Southeastern Louisiana University
SPED 683
Instructional Program Implementation for Young Children with Disabilities
(3 credit hours)

Prerequisites: SPED 200 or 600

Course Description: In this course, individual and group teaching strategies are analyzed within the framework of the classroom system and home-based intervention. Curriculum goals and content and the learning environment are studied with reference to developmental process.

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 (D)** is an integral part of each component, and **Technology (T)** is emphasized throughout all programs in the educational unit.

Course Objectives:
The following measurable objectives identify the proficiencies (competencies) candidates will acquire through this course:

1. Develop and/or select instructional content, materials, resources, and strategies for infants, toddlers, and preschoolers with special needs that respond to cultural, linguistic, and gender differences. (CK, KL, SM, D)
2. Develop an IFSP and an IEP. (CK, KL, SM, D, PS, T)
3. Prepare an appropriate lesson plan for an infant or toddler with special needs. (CK, KL, SM, D, PS, T)
4. Prepare an appropriate lesson plan for a preschooler with special needs by incorporating the use of technology, including adaptive and assistive technology, organize materials, and implement daily lesson plan into the natural environment and daily routines. (CK, KL, SM, PS, D, T)
5. Involve the individual and family in setting instructional goals and charting progress and select, adapt, and use instructional strategies and materials according to characteristics of the learner (CK, KL, SM, PS, D)
6. Sequence, implement, and evaluate individual learning objectives. (SM, CK, KL, PS, D)
7. Apply theories of child development and children’s learning in communication, literacy, mathematics, science, social studies, the visual and performing arts, and movement; both typical and atypical, and apply current research with emphasis on cognitive, motor, social-emotional, communication, adaptive, and aesthetic development in learning situations in family and community contexts. (CK, KL, SM, D, PS)
8. Develop and select learning experiences and strategies that affirm and respect family, cultural, and social diversity, including language differences. (CK, KL, SM, D, PS)

9. Implement developmentally and functionally appropriate individual and group activities for both a group of infants and toddlers with special needs and a group of preschoolers with special needs. (KL, CK, SM, PS, D)

10. Organize space, time, peers, materials, and adults to maximize child progress in group and home settings for both infants and toddlers with special needs and preschoolers with special needs. (CK, KL, SM, D)

11. Select and implement methods of behavior support and management appropriate for young children with special needs, including a range of strategies from less directive, less structured methods (e.g., verbal support and modeling) to more directive, more structured methods (e.g., applied behavior analysis). (CK, KL, SM, PS, D)

**Required Unit/Program Assessments**

Candidates are to develop and implement an Integrated Thematic Unit for very young children with disabilities. In this project the teacher candidate develops an integrated theme unit for one week with lesson plans, objectives, activities, and an IEP/IFSP for a young child with a disability. The teacher candidate integrates the objectives from the IEP/IFSP into routines and activities in an early childhood setting. An Integrated Thematic Unit Rubric is used to assess student competencies. This unit must be implemented in the classroom or home. The evaluation for this activity should be uploaded to Pass-Port.

**Field Experiences**

Candidates are required to complete 20 hours of field-based activities in the classroom and home. The candidates will: select, implement, assess, and analyze a teaching strategy for a classroom and home-based intervention and report the results in writing with a reflection. Field hours are to 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, case study analysis, critiques of research topics and journal articles through individual or group analysis, field-based log and reflection paper, small group projects, examinations, review of videos, and individual projects.

**Reference List:**


**Websites**

[www.dec-sped.org](http://www.dec-sped.org)

Developmentally Appropriate Practices

[http://www.pattan.k12.pa.us/Instruction/default.htm](http://www.pattan.k12.pa.us/Instruction/default.htm)

In order to teach effectively, we need to have key elements in place including clearly defined objectives, a successful method for teaching all students, and a means to measure the progress of the learning. This sounds good, but in reality we know that this does not always produce the results we want — all students to become independent learners.


Education Planet delivers high quality educational resources, tools and services that empower K-12 teachers, students, parents, and administrators to effectively and creatively utilize the web for education. Education Planet is working hard to meet the K–12 community's growing need for online access to educational resources, communication tools and e-learning services.

[http://ericec.org/faq/earlyc-x.html](http://ericec.org/faq/earlyc-x.html)

Selected Internet Resources for Early Childhood

**Journals**

*Child Development*

*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