2014-2015 LONG SIGNATURE SHEET

UNC CHARLOTTE

Proposal Number: CHFD 11-24-13b

Proposal Title: Add 3 new courses for the EI/ECSE Thematic Elective in the Child & Family Studies (CHFS) M.Ed. Program

Originating Department: Special Education & Child Development (SPCD)

TYPE OF PROPOSAL: UNDERGRADUATE_____ **GRADUATE X**_____ **UNDERGRADUATE & GRADUATE**____
(Separate proposals sent to UCCC and Grad. Council)

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
11/17/14		11/24/14	Approved	**DEPARTMENT CHAIR** [print name here:] Dr. Belva Collins
11/24/14		11/24/14	Approved	**COLLEGE CURRICULUM COMMITTEE CHAIR** [print name here:] Dr. Kelly Anderson
11/25/14	11/25/14	11/25/14	Approved	**COLLEGE FACULTY CHAIR (if applicable)** [print name here:]
11/25/14	11/25/14	11/25/14	Approved	**COLLEGE DEAN** Associate Dean [print name here:] Dr. Ellen McIntyre
			Approved	**GENERAL EDUCATION** (if applicable; for General Education courses) [print name here:]
			Approved	**HONORS COLLEGE** (if applicable; for Honors courses & programs) [print name here:]
			Approved	**UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR (for undergraduate content)**
12-2-14	1-6-15	5-28-15	Approved	**GRADUATE COUNCIL CHAIR** (for graduate content) ALAN R. FREITAG

Revised 05/06/14
OAA/mjw

				FACULTY GOVERNANCE ASSISTANT (Faculty Council approval on Consent Calendar)
				FACULTY EXECUTIVE COMMITTEE (if decision is appealed)

UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE
COLLEGE OF EDUCATION
DEPARTMENT OF SPECIAL EDUCATION & CHILD DEVELOPMENT

SPED 6111
ADVANCED ISSUES IN
EARLY INTERVENTION/EARLY CHILDHOOD SPECIAL EDUCATION
(3 credits)

Course Meetings: TBA
Classroom:

Instructor Information:
Instructor: JaneDiane Smith, Ph.D.

Course Description

In-depth exploration of issues and evidence-based practices for young children with diverse abilities and their families in home, school, and community settings. Emphasis on current research, developmental/educational implications of disabilities, and leadership in early intervention and early childhood special education. (Fall)

*Course Pre- or Co-Requisites***:** None

Course Credit Hour Statement

This *three- credit* course requires three hours of classroom or direct faculty instruction and at least 6 hours of out-of-class student work each week for approximately 15 weeks. Out-of-class work may include but is not limited to: required reading, library research, written assignments, and studying for quizzes and exams.

Required Materials

Textbooks:

Collection of readings will serve as the course text.

Additional Resources:
Technical Assistance Partnership for Child and Family Mental Health Community of Practice
    http://www.tapartnership.org/communitiesOfPractice.php
National Dissemination Center for Children with Disabilities http://nichcy.org/

Rationale

The complex needs of young children with disabilities (or at-risk for developmental delays) and their families require the coordinated effort of service providers from various professional disciplines, encouragement of family-professional partnerships, and interagency collaboration. Practitioners who are prepared at the graduate level need in-depth knowledge of research and recommended practices to provided developmentally and individually appropriate intervention, facilitate an awareness of issues (e.g., local, state, national, global), understand developmental/educational implications of disabilities, and provide effective leadership in early intervention/early childhood special education settings.

The course will examine current research, including information being disseminated at professional conferences (e.g., Division of Early Childhood (DEC), Conference on Research Innovations, Zero to Three) prior to and/or simultaneous to publication, on the evidence-based recommended practices in early intervention/early childhood special education. Developmental/educational implications of various disabilities will be explored in depth. Content will also address strategies for providing effective leadership to and administration of early intervention/early childhood special education settings.

This course fulfills a requirement for the Early Intervention/Early Childhood Special Education specialty track option in the CHFD masters program. Content of the course also addresses advance personnel standards (e.g., Council for Exceptional Children (CEC) Advanced Common Core, Early Childhood Special Education/Early Intervention (birth to age 8) Specialist Standards (DEC)). This course expands and extends content provided in the initial licensure courses at the undergraduate as well as the graduate certificate level in the Child and Family Development program.

Course Objectives _____

Upon successful completion of the course, the candidate will be able to:

- Identify legislative mandates as well as national, state, and local influences on the delivery of services to young children with disabilities (or at-risk for developmental delay) and their families

- Apply knowledge of human growth and development and pre, peri-, and postnatal factors (e.g., biological, environmental) that influence development and learning. Understand specific disabilities and implications for development and learning.

- Demonstrate knowledge of evidence-based recommended practices in early intervention/early childhood special education.

- Critically reflect on issues and/or research surrounding current "hot topics" in early intervention/early childhood special education.

- Demonstrate skill in providing leadership to and administration of early intervention/early childhood special education programs.

- Demonstrate skill in evaluating programs to identify evidence-based recommended practices in providing developmentally appropriate and effective interventions to young children with disabilities, including children from diverse cultural, linguistic, and geographic backgrounds.

Conceptual Framework _____

This course relates to the College of Education *conceptual framework* by providing in-depth knowledge, skills, and research that will enable practitioners to apply recommended practices to meet the diverse needs of young children with disabilities (or at-risk for developmental delays) and their families using developmentally and individually appropriate interventions. Students will also learn approaches and strategies to provide effective leadership to and administration of early intervention/early childhood special education settings (*Knowledgeable* teachers, *reflective* and *effective* practitioners, *responsive to diversity*, *collaborative*, *leaders*).

