

Syllabus

Course Overview

No man is an island entire of itself; every man is a piece of the continent, a part of the main.

John Donne, Devotions Upon Emergent Occasions

Reflecting on John Donne's quote, we could also say that no child is an island, but is a part of the environment in which he or she lives, and that all aspects of that environment affect learning. The Individuals with Disabilities Education Act (IDEA) ensures that every child with a disability, between the ages of 3 and 21, receives a free and appropriate public education (FAPE) in the least restrictive environment (LRE). Much research has shown that this can best be achieved by including children with disabilities in programs with their typically developing peers to the maximum extent possible (IDEA Reauthorization, 2004).

Inclusion means accepting all children into a program and adapting that program to meet individual needs. In this course, you will gain the skills and knowledge needed to do just that. You will observe how another teacher meets the needs of students with disabilities, then yourself modify a lesson plan and design a plan for monitoring these modifications. You will also have the opportunity to observe an individual child and suggest how to adapt the learning environment to meet his or her needs. The readings and other activities in the course provide additional support to help you successfully implement such adaptations and create an inclusive learning environment.

Interviews and Classroom Access

This course emphasizes learning beyond the courseroom and getting out into the early childhood education environment. To complete the course, you will need to be able to interview a school psychologist and an early childhood teacher (preferably one teaching students between the ages of three and eight and with at least one special education student in the class). The teacher must be willing to let you observe the class. Also, your project requires you to write a case study of a special education student in the class you observe.

Important Message About External Exam Requirement

The Minnesota Teacher Licensure Exam (MTLE) is an important program requirement for Capella learners who enrolled in the MS Reading and Literacy or Early Childhood Education programs, July 2012 and beyond. The MTLE serves as an external validation assessment, and learners must successfully pass the exam to ensure that they have gained the necessary knowledge prior to entering clinical practice.

It is ideal that you take the MTLE **immediately following your last specialization course**, so that the information is fresh in your mind and you have the opportunity to retake the exam if needed. Your official passing score report will be a component of the graduation audit and will be needed as part of program completion.

Please read the MTLE document [Minnesota Teacher Licensure Exam – FAQs \[PDF\]](#).

Multimedia

Complete the following Capella multimedia presentation:

- [P-12 Conceptual Framework](#).
 - Learn how your course work aligns with the P-12 program's vision to support your personal and professional growth.

References

Donne, J. (2000). Devotions upon emergent occasions. In J. Carey (Ed.), *The major works: Including songs and sonnets and sermons* (p. 344). Oxford: Oxford University Press. (Original work published 1624)

Individuals with Disabilities Education Improvement Act of 2004. Pub. L. No. 108–446, 118 Stat. 2647 (2004).

Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Identify behaviors and needs outside the expected stages of development.
- 2 Differentiate the needs of all learners, including a focus on students with the neurological learning disability of dyslexia.

- 3 Create optimal learning environments that foster the development of exceptional children.
- 4 Plan instruction based on an understanding of instructional strategies, learning styles, and cognitive processes.
- 5 Assess individual and group performance in a variety of ways to determine student learning and thinking in order to design appropriate instruction for exceptional children.
- 6 Uphold every child's right to appropriate and adequate education.

Course Prerequisites

This course requires access to educational settings, programs, and/or practitioners with a focus on children from birth to age 8.
Prerequisite(s): ED5405.

Syllabus >> Course Materials

Required

The materials listed below are required to complete the learning activities in this course.

Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the [Course Materials](#) page on Campus for more information.

Book

Allen, K. E., & Cowdery, G. E. (2015). *The exceptional child: Inclusion in early childhood education* (8th ed.). Cengage Learning. ISBN: 9781285432373.

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Everatt, J., & Denston, A. (2019). *Dyslexia: Theories, assessment and support*. Routledge.
- Fallon, K. A., & Katz, L. A. (2020). Structured literacy intervention for students with dyslexia: Focus on growing morphological skills. *Language, Speech, and Hearing Services in Schools*, 51(2), 336–344.
- Frank, Y. (2014). *Specific learning disabilities*. Oxford University Press.
- Harwell, J. M., & Jackson, R. W. (2008). *The complete learning disabilities handbook: Ready-to-use strategies and activities for teaching students with learning disabilities* (3rd ed.). Jossey-Bass.
- Haynes, C. W., Smith, S. L., & Laud, L. (2019). Structured literacy approaches to teaching written expression. *Perspectives on Language and Literacy*, 45(3), 22–28.
- Pitt, S., & Soni, A. (2017). Students' experiences of academic success with dyslexia: A call for alternative intervention. *Support for Learning*, 32(4), 387–405.
- Reid, G. (2016). *Dyslexia: A practitioner's handbook* (5th ed.). John Wiley and Sons.
- Snowling, M. J. (2013). Early identification and interventions for dyslexia: A contemporary view. *Journal of Research in Special Educational Needs*, 13(1), 7–14.
- Spear-Swerling, L. (2019). Structured literacy and typical literacy practices: Understanding differences to create instructional opportunities. *Teaching Exceptional Children*, 51(3), 201–211.
- Westwood, P. (2017). *Learning disorders: A response-to-intervention perspective*. Taylor & Francis.
- Williams, A. L. (Ed.). (2019). *Learning disabilities sourcebook* (6th ed.). Omnigraphics.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Minnesota Administrative Rules, Professional Educator Licensing and Standards Board. (2017). [8710.2100: Code of ethics for Minnesota teachers](https://www.revisor.leg.state.mn.us/rules/?id=8710.2100). <https://www.revisor.leg.state.mn.us/rules/?id=8710.2100>
- U.S. Department of Education. (n.d.). *Family Educational Rights and Privacy Act (FERPA)*. <https://www.ed.gov/>
- U.S. Department of Health & Human Services. (n.d.). *Summary of the HIPAA privacy rule*. <https://www.hhs.gov/>

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

Projects

Project >> Case Study

Project Overview

Inclusion means that children with special needs attend preschool, child care, and recreational programs with typically developing peers.

— Allen and Cowdery, *The Exceptional Child*, p. 4

Even after initial attempts at differentiating instruction, some students still do not succeed in the classroom. Too often, these challenging students are left behind when a little extra thought, gathering of information, and planning can make the difference for successfully including them in learning environments with their peers.

In this course, you will adapt an activity to accommodate different needs of learners, and you will describe a progress monitoring plan you might use to gauge students' learning after the adaptations. Imagine that, after you have done these things, there is a learner who is still not learning. This case study activity is designed to give you practice problem-solving in such a situation.

