GOODWIN COLLEGE

Psychology of the Exceptional Child

ECE 340/PSY340 – 3 Credits

ON-LINE

Instructor: Kim Sopko, Ed.D.

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Office Location: remote / online

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**Prerequisite/Co-requisites: PSY 112**

Kim Sopko, Ed.D.
Adjunct Professor

Course Description: This course is designed to promote child development and learning by familiarizing students with the characteristics and needs of all exceptional learners. It is a continuation of the introduction of terms and concepts within a more narrowly defined topic area with discussions of videos, case studies, and presentations of the review of related literature pertaining to exceptional children. These activities will add to the emergence of terms and concepts associated with special education. The concept of inclusion as a means of educating students with special needs will be deeply discussed, and students will become familiar with the historical events and social reform that laid the background for this method of instruction. Students will have opportunities to ponder opposing viewpoints on special education issues. Students will investigate the use of drugs as a means of curbing inappropriate conduct of students with special needs and recognize symptoms, modify environments, and plan appropriately so that children can be successful. A large focus of this course will be on community outreach and family involvement. This course requires an observation in an early childhood environment in order to complete assignments.

Required Text:

Gargiulo, R.M. & Kilgo, J. L. (2019). *An introduction to young children with special needs birth through age eight* (5th ed.). CA: Sage Publications, Inc.
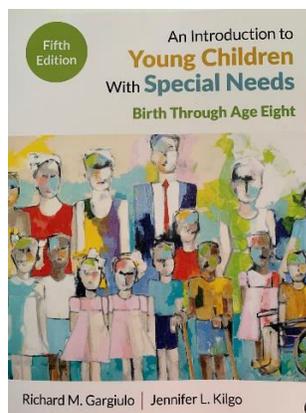
Course Goal: The purpose of this course is to provide students with foundational information about exceptionalities, inclusive practices and services, collaborative relationships, and the variety of community supports and services to assist children with exceptionalities and their families to effectively participate in their communities. Students will explore developmentally appropriate practices and strategies to support family engagement as well as emerging issues and challenges in early childood education and care.

Student Learning Outcomes:
Students will engage in learning related to NAEYC Standards 1, 3, 4 and 6 as well as the programmatic communication outcome.

Please refer to the grid on page 3 for details.

Grading Policy

Professionalism/ Participation	25%
Research & Reflection of Articles	20%
Interview of EI/ECSE Professional	20%
Case Study	25%
Quizzes	10%

100 point Grading Scale

93-100	A	80-82	B-	67-69	D+
90-92	A-	77-79	C+	63-66	D
87-89	B+	73-76	C	60-62	D-
83-86	B	70-72	C-	Below 60	F

Grading Policy

- Professionalism/Participation — 25%
- Research & Reflection — 15%
- Interview — 20%
- Case Study — 25%
- 15%

More information about each of these assignments will be provided in the Weekly Units and in Announcements as the semester progresses.

Bb Blackboard

Assignment Overview

Professionalism/Participation: Professionalism includes (a) acting ethically and with integrity, (b) demonstrating foundational knowledge pertaining to the week's topic, (c) contributing to a collaborative learning environment (e.g., sharing knowledge or resources with other learners), (d) advancing the level and depth of learning (e.g., commenting or questioning in ways that encourage critical thinking or deeper analysis of a topic) and (e) completing weekly module activities and assignments on time. Additional details are provided on Blackboard.

Homework/Activities: Weekly module activities and assignments will vary from week to week; all are intended to reinforce content and extend student's thinking. Please read instructions carefully as often there will be multiple ways you can demonstrate learning.
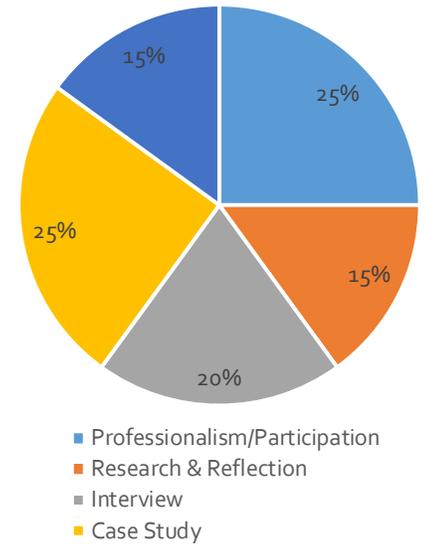
Article Research: Students will research and summarize three journal articles on a selected disability and draw connections to the DEC Recommended Practices.

