

The character of a society is not measured by the success of its advantaged, but by the survival of its disadvantaged – Ralph J. Worthing.

ED 201: Education of the Exceptional Child

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(If none of these times fits your schedule, please contact me for an appointment.)

Course Description:

This course is designed to introduce students to the characteristics and needs of the exceptional child. Interventions and methods to assess the progress of such children will be reviewed along with relevant legislation and special education rules. Emphasis will be given to social policy issues affecting exceptional children.

The student will:

- Describe the characteristics of exceptional children, including the gifted as well as disabled.
- Evaluate the interaction between genetics and the environment in the development of exceptional children.
- Understand and apply relevant legislation, court cases, and special education rules to case studies of exceptional children.
- Evaluate the various methods used to identify and measure the effectiveness of interventions for exceptional children.
- Reflect upon social policy issues pertaining to the treatment of exceptional children.
- Complete a child study on a child with a diagnosed exceptionality.

CD Program Description:

ED 201 is a required course for the Delta College Child Development Advanced Certificate and Associate in Applied Arts Degree. The Delta College Child Development program relies upon the Standards for Associate Degree Programs published by the National Association for the Education of Young Children as the foundation for the curriculum. (See the NAEYC Position Statement on Standards for Early Childhood Professional Preparation Programs approved in July, 2009: www.naeyc.org .) These standards emphasize the knowledge base, field experiences, and core values in professional preparation that are necessary for early childhood educators and care providers.

Standards Summary:

1. *Promoting Child Development and Learning*: Students prepared in associate degree programs are grounded in a child development knowledge base. They use their understanding of young children's characteristics and needs and of the multiple interacting influences on children's development and learning to create environments that are healthy, respectful, supportive, and challenging for each child.

Key Elements of Standard 1:

- a. Knowing and understanding young children's characteristics and needs.
 - b. Knowing and understanding the multiple influences on development and learning.
 - c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.
2. *Building Family and Community Relationships*: Students prepared in associate degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families and to involve all families in their children's development and learning.

Key Elements of Standard 2:

- a. Knowing about and understanding diverse family and community characteristics.
 - b. Supporting and engaging families and communities through respectful, reciprocal relationships.
 - c. Involving families and communities in their children's development and learning.
3. *Observing, Documenting, and Assessing to Support Young Children and Families*: Students prepared in associate degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

Key Elements of Standard 3:

- a. Understanding the goals, benefits, and uses of assessment.
- b. Knowing about assessment partnerships with families and with professional colleagues.
- c. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches.

- d. Understanding and practicing responsible assessment to promote positive outcomes for each child.
4. *Using Developmentally Effective Approaches to Connect with Children and Families:* Students prepared in associate degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Students know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.

Key Elements of Standard 4:

- a. Understanding positive relationships and supportive interactions as the foundation of their work with children.
 - b. Knowing and understanding effective strategies and tools for early education.
 - c. Using a broad repertoire of developmentally appropriate teaching/learning approaches.
 - d. Reflecting on their own practice to promote positive outcomes for each child.
5. *Using Content Knowledge to Build Meaningful Curriculum:* Students prepared in associate degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Students understand the importance of developmental domains and academic (or content) disciplines in an early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Students use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curricula that promote comprehensive developmental and learning outcomes for every young child.

Key Elements of Standard 5:

- a. Understanding content knowledge and resources in academic disciplines.
 - b. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.
 - c. Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.
6. *Becoming a Professional:* Students prepared in associate degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early

childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

Key Elements of Standard 6:

- a. Identifying and involving oneself with the early childhood field.
- b. Knowing about and upholding ethical standards and other professional guidelines.
- c. Engaging in continuous, collaborative learning to inform practice.
- d. Integrating knowledgeable, reflective, and critical perspectives on early education.
- e. Engaging in informed advocacy for children and the profession.

Supportive Skills Summary:

1. *Skills in Self-Assessment and Self Advocacy:* Students' growth in these skills may be seen in assessments of changes over time and in the actual professional decisions made by students as they move through the program and beyond.
2. *Skills in Mastering and Applying Foundational Concepts from General Education:* Students' acquisition of these skills may be seen, for example, in their successful mastery of general education objectives, in their written and oral rationales for activities, and in ratings of the conceptual accuracy and richness of their curriculum plans.
3. *Written and Verbal Communication Skills:* Students mastery of these skills may be seen, for example, in successful completion of relevant courses, performance on communication and technological aspects of assignments, and competent use of communication skills in field experiences.
4. *Skills in Making Connections between Prior Knowledge/Experience and New Learning:* Progress in making productive connections may be seen in students' growing ability to articulate relevant theory and research that either affirms or calls into question their experience – often seen in journals and portfolios, but also in interviews and presentations.
5. *Skills in Identifying and Using Professional Resources:* Students' growth in this area may be evidence, for example, by portfolio artifacts, resources used in lesson plans or other field assignments, or in class presentations.