For your case study activity, due in Unit 10, you will focus on one student from the class you have observed and write a 3–4 page case study. The expandable section below contains the full instructions and requirements of your project assignment.

Reference

Allen, K. E., & Cowdery, G. E. (2015). *The exceptional child: Inclusion in early childhood education* (8th ed.). Cengage Learning.

Project Components

Unit 1 >> Free and Appropriate Public Education in the Least Restrictive Environment

Introduction

Landmark legislation in the last 40 years has given many young children access to early education services. In 1965, the Head Start Act provided preschoolers in poverty early education and comprehensive services. In the same year, the Elementary Secondary Education Act (ESEA) gave schools serving economically disadvantaged children extra resources. And in 1972, the Economic Opportunity Act provided 10 percent of Head Start places to children with disabilities.

The 1975 Education for All Handicapped Children Act, Pub. Law 94-142, granted a free and appropriate public education (FAPE) to children with disabilities, ages 5–21 years. These children were to be served with an individualized education program (IEP) in the least restrictive environment (LRE). And, of course, the Individuals with Disabilities Education Act (IDEA) of 1990, together with 1997 amendments and 2004 reauthorization, have continued to expand and improve supports and services to students with disabilities. As you will see in Chapter 10 of your text, an important component of IDEA is the appropriate assessment and placement of a student with a disability; multiple measures must be used, and all evaluation must be nondiscriminatory.

The legislation now in place prevents many of the inappropriate placements that were made in special education. For example, consider the experience of a Capella faculty member with an African-American boy living in poverty; he was labeled mentally retarded (MR) and placed in an MR classroom for educable students after being given an IQ test designed for a middle-class white child. His family was surprised since he coped well with events at church and learned the words to hymns and readings, and in the community he played baseball and seemed to understand all the rules and plays. Consider also the case of a six-year-old Hispanic female student falling further and further behind her classmates academically. In the 1960s, she was given an IQ test in English and placed in a class for trainable MR students. Her teachers were surprised when she was retested nine years later; she had learned English very well and her IQ was found to be in the 120s.

Imagine the loss, not only to the child and to the family, but also to the community, when mistakes such as these occur, and they did occur again and again when the IQ test was the only measure relied upon. It is vital, therefore, that you remain focused at all times on the needs of each individual child and that you understand the laws that are there to protect them.

Learning Activities

u01s1 - Studies

Readings

Use your *The Exceptional Child* textbook to read the following:

- Chapter 2, "Federal Legislation: Early Intervention and Prevention," pages 29–53.
- Chapter 10, "Assessment and the IFSP/IEP Process," pages 245–279.

These two chapters deal with federal legislation and the components of an individualized family service plan (IFSP) and IEP. It is important to understand the impact of federal laws before Pub. Law 94-142 was passed. For example, the majority of children with disabilities received no services or support, they had no individualized plans, and they were more likely to be institutionalized than attend school.

Interview Preparation

In the next unit, you will be asked to interview a school psychologist. After that, you will interview an early childhood education teacher who has at least one student with exceptional needs, and you will observe that classroom. Begin making arrangements for these interviews now.

u01s2 - Project Preparation

Read the Case Study assignment description in Unit 10, a case study of an individual child, to learn the requirements for your final project. You will want to keep this final assignment in mind as you complete the other activities during the course.

u01s3 - Your Online ePortfolio

Online ePortfolios serve two key purposes: 1) to support learning and reflection, and 2) to be used as a showcase tool. Your learning journey can be documented, and ePortfolios contribute to lifelong learning and growth through reflection and sharing. Online ePortfolios can also be shared with employers and peers to present artifacts that demonstrate your accomplishments at Capella.

Using ePortfolio to Prepare for Your Capstone

Your program may culminate in a capstone course. At that time you may be required to show evidence of your learning throughout the program by referring to multiple assessments that you have created. You will be telling a story about your learning throughout the program using artifacts you have collected during many of these courses.

Using ePortfolio to Build Your Career

As you are preparing to tell your story in the professional world, leverage your ePortfolio artifacts to demonstrate the knowledge and competencies you have gained through your program in professional conversations, performance reviews, and interviews.

To do that, reflect on the knowledge and skills you have gained from your courses and the elements you have put in your portfolio, along with how you have already applied these things to your professional life or how you might apply them in the future.

Next, create your story or talking points to tell your professional story.

Saving Your Documents to ePortfolio

You will need a place to store your documents in an organized fashion so that you can access them at a later date. Do not rely on the courseroom to store your assignments for you as you will lose access to the courseroom after you've completed the course. Capella uses a cloud-based portfolio platform to facilitate your organization of the artifacts you create throughout your program.

To make an online portfolio useful, it is essential that it is organized clearly and that important files of any format are accessible. Read the [Online ePortfolio Guidelines \[PDF\]](#) to ensure you set up your online portfolio correctly.

Privacy Statement

Capella complies with privacy laws designed to protect the privacy of personal information. While you may voluntarily share your own information publicly, you are obligated to protect the personal information of others that may be associated with your academic or professional development. Before sharing information and material in any ePortfolio that is set up to be shared externally to your program at Capella, please consider privacy obligations in relation to protected populations who may be included or referenced in your academic or clinical work. Refer to the [Family Education Rights and Privacy Act \(FERPA\)](#) and/or the [Health Insurance Portability and Accountability Act \(HIPAA\)](#) if you have specific questions or concerns about your choices.

u01d1 - Special Education Law

Read the Discussion Participation Scoring Guide to learn how the instructor will evaluate your discussion participation throughout this course.

Before the passing of Pub. Law 94-142, most children with disabilities were excluded from the public education system and received no services or support. What do you consider to be the most important component of this act for children with disabilities? Why do you feel it is the most important?

Response Guidelines

Respond to two other learners and comment on the elements of the act they discuss. Is there an element of Pub. Law 94-142 raised by these posts that you had not considered? If so, note this and comment on the implications you see.

Course Resources

Graduate Discussion Participation Scoring Guide

u01d2 - Inappropriate Test Items

Nondiscriminatory testing is imperative in assessments, yet language and cultural differences can be a major stumbling block when attempting to get valid test results on young children. Discuss test items that could be inappropriate for particular groups and why they might be inappropriate.

Response Guidelines

In your responses to two other learners, compare their posts to yours. What similar issues or significant differences do you see in the test items you have discussed?

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 2 >> Identifying Behaviors and Needs Outside the Expected Stages of Development

Introduction

In this unit, you will refresh your knowledge of child development, in part from the prerequisite class ED5405, to acknowledge normal and exceptional development. The reading this week is Chapter 4 in your textbook, which will further examine the development of young children. To add to your knowledge, you will interview a school psychologist about why and when a student would need an evaluation and what tools would typically be used.