Interview: Students will interview a professional in the Early Intervention / Early Childhood Special Education field to learn about the special education process and how they plan for inclusive services in natural environments.

Case Study: Students will spend time observing videos of a child to prepare a written paper about what they learned through the observations about strategies to facilitate development and the use of NAEYC Developmentally Appropriate Practices and DEC Recommended Practices, as well as the importance of observation.

Quizzes: Students will complete three brief online quizzes during the course to check understanding of course material.

Course Outcomes Grid

Course Objectives/Outcomes	NAEYC Standards	Assessments/Assignments	Bloom's Taxonomy
Demonstrate the ability to create developmentally appropriate inclusive environments which show an understanding of the many influences on children's development including their cultural and linguistic backgrounds.	1B: Knowing and understanding the multiple influences on development and learning 1C: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments	• Homework/Activities • Research & Reflection • Discussion Board	Comprehension Application Analysis
Analyze various assessment tools and approaches for their appropriateness in assessing children with special needs in order to set achievable goals, establish partnerships with other professionals, and best support children and their families.	3A: Understanding the goals, benefits, and uses of assessment 3B: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches 3C: Understanding and practicing responsible assessment to promote positive outcomes for each child 3D: Knowing about assessment partnerships with families & other professional colleagues	• Case study • Homework/Activities • Interview • Quiz	Knowledge Comprehension Application Analysis
Apply knowledge of NAEYC Code of Ethical Conduct.	6B: Knowing about and upholding ethical standards and other professional guidelines	• Case Study • Interview • Discussion Board	Knowledge Application Analysis
Demonstrate an understanding of the historical roots of special education in the USA, recognizing the major elements that influence our special educational system today.	6C: Engaging in continuous, collaborative learning to inform practice 6D: Integrating knowledgeable, reflective, and critical perspectives on early education	• Case Study • Homework/Activities • Quiz	Comprehension Analysis
Identify appropriate community resources that can help schools and families.	6E: Engaging in informed advocacy for children and the profession.	• Case Study • Homework/Activities • Interview	Application
Demonstrate the ability to communicate professionally, both verbally and in writing.		• Case Study • Interview • Discussion Board • Homework/Activities	Comprehension

This course leads to the following ECE/Child Study Program Outcomes

Students will be able to:

1. Create developmentally appropriate learning environments and instruction that are based on knowledge of each child's strengths, interests, and needs and that enable each child to advance his or her learning.

2. Create respectful, reciprocal relationships that acknowledge the complex characteristics of children's families and communities and support families' active and authentic engagement in their children's development and learning.

3. Design, implement, and evaluate developmentally meaningful and challenging curriculum for all children based on early learning standards and high-quality resources.

4. Apply the NAEYC Code of Ethical Conduct to their work with children, families, and other early childhood professionals.

5. Locate and use appropriate professional resources and engage with professional organizations to inform and improve their practice.