The following Key Elements of the Standards and all five Supportive Skills will be specifically addressed in ED 201:

Standard 1:

- a. Knowing and understanding young children's characteristics and needs.
- b. Knowing and understanding the multiple influences on development and learning.
- c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.

Standard 2:

- a. Knowing about and understanding diverse family and community characteristics.

Standard 3:

- a. Understanding the goals, benefits, and uses of assessment.
- b. Knowing about assessment partnerships with families and with professional colleagues.
- c. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches.
- d. Understanding and practicing responsible assessment to promote positive outcomes for each child.

Standard 4:

- a. Understanding positive relationships and supportive interactions as the foundation of their work with children.
- b. Knowing and understanding effective strategies and tools for early education.
- c. Using a broad repertoire of developmentally appropriate teaching/learning approaches.

Standard 5:

- a. Identifying and involving oneself with the early childhood field.
- b. Knowing about and upholding ethical standards and other professional guidelines.
- c. Engaging in continuous, collaborative learning to inform practice.
- d. Integrating knowledgeable, reflective, and critical perspectives on early education.

See below for the Portfolio assignment that asks to reflect upon how you addressed the Key Elements and Supportive Skills for ED 201.

Course Requirements:

- Learning Materials:
 - Smith, D. D. (2010). *Introduction to special education: Making a difference (7th Ed.)*. Boston: Allyn & Bacon (Copies available either through the bookstore or <http://www.ablongman.com>).
 - Allen, K. E. & Marotz, L. R. (2010). *Developmental Profiles: Pre-birth through twelve (6th Ed.)*. Delmar Learning.
 - Educator Website: <http://educator.delta.edu> This website will be used for class announcements and handouts.
- Chapter Essays: You will complete a 10 point essay for each chapter in the text. The required essays are contained in a document found under Course Documents on Educator. (See below for a scoring rubric. Total: 14 x 10 = 140 points)

- Chapter Quizzes from the Smith & Tyler text: Look for Exams under Assessments on the Educator site and you will find a quiz for each chapter. Click on and complete the quiz. Please note: Once you start, you have to complete the entire quiz. There is a one-hour time limit for each quiz, which means you need to study ahead of time. You can use your book for the quiz, but you will not have time to read the entire chapter while you are taking the quiz. These quizzes are to be taken by you alone, not with classmates. When you submit, you will see your score – which is automatically transferred to your grade book. The correct answers will be available after the quiz deadline. (Total: 14 x 10 = 140 points)
- Developmental Profiles Exam (Allen & Marotz text): Look again for Exams under Assessments on the Educator site and you will find the Developmental Profiles exam. This exam will have a two-hour time limit and will be based on the study guides provided under Course Documents on Educator. (60 points)
- Child Study: Each student will select a child to study and describe (other than a relative) who has an exceptionality covered in the Smith & Tyler text and who is between the ages of 3 and 12. This project will consist of five main parts. A complete description of each of these components can be found under Course Documents on Educator. (Total = 180 points)
 - Part 1: Overview (10 points)
Thoroughly answer the six Review Questions (Part B) at the end of Chapter 6, 7, or 8 in Developmental Profiles. You will select the one chapter that corresponds to the age of your Child Study subject. Submit your answers under Assessments => Assignments => Child Study Overview. Click on Browse, find your document, and attach the document to this assignment. To ensure compatibility, use a .doc, .rtf, or .wps format.
 - Part 2: Parent/Guardian Interview (20 points)
You will interview a parent/guardian of your subject using the Child Health History form found in Appendix C of Developmental Profiles. Write a narrative report of your interview, following the instructions in the Child Study description, and submit your report under Assessments => Assignments => Child Study Parent Interview.
 - Part 3: Child Interview (20 points)
You will interview your subject and then present them with a structured Piaget or Theory of Mind task. Submit your report of the interview and cognitive tasks under Assessments => Assignments => Child Study Child Interview.

- Part 4: Observation (50 points)
You will complete an anecdote, a running-record, an event sampling, a time-sampling, and a checklist (Appendix B) observation of your subject. These observations will be submitted as one file under Assessments => Assignments => Child Study Observations.
- Part 5: Report (80 points)
You will describe the health, physical/motor, cognitive, language, social, and emotional, characteristics of your subject. Include examples of creativity within each domain and references to the theories and principles covered in the text. In addition, include at least two artifacts (e.g., photograph or child's work) and make a connection to the domain that the artifact represents.