The information you gather here is vital to a teacher in an inclusive classroom. If you do not know something of the range of appropriate development, then you may mistake development that is exceptional for that which is normal, and vice versa. As you saw in Unit 1, inappropriate assessment and subsequent placement can cause irreversible damage to young children. The opposite, however, is also true, and an appropriate placement with all necessary supports and services can help a young child succeed in school—socially, emotionally, and academically—and go on to achieve above and beyond their expected potential in adult life. This applies not only to students with disabilities, but to all students.

Children have only one childhood, and neither they nor society can afford to see it wasted because of short-sighted bureaucratic decisions.

Learning Activities

u02s1 - Studies

Readings

Use your *The Exceptional Child* textbook to read the following:

- In Chapter 4, "Normal and Exceptional Development," read pages 79–95.
 - Allen and Cowdery provide an understanding of the similarities, differences, and overlapping characteristics among all children.

Multimedia

Complete the following Capella multimedia presentation:

- Stages, Milestones, and Domains.
 - The review of the stages of child development in this unit will refresh your knowledge of appropriate development.

Learning Disabilities

- Williams, A. L. (Ed.). (2019). *Learning disabilities sourcebook* (6th ed.). Omnigraphics.
 - Chapters 6–9 provide basic consumer health information about the signs, symptoms, and diagnosis of various learning disabilities and other conditions that impact learning, along with facts about early intervention and the special education process.
 - Chapter 6, "Auditory Processing Disorder," pages 83–88. APD is a disorder in which the brain does not accurately process heard sound.
 - Chapter 7, "Dyscalculia," pages 89–92. Dyscalculia refers to a range of lifelong disorders related to math.
 - Chapter 8, "Dysgraphia," pages 93–98. Dysgraphia is a handwriting and spelling disorder.
 - Chapter 9, "Dyslexia," pages 99–120. Dyslexia refers to multiple symptoms related to verbal and written language skills.
- Everatt, J., & Denston, A. (2019). *Dyslexia: Theories, assessment and support*. Routledge.
 - *Dyslexia* refers to a range of learning disabilities. These readings will help you better understand dyslexia and provide context for how it fits into the broader categories of learning disabilities.
 - Chapter 2, "A Background and Framework to Understand Dyslexia," pages 32–49.
 - Chapter 3, "Theories of Dyslexia," pages 50–83.
 - Chapter 4, "Identifying Dyslexia," pages 83–113.

u02a1 - School Psychologist Interview

Identifying exceptional learning needs typically involves the work of school psychologists. Interview a school psychologist to help you better understand what they do and how that should inform what an early childhood teacher does to serve children with disabilities.

Your interview will have two sections. In the first part, you will ask general questions about the overall support of children with disabilities. In the second part of the interview, you will narrow your focus to a specific category of disabilities—in this case, dyslexia.

Use the interview outline below as a starting place, and add any other questions you think are important.

If you like, you can share these questions with the psychologist prior to the interview so they know what to expect. Then, submit in the assignment area a report of the interview, including answers to the questions listed below, along with your brief analysis of the responses. You will also post a summary of your interview in this unit's discussion.

Your paper should be 4–5 pages long. Support your statements with APA citations from the course resources and other readings, along with your interview.

Interview Outline

General Questions

These questions look at the overall considerations and practices that support children with disabilities.

- What should a teacher look for, and what would be a red flag warning that a child may have a disability?
- What information would be required from the teacher if an evaluation was necessary?
- What tools would you use to evaluate a child? When and why would you use them?
- What information is included in the multidisciplinary report?
- How is the report used to plan appropriate learning activities for a child?

Specific Disability Questions

Now that you have addressed some general guidelines and practices, ask some questions related to the specific disability of dyslexia. You may also choose to explore an additional disability if you are interested. In this case, model your questions on the ones given here for dyslexia.

- What are some of the major types of reading difficulties that you encounter as a school psychologist? What are the nature and symptoms and characteristics of dyslexia?
- What would you say are some of the main unsupported beliefs and claims about dyslexia?
- Are school psychologists able to give a formal dyslexia diagnosis? What resources are in place and available for students who show characteristics of dyslexia?
- Are there specific evidence-based interventions or instructional strategies for students who show characteristics of dyslexia? Would the interventions change if you simply assessed the child's reading skill deficit and provided more of a structure literacy approach to instruction?
- What are some provisions of federal and state laws that pertain to learning disabilities, including dyslexia?

u02d1 - Differences in Recognition

Some exceptional children are easy to recognize, while it is difficult to recognize others. Drawing from your own experiences and your readings, discuss what this can mean to an exceptional child, the parents, and the teachers.

Response Guidelines

In your response to other learners, comment on what you relate to in their posts. Are their points confirmed by your own experience and, if so, how?

Course Resources

Graduate Discussion Participation Scoring Guide

u02d2 - Warning Signs

Share with other learners a 2–3 paragraph summary of what you learned from your interview with a school psychologist. Based on your interview and on your readings, when should you be concerned that a child may have exceptional needs? When should you ask for help, and when should you ask for a special education evaluation?

To protect confidentiality, please do not mention the real names of those you observe or their school.

Response Guidelines

Review the posts to this question. Do you see themes emerging? In your response to other learners, comment on how their statements fit in with any themes you are noticing.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 3 >> Managing Difficult Behaviors

Introduction

The IDEA guarantees all students with a disability a free and appropriate public education (FAPE) in the least restrictive environment (LRE). Typically, this would be at their neighborhood school in an inclusive classroom. This applies equally to those children with difficult behaviors and to those without.

According to Allen and Cowdery, "All young children engage in challenging and inappropriate behaviors, at least once in a while. It is one way that children learn the difference between appropriate and inappropriate ways of behaving" (2015, p. 474). It is only when these behaviors become disruptive to the whole class, or hurt another child, that we view them as challenging and endeavor to find a way to lessen their impact.

Children with communication difficulties may also act out their frustrations, or they may withdraw and simply give up trying to make others understand what they need. Either way, these behaviors are detrimental to the child, and they interfere with learning. The textbook chapters you will read for this unit address these issues and suggest ways in which teachers can help children modify their behavior and deal with their frustrations.

Aggressive, impulsive acts, disruptive behaviors, and the inability to sit quietly for a period of time can give rise to a diagnosis of Attention Deficit Hyperactivity Disorder (ADHD), which in turn can lead to a discussion of the pros and cons of medication. In the light of recent research into these medications and their side effects, many parents are choosing to not medicate their child and, in these cases, educators must have some tools of their own to be able to help the child.

