



FALL 2012

Department of Curriculum, Culture, and Educational Inquiry (CCEI)

Instructor: Dr. Yash Bhagwanji

Office Hours: Tuesdays & Thursdays, 1-4 pm

Office: 330 College of Education

Class Day/Time:

Section 002 (Thursdays, 4:20 pm-8:00 pm)

Phone: 561-297-3579

CRN#91546

E-mail: ybhagwan@fau.edu

Class Location:

Section 002 (Education, Room 125)

COURSE NUMBER: EEC 4313

COURSE TITLE: Blended Early Childhood Methods: Birth-5

CATALOG DESCRIPTION:

4 semester hours. Prerequisites: Programmed Major; EEX 3226; EEC 3214

This course explores an organized approach to teaching young children with and without disabilities developmental, educational, and functional skills useful in natural environments including home and educational settings. Field Experience Required.

COURSE CONNECTION TO CONCEPTUAL FRAMEWORK:

This course provides students with information and opportunities to practice research-validated techniques in teaching developmental, educational, and functional skills to young children (informed and capable). Additionally, by engaging in continuous reflection about the link between information gathering and planning for individual children, students will develop and implement a professional development plan (capable).

REQUIRED TEXTS:

Cook, R. E., Klein, M. D., & Chen, D. (2012). *Adapting early childhood curricula for children in inclusive settings (8th ed.)*. Upper Saddle River, NJ: Prentice-Hall.

RECOMMENDED TEXTS:

Bredenkamp, S., & Copple, C. (Eds.). (1997). *Developmentally appropriate practice in early childhood programs*. Washington, DC: NAEYC.

Sandall, S., McLean, M. E., & Smith, B. J. (Eds.) (2000). *DEC recommended practices in early intervention/early childhood special education*. Longmont, CO: Sopris West.

LIVETEXT REQUIRED

Students in this course are required by the College of Education to have an active LiveText account to track mastery of programs skills, competencies and critical assignments and to meet program and college accreditation requirements. Students must have an account **within: the first four (4) weeks of the fall or spring semester, within the first three (3) weeks of summer session, or after the first class of a fast track course**. Students who do not have an active LiveText account may have an academic hold placed on their record. Information regarding account activation is provided on the College of Education website, <http://coe.fau.edu/livetext>.

AUDIO/VISUAL TECHNOLOGY:

Computer: Blackboard Distance Learning

Computer: E-mail (only your MyFAU email address will be used). As per the University policies... "Students are responsible for checking their FAU email on a regular basis and should clean out their email boxes diligently to ensure all mail is delivered. **FAU email should never be auto-forwarded to another email account.**"

Computer: Word processing; Power Point Presentations

LCD Projector, Document-Camera, Digital video, Podcasting.

Video: Strategies for Preschool Intervention in Everyday Settings (SPIES)

Ordering information: <http://www.spies.cpd.usu.edu/Products.htm>

ELECTRONIC DEVICES

Use of any electronic devices in the classroom should be limited to the content and activities taking place there. Inappropriate use of such devices may result in removal from the classroom, a reduction in your grade, or some other consequence, as determined by the professor.

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES:

Council for Exceptional Children/Division for Early Childhood (CEC/DEC)

NCATE Recommendations for Technology in Teacher Education = (NACATE-tech)

National Association for the Education of Young Children (NAEYC)

State of Florida Prekindergarten/Primary Education (Age 3) Through Grade Three (3)

Specialization Competencies (PK/P)

Florida Educator Accomplished Practices - Preprofessional = (EAP)

Educator Accomplished Practices for FAU (EAP-FAU)

Subject Matter Content Standards for Florida's Teachers (ESOL)

RELATIONSHIP BETWEEN THIS COURSE, THE ACADEMIC LEARNING COMPACTS, AND OTHER STANDARDS

Academic Learning Compact Outcomes	Course	Assignment	FEAP (2010)	CEC/DEC (2008)	NAEYC (2011)	New ESOL (2010)
Content: Procedural Knowledge	EEC 4313	Activities, Strategies & Ongoing Assessment	(a) 1.c. (a) 2.h. (a) 3 g.	EC4S7 EC5S7 CC7S4	EC 5c EC 4c	5.1.b. 5.3.a 5.3.b 5.3.c
Critical Thinking	EEC 4313	Activities, Strategies & Ongoing Assessment	(a) 1.d. (a) 1.e. (a) 4.a. (a) 4.c.	CC7S15 CC8S6	EC 4d EC 5a EC 6d	5.1.a 5.1.d.

COURSE OBJECTIVES: Students will identify . . .

1. Social systems that influence and contribute to the development, delivery, and evaluation of curriculum appropriate for children of ages birth through 5 years.
2. Culturally-respectful strategies for involving families as providers of information and partners in the development and education of their young children.
3. Strategies for preparing learning environments based on children's family background/ preferences, interests, learning needs, and developmental goals.
4. Strategies for communicating and interacting based on children's interests and learning needs/goals.
5. Environmental and curricular adaptations based on children's interests and learning needs/goals.
6. Strategies for providing assistance during individual and small group activities.
7. Materials and equipment available for use in early childhood settings, and be able to incorporate these materials and equipment when teaching young children.
8. Strategies for conducting on-going assessment of children's progress.
9. NAEYC and CEC/DEC guidelines for professional conduct, and their interface with the Florida Educator Accomplished Practices (EAP).
10. Their learning needs and participate in a professional development activity.

