Southeastern Louisiana University
SPED 682
Foundations of Early Education for Young Children with Disabilities
3 Credit Hours

Prerequisites: SPED 200 or 600

Course Description: This course will present an overview of the historical influences, research, controversies, and issues that provide the foundation for early education for exceptional children. It will include a review of model programs, their methods, materials, and rationales and a study of current issues in early intervention programs including theories of play and an examination of the relationship of play to all aspects of the learning experience and early childhood development.

Conceptual Framework Statement: In order to successfully plan, develop, and implement curricula to meet the needs of diverse learners in today’s world and to prepare candidates for the future, the College of Education and Human Development (COEHD) has identified four critical components of The Effective Educator: Professional Standards (PS), Knowledge of Learner (KL), Strategies and Methods (SM), and Content Knowledge (CK). The Conceptual Framework provides direction for the development of effective professionals. Diversity is an integral part of each component, and Technology is emphasized throughout all programs in the educational unit (diversity) (technology)

Course Objectives The following measurable objectives identify the proficiencies (competencies) candidates will acquire through this course:
1. Demonstrate understanding of the profession: purpose and professional organizations. (CK, PS)
2. Articulate a personal philosophy and perspective about early intervention. (CK, KL, PS, SM, D, T)
3. Outline the development of early childhood education and early intervention through its historical, legislative, philosophical, and cultural roots. (CK, KL, D)
4. Examine and conceptualize the nature of typical and atypical growth and development from birth through 5 years of age, with an emphasis on developmental stages and learning characteristics. (CK, KL)
5. Demonstrate knowledge of exceptional conditions, theories, research, trends, resources, and service delivery models available for providing early intervention services to children aged birth through 5 years with special needs and their families including issues related to natural environments and least restrictive environment, continuum of placement and services available to these children and their families. (CK, KL, D)
6. Demonstrate knowledge of exceptional conditions, theories, research, trends, resources, and service delivery models available for providing early intervention services to children with special needs and their families including issues related to natural environments and least restrictive environment, continuum of placement and services available to these children. (CK, KL, D)
7. Identify and understand laws, regulations, policies, the legislative process, and roles and responsibilities within early childhood special education as it relates to IDEA

8. Demonstrate an understanding of the purposes of teaming as outlined in federal and state legislation. (CK, KL, D)

**Required Unit/Program Assessments**

Portfolio artifacts as professional development hours for the Unit Assessment should be uploaded to Pass-Port.

**Required Field Experiences**

Candidates are required to conduct 5 hours observation in an infant/toddler (Center or Home-Based for very young children with disabilities) and an inclusive preschool setting and write a 1-2 page report on the description of the program (types of curriculum and activities observed) as well a personal reaction/opinion. Field hours are to be uploaded to Pass-Port.

**Course Evaluation:** The instruments and/or processes that will be used to assess performance include the following: participation in class discussions, analysis of professional organization meetings attended, critiques of research topics and journal articles through individual or group analysis, log of field experiences in both an infant/toddler setting (Center or Home-Based) for very young children with disabilities and a setting providing services for children with disabilities aged 3-6 years and reflection paper on those experiences, small group project, examinations, individual project, and professional development.

**Reference List:**


**Websites**
http://ericec.org/faq/earlyc-x.html

http://www.nichcy.org/
NICHCY is the national information and referral center that provides information on disabilities and disability-related issues for families, educators, and other professionals.

http://www.fetaweb.com/06/glossary.sped.legal.htm
Glossary of special education terms to help you understand words and terms commonly used in special education.

**Journals**
*Child Development*
*Developmental Psychology*
*Journal of Early Intervention*
*Young Exceptional Children*
*Topics in Early Childhood Special Education*
*Early Childhood Research and Practice*
*Early Childhood Research Quarterly*
*Infant Mental Health Journal*
*Infants and Young Children*
*Journal of Early Childhood Teacher Education*
*Journal of Special Education Technology*