, 2015
Assignment #3	June 3, 2015
Assignment #4	June 10, 2015
Assignment #5	June 17, 2015
Assignment #6	July 1, 2015
Assignment #7	July 8, 2015

## Assignment Description

### Assignment 1 - Theorists Paper

Write a 350 to 500 word paper that describes which theorist has inspired you the most and why. Include in this paper the theorist you might disagree with the most. Paper should be double spaced, using 12 pt fonts.

**Due Date: May 20, 2015**

## **Assignment 2 – Initiating Social Relationships in Infancy**

Observation Date:

Interact with a baby (from birth to 12 months of age) who is in one of the waking states for at least 15 minutes.

- a. Describe the baby's vocalizations, hand motions, gaze activity, and facial expressions.
- b. Describe how you responded.
- c. What did you learn about infant communication?
- d. How comfortable were you in this situation and why?

**Due Date: May 27, 2015**

## **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 3, 2015**

## **Assignment 4 – Verbal Communication/Supporting Friendships**

You may 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 10, 2015**

### **Assignment 5 – Responding to Children’s Emotions**

Observation Date:

Keep a record of the affective reflections you use with a student or child. Record at least four responses and then think of some alternative reflections you could have made. This will keep you aware of your progress and help you develop variety in your reflecting. Refer to your textbook for help in formulating these reflections

Situation A:

Describe what the child was doing or what the child said,

Your response:

Write a second affective reflection for this situation

Write a third affective reflection for this situation

Situation B:

Describe what the child was doing or what the child said,

Your response:

Write a second affective reflection for this situation

Write a third affective reflection for this situation

Situation C:

Describe what the child was doing or what the child said,

Your response:

Write a second affective reflection for this situation

Write a third affective reflection for this situation

Situation D:

Describe what the child was doing or what the child said,

Your response:

Write a second affective reflection for this situation

Write a third affective reflection for this situation

**Due Date: June 17, 2015**

### **Assignment 6 – Enhancing Play and Supporting Friendships**

Observation Date:

1. Discuss 3 situations in which you supported children’s friendships.

2. Describe what the children were doing.

3. Next talk about what you did, making specific reference to the skills you have learned in chapters 5, 6, 7 and 8.

4. Explain how the children reacted to your approach.

5. Conclude by evaluating your skill usage and describing any changes you might make in future situations that are similar.

**Due Date: July 1, 2015**

## **Assignment 7 – Implementing Consequences**

Observation Date:

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:

- (a) Positive consequences
- (b) Punishments
- (c) Negative consequences
- (d) Natural consequences
- (e) Logical consequences
- (f) 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 8, 2015**

### **Class Participation:**

Fifteen participation points will be given each week to students who participate in class discussions using their microphone and class discussion board.

# Grades

Your grade will be based on the following:

Items	Points
Assignment 1	50
Assignment 2	50
Assignment 3	80
Assignment 4	100
Assignment 5	100
Assignment 6	80
Assignment 7	100
Participation	120
<b>Total Points</b>	<b>680</b>

Your grade will be calculated with this scale:

Grade	Percentage	Points
A	95 - 100	646 - 680
A-	90 - 94	612 - 645
B+	87 - 89	592 - 611
B	83 - 86	564 - 591
B-	80 - 82	544 - 563
C+	77 - 79	524 - 543



C	73 - 76	496 - 523
C-	70 - 72	476 - 495
D+	65 - 69	442 - 475
D	60 - 64	408 - 441
F	0 - 59	0 - 407

## Course Schedule

Module	Topic	Readings/Assignments Due
1	<b>Week 1: May 13, 2015</b> Introductions, Syllabus, Developmental Theorists	
2	<b>Week 2: May 20, 2015</b> Initiating Social Relationships in Infancy Students will learn strategies that can be used to support healthy social-emotional development with typical and atypical children.	<b>Readings:</b> Chapter 1 (Pages 2 - 20), Chapter 2 (Pages 28 - 60) <b>DAP:</b> Development in the First Three Years of Life (Pages 53 - 73) <b>Assignments Due:</b> Theorists' assignment
3	<b>Week 3: May 27, 2015</b> Influencing Children's Social Emotional Development by Structuring the Physical Environment for Typical and Atypical Children.	<b>Readings:</b> Chapter 9 (Pages 277 - 314) <b>DAP:</b> Environmental Experiences (Pages 79 -81 / 96 - 97) <b>Assignments Due:</b> Initiating Social Relationships in Infancy
4	<b>Week 4: June 3, 2015</b> Building Positive Relationships through Nonverbal and Verbal Communication Students will learn specific techniques to facilitate language in the classroom with typical and atypical children.	<b>Readings:</b> Chapter 3 (Pages 64 - 87) Chapter 4 (Pages 91 - 130) <b>DAP:</b> Language Development (Pages 142 - 148) <b>Assignments Due:</b> Physical Environment