6. Advocate for children, families, and the early childhood profession.

7. Communicate effectively and professionally orally and through writing.

"The beautiful thing about learning is that no one can take it away from you."-B.B. King

Course Outline:

Week	Topic(s) Covered*	Readings*	Assignments Due*
Week 1	• Introduction to Course • Syllabus Review • Perceptions and attitudes about disabilities and inclusion	Text: Chapter 1	• Introductions Blog • Discussion Board • Implicit Bias Activity
Week 2	• Overview of special education • Federal legislation and laws • Inclusion	Text: Chapter 2	• Discussion Board • Law Activity
Week 3	• Family-centered Approach • Home Visiting safety	Text: Chapter 3	• Mini-case study activity • Identify disability for Research & Reflection of Articles Assignment
Week 4	• Service Delivery Models	Text: Chapter 4	• Teaming Activity • Discussion Board • Case study check-in
Week 5	• Assessment of Young Children with Delays or Disabilities	Text: Chapter 5	• **Quiz** (chapters 1-4) • Assessment Activity
Week 6	• Developmentally Appropriate Practice • Influences on Early Childhood Curriculum	Text: Chapter 6	▪ Discussion Board ▪ **Research & Reflection Assignment due**
Week 7	• Early Intervention Part C services	Materials posted to Blackboard	• Routines-based intervention activity • Case Study Check-in
Week 8	• Designing Learning Environments for young children • DEC Recommended Practices	Text: Chapter 7	• Learning environment activity • **Interview of EI/ECSE Professional Assignment due**
Week 9	• Intervention and Instructional Strategies part 1	Text: Chapter 9 (pp. 259-271)	• Challenging Behaviors Teaching Tools Activity
Week 10	• Intervention and Instructional Strategies part 2	Text: Chapter 9 (pp. 271-284)	• **Quiz** (Chapters 5-7, 9) • Communication is Key activity

Week 11	• Cognitive delays • Communication and language delays	Text: Chapter 8 (pp. 219-225 & 236-239)	• Embedded learning opportunities Activity • Case Study Check-in
Week 12	• Social & Emotional Delays • Autism	Text: Chapter 8 (pp. 225-236)	• Challenging Behaviors Teaching Tools Activity
Week 13	• Sensory Delays – Vision and Hearing Impairments Physical Delays and Health Impairment	Text: Chapter 8 (pp. 239-252)	• Discussion Board • Simulation activity
Week 14	• Cultural & Linguistic Diversity • Emerging Populations • Transitions	Chapter 10 (pp 286-301)	• Cultural Sensitivity Activity • **Case Study Assignment due**
Week 15	• Contemporary Issues • Course Wrap Up	Text: Chapter 10 (pp 301-321)	• **Quiz** (Chapters 8, 10)

*NOTE: Additional readings will be posted to weekly modules in Blackboard. Weekly module activities and assignments are due by 11:59 pm on the Sunday at the end of the course week. Other assignments are due by 11:59 pm on the specified date. Instructor reserves the right to alter the schedule as necessary, with notification to students.

Assignment Details

Professionalism / Weekly Participation & Discussion Board (25%)
Course expectations related to professionalism and class participation focus on intrapersonal, interpersonal, and cognitive competencies that are important to employers and a successful career. In this course, students will be assessed based on the following criteria: (a) acting ethically and with integrity, (b) demonstrating foundational knowledge pertaining to the week's topic, (c) contributing to a collaborative learning environment (e.g., sharing knowledge or resources with other learners), (d) advancing the level and depth of learning (e.g., commenting or questioning in ways that encourage critical thinking or deeper analysis of a topic) and (e) completing weekly module activities and course assignments on time. Since this class is entirely online, it is essential that students complete all components for the week (e.g. readings, videos, activities, discussion board) and participate in all posted activities by the identified due date each week; continuously work on the case study assignment throughout the semester; and complete major assignments as scheduled. Students will read the guidelines for online class interactions, practice professionalism throughout the course, and follow the NAEYC Code of Ethical Conduct.

Research and Reflection of Articles (20%) Due Oct. 18
Each student will choose one disability to research and find 3 journal articles reflecting practices for children with the chosen disability. Students will also review the DEC Recommended Practices and identify at least three of the DEC RPs reflected in the articles. You have an option on how to share this information: you may write a 3-4 page summary; create a PowerPoint, prezi, or powtoon presentation, create a video of you sharing the information, or another method pre-approved by the instructor. Remember that visual presentations should primarily consist of

visual images to support what you are trying to communicate and not be a series of slides with a lot of words on them. Additional details and directions will be shared on Blackboard.