Reference

Allen, K. E., & Cowdery, G. E. (2015). *The exceptional child: Inclusion in early childhood education* (8th ed.). Cengage Learning.

Learning Activities

u03s1 - Studies

Readings

Use your *The Exceptional Child* textbook to read the following:

- Chapter 8, "Learning and Behavior Disorders," pages 173–205.
- Chapter 16, "Facilitating Speech, language, and Communication Skills," pages 413–439.
- Chapter 18, "Managing Challenging Behaviors," pages 473–501.

Most students with disabilities have speech and language deficits in early childhood; by the time students reach the early grades of elementary school, however, learning and behavior disorders become more apparent.

Preparation

In the next unit you, will share the result of an interview with an early childhood teacher. Begin preparations for the interview.

u03d1 - Hyperactivity and Classroom Management

The question of medication often arises when children are hyperactive or have trouble paying attention long enough to learn. Given the fact that many parents do not wish to medicate their children, what alternatives would allow a hyperactive child to play and learn along with peers? Based on your reading and experience, what positive classroom management techniques would help such a child fit into the classroom?

Response Guidelines

In your response to other learners, comment on their suggestions about alternatives. How realistic you think their suggestions are, and what additional thoughts can you offer that would make their suggestions even more effective?

Course Resources

u03d2 - Speech, Language, and Communication

Speech and language develop together, allowing children to acquire adequate communication skills. If either or both of these skills are delayed, communication becomes difficult and the child cannot make their needs known. How can this delay affect other areas of development, such as social, academic, and emotional areas? Based on your experience and the readings, what impact do think this has on a child's classroom performance?

Response Guidelines

Review other postings. What themes do you see emerging? In your response to other learners, comment on how their posting fits in with these themes and what their posting suggests for the importance of speech therapy in early childhood education.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 4 >> Characteristics of Effective Teachers

Introduction

This week, you will focus on the characteristics of effective early childhood teachers, especially those who use an inclusive and collaborative model of teaching. Chapter 11 in your text looks at developmentally appropriate learning experiences for all children, and teachers' skills, both in managing the learning environment and in collaborating with all other service providers. You will use your interview with an early childhood teacher, and the subsequent discussion question, to further add to your knowledge.

In the inclusive early childhood classroom, the question of readiness frequently arises. The chapter reading suggests that readiness may not look the same for all children; indeed, if we deal with all children in the same way, some children with disabilities may find it difficult to adjust to an inclusive classroom. The answer lies in developmentally appropriate practices (DAP) based on what is known about child development and learning; the strengths, interests, and needs of each individual child; and knowledge of the environment in which they live.

Young children generally learn skills in the same sequence, but not necessarily at the same time. A student with cerebral palsy (CP), for example, may learn to crawl, then pull up to a standing position, then take hesitant steps not by age one, but by ages five, six, or seven. Similarly, a child with developmental delays may learn to recognize colors by the time he is in third grade, and a child with severe attention deficits may learn to read fluently by the time she is 12.

Early childhood teachers need to know how best to support children's learning and development during these years. All children deserve a developmentally appropriate curriculum that enhances all areas of development—social, emotional, physical, and cognitive—and not an oversimplified curriculum that leaves children bored, uninterested, and unchallenged (Johnson, 2008).

Reference

Johnson, J. (2008). *Early childhood special education*. Thomson.

Learning Activities

u04s1 - Studies

Readings

Use your *The Exceptional Child* textbook to read the following:

- Chapter 11, "Characteristics of Effective Teachers in Inclusive Programs," pages 281–302.
 - This chapter emphasizes the importance of early childhood teachers valuing the uniqueness of each child and responding to the individual differences among children.

Dyslexia

In your Unit 2 readings, you read about structured literacy (SL) for general application to students with learning disabilities. These articles apply SL techniques to teaching students with dyslexia.

- Fallon, K. A., & Katz, L. A. (2020). Structured literacy intervention for students with dyslexia: Focus on growing morphological skills. *Language, Speech, and Hearing Services in Schools*, 51(2), 336–344.
 - According to the authors, SL "is an umbrella term used by the International Dyslexia Association that refers to evidence-based instructional approaches that incorporate all aspects of spoken language into the teaching of reading, spelling, and writing" (p. 336). This tutorial seeks to describe SL with specific attention to the morphological component.
- Spear-Swerling, L. (2019). Structured literacy and typical literacy practices: Understanding differences to create instructional opportunities. *Teaching Exceptional Children*, 51(3), 201–211.
 - A key feature of SL includes "explicit, systematic, and sequential teaching of literacy at multiple levels—phonemes, letter-sound relationships, syllable patterns, morphemes, vocabulary, sentence structure, paragraph structure, and text structure" (p. 202).

Preparation

In the next unit, you will share results from observing the classroom of the early childhood teacher you interview in this unit's next study. Make arrangements for the observation now. Also, remember that in your final project, you will focus on one child from this observation to develop a case study.

u04s2 - Interview

Interview an early childhood teacher (preschool through third grade) who has at least one special education student in the class. Develop a 2–3 page report that can be shared with your class members in this unit's discussion. The purpose of this interview experience is to help you get a sense of how a teacher adapts lessons using DAP to ensure all children learn, including those with exceptional needs.

Your interview will have two sections. In the first part you will ask general questions about the overall support of children with disabilities. In the second part of the interview you will narrow your focus to a specific category of disabilities.

Ask the following questions, along with any others that are important to you. If you like, you can share these questions with the teacher prior to the interview so they know what to expect.

Interview Outline

General Interview Questions

- How do you design or modify lessons based on the understanding and identification of exceptionality, challenges, and gifts? How do you support development and educational progress of the individual with exceptional learning needs?
- How do you analyze the different influences of a learning environment on a young child's development?
- How would you create learning environments aligned to educational expectations and goals?
- How do you communicate and collaborate effectively with parents to best meet the child's needs?
- What activities do you use to encourage student expression in a variety of forms, including speaking, physical activity, and artistic presentations?

Specific Disability Questions

Now that you have addressed some general guidelines and practices, ask some questions related to the specific disability of dyslexia. You may also choose to explore an additional disability if you are interested. In this case, model your questions on the ones given here for dyslexia.