North Carolina Standards Addressed _____

NC Department of Public Instruction Birth-Kindergarten Teacher Education Specialty Area Standards (BK):

Standard 1: BK teacher candidates have a comprehensive knowledge of typical as well as atypical patterns of child development.

1.1. Demonstrate awareness of categories and characteristics of disabilities in young children.

Standard 2: BK teacher candidates foster relationships with families that support children's development and learning.

2.1. Acknowledge families as the first and most important teachers and key decision makers for their children
2.5. Demonstrate knowledge of issues relating to families who have children with disabilities.
Standard 3: BK teacher candidates build community partnerships in support of children and families.

3.1. Demonstrate knowledge of the philosophical, historical, and legal issues in the fields of child development, early childhood education, early childhood special education, and early intervention
3.2. Are aware of resources, range of services, and program and transition options available to children and families

North Carolina Professional Teaching Standards:

Standard 2: Teachers Establish a Respectful Environment for a Diverse Population of Students
　　　　2.b.1.Demonstrate knowledge of diverse cultures
　　　　2.d.1.Collaborate with specialists
　　　　2.e.1.Improve communication and collaboration between the school and the home and community
Standard 4: Teachers Facilitate Learning for Students
　　　　4.b.1.Collaborate with colleagues

NAEYC Standards Addressed _____

National Association for the Education of Young Children (NAEYC) Advanced Core Standards and Essential Professional Tools:

Standard 1: Promoting Child Development and Learning. Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.

1a. Knowing and understanding young children's characteristics and needs
1b. Knowing and understanding the multiple influences on development and learning.

Standard 2: Building Family and Community Relationships. Candidates know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families and to involve all families in their children's development and learning.

2a. Knowing about and understanding family and community characteristics
2b. Supporting and empowering families and communities through respectful, reciprocal relationships
2c. Involving families and communities in their children's development and learning.

Standard 4: Teaching and Learning. Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning: and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all young children.

Sub-Standard 4a. Connecting with children and families. Candidates know, understand, and use positive relationship and supportive interactions as the foundation for their with young children.

Sub-Standard 4b. Using developmentally effective approaches. Candidates know, understand, and use a wide array of effective approaches, strategies, and tools to positively influence young children's development and learning.

Standard 5: Growing as a Professional. Candidates identify and conduct themselves as member of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

> 5b. Knowing about and upholding ethical standards and other professional guidelines
> 5c. Engaging in continuous, collaborative learning to inform practice
> 5d. Engaging in informed advocacy for children and the profession

Essential Professional Tools

1. **Cultural Competence.** Advance program candidates demonstrate a high level of competence in understanding and responding to diversity of culture, language, and ethnicity.
2. **Knowledge and Application of Ethical Principles.** Advance program candidates demonstrate in-depth knowledge and thoughtful application of NAEYC's Code of Ethical Conduct and other guidelines relevant to their professional role.
3. **Communication Skills.** Advanced program candidates possess a high level of oral, written, and technological communication skills, with specialization for the specific profession role(s) emphasized in the program.
4. **Master of Relevant Theory and Research.** Advanced programs candidates demonstrate in-depth, critical knowledge of the theory and research relevant to the professional role(s) and focus area(s) emphasized in the program.
5. **Skills in Identifying and Using Professional Resources.** Advance program candidates demonstrate a high level of skill in identifying and using the human, material, and technological resources needed to perform their professional roles and to keep abreast of the field's changing knowledge base.
6. **Inquiry Skills and Knowledge of Research Methods.** Using systematic and professionally accepted approaches, advanced program candidates demonstrate inquiry skills, showing their ability to investigate questions relevant to their practice and professional goals.
7. **Skills in Collaborating, Teaching, and Mentoring.** Advanced program candidates demonstrate the flexible, varied skills needed to work collaboratively and effectively with other adults in professional roles.
8. **Advocacy Skills.** Advanced program candidates demonstrate competence in articulating and advocating for sound professional practices and public policies for the positive development and learning of all young children.
9. **Leadership Skills.** Advanced program candidates reflect on and use their abilities and opportunities to think strategically, build consensus, create change, and influence better outcomes for children, families, and the profession.

CEC Standards Addressed _____

Council for Exceptional Children's Advanced Common Core (ACC) Standards and Division for Early Childhood Early Childhood Special Education/Early Intervention (birth to age 8) Specialist Standards:

Standard #1: Assessment
ACSI1K1. Knowledge of evaluation process and determination of eligibility.
ACSI1S1. Design and use methods for assessing and evaluating programs.
SEECSIS1K1. Knowledge of policy and research implications that promote recommended practices in assessment and evaluation.

Standard #2: Curricular Content Knowledge
SEECS2K1. Specialized knowledge in at least one developmental period or one particular area of disability or delay.

Standard #3: Programs, Services, and Outcomes
SEECS3K1. Knowledge of range of delivery systems for programs and services available for infants and young children and their families.

SEECS3S1. Design, implement, and evaluate home and community-based programs and services.
SEECS3S2. Address medical and mental health issues and concerns when planning, implementing, and evaluating programs and services.
SEECS3S3. Use recommended practices to design, implement, and evaluate transition programs and services.

