

**SE 312: Adapting the Learning Environment for Children with Disabilities**

**Dr. Teresa Banks, Course Instructor**

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**Office Hours: virtual**

**Required Text:**

Lowe-Deiner, Penny (2010). Inclusive Early Childhood Education Development, Resources and Practice. Cengage. 6th edition

**Course Description:**

Includes the principles of environmental arrangements, equipment and techniques to facilitate the inclusion of children with disabilities in early childhood programs. Assistive devices that will facilitate the full participation of young children will be included. (3)

**Student Evaluation:**

This course is offered to candidates who will be teaching Students Birth –eight years-old. To accommodate the range in certifications, the learning environments and assessments of learning will focus on general and specific age/content through authentic assessments, collaborative work, information exchange, PowerPoint’s, group projects active/exploratory/inquiry-based learning, and critical thinking and informed decision-making. Writing rubrics will be used for short-answer, essay, and written reports.

**Use of Technology:**

The use of cellular phones for personal use is prohibited in the classroom. Students should place cell phones on vibrate or silent. The use of cell phone, laptops, iPads and notebooks are to be used when needed for class assignments only, not for leisure purposes during class time.

**NAEYC STANDARDS**

**1. PROMOTING CHILD DEVELOPMENT AND LEARNING**

1a: Knowing and understanding young children’s characteristics and needs, from birth through age 8.

1b: Knowing and understanding the multiple influences on early development and learning

1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

**2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS**

2a: Knowing about and understanding diverse family and community characteristics

2b: Supporting and engaging families and communities through respectful, reciprocal relationships

2c: Involving families and communities in young children’s development and learning

**3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES**

3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children

3b: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments

3c: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.

3d: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.

**4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES**

4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children

4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology

4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches

4d: Reflecting on own practice to promote positive outcomes for each child

**5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM**

5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.

5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines

5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

**6. BECOMING A PROFESSIONAL**

6a: Identifying and involving oneself with the early childhood field

6b: Knowing about and upholding ethical standards and other early childhood professional guidelines

6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.

6d: Integrating knowledgeable, reflective, and critical perspectives on early education

6e: Engaging in informed advocacy for young children and the early childhood profession

**7. EARLY CHILDHOOD FIELD EXPERIENCES**

7a. Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8)

7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

**Course Objectives:**

After completing this course, students will be able to:

1.      Demonstrate an understanding of relevant federal and state legislation, regulation, and policies that pertain to the development of educational programs for students with special needs, including major categories of disabilities.

2.      Discuss the concept of least restrictive alternatives and examine the research and rationale(s) for inclusive education.

3.      Demonstrate an understanding of the role and responsibilities of the general educator in the design of Individual Education Programs (IEP), including identification, referral, IEP development, and implementation.

4.      Discuss principles of educational assessment for special populations, including testing bias, sensitivity to cultural and language factors, and the importance of adaptations for English Language Learners (ELL).

5.      Demonstrate an understanding of the characteristics and effective applications of collaboration, including working with families and paraprofessionals in the design and implementation of assessment and instructional programs for students with disabilities.

6.      Analyze classroom and student needs in organizing and planning instruction for special populations, including the design of accommodations and the use of assistive technologies.

7.      Demonstrate an understanding of appropriate instructional materials and methods for students with low incidence disabilities and the accommodations that can be made for them in general education classrooms.

8.      Demonstrate an understanding of appropriate instructional materials and methods for students with high incidence disabilities and the accommodations that can be made for them in general education classrooms.

9.      Describe effective curricular and instructional approaches and accommodations that ensure access to the content areas, including literacy, mathematics, science, and social studies.

10.  Demonstrate an understanding of strategies for increasing students' positive behaviors and promoting the social integration of students with special needs in general education classrooms.

**Services for Students with Disabilities:**

Mississippi Valley State University is committed to providing reasonable accommodations for students with a documented disability. If you feel you are eligible to receive accommodations for a covered disability (medical, physical, psychiatric, learning, vision, hearing, etc.) and would like to request it for this course, you must be registered with the Services for Students with Disabilities (SSD) program administered by University College. It is recommended that you visit the Disabilities Office located in the Social Science Building Office 105 to register for the program at the beginning of each semester. For more information or to schedule an appointment, please contact Mrs. Kathy Brownlow, via phone or email at 662-254-3443 or kbrownlow@mvsu.edu.

**Semester Schedule:**

**All assignments are due by the day and time listed.**

**Disclaimer: The instructor reserved the right to adjust the assignments in this course as needed.**

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| Wed Jun 2, 2021 | Assignment [Inclusion, Exclusion, Illusion and Collusion: Helen Turnbull](https://mvsu.instructure.com/courses/3108/assignments/58627) (120 minutes) | due by 11pm |
| Tue Jun 8, 2021 | Assignment [Module 1: Accommodations to the Physical Environment: Setting Up a Classroom for Students with Visual Disabilities](https://mvsu.instructure.com/courses/3108/assignments/58629) (30 minutes) | due by 11pm |
| Tue Jun 15, 2021 | Assignment [Bulletin Board Lay out](https://mvsu.instructure.com/courses/3108/assignments/58319) (120 minutes) | due by 11pm |
| Assignment [Evan's Quiz](https://mvsu.instructure.com/courses/3108/assignments/58312) (30 minutes) | due by 11pm |
| Assignment [Module 1: Accommodations to the Physical Environment: Setting Up a Classroom for Students with Visual Disabilitie](https://mvsu.instructure.com/courses/3108/assignments/58316)s (30 minutes) | due by 11pm |
| Assignment [Module1: reflection paper](https://mvsu.instructure.com/courses/3108/assignments/58631) (20 minutes) | due by 11pm |
| Page [Module 1 Reflection assignment](https://mvsu.instructure.com/courses/3108/pages/module-1-reflection-assignment) (340 minutes) | to do: 11pm |
| Thu Jun 17, 2021 | Assignment [accommodations and modifications](https://mvsu.instructure.com/courses/3108/assignments/58635) (90 minutes) | due by 11pm |
| Tue Jun 22, 2021 | Assignment [Accommodations](https://mvsu.instructure.com/courses/3108/assignments/58634) (90 minutes) | due by 11pm |
| Assignment [Quiz 2: Module wrap up](https://mvsu.instructure.com/courses/3108/assignments/58633) (20 minutes) | due by 11pm |
| Assignment [Special Project one: Toys](https://mvsu.instructure.com/courses/3108/assignments/58628) (240 minutes) | due by 11pm |
| Wed Jun 30, 2021 | Assignment [Final Project: Book report](https://mvsu.instructure.com/courses/3108/assignments/58637) (480 minutes) | due by 11pm |
|  | Assignment [Accessing the General Education Curriculum: Inclusion Considerations for Students with Disabilities](https://mvsu.instructure.com/courses/3108/assignments/58632) |  |
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Discussion post June1 and June 7 (120 minutes combined) due by 11pm

**Total minutes: 1,730**