Interview of an Early Intervention or Early Childhood Special Educator Professional (20%) Due Nov 1
Each student will interview a professional in the EI/ECSE field who works with the **birth-5 year old** population. This could be a Certified Special Education Teacher or Early Interventionist, a Related Services provider, an Early Intervention Service Coordinator, or other professional pre-approved by the instructor. Documentation that includes the professional's name, signature, name of school district or organization, and date of interview must be provided. During the interview, the student should gather information pertinent to how the professional plans for inclusion and supports students with disabilities in inclusive or natural settings and engages families; learn the process for referral, eligibility, and IFSP/IEP development for special education services; and discuss how the professional advocates for children with special needs and/or their families. Additional details and suggested interview questions are provided on Blackboard.

Case Study Writing Assignment (25%) Due Dec 13
Each student will complete a major writing assignment, and it is essential to begin the work early in the semester as it will take time to gather the information necessary to write about your case study experience. There will be periodic check-ins to ensure students are making progress with the assignment. Due to the COVID-19 pandemic, students will not conduct an observation of a child in a classroom. Instead, the requirements of this assignment will be completed by watching a series of video of a child participating in routine classroom activities.

Case Study of Draco:

Students will watch several videos of Draco participating in classroom activities. Students will record their observations of Draco's skills on each developmental domain: a) personal/social, b) physical/motor, c) cognitive-language, d) cognitive-logical/mathematical, e) self-help/adaptive and note any progress over time (if any). Students also need to note specific strategies they observe and any collaborative efforts evident.

The videos are from the Results Matter Video Library – Practicing Observation, Documentation and Assessment Skills and all are available on YouTube. The entire set of videos is 30 minutes long and students are expected to watch each video multiple times to develop a better understanding of the child's strengths and challenges.

- The Three Little Pigs (5:44)   https://youtu.be/lGIdyLpb1oE
- Draco and Friends Playing with Legos (2:50) https://youtu.be/TvoI9j-Za3E
- Draco and Friends at a Restaurant (3:39) https://youtu.be/YMdJ7xd8e_g
- Draco and Jessie Playing with Trains (5:55) https://youtu.be/tdThnx0S9qI
- Draco's Transition to Group Time (4:01)   https://youtu.be/xcHh3_qXS-w
- Devin and Draco Going Fishing (2:46) https://youtu.be/gpOVz5GZSNU
- Wyatt and Draco Playing at the Table (2:50) https://youtu.be/im16tMxX1Rw

Additional information and details are provided on Blackboard. Student must read the case study rubric and ensure the final submission meets all components of the assignment.

Quizzes (10%)
There will be three online quizzes during the semester consisting of multiple choice, true/false, and fill in the blank questions. The quizzes are not cumulative.

Class Policies

Weekly schedule: Weekly folders will open on Sunday at midnight (so they are open all day Sunday), and assignments for the week must be uploaded in Blackboard by the following Sunday at 11:59 pm unless otherwise stated in the syllabus or in the Blackboard folder. An online three-credit course generally requires up to 12 hours per week for classwork. Please plan accordingly and login to the course at least 3-4 times each week and be sure to complete all components of each weekly module.

Blackboard: All course materials can be found on Blackboard. Please check Blackboard frequently as the site will be regularly updated with course materials, updates, and announcements. All assignments must be submitted through Blackboard.

Communication and E-mail: Students are expected to communicate in a professional manner (i.e. verbal, written, and electronic). Course updates and announcements are sent through Blackboard so please check your Goodwin e-mail account regularly. Please also note that the best way to contact your instructor is through e-mail. Virtual office hours will be held on Blackboard Collaborate on an as-needed basis.