CONTENT OUTLINE:

Week	Topic(s)	Reading	Assignment
1	<ul style="list-style-type: none"> • Introductions, review syllabus and assignments • Legal mandates and service delivery systems • Services for children w/ and w/out Special Needs in Early Education 	<p>Cook, Klein, & Tessier Chapter 1</p> <p>Review Appendix A in Cook, Klein, & Tessier</p>	<p>Identify participants for your class assignments:</p> <ul style="list-style-type: none"> • One child (b-5 years) with a disability; • One child (b-5 years) without a disability; • Parent/family member(s) of each child to interview; • Teacher of each child to interview.
2	<ul style="list-style-type: none"> • In Partnership with Families 	<p>Cook, Klein, & Tessier Chapter 2</p>	<p>Begin observations of both children and interviewing; make raw notes; complete logs.</p>
3	<ul style="list-style-type: none"> • Assessing children's abilities • Recognizing Special Needs and Monitoring Progress 	<p>Cook, Klein, & Tessier Chapter 3</p> <p>Review Appendices B, C, & D in Cook, Klein, & Tessier</p>	<p>Continue observations of both children and interviewing; make raw notes; complete logs.</p>
4	<ul style="list-style-type: none"> • Developing individualized intervention plans and Programs 	<p>Cook, Klein, & Tessier Chapter 4</p>	<p>Continue observations of both children and interviewing; make raw notes; complete logs.</p>
5	<ul style="list-style-type: none"> • Intervention across the day • Implementing intervention plan 	<p>Cook, Klein, & Tessier Chapter 5</p>	<p>Continue observations of both children and interviewing; make raw notes; complete logs. Write Child Observation Summary Paper.</p>
6	<ul style="list-style-type: none"> • Promoting Emotional and Social Development 	<p>Cook, Klein, & Tessier Chapter 6</p>	<p>Submit Child Observation Summary Papers (for child with disability & child w/out Disability)</p> <p>Write the reflection paper for child observation.</p>
7	<ul style="list-style-type: none"> • Helping Young children Develop 	<p>Cook, Klein, & Tessier Chapter 7</p>	<p>Submit Child Observation Reflection Papers (for child</p>

Week	Topic(s)	Reading	Assignment
	Motor and Self Help skills	Review notes and readings for Midterm.	with disability & child w/out Disability) Continue interviewing parents/family and teachers; make raw notes; complete logs. Start writing Interview Summary Papers.
8	<ul style="list-style-type: none"> Midterm Exam: Weeks 1-7, Readings, activities, assignments. 		Continue interviews with parents/family and teachers; make raw notes; complete logs. Complete Interview Summary Papers.
9	<ul style="list-style-type: none"> Nurturing Communication Skills 	Cook, Klein, & Tessier Chapter 8	Submit Parent/Family and Teacher Interview Papers (for both children) Write the reflection papers for parent/family and teacher interviews.
10	<ul style="list-style-type: none"> Encouraging the Development of Cognitive Skills and Literacy 	Cook, Klein, & Tessier Chapter 9	Submit Parent/Family and Teacher Interview Reflection Papers (for both children) Start writing the four daily activity plans (two for each child).
11	<ul style="list-style-type: none"> Teaming: Collaboration, Problem Solving, and Consultation 	Cook, Klein, & Tessier Chapter 10 Review Appendix F in Cook, Klein, & Tessier	Continue writing the four daily activity plans; Implement one for each child.
12	Finalize "daily activity plans" assignment.		Continue writing the four daily activity plans; Implement one for each child.
13	<ul style="list-style-type: none"> Using help strategies Using incidental teaching strategies Methods in keeping track of progress 	Review IEP/IFSP Forms (provided)-be prepared to complete one for your child with a disability in class.	Submit the 2 daily activity plans you implemented (one for each child) for feedback.

Week	Topic(s)	Reading	Assignment
	<ul style="list-style-type: none"> Complete an IFSP or IEP form for the child with a disability (for practice only, and not for official use) 		
14	<ul style="list-style-type: none"> Arranging the environment to promote independence and interaction Managing challenging behaviors 	Review notes and readings for Final exam.	Implement one daily activity plans (second set for scoring) for each child.
15	<ul style="list-style-type: none"> Final exam: Weeks 9-14, Readings, activities, assignments. 		Submit the additional 2 daily activity plans you implemented (one for each child) for scoring.

COURSE REQUIREMENTS:

Activities, strategies, and on-going plans: This is the CRITICAL ASSIGNMENT for this course, meant to fulfill the Academic Learning Compact Indicators of:

(a) Critical Thinking: Students will collect, analyze, synthesize, and make inferences from data collected.

(b) Procedural Knowledge: Student will plan activities with identified performance and learning outcomes.

See Evaluation Rubric for this assignment at the end of the syllabus.

1. Activities, strategies, and on-going plans for a child without disability (45 points). Observe and take anecdotal and/or running notes of a young child (b-5 years old) *without disability* for a total of 6 hours (same child at different locations and multiple times).

I. Observation & Reflection:

- a. Make raw notes with dates, times, and locations of observations. Objectively and accurately note the child's current abilities/skills, interests, likes/dislikes, emerging skills, and learning needs.
- b. Write a summary of the child's current abilities/skills, interests, likes/dislikes, emerging skills, and learning needs.
 - i. See appendix A for the format for writing the *Child Observation Summary*.
- c. Submit raw notes and the child summary-on due date (see CONTENT OUTLINE)
- d. Write a paper reflecting on the effectiveness of the observation process, learning needs, and plan for improvement.
 - i. See appendix D for format for writing the *Interview Reflection Paper*.

