

NEW YORK UNIVERSITY  
Steinhardt School of Culture Education and Human Development  
Department of Teaching and Learning  
Graduate Program in Early Childhood Special Education  
SPECED 2300/ 2160.01.001  
**Spring 2012**

**Educating Students with Special Needs in Early Childhood Settings (Mondays as Scheduled)**

Professor Barbara Schwartz

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Office Hours : Tuesday 2-6 PM (Mon & Wed by Appt)

**Course Description:** The focus of this course is to understand best practices in the field of early childhood special education, particularly as they support literacy, play and the establishment of a pro-social environment. Particular attention will be given to identifying children with special needs and the systems available in NYC (and environs) for children to receive services. We will examine the strategies for general and special education teachers and other service providers to meet the cognitive, social-emotional and behavioral needs of young children with disabilities in early childhood settings. Emphasis on the implications for creating and maintaining an early childhood environment that meets the needs of all children will be stressed.

**Course Principles:**

- Collaborations with families, paraprofessionals and other early childhood professionals are at the core of creating the educational experiences that support and guide the child's learning.
- Relationships with peers and adults are key for children to learn from their experiences.
- Families and caregivers are primary in the world of all young children.
- Play is the basis for all learning in young children.
- Developmentally Appropriate Practice (DAP) is the basis for planning activities support the education of children with/without special needs.
- Assessment and knowledge of children is an on-going process that is based upon observation, screening, interaction and evaluation.

**Course Objectives:** Students will:

- Know the significant historical and policy related developments in early childhood special education.
- Develop skills to create collaborative relationships to support the child's learning
- Examine, assess and plan appropriate educational environments for all children.
- Understand play as the core of learning; knowing how to teach play skills to children with special needs
- Understand the IFSP/IEP process and the development of functional goals for children.
- Develop a personal philosophy of early childhood special education based on current trends and thinking in the field.

**Required TEXTS:** (See Blackboard for Supplemental Reading)

Deiner, P. (2005) Resources for Educating Children with Diverse Abilities (Birth through Eight) 4<sup>th</sup> Edition. Clifton Park NY: Thompson/Derlmar  
Kostelnick, M. , Onaga, E. Tohde, B. & Whiren (2002) Children with Special Needs. New York: Teacher's College Press

Meeting Dates	Topic	Readings/ Video Viewings	Assignment Due
1/23/12 MEETING #1	Introduction to ECSE: Becoming familiar with CEC/DEC		
1/30/12	SETTING THE STAGE: A) The Issues	SEE BB : Readings for 1/30/12 <a href="http://www.slate.com/articles/double_x/doublex/2011/03/why_preschool_shouldnt_be_like_school.html">http://www.slate.com/articles/double_x/doublex/2011/03/why_preschool_shouldnt_be_like_school.html</a>	<b>SUBMIT REACTION TO:</b> 1. <a href="http://www.slate.com/id/2288402/Why_preschool_shouldn't_be_like_school">http://www.slate.com/id/2288402/Why_preschool shouldn't be like school</a> , Alison Gopnick, March 2011 2. Lessons of Class 504 3. Sandall and Schwartz (2003) Building Blocks
	B) History and background of Special Education	<b>View</b> 1. <a href="#"><u>Unforgotten [videorecording] : twenty-five years after Willowbrook Including Samuel [videorecording]</u></a>	During the week you will 1) Go to Bobst and arrange to view Willowbrook video. 2) View Including Samuel – (You can view at BOBST or borrow my copy) 3) View the ASD Nest Website
2/6 MEETING #2	Early Childhood Special Education Systems	<i>Review these websites:</i> ○ <a href="#"><u>NYC Early Intervention Services</u></a> ○ <i>NYC Pre K Services:</i> ○ <a href="#"><u>CPSE preschool referral chart process</u></a> ○ <a href="#"><u>PreK to 21 in NYS process</u></a> ○ <a href="#"><u>DOE Special Education Parent Guide English.pdf</u></a>	<u>Submit : Reflection on “Willowbrook to Samuel &amp; Thomas – what has changed.</u>  <b>IN OUR MEETING WE WILL DISCUSS</b> IF Samuel were in NYC: What would EI Offer? What setting for PreK Special Ed? Where in the NYC DOE continuum?
2/13 MEETING #3	Standards and Expectations in ECSE: Where are we in the field of EC Special Education	Chapter 3: The Assessment Process [We will review screening, assessment and evaluation instruments when we meet]	<b>SUBMIT PAPER:</b> SEE Assignment #3 Below Use the websites for 2/6 to identify EI/PreK/Turning 5 services for the child. Write up defense of why specified services.
2/20	<b>NO MEETING</b> President’s Day		