- How do you design evidence-based instructional strategies for students based on the understanding and identification of students with dyslexia?
- How do you support development and educational progress of the individual with exceptional learning needs? How do you support development and educational progress of students with dyslexia? How is this alike or different?
- How can you use a structured literacy approach to meet the needs of students who show characteristics of dyslexia? Which reading programs does your school use to provide additional support to dyslexic students?
- What are some common interventions for students who show characteristics of dyslexia?
- What are some provisions that you make to act in the best interests of struggling readers and readers with dyslexia?

u04d1 - Comparison of Teacher Interviews

Share with others in the class the results of your teacher interview and responses to the questions you asked. In particular, how did teachers adapt lessons to make sure children with exceptional needs learn?

In the subject line of your post, be sure to note the age range of your interviewee's students.

To protect confidentiality, please do not mention real names of those you observe or their school.

Response Guidelines

If possible, respond to learners who interviewed teachers for a different age range from your own. In your response to at least two other learners, compare the results of their interviews to yours. Do you see any significant differences in responses? Do you see differences based on different age classes; for example, a preschool teacher and a second grade teacher? Why do you think those differences do or do not exist?

Course Resources

Graduate Discussion Participation Scoring Guide

u04d2 - Demonstrating the Dispositions

Our ECE master's program has been developed based on the following dispositions that learners are expected to embrace and demonstrate:

- Is committed to fairness.
- Is committed to personal and professional conduct that is both ethical and respectful of the rights of others.
- Believes that all children can learn at high levels.
- Persists in helping students achieve success by applying different approaches until they achieve that success.
- Is willing to explore and use technology in the classroom.
- Recognizes when one's own dispositions may need to be adjusted.
- Is committed to reflective practice, professional development, and lifelong learning.

After reviewing these dispositions and interviewing the teacher in this unit, how do you believe the teacher demonstrated their understanding of these? How do you currently (or will in the future) demonstrate your own understanding of the dispositions?

Response Guidelines

Read the posts of your peers and respond to at least two other learners. Compare your personal understanding of the dispositions.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 5 >> Optimal Learning Environments to Foster the Development of All Children

Introduction

In this unit, you will look at environmental arrangements and adaptations and how they can affect student learning. In the days of mainstreaming, children with disabilities were prepared to go into a general education class once their social and academic behaviors were such that they were ready to interact with "normal" children. Then they had to fit into the classroom environment. Now, however, the law requires that all children be included in general education classes, to the maximum extent possible, and so the environment must be adapted to fit the needs of the child.

The teaching environment can be adapted and, when the skilled teacher adapts materials, equipment, and activities to meet the needs of all children, then the classroom environment both indoors and out can have an enormous influence on teaching and learning.

A child with CP, for example, needs space for a considerable amount of equipment. That student may have a wheelchair or a gait trainer, both of which need space to maneuver around the room, or adapted tables and chairs. A sight-impaired student needs to be sure that everything in the room and in the outside play environment remains the same, and that they are made aware of any changes or when toys are on the floor. A child with autism needs a predictable day and possibly a photo schedule, and a child with developmental delays may need a bathroom schedule and a changing table with discreet facilities.

All children benefit from a structured day with smooth, anticipated transitions, and any individual services needed by any child should be done with tact and discretion. It is always interesting to watch the occupational therapist using a game with a group of children to provide strength-bearing exercises to a child with CP, or watch the speech therapist helping a group of kindergartners articulate correctly through rhyming games, when only one member of the group is a student with a disability.

Learning Activities

u05s1 - Studies

Readings

Use your *The Exceptional Child* textbook to read the following:

- Chapter 13, "Arranging the Learning Environment," pages 329–359.
 - This chapter looks at the learning environment, both indoors and out, and at its influence on children's learning.

Multimedia

Complete the following Capella multimedia presentation:

- [Early Writing](#).
 - As you are watching this brief video clip, pay careful attention to the interaction among the child, other children in the class, and the teacher. Think about how the child is made an integral member of the class.

If you choose, you may also review the accompanying Classroom Clips document, [Early Writing: The Meaning and Function of Writing \[PDF\]](#), and examine some of the issues that are raised.

Classroom Observation

Observe the classroom of the teacher you interviewed. Develop a 2–3 page report that can be shared with your class members in this unit's discussion. Look for answers to the following questions in addition to the dispositions described and discussed in Unit 4, Discussion 2.

Dispositions

Refer to the [Code of Ethics for Minnesota Teachers](#).

1. Does the teacher utilize an ecological approach in supporting development and educational progress of students with exceptional learning needs?
2. Does the teacher create a learning environment that is designed to meet educational expectations and goals?
3. Does the teacher design instruction based on the understanding and identification of exceptionality, challenges, and gifts?
4. Does the teacher monitor and adjust strategies and resources in response to both learner productivity and learner feedback?
5. Does the teacher respect cultural diversity and incorporate cultural competencies?
6. Does the teacher communicate effectively, applying verbal, nonverbal, and listening techniques?
7. Does the teacher help all students learn at the highest possible level?
8. Does the teacher utilize the Minnesota Code of Ethics within their classroom and teaching?
9. Does the teacher appear committed to fairness?
10. Does the teacher display commitment to personal and professional conduct that is both ethical and respectful of the rights of others?
11. Does the teacher evince the belief that all children can learn at high levels?
12. Does the teacher persist in helping students achieve success by applying different approaches until they achieve that success?
13. Does the teacher appear willing to explore and use technology in the classroom?
14. Does the teacher appear to recognize when their own dispositions may need to be adjusted?
15. Does the teacher display commitment to reflective practice, professional development, and lifelong learning?

u05d1 - Classroom Observation Comparison

Discuss the results of your classroom observation. In the subject line of your post, be sure to note the age range of the class you observed.

To protect confidentiality, please do not mention real names of those you observe or their school.

Response Guidelines

If possible, respond to learners who interviewed teachers for a different age range from your own. In your response to at least two other learners, compare the results of their observations to yours. Do you see any significant differences in the observations? Do you see differences based on different age classes? Why do you think that is or is not true?

Course Resources

Graduate Discussion Participation Scoring Guide

u05d2 - Inclusive Environments

From your observation, your interviews, your reading, and your personal experience, discuss ways in which an inclusive classroom and outdoor play area can be made safe and meet the needs of all students, regardless of their physical or cognitive challenges.

Response Guidelines

In each response to the posts of other learners, review and provide feedback on their suggestions. From a real-world standpoint, will their suggestions contribute to inclusive and safe environments? Are they practical to implement? Why or why not?