- e. Submit Reflection - on due date (see CONTENT OUTLINE)
 - f. For all written assignments you are to use 12 point New Times Roman font, Microsoft WORD, 1" margins and double space, and include a title page. Careful attention to spelling/grammar is expected.
 - i. For formatting guidance, you may consult the following APA resource:
<http://ipt.boisestate.edu/files/APASixthEditionAug09.pdf>
- II. Interview parents/family members about their child's learning needs (current abilities/skills, interests, likes/dislikes, and emerging skills).
- a. Make interview notes with content, dates, times, and locations of interview.
 - b. Write a summary of the parents'/family's perspectives about the child's current abilities/skills, interests, likes/dislikes, emerging skills, and learning needs.
 - i. See appendix B for the format for writing the *Parent/Family Interview Summary*.
 - c. Submit raw notes and the parent/family interview summary- on due date (see CONTENT OUTLINE)
 - d. Write a paper reflecting on the effectiveness of the interview process, learning needs, and plan for improvement.
 - i. See appendix D for format for writing the *Interview Reflection Paper*.
 - e. Submit Reflection - on due date (see CONTENT OUTLINE)
 - f. For all written assignments you are to use 12 point New Times Roman font, Microsoft WORD, 1" margins and double space, and include a title page. Careful attention to spelling/grammar is expected.
 - i. For formatting guidance, you may consult the following APA resource:
<http://ipt.boisestate.edu/files/APASixthEditionAug09.pdf>
- III. Interview teachers about the child's learning needs (current abilities/skills, interests, likes/dislikes, and emerging skills).
- a. Make interview notes with content, dates, times, and locations of interview.
 - b. Write a summary of the teachers' perspectives about the child's current abilities/skills, interests, likes/dislikes, emerging skills, and learning needs.
 - i. See appendix C for the format for writing the *Teacher Interview Summary*.
 - c. Submit raw notes and the interview summary- on due date (see CONTENT OUTLINE)
 - d. Write a paper reflecting on the effectiveness of the interview process, learning needs, and plan for improvement.
 - i. See appendix D for format for writing the *Interview Reflection Paper*.
 - e. Submit Reflection - on due date (see CONTENT OUTLINE)
 - f. For all written assignments you are to use 12 point New Times Roman font, Microsoft WORD, 1" margins and double space, and include a title page. Careful attention to spelling/grammar is expected.
 - i. For formatting guidance, you may consult the following APA resource:
<http://ipt.boisestate.edu/files/APASixthEditionAug09.pdf>

ii.

2. Activities, strategies, and on-going plan for a child with disability (45 points)

Observe and take anecdotal and/or running notes of a young child (b-5 years old) *without disability* for a total of 6 hours (same child at different locations and multiple times).

I. Observation & Reflection:

- a. Make raw notes with dates, times, and locations of observations. Objectively and accurately note the child's current abilities/skills, interests, likes/dislikes, emerging skills, and learning needs.
- b. Write a summary of the child's current abilities/skills, interests, likes/dislikes, emerging skills, and learning needs.
 - i. See appendix A for the format for writing the *Child Observation Summary*.
- c. Submit raw notes and the child summary-on due date (see CONTENT OUTLINE)
- d. Write a paper reflecting on the effectiveness of the observation process, learning needs, and plan for improvement.
 - i. See appendix D for format for writing the *Interview Reflection Paper*.
- e. Submit Reflection - on due date (see CONTENT OUTLINE)
- f. For all written assignments you are to use 12 point New Times Roman font, Microsoft WORD, 1" margins and double space, and include a title page. Careful attention to spelling/grammar is expected.
 - i. For formatting guidance, you may consult the following APA resource:
<http://ipt.boisestate.edu/files/APASixthEditionAug09.pdf>

II. Interview parents/family members about their child's learning needs (current abilities/skills, interests, likes/dislikes, and emerging skills).

- a. Make interview notes with content, dates, times, and locations of interview.
- b. Write a summary of the parents'/family's perspectives about the child's current abilities/skills, interests, likes/dislikes, emerging skills, and learning needs.
 - i. See appendix B for the format for writing the *Parent/Family Interview Summary*.
- c. Submit raw notes and the parent/family interview summary- on due date (see CONTENT OUTLINE)
- d. Write a paper reflecting on the effectiveness of the interview process, learning needs, and plan for improvement.
 - i. See appendix D for format for writing the *Interview Reflection Paper*.
- e. Submit Reflection - on due date (see CONTENT OUTLINE)
- f. For all written assignments you are to use 12 point New Times Roman font, Microsoft WORD, 1" margins and double space, and include a title page. Careful attention to spelling/grammar is expected.
 - i. For formatting guidance, you may consult the following APA resource:
<http://ipt.boisestate.edu/files/APASixthEditionAug09.pdf>

III. Interview teachers about the child's learning needs (current abilities/skills, interests,

likes/dislikes, and emerging skills).

- a. Make interview notes with content, dates, times, and locations of interview.
- b. Write a summary of the teachers' perspectives about the child's current abilities/skills, interests, likes/dislikes, emerging skills, and learning needs.
 - i. See appendix C for the format for writing the *Teacher Interview Summary*.
- c. Submit raw notes and the interview summary- on due date (see CONTENT OUTLINE)
- d. Write a paper reflecting on the effectiveness of the interview process, learning needs, and plan for improvement.
 - i. See appendix D for format for writing the *Interview Reflection Paper*.
- e. Submit Reflection - on due date (see CONTENT OUTLINE)
- f. For all written assignments you are to use 12 point New Times Roman font, Microsoft WORD, 1" margins and double space, and include a title page. Careful attention to spelling/grammar is expected.
 - i. For formatting guidance, you may consult the following APA resource:
<http://ipt.boisestate.edu/files/APASixthEditionAug09.pdf>

3. Write/Implement Daily Activity Plans (30 points)

In total, you will create four "Daily Activity Plans," two for each child. However, first, you will write and implement two of the four plans (one for each child), then *submit for feedback* from the instructor/participating teacher.