Standard #4: Research & Practice
ACSI4K1. Knowledge of evidence-based practices validated for specific characteristics of learners and settings.
ACSI4S1. Identify and use the research literature to resolve issues of professional practice.
SEECS4S1. Create and/or disseminate new advances and evidence-based practices.
SEECS4S2. Help others understand early development and its impact across the life span.
SEECS4S3. Interpret and apply research to the provision of quality services and program practices to infants and young children, and their families, in a variety of educational and community settings.

Standard #5: Leadership & Policy
ACSI5K1. Knowledge of needs of different groups in a pluralistic society.
ASCI5K5. Knowledge of Federal and State educational laws and regulations.
ACSI5K6. Knowledge of current legal, regulatory, and ethical issues affecting education.
ACSI5S1. Promote a free appropriate public education in the least restrictive environment.
ACSI5S2. Promote high expectations for self, staff, and individuals with exceptional needs.
ACSI5S4. Advocate for educational policy within the context of evidence-based practices.
SEECS5K2. Knowledge of policy and emerging trends that affect infants and young children, families, resources, and services.
SEECS5K3. Knowledge of community resources on national, state, and local levels that impact program planning and implementation, and the individualized needs of the child and family.
SEECS5S1. Advocate on behalf of infants and young children with exceptional needs, and their families, at local, state, and national levels.
SEECS5S3. Provide leadership to help others understand policy and research that guide recommended practices.
SEECS5S4. Provide effective supervision and evaluation.

Standard #6: Professional and Ethical Practice
ACSI6K1. Knowledge of the legal rights and responsibilities of individuals, staff, and parents/guardians.
ACSI6K2. Knowledge of the moral and ethical responsibilities of educators.
ACSI6K3. Knowledge of human rights of individuals with exceptional learning needs and their families.
ACSI6S1. Model ethical behavior and promote professional standards.
ACSI6S5. Create an environment which supports continuous instructional improvement.
ACSI6S6. Develop and implement a personalized professional development plan.
SEECS6S1. Engage in reflective inquiry and professional self-assessment
SEECS6S3. Participate actively in organizations that represent recommended practices of early intervention and early childhood special education on a national, state, and local level.

Standard #7: Collaboration
SEECS7K1Knowledge of roles and responsibilities of personnel in the development and implementation of team-based early childhood special education and early intervention services.
SEECS7S1Implement and evaluate leadership and models of collaborative relationships.

Course Expectations and Requirements

This syllabus contains the policies and expectations that have been established for SPED 6111. Please read the entire syllabus carefully before continuing in this course.

Attendance and Participation: Class attendance and participation is a professional obligation. Candidates/students are expected to **attend** and **participate** in all course sessions. Issues with late arrival and/or early departure from class will result in the **course grade being lowered**.

Conduct: Candidates are expected to demonstrate professional and respectful behavior at all times. Education is a social endeavor that requires dialogue and the exchange of ideas; therefore it is critical that all interactions within the classroom are characterized by mutual respect. Active participation and the questioning of the **ideas** of others are welcome; however, all discussions must proceed in an orderly and respectful manner.

Professional Quality: All work should be completed neatly and of professional quality (i.e., no errors in grammar or spelling, and no typos). Directions for assignments should be carefully followed. If you do not understand the requirements of an assignment, it is your responsibility to contact me prior to the session in which the assignment is due. Assignments may not be accepted and/or points will be deducted if assignments are not completed with professional quality or if they do not meet requirements.

Course Readings: All readings are to be completed before the beginning of the class session in which the content will be discussed (see course schedule). Additional readings may be added to the course schedule.

Instructional Methods

This course will be taught using lecture and seminar formats. It relies on readings, discussion, small group activities, and performance-based assignments. Observations will be completed across a variety of developmental, educational, medical, clinical, and community settings. Active participation of all students is required.

Course Assignments and Grades

Grades will be based on a Topical Issue Debate, Advocacy Project, Leadership Self-Reflection/Professional Development Plan, Research Synthesis, and attendance.

Points allotted for each assignment:

Site Visits
    Advocacy Project   20 points

Projects
    Topical Issue Debate   50 points
    Leadership Self-Reflection/
        Professional Development Plan   50 points

Paper
    Research Summary   50 points

Attendance
    2 pts/class session (15 sessions)   30 points

        Total Points   200 points

Required Points for Grades:

Letter Grade	Points	Percentage
A	180- 200 points	90-100%
B	160-179 points	80-89%
C	140-159 points	70-79%
U	<139 points	<69%

Assignment Descriptions

Site Visits/Advocacy Project (20 points): Select **two** programs or agencies that provide supports and/or intervention services to young children with disabilities and their families. These can be formal EI/ECSE programs or they can be inclusive community programs. One program needs to focus on infants and toddlers (Part C) and the second needs to focus on preschool children (Part B - 619 Program). For each program, you will (a) conduct site visit to learn about the program and services provided, (2) identify a formal or informal need for advocacy specific to each program, and (3) conduct both advocacy activities and write a 3 – 5 page paper (typed, double-spaced)
summarizing the experience. Details will be presented in class. (*knowledge, effectiveness, commitment*)

Topical Issue Debate (50 points): Throughout this course, scholars will become familiar with evidence-based practices and "hot topics" (e.g., autism, multi-risk families, ELLs, technology and intervention) within the field of EI/ECSE. Professionals need to critically evaluate and review current information and research in the context of leadership roles and responsibilities. Scholars will work in pairs to (a) identify an evidence-based practice or a "hot topic" within EI/ECSE, (b) review and critically evaluate the relevant research and information, (c) participate in a debate in favor of/or against the recommended practice or "hot topic". Details will be provided in class *(knowledge, effective, commitment)*