5	<p><b>Week 5: June 10, 2015</b> Supporting Children's Emotional Development</p>	<p><b>Readings:</b> Chapter 5 (Pages 133 – 164) Chapter 6 (Pages 166 – 198) <b>DAP:</b> Social Emotional Development (Pages 119 – 129) <b>Assignments Due:</b> Verbal Communication/Supporting Friendships</p>
6	<p><b>Week 6: June 17, 2015</b> Enhancing Play and Supporting Friendships with Typical and Atypical Peers</p>	<p><b>Readings:</b> Chapter 7 (Pages 203 – 239) Chapter 8 (Pages 243 – 273) <b>DAP:</b> Gross and Fine Motor Development (Pages 113 – 119) <b>Assignments Due:</b> Responding to Children's Emotions</p>
7	<p><b>Week 7: July 1, 2015</b> Fostering Self-Discipline in Children and Handling Aggressive Behavior</p>	<p><b>Readings:</b> Chapter 10 (Pages 318 – 353) Chapter 11 (Pages 357 – 384) Chapter 12 (Pages 388 – 421) <b>DAP:</b> Executive Functioning (Pages 132, 137) <b>Assignments Due:</b> Enhancing Play and Supporting Friendships</p>
8	<p><b>Week 8: July 8, 2015:</b> Supporting Children's Development and Exceptional Needs</p>	<p><b>Readings:</b> Chapter 13 (Pages 424 – 446) Chapter 14 (Pages 449 – 477) Chapter 15 (Pages 483 – 514) <b>DAP:</b> Cognitive Development (Pages 137, 142) 5 <b>Assignments Due:</b> Implementing Consequences</p>

## Course Policies and Responsibilities

### 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.

# Department of Special Education and Rehabilitation Policies

## GRADING GUIDELINES

1. Criteria for the awarding 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. **Licensure/Undergraduate Students** – Students must maintain a grade point average of 2.75 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 dishonesty (e.g., cheating on tests, plagiarism, lying to supervisors and cooperating teachers) will be referred to program committees for disciplinary action.

## LICENSURE/UNDERGRADUATE COURSE REQUIREMENTS

Students are required to earn a "B-" or higher in all certification courses. Students who receive a grade below "B-" 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). Students who receive two grades below "B-" or withdraw from two practica (or one practica two times) will not be permitted to continue coursework in special education.

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 certificate in Utah must receive a background check completed prior to their student teaching experience. To expedite this process, all students planning on student teaching must submit completed background check forms to the Office of Teacher Certification, Education Building, Room 103.

## University Policies

### Students with Disabilities

Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101

of the University Inn, (435)797-2444 voice, (435)797-0740 TTY, (435)797-2444 VP, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print or digital) are available with advance notice.

## **Honor Pledge**

Students will be held accountable to the Honor Pledge which they have agreed to: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity."

## **Academic Honesty**

The Instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined by the University's Student Code:

Acts of academic dishonesty include but are not limited to:

- Cheating: (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, including working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done "individually"; (2) depending on 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; (5) continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity; (6) submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or (7) engaging in any form of research fraud.
- Falsification: altering or fabricating any information or citation in an academic exercise or activity.
- Plagiarism: 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 acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

The complete Code of Policies and Procedures for Students at Utah State University can be viewed at: <http://www.usu.edu/student-services/studentcode/>.  
(<http://www.usu.edu/student-services/studentcode/>)

## **Incomplete Policy**

Executive Memorandum 79-15

A student who has been unable to complete the work of course assignments, examinations, or reports due to extenuating circumstances such as illness, death in the family, etc. – but not due to poor performance of his/her work – and who has completed most of the coursework, may petition the instructor of the course for time beyond the end of the quarter to finish the work. If the instructor agrees, the instructor will place two grades on the final grade list for the student, an "I" and a letter grade for the course computed as if the missing work were zero. The student is then required to complete the work in the manner and by the time agreed upon with the instructor, but, in any case, within 12 months of the end of the quarter in which

the "I" was given. When the grade change is submitted by the instructor within the prescribed time, both the "I" and the grade submitted with the "I" will be removed from the student's record, the new grade placed on the record, and the GPA adjusted accordingly. If no change of grade is submitted by the instructor within the prescribed period, the "I" will be removed and the grade submitted with the "I" will remain as the permanent grade for the course. Research and thesis courses taken for graduate work are exempted from this policy.