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 6 >> Meeting the Needs of All Students

Introduction

Previous units have looked at the environment, DAP, and the characteristics of effective teachers. This unit will increase your understanding of inclusive programs and the need to develop developmentally appropriate instructional strategies, as discussed below:

To teach in developmentally appropriate ways, teachers must understand both the continuum of reading and writing development and children's individual and cultural variations. Teachers must recognize when variation is within the typical range and when intervention is necessary; because early intervention is more effective and less costly than later remediation. (Allen & Cowdery, 2015, p. 69)

The ideas expressed in this quote have implications beyond reading and writing. Support needs to be given across the curriculum and must include social, emotional, as well as cognitive areas. This quote effectively explains why early intervention is vital in meeting the needs of all students, as illustrated by the progress made in the following case.

Jodi has Down syndrome. At age five, she is nonverbal, has chewing problems, walks but is clumsy, can be violent and aggressive, and has severe cognitive impairments. She is included in a general education preschool class with the following supports:

- Intensive instructional support as needed (a para-educator is with her most of the school day).
- Speech therapy.
- Occupational therapy and physical therapy.
- Special education teacher who works with Jodi to increase her social skills and direct her learning.

- School psychologist.
- School nurse.
- Regional Center.
- Transportation.

By age 10, Jodi is included for most of the school day in a general education fourth grade class. Jodi's gross and fine motor skills have greatly improved, and she enjoys playing softball. Her speech has developed, and she communicates easily with her peers. Jodi still receives some support and therapy, and she is pulled out of the classroom for one hour a day for intensive reading instruction. A para-educator is in the general education classroom for part of the day, providing support to Jodi and other students as needed, and the special education teacher continues to monitor and direct Jodi's learning. Jodi feels included and valued in her class, displays no violent or aggressive behaviors, has many friends to help her through the day, and continues to learn.

Reference

Allen, K. E., & Cowdery, G. E. (2015). *The exceptional child: Inclusion in early childhood education* (8th ed.). Cengage Learning.

Learning Activities

u06s1 - Studies

Readings

Use your *The Exceptional Child* textbook to read the following:

- Chapter 3, "Inclusive Programs for Young Children," pages 55–74.
- Chapter 17, "Facilitating Pre-academic and Cognitive Learning," pages 441–471.

In this unit, we look at inclusive programs for young children and at facilitating pre-academic and cognitive learning. These chapters will help you write your discussions and the assignment for this unit.

Dyslexia

Dyslexia refers to a range of learning disabilities. These readings will help you better understand research based instructional strategies and interventions, as well as developmentally appropriate practice in meeting the needs of students who exhibit characteristics of dyslexia.

- Reid, G. (2016). *Dyslexia: A practitioner's handbook* (5th ed.). John Wiley and Sons.
 - Chapter 5, "Assessment Approaches and Resources," pages 66–76.
 - Chapter 11, "Teaching Approaches: Points to Consider," pages 174–187.
- Westwood, P. (2017). *Learning disorders: A response-to-intervention perspective*. Taylor & Francis.
 - Chapter 2, "Dyslexia," pages 15–26.
 - Chapter 3, "Specific Methods and Interventions for Reading," pages 27–43.

This article explores the relationship between neurobiological and cognitive deficits associated with dyslexia.

- Snowling, M. J. (2013). Early identification and interventions for dyslexia: A contemporary view. *Journal of Research in Special Educational Needs*, 13(1), 7–14.

In this study, student experience is tapped to identify effective interventions for dyslexia.

- Pitt, S., & Soni, A. (2017). Students' experiences of academic success with dyslexia: A call for alternative intervention. *Support for Learning*, 32(4), 387–405.

u06a1 - Activity Adaptation: Dyslexia

Select an activity or lesson you observed in the classroom, or one that would occur regularly in an early childhood classroom, and describe in detail how it could be modified to:

1. Facilitate the participation of children with dyslexia.
2. Be culturally sensitive for children from diverse cultures who show characteristics of dyslexia.
3. Accommodate the IFSP/IEP goals for students who show characteristics of dyslexia.

4. Use developmentally appropriate instructional strategies for children who show characteristics of dyslexia.
5. Foster expression of the ideas, needs, and desires of children who show characteristics of dyslexia.
6. When necessary, refer to appropriate professionals to meet the unique needs of children who show characteristics of dyslexia.
7. Address any other steps that would be taken to address outcomes of interventions or lack of interventions available for students who show characteristics of dyslexia.

If possible, look at a teacher's book and make a photocopy of a lesson. Then, look at the goals pages for special needs students in the class. This will allow you to show how the modifications you suggest for the lesson or activity account for the goals on the goals sheets of these students. (You can also then use these goals and incorporate them in your progress monitoring plan, which is due in Unit 8.) In any case, it is important that you explain the specific goals of your adaptations.

Your paper should be 3–4 pages long. Support your statements with APA citations from the course resources and other readings, together with your interviews and observations.

To protect confidentiality, please do not mention real names of those you observe or their school.

u06d1 - Developmentally Appropriate Instructional Strategies

Based on your readings and your personal experiences, what does the term *developmentally appropriate instructional strategies* mean to you?

How does your understanding of this term correspond to the Every Student Succeeds Act (ESSA), school accountability, and state assessments? Where do our students with disabilities fit in this one-size-fits-all reasoning?

Response Guidelines

In your response to other learners, compare their understandings of the term to yours. What differences do you see?

Course Resources

Graduate Discussion Participation Scoring Guide

u06d2 - Activity Adaptation Practice

Now that you have had the opportunity to interview a school psychologist and a teacher, and to observe a classroom, the next step is to apply that knowledge to adapt lessons or activities to ensure all students including those with exceptional learning needs can learn.

- Think of a student you observed and describe the characteristics of the disability that child displayed.
- Use what you've learned in your readings this week to analyze how you would go about adapting a particular lesson for that child. What things will you need to consider?
- Choose an example of a particular activity and describe what you would change.

Response Guidelines

Read the posts of your peers and respond to one of them. What do you appreciate about their analysis? Is there anything you can recommend to strengthen their plan?

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 7 >> Working With Support Personnel

Introduction

In Unit 7, the keyword will be *collaboration*, and you will draw on your experience, observation, and previous readings to discuss how support personnel can help a general education teacher provide developmentally appropriate learning experiences to a child with a disability.

Consider the support personnel needed for Jodi, the student with Down syndrome discussed in the Unit 6 introduction. How can a general education teacher with an already hectic schedule find the time to sit down with the various therapists and special education personnel to discover what works best for Jodi and how the teacher can help her?

Most support personnel try hard to fit their schedules around that of the classroom; however, they are limited to certain days, times, and so on, and they too may have no more than a few minutes to speak to the classroom teacher. Yet it is imperative that all personnel meet regularly to avoid therapies being duplicated, ignored, or forgotten, and to give the classroom teacher assistance in developing an appropriate learning environment.