Leadership Self-Reflection/Professional Development Plan (50 points): As interventionists or educators in EI/ECSE, we are often responsible for our own professional growth and development. As leaders in EI/ECSE, you may have an added responsibility of organizing and/or arranging for professional development activities. You will be asked to (a) identify your personal strengths as they relate to leadership skills. Next you will be asked to reflect upon at least one area/issue where you would like to enhance your professional skills/abilities specific to leadership skills. You will develop a plan to enhance your professional development in this specific area. Next, you will implement the plan and evaluate the short-term effectiveness of your professional development plan. Please reflect upon how it will impact your leadership skills as related to young children with disabilities or at-risk of developmental delays and their families now and in the future. Format and details will be provided in class. *(knowledge, effective, commitment)*

Research Summary Paper (50 points): Leaders in EI/ECSE need to be consumers of research regarding evidence-based practices. You will be asked to: (a) identify an evidence-based practice, (b) read 3 – 5 peer-reviewed articles related to the topic of interest, and (c) write a research summary. Details will be provided in class. *(knowledge, effective)*

Attendance (30 points): Students are required to **attend** all course sessions. You are requested to notify the instructor if you will not be able to attend class via email or phone message prior to the class session or as soon as possible. Candidates/students will earn 2 points per class session for a total of 30 possible points. Late arrivals and/or early departures from class will result in partial points (-1 pt for late arrival/early departure). At the discretion of the instructor, students may be encouraged to withdraw from the course or be advised that they will receive a lowered or unsatisfactory grade due to consistent issues with course attendance. Students are responsible for getting all information and assignments presented during an absence and are accountable for any announcements, date changes, and/or course related information that he/she may have missed at the beginning of class or during an early departure. Extenuating circumstances (e.g., emergency medical situation, illness) will be evaluated on an individual basis. Verification of the extenuating circumstance may be required.

FACULTY RESPONSIBLE FOR DEVELOPING THIS COURSE OUTLINE **(List the names of the faculty members who have developed this basic course outline.)** **JaneDiane Smith, Ph.D.**
APPROVAL BY THE APPROPRIATE COLLEGE OF EDUCATION CURRICULUM COMMITTEE:
Approved by the College of Education *Undergraduate* Curriculum Committee **Chair:**   **Date:**
Approved by the College of Education *Graduate* Curriculum Committee

SPED 6111
EI/ECSE: Advanced Issues
Course Calendar

Week 1   Introduction to Course, Review of Syllabus, &
                                COED Conceptual Framework

Week 2   Legislation & Policy

Week 3   Research & Recommended Practices in EI/ECSE: Child-Focused Practices

Week 4   Research & Recommended Practices in EI/ECSE: Child-Focused Practices (cont.)

Week 5   Research & Recommended Practices in EI/ECSE: Family-Based Practices

Week 6   Research & Recommended Practices in EI/ECSE: Family-Based Practices (cont.)

Week 7   Individual Meetings: Research Summary Paper

Week 8   Hot Topics in EI/ECSE (e.g., Prenatal EI, Part C EI in medical settings & role of Child
                                Life/Developmental and Family Specialists, Early Head Start, Head Start, Private
                                Schools, Faith-based Schools, Autism, ELLs, multi-risk families, Technology and
                                Interventions)

Week 9   Hot Topics in EI/ECSE (cont.)

Week 10   Hot Topic Debates

Week 11   Leadership & Advocacy in EI/ECSE

Week 12   Developmental/Educational Implications of Disability and Risk

Week 13   Developmental/Educational Implications of Disability and Risk (cont.)

Week 14   Research & Recommended Practices in Personnel Preparation in EI/ECSE

Week 15   Global Perspectives on EI/ECSE

Illustrative Current Bibliography

Acccardo, P. J. (2008). *Capute and Accardo's neurodevelopmental disabilities in infancy and childhood* (3rd ed.). Baltimore, MD: Paul H. Brookes Publishing Co.

Banaerjee, R. & Guiberson, M. (2012). Evaluating young children from culturally and linguistically diverse backgrounds for special education services. *Young Exceptional Children, 18,* 33-45. doi: 10.1177/1096250611435368

Batshaw, M. L, Pellegrino, L., & Roizen, N. (2007). *Children with disabilities* (6th ed.). Baltimore, MD: Paul H. Brookes Publishing Co.

Dinneabeil, L. A., & McInerney, W. F. (2011). *Guide to itinerant early childhood special education services.* Baltimore, MD: Paul H. Brookes Publishing Co.

Dunst, C. J., & Raab, M. (2010). Practitioners' self-evaluations of contrasting types of professional development. *Journal of Early Intervention, 32,* 239 - 254.

Fleming, J., Sawyer, L. B., & Campbell, P. (2010). Early intervention providers' perspectives about implementing participation-based practices. *Topics in Early Childhood Special Education, 30,* 233-244. doi: 10.1177/0271121410371986

Foley, G. M., & Hochman, J.D. (2006). *Mental health in early intervention: Achieving unity in principles and practice.* Baltimore, MD: Paul H. Brookes Publishing Co.

Guralnick, M. J. (2008). International perspective on early intervention: A search for common ground. *Journal of Early Intervention, 30,* 90 -101.

Landry, S. & Menna, R. (2006). *Early intervention with multi-risk families: An integrative approach.* Baltimore, MD: Paul H. Brookes Publishing Co.

Mandell, C. J., & Murray, M. M. (2009). Administrators' understanding and use of family-centered practices. *Journal of Early Intervention, 1,* 17 – 37.