Then you will use the feedback from the first two plans to make improvements in implementing the remaining two plans. You will submit these second two plans to the instructor *for scoring*.

- a. For all written assignments you are to use 12 point New Times Roman font, Microsoft WORD, 1" margins and double space, and include a title page. Careful attention to spelling/grammar is expected.
 - iii. For formatting guidance, you may consult the following APA resource:
<http://ipt.boisestate.edu/files/APASixthEditionAug09.pdf>

Critical Assignments

The Department of Exceptional Student Education and the Department of Curriculum, Culture, and Educational Inquiry have identified competencies that must be mastered in order to continue in the *Bachelor's in Early Care and Education Degree Program*.

For this course, the Academic Learning Compact Competencies (Critical Thinking and Written Communication) will be measured by the Test Administration and Interpretation Project, which is the Critical Assignment.

Please carefully read the departmental policy (below) on Critical Assignments.

Departmental Policy on CRITICAL ASSIGNMENT(S):

Assessment criteria:

A student must earn a **minimum grade of 73%** of the points allotted for the Critical Assignment to receive a passing grade of C or better in this course. In other words, a student cannot earn a C or better in this course without successfully completing the Critical Assignment.

Remediation policy:

- **If a student is passing the course**, but has failed to pass the Critical Assignment with a minimum of 73% of the possible points for the assignment, the student will receive an “I” in the course until the Critical Assignment is successfully redone (only one attempt allowed). The conditions and time frame for the resubmission of the assignment will be determined by the instructor. However, the second attempt must be completed within one semester. **Upon successful completion of the resubmitted assignment**, the “I” will be changed to a grade for the course and the student may continue in the sequence of courses. The original points earned for the initial attempt at the Critical Assignment will be used to calculate the final grade in the course. **If the resubmitted Critical Assignment is not successfully passed**, the grade for the course will be C- or below regardless of the total points earned in the course.
- **If a student is does not have a grade of C or better**, and has failed to pass the Critical Assignment with a minimum of 73% of the possible points, the student will not be allowed to resubmit the Critical Assignment. The student will need to repeat the course and the Critical Assignment.

Exams (100 points)

There will be a midterm and a final exam (not cumulative). Format TBA

Weekly reading assignments/participation (28 points)

Students are responsible for all assigned readings (this includes chapter readings and any additional readings assigned) prior to coming to class. Students should come to class with homework assignments completed, ready to discuss the content in the readings, and to participate in the in-class activities/discussions

(2 points per session= 30 points).

Please note: For all written assignments you are to use 12 point New Times Roman font, Microsoft WORD, 1” margins and double space, and include a title page. Careful attention to spelling/grammar is expected.

ASSESSMENT PROCEDURES:

Assignment	Points	%tage of Critical Assignment	% of Course Grade
Plan for a child without disability <ul style="list-style-type: none"> • Observation: Raw notes, log, summary, reflection (15) <ul style="list-style-type: none"> • Parent Interview summary/reflection (15) • Teacher Interview summary/reflection (15) 	45	37.5%	18
Plan for a child with disability <ul style="list-style-type: none"> • Observation: Raw notes, log, summary, reflection (15) <ul style="list-style-type: none"> • Parent Interview summary/reflection (15) • Teacher Interview summary/reflection (15) 	45	37.5%	18
Implementation of Activity Plans <ul style="list-style-type: none"> • Implement two for <i>feedback</i> • Implement two for <i>scoring</i> (15 pts each) 	30	25%	12
Critical Assignment Subtotal:	120	100%	
Exams <ul style="list-style-type: none"> • Midterm (50) • Final (50) 	100	100%	40
Weekly reading assignments/participation (In-class assignments, responses to inquiries, participation in in-class activities, completion of course readings, late assignments etc) 2 points each session	30		12
Total	250		100

Acceptance of late assignment(s) is solely at the discretion of the instructor; If accepted, assignments that are late will be deducted 10% of the point value for each day late.

GRADING SCALE:

Scores for each assignment are cumulative and the grade scale represents percentage of total points earned. If you do not complete all assignments, you will not be able to earn an "A" in this course.

A = 93-100

A- = 90-92

B+ = 87-89

B = 83-86

B- = 80-82

C+ = 77-79

C = 73-76

C- = 70-72

D+ = 67-69

D = 63-66

D- = 60-62

F = Below 60

EXPECTATIONS:

ATTENDANCE AND PARTICIPATION:

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-sponsored activities (such as athletic or scholastic team, musical and theatrical performances, and debate activities). It is the student's responsibility to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Religious Accommodation

Florida Law requires that the University provide reasonable accommodations with regard to class attendance, examinations, and work assignments to students who request such consideration in order to observe their religious practices and beliefs. The details of this policy appear on the FAU online University Catalog under **Academic Policies and Regulations:** <http://www.fau.edu/academic/registrar/catalog/>

Punctuality

Students are expected to be on time and to remain for the duration of each class session. Since late arrivals and early departures are disruptive, they will be treated as absences and may affect your grade.

STUDENTS WITH DISABILITIES:

In compliance with the Americans with Disabilities Act (A.D.A.), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca - SU 133 (561-297-3880), in Davie - MOD I (954-236-1222), or in Jupiter SR 117 (561-799-8585) and follow all OSD procedures. The purpose of this office "is to provide reasonable accommodations to students with disabilities." Students who require assistance should notify the professor immediately by **submitting a letter from the Disabilities Office to your instructor** requesting your need of specific assistance. Without such letter, the instructor is not obligated to make any accommodations for students.