The readings for this unit cover hearing and vision impairments, physical disabilities, and health problems, all of which may need intensive interventions from support personnel. The earlier these interventions begin, the more successful they will be. A child who is blind, for example, may have difficulty functioning in a seeing environment, and an orientation and mobility specialist may be needed to help both the child and the teacher interact appropriately. A child with a physical disability such as CP is likely to have good cognitive and receptive language skills, and the general education teacher may need a specialist to help the child access and process information as well as to demonstrate what the child has learned.

Learning Activities

u07s1 - Studies

Readings

It is important to have an overview of disabilities you may encounter in the inclusive classroom. Early childhood teachers are often the first to see a potential problem, and are generally the first to facilitate remedial action.

Use your *The Exceptional Child* textbook to read the following:

- Chapter 6, "Sensory Impairments: Hearing and Vision," pages 119–141.
- Chapter 7, "Physical Disabilities and Health Problems," pages 143–171.

Dyslexia

These readings will help you better understand research-based interventions for students who show characteristics of dyslexia and provide context for how it fits into overall instructional strategies.

- Harwell, J. M., & Jackson, R. W. (2008). *The complete learning disabilities handbook: Ready-to-use strategies and activities for teaching students with learning disabilities (3rd ed.)*. Jossey-Bass.
 - Chapter 10, "Interventions for Specific Problems," pages 168–179.
 - Chapter 11, "Reading and the Student with Learning Disabilities," pages 198–222.
- Frank, Y. (2014). *Specific learning disabilities*. Oxford University Press.
 - Chapter 2, "Neuropsychological Abnormalities Underlying Specific Learning Disabilities," pages 13–28.
- Haynes, C. W., Smith, S. L., & Laud, L. (2019). *Structured literacy approaches to teaching written expression*. *Perspectives on Language and Literacy*, 45(3), 22–28.

u07d1 - Experience With Support Personnel

Support personnel can assist children with disabilities in the school setting by enabling each child to realize their potential. Discuss the support personnel you have observed in the classroom. What were their roles, and to what extent did they work collaboratively with the classroom teacher? Did you see a need for further support?

Response Guidelines

Comment on your peers' posts and what they suggest to you about additional opportunities for collaboration between teachers and support personnel.

Course Resources

Graduate Discussion Participation Scoring Guide

u07d2 - Structured Literacy and Meaningful Support

Structured literacy is a recognized technique for teaching children with disabilities. Think about the chapters you have read for this unit, as well as your classroom observation. Pick a specific disability from the list provided and respond to the discussion questions below.

- Phonological dyslexia.
- Surface dyslexia.
- Visual dyslexia secondary/developmental dyslexia.
- Rapid automatic naming dyslexia.
- Double deficit dyslexia.
- Primary dyslexia.
- Trauma dyslexia/acquired dyslexia.

Respond to the following:

- Define characteristics of children with the disability you chose.
- Assess the implications of the structured literacy approach for students with this disability.
- Discuss at least two evidence-based instructional strategies that would be appropriate for students who show characteristics of this disability.
- Indicate the recommended frequency and the instructional intensity required for effectiveness along with the duration of time needed for each selected strategy.
- Assess how support personnel can help the classroom teacher provide a meaningful and relevant learning environment for a student with this disability.

Response Guidelines

Review the posts of other learners. No response is required, although you are welcome to comment on learners' ideas or make additional suggestions.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 8 >> How Learning Is Assessed

Introduction

One of the most important areas of teaching is assessing what has been learned to discover whether instruction has been effective. Ongoing assessment of children's learning and development is crucial in making informed instructional decisions. Espin, Shin, and Busch stated, "Curriculum-based measurement is an ongoing data collection system that is designed to provide teachers with information on student progress and on the effects of instructional interventions on that progress" (2005, p. 353).

Curriculum-based measurement (CBM) can be used to measure basic skills or monitor readiness skills by using a series of timed samples taken from the school curriculum. Examples of these samples, or *probes*, can be found on various websites, such as aimswebPlus, Intervention Central, and the University of Oregon's Dynamic Indicators of Basic Early Literacy Skills (DIBELS).

For children who are struggling as they make the transition into elementary school, these probes can give the teacher the information needed to plan appropriate learning activities for the child. CBM probes are quick to administer, can be given often, are made up from the classroom curriculum, and can

measure short-term gains. The classroom teacher may feel that a child lacks a particular skill and, therefore, wish to use an intervention to remediate the deficiency. A CBM probe can be given to identify a base level before the intervention is begun, and a further probe can be given two weeks later to establish whether the intervention was useful for that child.

CBM is also an important component of the Response to Intervention (RTI) model of screening students for learning disabilities, as indicated in the reauthorization of IDEA in 2004. The new legislation requires a process to determine whether a child's delays are the result of inadequate teaching rather than a learning disability and whether the child will respond to research-proven interventions. CBM is a tool that can measure the level of responsiveness.

Reference

Espin, C. A., Shin, J., & Busch, T. W. (2005). Curriculum based measurement in the content area: Vocabulary matching as an indicator of progress in social studies learning. *Journal of Learning Disabilities*, 38(4), 353–363.

Learning Activities

u08s1 - Studies

Readings

Use your *The Exceptional Child* textbook to read the following:

- Pages 186–187 for an overview of the Response To Intervention (RTI) process.

Internet Research

Assessment of young children is—or should be—an ongoing process that documents evidence of learning to make informed instructional decisions. Use the Internet to investigate research-proven curriculum-based assessments (CBA), such as DIBELS, aimswebPlus, and others.

u08a1 - Progress Monitoring Plan

Once you have researched different assessment approaches, turn your attention to the activity you adapted in Unit 6. Write a 3–4 page paper that details how you would check the understanding and learning for this activity or lesson on an ongoing basis. Address the following:

1. How would you assess your lesson modifications? What tools could you use to establish whether the students learned what the lesson was intended to teach?
2. How would you use individual and group assessment?
3. How would you apply assessment in a way appropriate to the development of the children, the goals of the assessments, and the setting?

Submit your plan in the assignment area.

u08d1 - Curriculum-Based Assessments

The information gathered from CBA should add to an understanding of a child's stage of development, provide information to make informed instructional decisions, and connect to developmentally appropriate learning goals.

Based on your Internet search, what information will the CBA you researched allow you to gather? What are the strengths and limitations of this type of information?

Response Guidelines

In your response to other learners, comment on what they found and any additional thoughts you have regarding the information the assessments they researched will provide.