Odom, S. (2009). The tie that binds evidence-based practice, implementation science, and outcomes for children. *Topics in Early Childhood Special Education, 29,* 53-61. doi: 10.1177/0271121408329171

Odom, S., Buysse, V., & Soukakou, E. (2011). Inclusion for young children with disabilities: A quarter century of research perspectives. *Journal of Early Intervention, 33,* 344-356. doi: 10.1177/1053815111430094

Odom, S. L., Hanson, M. J., Blackman, J., A., & Kaul, S. (2003). *Early intervention practices around the world.* Baltimore, MD: Paul H. Brookes Publishing Co.

Snyder, P., Hemmerter, M. L., & McLaughlin, T. (2011). Professional development in early childhood intervention: Where we stand on the silver anniversary of PL 99-457. *Journal of Early Intervention, 33,* 357-370. doi: 10.1177/1053815111428336

Taylor, J. J., McGowan, J., & Linder, T. (2009). *The program administrator's guide to early childhood special education.* Baltimore, MD: Paul H. Brookes Publishing Co.

Resources:

National Professional Development Center on Inclusion (NPDCI) http://community.fpg.unc.edu/npdci

Early Childhood Technical Assistance Center (ECTAC) http://www.ectac.org/

UNC CHARLOTTE
J. Murrey Atkins Library
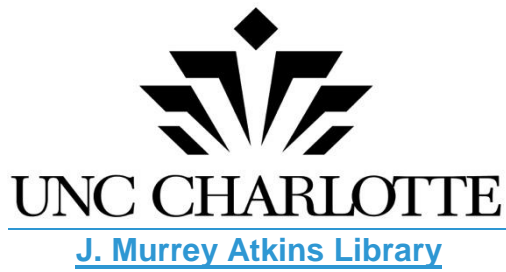
Consultation on Library Holdings

To: JaneDiane Smith, Dept. Special Education & Child Development

From: Judy Walker, Education/ Psychology Librarian

Date: September 9, 2014

Subject: SPED 6111: Advanced Issues in Early Intervention/Early Childhood Special Education

---

Summary of Librarian's Evaluation of Holdings:

Evaluator: Judy Walker   **Date:** September 9, 2014

Please Check One:

Holdings are superior	
Holdings are adequate	X
Holdings are adequate only if Dept. purchases additional items.	
Holdings are inadequate	

Comments:
There are a number of similar courses in special education that also address early intervention. The library has been supporting these courses so the holdings in print and electronically are adequate to support this course. Our interlibrary loan service should be able to pick up any odd things that we don't have.

Judy Walker

Evaluator's Signature

September 9, 2014

Date

UNC CHARLOTTE

LONG FORM
COURSE AND CURRICULUM PROPOSAL

*To: Graduate Course & Curriculum Committee

From: Child & Family Development Program (CHFD) (JaneDiane Smith, Ph.D)

Date: September 12, 2014 (Initial); October 27, 2014 (Revised)

Re: Add 3 new courses for the EI/ECSE Thematic Elective in the Child & Family Studies M.Ed. Program

The Long Form is used for major curriculum changes. Examples of major changes can include:

Undergraduate: Major changes include new undergraduate degrees, minors, concentrations, certificates, and changes to more than 50% of an existing program (Note: changing the name of an academic department does not automatically change the name(s) of the degree(s). The requests must be approved separately by the Board of Governors.)

Graduate: Major changes include new graduate courses, major changes to an existing graduate course or major changes to an existing graduate program

Submission of this Long Form indicates review and assessment of the proposed curriculum changes at the department and collegiate level either separately or as part of ongoing assessment efforts.

*Proposals for undergraduate courses and programs should be sent to the Undergraduate Course and Curriculum Committee Chair. Proposals related to both undergraduate and graduate courses, (e.g., courses co-listed at both levels) must be sent to both the Undergraduate Course and Curriculum Committee and the Graduate Council.

I. HEADING AND PROPOSAL NUMBER

University of North Carolina at Charlotte

New Graduate Courses

Child & Family Development Program (CHFD)

TITLE. Add 3 new courses for the EI/ECSE Thematic Elective in the Child & Family Studies
(CHFS) M.Ed. Program

II. CONTENT OF PROPOSALS
    A. PROPOSAL SUMMARY.
        1. SUMMARY. State clearly and concisely the actions proposed (e.g., "the
        Biology Department proposes to add four new elective courses to the
        undergraduate curriculum: BIO 2222, BIO 3456, BIO 2345, and BIO
        3210).

        The Child & Family Development Program (CHFD) has an
        established graduate program which leads to a M.Ed. in Child &
        Family Studies (CHFS). Within this program, students are required to
        select a *Thematic Elective* (e.g., area of specialization) and complete 9
        credits within that *Thematic Elective*. At this time, the graduate catalog
        identifies Early Intervention/Early Childhood Special Education
        (EI/ECSE) as a *Thematic Elective*, however, there are no courses
        available for the students to complete related to this area of
        specialization. The CHFD program proposes to add three new elective
        courses (i.e., SPED 6111, SPED 6350, SPED 6242) to the graduate
        curriculum that will fulfill requirements for the *Thematic Elective* in
        EI/ECSE within the M.Ed. program in Child & Family Studies
        (CHFS). Courses in the graduate certificate program (i.e., SPED 5111,
        5112, & 5210) have been used to fulfill the *Thematic Elective* as
        needed until the new master level courses identified in this proposal
        could be formally approved.

    B. JUSTIFICATION.
        1. Identify the need addressed by the proposal and explain how the
        proposed action meets the need.