PLAGIARISM AND CHEATING: ACADEMIC HONESTY

Students at Florida Atlantic University are expected to maintain the highest ethical standards.

Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty, which may include an “F” on the assignment, an “F” in the course, or even removal from the degree program.

Florida Atlantic University Regulation 4.001, “Honor Code, Academic Irregularities, and Student’s Academic Grievances” is strictly adhered to in this course. The regulation states:

- (1) Academic irregularities frustrate the efforts of the faculty and serious students to meet University goals. Since faculty, students and staff have a stake in these goals, the responsibility of all is to discourage academic irregularities by preventative measures and by insuring that appropriate action is taken when irregularities are discovered. Thus, FAU has an honor code requiring a faculty member, student or staff member to notify an Instructor when there is reason to believe an academic irregularity is occurring in a course. The Instructor’s duty is to pursue any reasonable allegation, taking action, as described below, where appropriate.
- (2) The following shall constitute academic irregularities:
 - (a) The use of notes, books or assistance from or to other students while taking an examination or working on other assignments unless specifically authorized by the Instructor are defined as acts of cheating.
 - (b) The presentation of words or ideas from any other source as one’s own – an act defined as plagiarism.
 - (c) Other activities which interfere with the educational mission within the classroom.

http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf).

In the Publication Manual of the American Psychological Association (APA, 2009), plagiarism is defined as:

Plagiarism (Principle 6.22). Psychologists do not claim the words and ideas of another as their own; they give credit where credit is due. Quotation marks should be used to indicate the exact words of another. Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you will need to credit the source in the text.

BIBLIOGRAPHY:

- Bhagwanji, Y., Santos, R. M., & Fowler, S. A. (2000). *Culturally and linguistically sensitive Practices in motor skills interventions for young children* (CLAS Technical Report #1). Champaign, IL: University of Illinois at Urbana-Champaign, Early Childhood Research Institute on Culturally and Linguistically Appropriate Services.
- Barnett, D. W., Carey, K. T., & Hall, J.D. (1993). Naturalistic intervention design for young children: Foundations, rationales, and strategies. *Topics in Early Childhood Special Education*, 13(4), 430-434.
- Berry, J. (1987). Strategies for involving parents in programs for young children using augmentative and alternative communication. *Augmentative and Alternate Communication*, 3, 90-93.
- Brown, W. H., & Odom, S. L. (1994). Strategies and tactics for promoting generalization and maintenance of young children's social behavior. *Research in Developmental Disabilities*, 15, 99-118.
- Dunst, C. J., Hamby, D., Trivette, C. M., Raab, M., & Bruder, M. B. (2000). Everyday family and community live and children's naturally occurring learning opportunities. *Journal of Early Intervention*, 23(3), 151-164.
- Guralnick, M. J. (1993). Developmentally appropriate practice in the assessment and intervention of children's peer relations. *Topics in Early Childhood Special Education*, 13(3), 344-371.
- Malmskog, S., & McDonnell, A. P. (1999). Teacher-mediated facilitation of engagement by children with developmental delays in inclusive preschools. *Topics in Early Childhood Special Education*, 19(4), 203-216.
- McGee, G. G., Morrier, M. J., & Daly, T. (1999). An incidental teaching approach to early intervention of toddlers with autism. *Journal of the Association for Persons with Severe Handicaps*, 24(3), 133-146.
- Warren, S., Yoder, P., Gazdag, G., Kim, K., & Jones, H. Facilitating prelinguistic communication skills in young children with developmental delay. *Journal of Speech and Hearing Research*, 36, 83-97.
- Washington, K., Schwartz, I. S., & Swinth, Y. (1994). Physical and occupational therapists in naturalistic early childhood settings: Challenges and strategies for training. *Topics in Early Childhood Special Education*, 14(3), 333-349.

Appendix A:

Copy and paste the information below to form the basis of your written paper. Items in bold are to be your paragraph headers

Child Observation Summary Paper

- I. **Pseudonym for child** (do not use real name).
- II. **Raw notes**
 - a. In paragraph format and for each observation time/setting, objectively and accurately note the child’s current abilities/skills, interests, likes/dislikes, emerging skills, and learning needs.
- III. **Observations Log** – keep a running log with the information below for each child

<i>Date</i>	<i>Time Began</i>	<i>End time</i>	<i>Total time</i>	Observation Setting(s)

- IV. **Pertinent demographic information** about child
 - a. Describe the child (age, educational setting, temperament, etc)
 - b. Indicate if this is the child with or with a disability. If it is the child with a disability, describe the diagnosis, disability, and related characteristics.

The remaining paragraphs should be your summary (based upon your observations across settings) of the child as it relates to... Use language related to the five developmental domains.

- V. The child’s **current abilities**
- VI. The child’s **emerging skills**
- VII. The child’s **interests, likes, and dislikes**
- VIII. The child’s **learning/behavioral needs**

Note:

- 1. You are to complete 2 Child Observation Summary papers (one for each child).
- 2. For all written assignments you are to use 12 point New Times Roman font, Microsoft WORD, 1” margins and double space, and include a title page. Careful attention to spelling/grammar is expected.

Appendix B:

Copy and paste the information below to form the basis of your written paper. Items in bold are to be your paragraph headers

Parent/Family Interviews Summary Paper

- I. **Pseudonym for child** (do not use real name).
- II. Indicate **family member(s)** interviewed.
 - a. For each family member you interviewed, list and describe the relationship to the child, how often the person is in contact with the child, and other pertinent information describing the relationship.
- III. **Raw notes**
 - a. In paragraph format and for each interview time/setting, objectively and accurately note the information provided by the family member(s) about the child’s current abilities/skills, interests, likes/dislikes, emerging skills, and learning needs.
- IV. **Interview Log** – keep a running log with the information below for each interview session.