<p>2/27 MEETING #4</p>	<p>Special Education in NYC 2012 Where are the children with disabilities 1)The Systems/ Services and the Organizations that support young children with Disabilities 2) NYC children and the schools that serve them: From 3-5 services for PSD (determine what this is) though to 2<sup>nd</sup> grade</p>	<p><b>Denier</b> (Chapt 1, 2, 3 &amp; ) Review the Websites of DEC and NAEYC :</p>	<p>COME TO MEETING prepared to Discuss the difference between the way Denier describes the services ; the documents from NYS / NYC describe the services AND the way the professional organizations support these services. IDENTIFY One position paper from NAEYC and DEC and bring to our meeting to review.</p>
<p>3/7</p>	<p>MIDTERM DUE: (RUBRIC will be provided Answer the question : Where are the children with disabilities? 1) Identify a child with disabilities in your class (or school) . 2) Become familiar with the IEP. Learn how the IEP was developed. Find out about the evaluation process. 3) Meet with the “IEP teacher” / special educator based at the school who is responsible for the IEP. 4) Develop a paper to compare and contrast the NYC IEP process with that described as part of IDEA in your text.</p>		
<p>3/13</p>	<p>NYU SRING BREAK</p>		
<p>3/27 MEETING # 5</p>	<p>Response to Intervention (RTI) vs. Children with Disabilities.</p>	<p>See BB Readings</p>	<p>SMART GOALS Due</p>
<p>4/2</p>	<p>Becoming Familiar with Children with High Incidence Disabilities: LD, ADHD, ED/BD,ID</p>		<p>Reaction Paper on RTI and LD</p>
<p>4/9 MEETING # 6</p>	<p>Play Based Assessment and Curriculum Planning / Embedded Learning Opportunities</p>	<p><u>SEE BB:</u> 1) <u>Practical Applications for Using Curriculum-Based Assessment to Create Embedded Learning Opportunities for Young Children</u> 2) <u>Building Blocks Model</u></p>	<p>Come to meeting prepared to discuss the classifications for high incidence disabilities (readings for week of 4/2)</p>
<p>4/23 MEETING # 7</p>	<p>Developing plans for children with disabilities</p>	<p><u>BB Reading:</u> <u>Teaching IEP Goals and Objectives in the Context of Classroom Routine and Activities.</u></p>	
<p>4/30</p>			<p>FINAL DUE</p>
<p>5/7 MEETING # 8</p>	<p>FINAL MEETING</p>		

## ASSIGNMENTS

		<b>DUE</b>		<b>ASSIGNMENT</b>
<b>Assignment #</b>	1	1/30/12	3 pts	Play paper
	2	2/6/12	4 pts	Reaction Paper : Willowbrook Remembered & Including Samuel
	3	2/13	15 points	<p>NYC Services from Birth to Elementary School:            In our meeting we will talk about Samuel across the services available in NYC/NYS from infancy through Elementary School. You are to select one of the children from the Kostelnick book and identify the services they would be eligible for at each of 3 levels:</p> <ul style="list-style-type: none"> <li>○ NYC Early Intervention</li> <li>○ NYC/NYS Preschool</li> <li>○ NYC DOE Services</li> </ul> <p>NOTE: You can work together on this – if so you will each select a child – BUT each of you will be responsible for only ONE (1) Write up of the child’s services.</p>
	4	3/7	25 pts	<p>MIDTERM DUE: (RUBRIC will be provided            Answer the question : Where are the children with disabilities? What settings? What services do they receive?</p> <ol style="list-style-type: none"> <li>1) Identify a child with disabilities in your class (or school) .</li> <li>2) Become familiar with the IEP. Learn how the IEP was developed. Find out about the evaluation process.</li> <li>3) Meet with the “IEP teacher” / special educator based at the school who is responsible for the IEP.</li> </ol> <p><b>Develop a paper to compare and contrast the NYC IEP process with that described as part of IDEA and in the NYS Guide for parents .</b></p>
	5	3/27	10 pts	IEPs : Develop 2 SMART GOALS for one of the children in Kostelnick as if they were attending the school/grade where you are student teaching
	6	4/2	3 pts	RTI vs LD in the preK through 2 <sup>nd</sup> grade child. What are the implications for young children with disabilities? What are your thoughts?
	7	4/30	35 pts	Planning Preschool Special Education Strategies and Activities : Curriculum Planning using Embedded Learning Opportunities and Social Strategies
	8	5/7	5 pts	What we learned and Why: final thoughts : What are the critical outcomes regarding your knowledge of preschool children with disabilities