        Students who are completing the M.Ed. program in Child & Family
        Studies (CHFS) are required to complete 9 credits within a *Thematic
        Elective.* The *Thematic Elective* (e.g., Teaching English as a Second
        Language, Leadership & Administration, Language & Literacy, Early
        Intervention/Early Childhood Special Education, Individually Planned
        Option) represents a 9 credit area of specialization. Currently, there are
        no courses available to students to take under the *Thematic Elective* in

EI/ECSE; however, EI/ECSE is currently listed as an option in the graduate catalog. The proposed courses are needed now to (1) provide advanced content in early intervention/early childhood special education (EI/ECSE) at the master's level (6000 level), (2) fulfill requirements for the 9 credit area of specialization (i.e., *Thematic Elective)* in EI/ECSE, (3) provide courses within the EI/ECSE *Thematic Elective* that are now the required area of specialization for students who will be supported by the recently funded *ECSEL* (*Early Childhood Special Education Leadership)* personnel preparation grant through the Office of Special Education (OSEP). Anticipated enrollment in these courses will include a minimum of the eight students supported by the *ECSEL* grant. Additional enrollment will include graduate students seeking specialization in EI/ECSE. All courses outlines were developed prior to the *ECSEL* grant application to fulfill the primary need to offer master level courses in EI/ECSE *Thematic Elective*. The newly developed course outlines were incorporated into the *ECSEL* grant proposal. Thematic elective exist as a way to allow students to specialize in a topic of interest (e.g., child life, research, leadership, literacy) with the required courses in the M.Ed. program. The addition of the these courses will allow students to pursue a focus in EI/ECSE at the graduate level (as opposed to the graduate certificate level) since these courses did not exist before. Upon completion of the grant funding period these courses will still be required primarily to enable students in the M.Ed. program to complete the *Thematic Elective* in EI/ECSE. The M.Ed. program in CHFS offers the option of recommendation for the North Carolina Standard Professional 2(SP2) Professional Educators License in Birth – Kindergarten (B-K). All three proposed courses can be used to fulfill the SP2 licensure requirements. Historically, the majority of students who have completed the M.Ed. program have selected the *Thematic Elective* in EI/ECSE.

The three proposed courses are:

SPED 6111	EI/ECSE: Advanced Issues
SPED 6242	Enhancing Communication and Supporting Behavior in Inclusive Settings: B-K
SPED 6350	Young Children with Disabilities and their Families: Interdisciplinary Collaboration

2. Discuss prerequisites/corequisites for course(s) including class-standing, admission to the major, GPA, or other factors that would affect a student's ability to register.

SPED 6111	There are no formal prerequisites for enrollment in this course.

Pre- or Co-Requisites are required as follows:

SPED 6242	CHFD 6102: Learning and Development
	CHFD 6210: Inclusive Education for Young Children
SPED 6350	CHFD 6102: Learning and Development
	CHFD 6220: Family Theory and Research

3. Demonstrate that course numbering is consistent with the level of academic advancement of students for whom it is intended.

The three courses have been numbered at the 6000 level to reflect the advanced knowledge and requirements intended for graduate students. Additional rationale for numbering of coursework is as follows:

- SPED 6111: Aligns with courses at the undergraduate (SPED 4111) and graduate certificate level (SPED 5111)
- SPED 6350: There are currently no courses with the SPED prefix at the 6300 level; SPED 6350 was selected so there is no confusion with current courses (i.e., CHFD 6300, CHFD 6330) in the M.A.T. program.
- SPED 6242: Several courses are currently listed with the SPED prefix at the 6200 level. This course number was selected to align with course numbering at the undergraduate (SPED 4210) and graduate level (SPED 5210) as well as to avoid confusion with CHFD 6210 in the M.Ed. program.

4. In general, how will this proposal improve the scope, quality and/or efficiency of programs and/or instruction?

This proposal will improve the quality of the program by offering students in the M.Ed. program the opportunity to complete courses at the graduate level (i.e., 6000 level) for the *Thematic Elective* in EI/ECSE. At this time, the program does not offer courses in EI/ECSE at the 6000 level. The need for advanced graduate coursework in EI/ECSE for the M.Ed. program was identified by program faculty. Faculty noted that existing coursework specific to EI/ECSE was only offered at the 5000 level in fulfillment of the graduate certificate and initial Birth-Kindergarten (BK) course work. At this time, an absence of advanced coursework at the 6000 level related to EI/ECSE was noted and identified as a need since the area of specialization is listed as a *Thematic Elective* on the planning sheet.

5. If course(s) has been offered previously under special topics numbers, give details of experience including number of times taught and enrollment figures.

One of the proposed courses, SPED 6111, is being offered for the first time as a topics course (SPED 6000) this fall. Eight students are currently enrolled for the Fall (14) semester.

C. **IMPACT.** Changes to courses and curricula often have impacts both within the proposing department as well as campus-wide. What effect will this proposal have on existing courses and curricula, students, and other departments/units? Submit an Impact Statement that fully addresses how you have assessed potential impacts and what the impacts of this proposal might be. Consider the following:

1. What group(s) of students will be served by this proposal? (Undergraduate and/or graduate; majors and/or non-majors, others? Explain). Describe how you determine which students will be served.

   Graduate students in the M.Ed. program in CHFS who select the *Thematic Elective* in EI/ECSE will be the primary beneficiaries of this proposal. Any of the three proposed courses could also be used to fulfill the other *Thematic Electives (e.g.,* Individually Planned) in the M.Ed. program.