<i>Date</i>	<i>Time Began</i>	<i>End time</i>	<i>Total time</i>	Interview Setting(s)

- V. **Pertinent demographic information** about child *provided by the family*
 - b. Describe the child (age, educational setting, temperament, etc)
 - c. If this is the child with or with a disability, have them indicate information about the child’s disability (i.e. describe the diagnosis, disability, and related characteristics).

The remaining paragraphs should be your summary of the family member(s)’ description of the child as it relates to... Use language related to the five developmental domains.

- IX. The child’s **current abilities**
- X. The child’s **emerging skills**
- XI. The child’s **interests, likes, and dislikes**

XII. The child's learning/behavioral needs

Note:

1. You are to complete 2 Parent/Family Interview Summary papers (one parent/family for each child).
2. For all written assignments you are to use 12 point New Times Roman font, Microsoft WORD, 1" margins and double space, and include a title page. Careful attention to spelling/grammar is expected.

Appendix C:

Copy and paste the information below to form the basis of your written paper. Items in bold are to be your paragraph headers

Teacher Interview Summary Paper

- I. **Pseudonym for child** (do not use real name).
- II. **Teacher(s) interviewed**
 - a. For each teacher you interviewed, list and describe the relationship to the child, how often the person is in contact with the child, and other pertinent information describing the relationship.
- III. **Raw notes**
 - a. In paragraph format and for each interview time/setting, objectively and accurately note the information provided by the teacher about the child’s current abilities/skills, interests, likes/dislikes, emerging skills, and learning needs.
- IV. **Interview Log** – keep a running log with the information below for each interview session.

<i>Date</i>	<i>Time Began</i>	<i>End time</i>	<i>Total time</i>	Interview Setting(s)

- V. **Pertinent demographic information** about child *provided by the teacher*
 - b. Describe the child (age, educational setting, temperament, etc.)
 - c. If this is the child with or with a disability, have the teacher indicate information about the child’s disability (i.e. describe the diagnosis, disability, and related characteristics).

The remaining paragraphs should be your summary of the teachers’ description of the child as it relates to... Use language related to the five developmental domains.

- 3. The child’s **current abilities**
- 4. The child’s **emerging skills**

5. The child's **interests, likes, and dislikes**
6. The child's **learning/behavioral needs**

Note:

1. You are to complete 2 Teacher Interview Summary papers (one teacher for each child).
2. For all written assignments you are to use 12 point New Times Roman font, Microsoft WORD, 1" margins and double space, and include a title page. Careful attention to spelling/grammar is expected.

Appendix D:

Copy and paste the information below to form the basis of your written paper. Items in bold are to be your paragraph headers

Observation/Interview Reflection Paper

- I. Write 1-2 paragraph(s) describing **what you did particularly well.**
- II. Write 1-2 paragraph(s) describing **what you could have done better.**
- III. Write 1-2 paragraph(s) describing **steps that you can take to improve documentation** of running notes/interviews.

Note:

1. You are to complete 3 reflection papers per child (one for child observation, one for parent/family interview; one for teacher interview)
2. For all written assignments you are to use 12 point New Times Roman font, Microsoft WORD, 1" margins and double space, and include a title page. Careful attention to spelling/grammar is expected.

Appendix E

Copy and paste the information below to form the basis of your written paper. Items in bold are to be your paragraph headers

Daily Activity Plan

- I. **Pseudonym for child** (do not use real name).
- II. **Date for Implementation**
- III. **Objective for the child** (based on observation, family interview, and/or teacher interview)
- IV. **Daily routines in within which to implement objective**
- V. **Activity/activities within daily routines**
- VI. Describe how you will **utilize/gain child's interests as basis for engagement**
- VII. Describe technique(s) for **creating teaching opportunities**
- VIII. Describe **help strategy/strategies**
- IX. Describe **natural consequences**

X. Describe **method of keeping track of progress**

Note:

1. Each “Daily Activity Plan” should be no longer than 1 page, and, you are to complete 4 plans in total (2 for each child).
2. For all written assignments you are to use 12 point New Times Roman font, Microsoft WORD, 1” margins and double space, and include a title page. Careful attention to spelling/grammar is expected.

Appendix F

TEACHING METHODOLOGIES:

Modeling Guided Practice

Case studies

Research Role playing

Lecture Discussion

Internet communication (use of e-mail, web sites, distance learning)

Power Point presentations by instructor

Use of LCD projector, Docu-Cam, videos, computer, and other media

JOURNALS: Select Journals in ECE and ECSE

Augmentative and Alternate Communication

Journal of the Association for Persons with Severe Handicaps

Journal of Early Intervention

Journal of Speech and Hearing Research

Research in Developmental Disabilities

Topics in Early Childhood Special Education

INTERNET SITES:

National Association for the Education of Young Children's (NAEYC) Position

Statements on Ethical Conduct:

http://www.naeyc.org/positionstatements/ethical_conduct

Division for Early Childhood Code of Ethics:

<http://dec->

[sped.org/uploads/docs/about_dec/position_concept_papers/Code%20of%20Ethics_updated_Aug2009.pdf](http://dec-sped.org/uploads/docs/about_dec/position_concept_papers/Code%20of%20Ethics_updated_Aug2009.pdf)

EEC 4313: Blended Early Childhood Methods: Birth-5

Evaluation Rubric for Critical Assignment: Activities, Strategies, and On-going Assessment

Description of Assignment: Based upon child observations, family interviews, teacher reports, and available assessment data, students will write two daily activity plans (one for a child with a disability and one for a child who is typically developing).