Graduate Discussion Participation Scoring Guide

u08d2 - Progress Monitoring and Instruction

School psychologists perform assessments that compare a child to others of similar age and grade level. CBA focuses on the curriculum in the classroom, and thus compares a child to himself or herself—how a child is performing this week compared to last week, and whether he or she is making progress based on the interventions you are using.

Discuss how these CBAs can direct and drive instruction.

Response Guidelines

In your response to other learners, comment on what in their approach to using assessments to drive instruction you find most interesting, and what you would like to know more about.

Graduate Discussion Participation Scoring Guide

Unit 9 >> Case Studies

Introduction

In this unit, you will meet Johnny, a six-year-old who is repeating kindergarten. You will view his case study and see what types of information may be gathered and how that knowledge can help to develop an appropriate learning environment.

A case study is "a type of qualitative research in which in-depth data are gathered relative to a single individual, program, or event, for the purpose of learning more about an unknown or poorly understood situation" (Leedy & Ormrod, 2001, p. 114).

Imagine you have a student whose behavior or learning puzzles you. Typically, you would turn to your peers for help. Perhaps your school holds student study team (SSTs) or coordinated conference team (CCTs) meetings—the name is not important, but the function is. When you meet as a team to discuss a child's difficulties, you are able to gather a great deal of information from parents, former teachers, the nurse, counselors, the reading specialist, and so on. You look at all documentation, assessments, and report cards, and then you make informed decisions about the child's education based upon the information collected. This is a case study.

You are asked in this unit to collect information about a special education student you observed in the classroom you visited. Perhaps, in anticipation of the course project, you also asked the teacher some questions about a particular student, or perhaps the student's actions spoke for themselves. Look at your notes and the information you have gathered and use these to work on the final project.

Reference

Leedy, P. D., & Ormrod, J. E. (2001). *Practical research: Planning and design* (7th ed.). Prentice Hall.

Learning Activities

u09s1 - Preparation

In Unit 10, you will submit a case study of a special education child from the classroom you have been observing.

Your final case study should include:

1. A rationale for studying this child and for the need for differentiation.
2. A detailed description of the relevant facts and data collected. Gather this information from the teacher you are working with and from your observations. (If you were the teacher, you might gather this information from the student's parents, from previous teachers, or from files on the student.)
3. An analysis of the relevant facts and data, based on an understanding of learning styles, cognitive processes, and instructional strategies.
4. Suggestions for the most appropriate future practices; what works for this child?

Continue working on your case. Gather additional information about the child from the teacher or through observation if necessary.

u09d1 - Case Analysis

When gathering information about a student, it is important to not jump to conclusions and make adaptations before you have carefully analyzed the information.

Complete the Gathering Information: The Case of Johnny presentation to review the information provided about Johnny. Then, in your post, describe what the information tells you and why. Base your analysis on what you have learned in the course so far regarding such things as learning styles, cognitive processes, and instructional strategies, as well as on your experience. Also, include in your post additional questions you would want to ask to gather more information.

Response Guidelines

Comment on the information other learners have focused on in their post. Would you reach the same conclusions about the information or different ones? Why?

Course Resources

Graduate Discussion Participation Scoring Guide

[Gathering Information: The Case of Johnny](#) | Transcript

u09d2 - Reasons for Case

Share an overview of the child you will look at in your case study and the reason you chose the particular child for your case. What about this case suggests the need for additional differentiation to be able to successfully include the child in the learning environment with his or her peers?

To protect confidentiality, please do not mention real names of those you observe or their school.

Response Guidelines

In your response to other learners, comment on what in their case choice you find most interesting, and what you would want to know more about if you were to address this case study yourself.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 10 >> Reflection

Introduction

In this the final unit, you will submit your case study and reflect on what you have learned in the course. Your Allen and Cowdery text defines *inclusion* as:

... providing all students within the mainstream appropriate educational programs that are challenging yet geared to their capabilities and needs as well as any support and assistance they and/or their teachers may need to be successful in the mainstream. But an inclusive school goes beyond this. An inclusive school is a place where everyone belongs, is accepted, supports, and is supported by their peers and other members of the school community in the course of having their educational needs met. (2015, p. 5)

Hopefully, this course has given you additional tools to help you meet the needs of all your students.

Reference

Allen, K. E., & Cowdery, G. E. (2015). *The exceptional child: Inclusion in early childhood education* (8th ed.). Cengage Learning.

Learning Activities

u10a1 - Case Study

In this course, you have adapted an activity to accommodate different needs of learners, and you have described a progress monitoring plan you might use to gauge students' learning after the adaptations. Imagine that, after you have done these things, there is a learner who is still not learning. This case study activity is designed to give you practice problem-solving in such a situation.

Instructions

Focus on one student from the class you have observed, and write a 3–4 page case study that includes the following:

1. A rationale for studying this child and for the need for differentiation.
2. A detailed description of the relevant facts and data collected. Gather this information from the teacher you are working with and your observations. (If you were the teacher, you might gather this information from the student's parents, from previous teachers, or from files on the student.)
3. An analysis of the relevant facts and data, based on an understanding of learning styles, cognitive processes, and instructional strategies.
4. Suggestions for the most appropriate future practices; what works for this child?

A case study utilizes in-depth data collected from multiple sources, and in this final project, you will use information you have gathered throughout the course to make suggestions about a child's learning. You may use the psychologist's and the teacher's replies to your questions, together with your lesson plan and classroom observation, and your weekly readings will add to your knowledge.

To protect confidentiality, please do not mention real names of those you observe or their school.

Additional Requirements

1. **Style and References:** The project must be a scholarly piece of work with cover page, current APA style, citations and references, and be free of grammatical errors.
2. **Length:** The project must be 3–4 pages in length, double-spaced, not including cover page and references.

Submit your final case study in the assignment area.

Course Resources

APA Style and Format

u10d1 - Skills and Perspectives

Reflect on your own skills and perspectives and examine how these will help you as an early childhood professional. Since exploring the myriad issues in this course, have you found new areas you need to expand on? Do you have ideas about obtaining these skills—new professional development avenues you want to explore?

Response Guidelines

In your response to one other learner, offer support and suggestions for ways to continue building these new skills.

Course Resources

Graduate Discussion Participation Scoring Guide

u10d2 - Application of Learning

Reflect on the many elements related to early childhood education we have discussed. What is the most memorable issue you will take away with you from this course and how will you apply or use that learning in the future?

Response Guidelines

Identify with at least one other learner who shared a similar memorable issue and discuss why this is important to you both.

Course Resources

Graduate Discussion Participation Scoring Guide