2. What effect will this proposal have on existing courses and curricula?
   a. When and how often will added course(s) be taught?

   Each course would be offered one time per academic year.

   b. How will the content and/or frequency of offering of other courses be affected?

   The proposed courses are new courses and therefore, they should not impact the content and/or frequency of other courses in M.Ed. program. The courses are being proposed in response to an unmet need in the program at this time. For individuals who are interested in specializing in working within EI/ECSE, the addition of these courses may also help to recruit students into the M.Ed. program.

   c. What is the anticipated enrollment in course(s) added (for credit and auditors)?

   The anticipated enrollment for each course would be 8 – 15 graduate students. The proposed courses in EI/ECSE would also be open to students from other programs in the College and throughout the university at the graduate level who are interested in the content and may represent related disciplines (e.g., Special Education, Social Work, Psychology, Counseling, Public Health). Scholars enrolled in programs outside of the M.Ed. in CHFS, would have the option to use the courses to fulfill elective requirements they may have in their

respective programs. Requests for enrollment in any of the three new courses from students outside of the CHFS program will be handled on a case by case basis with the instructor's discretion for issuing permits to register and waving of prerequisites.

d. How will enrollment in other courses be affected? How did you determine this?

The three courses being proposed for the *Thematic Elective* in EI/ECSE address an unmet need for coursework. Therefore, the primary impact is to enable students who are currently enrolled in the M. Ed. program to complete the *Thematic Elective* in EI/ECSE. Recent funding of the ECSEL grant guarantees financial support to eight students per cohort. These students are required to complete this *Thematic Elective*. Enrollment in other core courses for the M.Ed. program may increase as more students are recruited; we do not anticipate enrollment in other courses to be negatively affected. This was determined through an analysis of the planning sheet for the M.Ed. program and prior discussions that occurred among faculty at program meetings. Upon approval, course descriptions for the three courses will be shared with graduate directors of programs in related disciplines (e.g., Special Education, Social Work, Psychology, Counseling, Public Health) in an effort to recruit additional student enrollment into these courses to fulfill elective requirements within their respective programs.

e. Identify other areas of catalog copy that would be affected, including within other departments and colleges (e.g., curriculum outlines, requirements for the degree, prerequisites, articulation agreements, etc.)

Areas of catalog copy that would be affected at this time are limited to those within the program. Catalog copy, including within other departments and colleges are not impacted at this time.

III. RESOURCES REQUIRED TO SUPPORT PROPOSAL.
When added resources are not required, indicate "none". For items which require "none" explain how this determination was made.
   A. PERSONNEL. Specify requirements for new faculty, part-time teaching, student assistants and/or increased load on present faculty. List by name qualified faculty members interested in teaching the course(s).

   JaneDiane Smith, Ph.D., & Cynthia Baughn, Ph.D.

   B. PHYSICAL FACILITY. Is adequate space available for this course?

Adequate space is already available for this course.

C. **EQUIPMENT AND SUPPLIES:** Has funding been allocated for any special equipment or supplies needed?

None needed.

D. **COMPUTER.** Specify any computer usage (beyond Moodle) required by students and/or faculty, and include an assessment of the adequacy of software/computing resources by available for the course(s).

No additional need.

E. **AUDIO-VISUAL**. If there are requirements for audio-visual facilities beyond the standard classroom podiums, please list those here.

None needed.

F. **OTHER RESOURCES**. Specify and estimate cost of other new/added resources required, e.g., travel, communication, printing and binding.

None needed.

G. **SOURCE OF FUNDING**. Indicate source(s) of funding for new/additional resources required to support this proposal.

None needed.

IV. CONSULTATION WITH THE LIBRARY AND OTHER DEPARTMENTS OR UNITS

A. **LIBRARY CONSULTATION**. Indicate written consultation with the Library Reference Staff at the departmental level to ensure that library holdings are adequate to support the proposal prior to its leaving the department. (Attach copy of ***Consultation on Library Holdings***).
--See attached Consultation on Library Holdings

B. **CONSULTATION WITH OTHER DEPARTMENTS OR UNITS**. List departments/units consulted in writing regarding all elements outlined in IIC: Impact Statement, including dates consulted. Summarize results of consultation and attach correspondence. Provide information on voting and dissenting opinions (if applicable).
--Not applicable

C. **HONORS COUNCIL CONSULTATION**. In the case of Honors courses or Honors programs indicate written consultation with the Honors Council (if applicable).
--Not applicable

V. INITIATION, ATTACHMENTS AND CONSIDERATION OF THE PROPOSAL

A. **ORIGINATING UNIT**. Briefly summarize action on the proposal in the originating unit including information on voting and dissenting opinions.

The proposal was unanimously approved by the program on 11/25/13. The proposal was unanimously approved by the Department of Special Education & Child Development on 11/26/13.

B. **CREDIT HOUR. (Mandatory if new and/or revised course in proposal)**
Review statement and check box once completed:

X ☐ The appropriate faculty committee has reviewed the course outline/syllabus and has determined that the assignments are sufficient to meet the University definition of a 3 credit hour course.

C. **ATTACHMENTS**.

1. CONSULTATION: Attach relevant documentation of consultations with other units.
Library Consultations are attached.

2. COURSE OUTLINE/SYLLABUS: For undergraduate courses attach course outline(s) including basic topics to be covered and suggested textbooks and reference materials with dates of publication. For Graduate Courses attach a course syllabus. Please see Boiler Plate for Syllabi for New/Revised Graduate Courses.