Weekly expectations: For the learning process to be effective, consistent **attendance and participation is expected and required**. This interactive course will require a high level of self-direction, communication, and problem-solving on your part. I expect you to learn in collaboration with one another, and I expect to learn from you as well. You are a valuable part of this course and relating what we learn to your past personal, professional and academic experiences will make your learning meaningful. You are expected to participate regularly in the online activities as we can learn so much more from other's experiences. It is also beneficial to share evidence-based articles, resource, URLs, and tools you discover so we can all learn from them together. Please review "How to Be A Successful Student."

Regarding **discussion boards,** it is recommended that you check the discussion rubric as points are earned on content of the posts and amount of posts during the week. Your initial response should be posted by Tuesday at 11:59 pm and your additional required three reply posts to peers should be on at least two different days and completed by Sunday evening at 11:59 pm. (This requirement is for an "A" in the frequency section of the rubric. For a "B" your initial post should be by Wednesday at 11:59 pm and two additional replies to peer posts are required). It is suggested that you use the syllabus to "work ahead," reading the relevant chapters in advance so that you are prepared for all written assignments when the weekly folder opens on Sunday.

APA Style: This course follows APA style format for all written assignments. All written assignments must be produced using software that is compatible with Blackboard. Assessment of written assignments will include use of APA format, writing, grammar, quotations, and references. It is highly recommended that all written assignments are created in a Word document and the spell and grammar checks are turned on and used. The following are basic expectations of written work:

1. One-inch margin for all sides of the page (e.g., top, bottom, left, and right side of the page).
2. The font is 12 point.
3. The paper is written in Times New Roman.
4. The paper is double spaced.

Late Assignment Policy:
- Deadlines are an integral part of all professional careers. You must manage your time and complete all coursework thoroughly and on time (e.g. projects, discussion boards, reflections, quizzes). Per department policy, any work submitted to the instructor after the due date will result in a zero for that particular assignment. Late assignments or make-up exams are not permitted except when there are documented extenuating circumstances (i.e. medical and family emergencies), and the instructor has been notified 24

hours before or after the deadline. In circumstances in which the instructor permits make-up assignments or quizzes, the format of the task is at the discretion of the instructor.

- Discussion Boards are only open for the week they are scheduled for and cannot be made-up or reopened.

Instructor Feedback: It is the student's responsibility to access the instructor's feedback on assignments in order to ensure their understanding of expectations. If you have questions or concerns about a grade, or do not understand the feedback, please contact the instructor ASAP via email. Do not wait until final grades have been posted to discuss missing assignments or missing grades.

Technical Support: First, be sure you reviewed technical requirements and the Online Student Orientation for helpful information. If you find yourself frustrated with technological problems such as file download issues or silent audio, please try using a different browser to open the course. For example, if you have opened this course in *Internet Explorer*, try opening it again in either *Netscape* or *Mozilla Firefox*. These are all free downloads and may be used as alternative browsers if one does not run the course properly. For blackboard support, contact bbsupport@goodwin.edu or 860.913.2152. Please try to find support in these areas before contacting me. If you contact me directly, I will ask you what you did to try to solve the problem before contacting me.

Goodwin College Policies and Services:
This course adheres to all policies outlined in the Goodwin College catalog. General academic policies of Goodwin College may be found on the college web site at http://www.goodwin.edu/policies/ and in the college catalog at http://www.goodwin.edu/academics/catalogs.asp. Student services information may be found on the Goodwin College website at http://www.goodwin.edu/student-services/ and http://www.goodwin.edu/library/.

Face-Covering and Social Distancing
The safety of each student and instructor at Goodwin is important. As a member of the Goodwin University community, you are expected to follow all procedures and practices as described in the COVID 19 Reopening Plan https://www.goodwin.edu/covid-19/reopening-plan. **Students must maintain 6 feet social distancing and wear a protective mask or face covering (over both your nose *and* your mouth) in the classroom and other public locations (e.g., lobby, restrooms, halls, open areas).** Instructors will ask those who are not complying with face mask and social distancing requirements to leave the classroom. If a student refuses to comply and leave the classroom, the instructor will immediately call campus security. In addition, instructors will report compliance and conduct issues to university personnel.