FAU Academic Learning Compact (ALC) Indicators:

Critical Thinking: Students will collect, analyze, synthesize, and make inferences from data collected.

(Procedural) Knowledge: Student will plan activities with identified performance and learning outcomes.

	Directions: Enter scores earned in each cell.	Exceeds Expectation (91-100%)	Meets Expectations (73- 90%)	Does Not Meet Expectations (≤72%)
Critical Thinking	Child (w/o disability) Observation: Raw notes & Log 2.5 points total	Provided raw notes with documentation for dates, times, and locations. Provided justification for each date, time, and location selected; and a minimum 6 observation hours are reflected. 2.0-2.5 points	Provided raw notes with documentation for dates, times, and locations. Provided some justification for date, time, and locations selected; and a minimum 6 observation hours are reflected. 1-1.5 points	Minimum 6 hours of observations and times not documented on notes; inadequate or no justification provided; or, Student did not attempt assignment. 0-.5 point
	Child (w/disability) Observation: Raw notes & Log 2.5 points total	Provided raw notes with documentation for dates, times, and locations. Provided justification for each date, time, and location selected; and a minimum 6 observation hours are reflected. 2.0-2.5 points	Provided raw notes with documentation for dates, times, and locations. Provided some justification for date, time, and locations selected; and a minimum 6 observation hours are reflected. 1-1.5 points	Minimum 6 hours of observations and times not documented on notes; inadequate or no justification provided; or, Student did not attempt assignment. 0-.5 point
	Child (w/o disability) Observation: Summary 10 points total	Provided pertinent demographic information and concrete details of child’s abilities, interests, and learning needs. Summary is accurately organized by developmental domains. 9-10 points	Provided pertinent demographic information and concrete details of child’s abilities, interests, and learning needs. Summary is organized. 7-8 points	Did not provide pertinent demographic information; or summary did not provide concrete information, nor is clearly organized; or, student did not attempt assignment. 0- 6 points
	Child (w/disability) Observation: Summary 10 points total	Provided pertinent demographic information and concrete details of child’s abilities, interests, and learning needs. Summary is accurately organized by developmental domains. 9-10 points	Provided pertinent demographic information and concrete details of child’s abilities, interests, and learning needs. Summary is organized. 7-8 points	Did not provide pertinent demographic information; or summary did not provide concrete information, nor is clearly organized; or, student did not attempt assignment. 0- 6 points

EEC 4313: Blended Early Childhood Methods: Birth-5

	Directions: Enter scores earned in each cell.	Exceeds Expectation (91-100%)	Meets Expectations (73- 90%)	Does Not Meet Expectations (≤72%)
Critical Thinking	Child (w/o disability) Observation: Reflection paper 2.5 points total	Identified strengths, needs, and developed a specific plan for addressing child learning needs. 2-2.5 points	Identified strengths, needs, and developed a general plan for addressing child learning needs. 1-1.5 points	Did not identify strengths, needs, or a plan for addressing child learning needs; or, student did not attempt assignment. 0-.5 point
	Child (w/disability) Observation: Reflection paper 2.5 points total	Identified strengths, needs, and developed a specific plan for addressing child learning needs. 2-2.5 points	Identified strengths, needs, and developed a general plan for addressing child learning needs. 1-1.5 points	Did not identify strengths, needs, or a plan for addressing child learning needs; or, student did not attempt assignment. 0-.5 point
Critical Thinking	Child (w/o disability) Parent/Family interview: Raw notes & Log 2.5 points total	Provided raw notes with documentation for dates, times, and locations. Provided justification for each date, time, and location selected; and a minimum 6 observation hours are reflected. 2-2.5 points	Provided raw notes with documentation for dates, times, and locations. Provided some justification for date, time, and locations selected; and a minimum 6 observation hours are reflected. 1-1.5 points	Minimum 6 hours of observations and times not documented on notes; inadequate or no justification provided; or, student did not attempt assignment. 0-.5 point
	Child (w/disability) Parent/Family interview: Raw notes & Log 2.5 points total	Provided raw notes with documentation for dates, times, and locations. Provided justification for each date, time, and location selected; and a minimum 6 observation hours are reflected. 2-2.5 points	Provided raw notes with documentation for dates, times, and locations. Provided some justification for date, time, and locations selected; and a minimum 6 observation hours are reflected. 1-1.5 points	Minimum 6 hours of observations and times not documented on notes; inadequate or no justification provided; or, student did not attempt assignment. 0-.5 point
Critical Thinking	Child (w/o disability) Parent/family Interview: Summary 10 points total	Provided pertinent demographic information and concrete details of child’s abilities, interests, and learning needs. Summary is accurately organized by developmental domains. 9-10 points	Provided pertinent demographic information and concrete details of child’s abilities, interests, and learning needs. Summary is organized. 7-8 points	Did not provide pertinent demographic information; or summary did not provide concrete information, nor is clearly organized; or, student did not attempt assignment. 0- 6 points
	Child (w/disability) Parent/family Interview: Summary 10 points total	Provided pertinent demographic information and concrete details of child’s abilities, interests, and learning needs. Summary is accurately organized by developmental domains. 9-10 points	Provided pertinent demographic information and concrete details of child’s abilities, interests, and learning needs. Summary is organized. 7-8 points	Did not provide pertinent demographic information; or summary did not provide concrete information, nor is clearly organized; or, student did not attempt assignment. 0- 6 points