Special Note: No credit will be given to the Child Study components until the consent form has been completed and returned to me. Each component of the Child Study is to be submitted in the designated space under Assessments on the Educator site.

- Participation: I value your participation greatly and will encourage you in several ways to become very involved in this class. First, please stop by my office, email, or phone me whenever you have a question. My goal is to meet face-to-face with each of you at least once this semester. If you are unable to meet me on campus, we can talk on the phone. (You will receive 10 points for this individual meeting.) Second, you need to start a new message and reply to at least three other students (four total entries) on the Educator Discussion Board for each chapter in the Smith & Tyler text (5 points x 14 chapters = 70 points). (Total: 10 + 70 = 80 points) Participate☺
- Portfolio Assignment: In each required Child Development class, the student is asked to reflect upon the Key Elements of the NAEYC Standards and Supportive Skills that have been addressed in the class. Your assignment is to indicate how you directly or indirectly addressed each of the Key Elements and Supportive Skills listed for ED 201. (Total: 10 points)

Assignment	Points
Chapter Essays	140
Chapter Quizzes	140
Developmental Profiles Exam	60
Attendance/Participation (Personal Meeting and Educator Postings)	80
Child Study	180
Portfolio Assignment	10
Total	610

(Occasionally, there are slight modifications to the point totals. However, the grading scale, which reflects your percentage score, will not be affected.)

Grading Scale:

A (93%)	A- (90%)	B+ (87%)	B (83%)	B- (80%)	C+ (77%)	C (73%)	C- (70%)	D+ (67%)	D (63%)	E (<63%)
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Special Issues:

Delta has policies to cover most everything that happens in a classroom. I am not going to reproduce those policies here. If you have any questions regarding academic honesty, grading, learning disabilities/differences, etc., please either contact me or consult your student handbook.

Late Assignments:

Assignments will not be accepted after the due date. However, I will drop your lowest Quiz and Essay scores, so you do get a bit of a break. Please contact me if you experience health or family issues that could cause you to a delay in assignment completion.

Schedule

Date	Assignment/Test Due
Due by July 12	Class begins! Introductions on Educator; Chapters 1 & 2 Quiz/Essay/Discussion Board
Due by July 19	Chapter 3 & 4 Quiz/Essay/Discussion Board; Child Study Overview & Parent Interview
Due by July 26	Chapter 5 & 6 Quiz/Essay/Discussion Board; Child Study Child Interview; Developmental Profiles Exam
Due by August 2	Chapter 7 & 8 Quiz/Essay/Discussion Board; Child Study Observations
Due by August 9	Chapter 9, 10 & 11 Quiz/Essay/Discussion Board; Child Study Report
Due by August 16	Chapter 12, 13, & 14 Quiz/Essay/Discussion Board; Whew!

Please note that this is a tentative schedule. Unexpected circumstances may require adjustments to this plan.

Scoring rubric for Essay questions and Child Study:

Instructions: The purpose of this rubric is to identify the level of reflective/critical thinking a student demonstrates in response to the ED 201 essay questions and child study reports. Based on this scoring system, the student's response will be categorized into one of five levels of performance. Once the general level has been defined, a score is attributed to the student's response based on their level of competency within the category. The lower score indicates a beginning level within the category and the higher score indicates advancement within that category. The scale presented here is based on 10 points. Scores will be prorated or extrapolated for each item. Level 5 generally corresponds to a letter grade of A (90%+), Level 4 corresponds to a letter grade of B (80-90%), Level 3 corresponds to a letter grade of C (70-80%), Level 2 corresponds to a letter grade of D (63-70%), and Level 1 corresponds to a letter grade of E (<63%).

1. Below entry level: No understanding or misunderstanding of concepts; inability to engage in critical analysis of subject.
 - 1 (E)
 - 2 (E)
2. Basic beginning level: Literal understanding of concepts and critical issues; no elaboration provided; reflects beginning level understanding of content; incomplete response.
 - 3 (D)
 - 4 (D+)
3. Emerging Level: Comprehends concepts at a factual level; demonstrates development beyond the Basic Beginning Level, but does not yet demonstrate an appreciation of the complexity of the concept and alternate viewpoints; provides basic descriptions; essays in this category are adequate and passing.
 - 5 (C-)
 - 6 (C/C+)
4. Practicing level: Demonstrates understanding of concepts and critical issues; some appreciation of the complexity of the concept and alternative viewpoints; demonstrates concrete thinking but no abstract/hypothetical thought; responses in this category are completely acceptable.
 - 7 (B/B-)
 - 8 (B+)
5. Advanced: Advanced understanding of concepts and critical issues with full appreciation of associated complexities as well as alternate viewpoints; demonstrates reflective/abstract reasoning and insight; responses in this category are above expectation.
 - 9 (A-)
 - 10 (A)