EEC 4313: Blended Early Childhood Methods: Birth-5

	Directions: Enter scores earned in each cell.	Exceeds Expectation (91-100%)	Meets Expectations (73- 90%)	Does Not Meet Expectations (≤72%)
Critical Thinking	Child (w/o disability) Parent/family Interview: Reflection paper 2.5 points total	Identified strengths, needs, and developed a specific plan for addressing child learning needs. 2-2.5 points	Identified strengths, needs, and developed a general plan for addressing child learning needs. 1-1.5 points	Did not identify strengths, needs, or a plan for addressing child learning needs; or, student did not attempt assignment. 0-.5 point
	Child (w/disability) Parent/family Interview: Reflection paper 2.5 points total	Identified strengths, needs, and developed a specific plan for addressing child learning needs. 2-2.5 points	Identified strengths, needs, and developed a general plan for addressing child learning needs. 1-1.5 points	Did not identify strengths, needs, or a plan for addressing child learning needs; or, student did not attempt assignment. 0-.5 point
Critical Thinking	Child (w/o disability) Teacher Interview: Raw notes & Log 2.5 points total	Provided raw notes with documentation for dates, times, and locations. Provided justification for each date, time, and location selected; and a minimum 6 observation hours are reflected. 2-2.5 points	Provided raw notes with documentation for dates, times, and locations. Provided some justification for date, time, and locations selected; and a minimum 6 observation hours are reflected. 1-1.5 points	Minimum 6 hours of observations and times not documented on notes; inadequate or no justification provided; or, Student did not attempt assignment; or, student did not attempt assignment. 0-.5 point
	Child (w/disability) Teacher Interview: Raw notes & Log 2.5 points total	Provided raw notes with documentation for dates, times, and locations. Provided justification for each date, time, and location selected; and a minimum 6 observation hours are reflected. 2-2.5 points	Provided raw notes with documentation for dates, times, and locations. Provided some justification for date, time, and locations selected; and a minimum 6 observation hours are reflected. 1-1.5 points	Minimum 6 hours of observations and times not documented on notes; inadequate or no justification provided; or, Student did not attempt assignment; or, student did not attempt assignment. 0-.5 point
Critical Thinking	Child (w/o disability) Teacher Interview: Summary 10 points total	Provided pertinent demographic information and concrete details of child’s abilities, interests, and learning needs. Summary is accurately organized by developmental domains. 9-10 points	Provided pertinent demographic information and concrete details of child’s abilities, interests, and learning needs. Summary is organized. 7-8 points	Did not provide pertinent demographic information; or summary did not provide concrete information, nor is clearly organized; or, student did not attempt assignment. 0- 6 points
	Child (w/disability) Teacher Interview: Summary 10 points total	Provided pertinent demographic information and concrete details of child’s abilities, interests, and learning needs. Summary is accurately organized by developmental domains. 9-10 points	Provided pertinent demographic information and concrete details of child’s abilities, interests, and learning needs. Summary is organized. 7-8 points	Did not provide pertinent demographic information; or summary did not provide concrete information, nor is clearly organized; or, student did not attempt assignment. 0- 6 points

EEC 4313: Blended Early Childhood Methods: Birth-5

	Directions: Enter scores earned in each cell.	Exceeds Expectation (91-100%)	Meets Expectations (73- 90%)	Does Not Meet Expectations (≤72%)
Critical Thinking	Child (w/o disability) Teacher Interview: Reflection paper 2.5 points total	Identified strengths, needs, and developed a specific plan for addressing child learning needs. 2-2.5 points	Identified strengths, needs, and developed a general plan for addressing child learning needs. 1-1.5 points	Did not identify strengths, needs, or a plan for addressing child learning needs; or, student did not attempt assignment. 0-.5 point
	Child (w/disability) Teacher Interview: Reflection paper 2.5 points total	Identified strengths, needs, and developed a specific plan for addressing child learning needs. 2-2.5 points	Identified strengths, needs, and developed a general plan for addressing child learning needs. 1-1.5 points	Did not identify strengths, needs, or a plan for addressing child learning needs; or, student did not attempt assignment. 0-.5 point
Procedural Knowledge	Daily Activity Plan for child w/out disability 15 points total	Clearly and accurately identified and described all 8 components of the activity plan (i.e. appropriate learning objective, activity, strategies, on-going assessment method, etc). 14-15 points	Clearly and accurately identified and described 6-7 components of the activity plan (i.e. appropriate learning objective, activity, strategies, on-going assessment method, etc). 11-13 points	Clearly and accurately identified and described 5 or fewer components of the activity plan (i.e. appropriate learning objective, activity, strategies, on-going assessment method, etc); or, student did not attempt assignment. 0-10 points
	Daily Activity Plan for child w/disability 15 points total	Clearly and accurately identified and described all 8 components of the activity plan (i.e. appropriate learning objective, activity, strategies, on-going assessment method, etc). 14-15 points	Clearly and accurately identified and described 6-7 components of the activity plan (i.e. appropriate learning objective, activity, strategies, on-going assessment method, etc). 11-13 points	Clearly and accurately identified and described 5 or fewer components of the activity plan (i.e. appropriate learning objective, activity, strategies, on-going assessment method, etc); or, student did not attempt assignment. 0-10 points

	Live Text Results Directions: Record total Score for each ALC Indicator in the applicable cell.	Exceeds Expectation (91-100%) 41-45 points	Meets Expectations (73- 90%) 33-40 points	Does Not Meet Expectations (≤72%) 0-32 points
Academic Learning Compact Indicators	Critical Thinking.			
		Exceeds Expectation (91-100%) 27-30 points	Meets Expectations (73- 90%) 22-26 points	Does Not Meet Expectations (≤72%) 0-21 points
	Procedural Knowledge.			