See attached course outlines for SPED 6111, SPED 6242, & SPED 6350

3. PROPOSED CATALOG COPY: Copy should be provided for all courses in the proposal. Include current subject prefixes and course numbers, full titles, credit hours, prerequisites and/or corequisites, concise descriptions, and an indication of when the courses are to be offered as to semesters and day/evening/weekend. Copy and paste the current catalog copy and use the Microsoft Word "track changes" feature (or use red text with "~~strikethrough~~" formatting for text to be deleted, and adding blue text with "underline" formatting for text to be added).

The graduate catalog lists possible *Thematic Electives* but does not identify specific courses required in fulfillment of each *Thematic Elective*. Therefore, the only changes to the catalog copy at this time are the addition of the three new course descriptions.

SPED 6111: Advanced Issues in EI/ECSE. (3) In-depth exploration of issues and evidence-based practices for young children with diverse abilities and their families in home, school, and community settings. Emphasis on current research, developmental/educational implications of disabilities, and leadership in early intervention and early childhood special education. (*Fall)*

SPED 6242: Enhancing Communication and Supporting Behaviors in Inclusive Settings: B-K. (3) This course is designed to provide professionals with in-depth knowledge regarding theories, evidence-based strategies, and best practices to provide effective social-communication interventions and support challenging behaviors of young children in inclusive settings. Prerequisite or Co-Requisite: CHFD 6102, CHFD 6210 (*Spring*)

SPED 6350: Young Children with Disabilities and their Families: Interdisciplinary Collaboration. (3) Explores issues and evidenced based practices specific to forming family-professional partnerships and collaborating across disciplines (e.g., EI/ECSE, early childhood education, occupational therapy, physical therapy, speech and language therapy, social work, nursing, public health, education) to address the complex needs of young children with disabilities (or at-risk of developmental delays) and their families in natural and/or least restrictive environments (e.g., home, school, community settings, hospitals). Prerequisite or Co-Requisite: CHFD 6102, CHFD 6220. (*Spring, Summer*)

    a. For a new course or revisions to an existing course, check all the statements that apply:

    ____ This course will be cross listed with another course.

    __X_ There are prerequisites for this course.
        *SPED 6242 & SPED 6350

    __X__ There are corequisites for this course.
        *SPED 6242 & SPED 6350

    ____ This course is repeatable for credit.

    ____ This course will increase/decrease the number of credits hours currently offered by its program.

    ____This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.

For all items checked above, applicable statements and content must be reflected in the proposed catalog copy.

b. If overall proposal is for a new degree program that requires approval from General Administration, please contact the faultygovernance@uncc.edu for consultation on catalog copy.

4. ACADEMIC PLAN OF STUDY (**UNDERGRADUATE ONLY**): Does the proposed change impact an existing Academic Plan of Study?
☐ Yes. If yes, please provide updated Academic Plan of Study in template format.
X☐   No.

5. STUDENT LEARNING OUTCOMES (UNDERGRADUATE & GRADUATE): Does this course or curricular change require a change in Student Learning Outcomes (SLOs) or assessment for the degree program?
☐ Yes. If yes, please provide updated SLOs in template format.
X☐   No.

6. TEXTBOOK COSTS: It is the policy of the Board of Governors to reduce textbook costs for students whenever possible. Have electronic textbooks, textbook rentals, or the buyback program been considered and adopted?
X☐   Yes. Briefly explain below.
All efforts will be made to reduce textbook costs.
--Any textbooks required will be available in multiple formats (i.e., new, used, rental)
--Research readings may be used in lieu of textbooks
☐ No. Briefly explain below.

IMPORTANT NOTE: A Microsoft Word version of the final course and curriculum proposal should be sent to facultygovernance@uncc.edu upon approval by the Undergraduate Course and

UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE
COLLEGE OF EDUCATION
DEPARTMENT OF SPECIAL EDUCATION & CHILD DEVELOPMENT

SPED 6242
ENHANCING COMMUNICATION AND SUPPORTING BEHAVIOR IN INCLUSIVE SETTINGS: B-K
(3 credits)

Course Meetings: TBA
Classroom:

Instructor Information: _____
Instructor: Cynthia Baughan, Ph.D.

Course Description _____

This course is designed to provide professionals with in-depth knowledge regarding theories, evidence-based strategies, and best practices to provide effective social-communication interventions and support challenging behaviors of young children in inclusive settings.

Course Pre- or Co-requisites: CHFD 6102 and CHFD 6210

Course Credit Hour Statement _____

This *three- credit* course requires three hours of classroom or direct faculty instruction and at least 6 hours of out-of-class student work each week for approximately 15 weeks. Out-of-class work may include but is not limited to: required reading, library research, written assignments, and studying for quizzes and exams.

Required Materials _____

McCormick, L., Loeb, D. F., Schiefelbusch, R. L. (2003). *Supporting children with communication difficulties in inclusive settings: School-based language intervention* (2nd ed.). Needham Heights, MA: Allyn & Bacon.

Brown, W. H., Odom, S. L., & McConnell, S. R. (2007). *Social competence of young children: Risk, disability, and intervention*. Baltimore, MD: Paul H. Brookes Publishing Co.

Additional Resources:

The Center to Mobilize Early Childhood Knowledge (CONNECT) at http://community.fpg.unc.edu/
IRIS Center Resources at http://iris.peabody.vanderbilt.edu/
Center on the Social Emotional Foundations for Early Learning (CSEFEL) at http://csefel.vanderbilt.edu/
The Early Childhood Technical Assistance Center (ECTAC) at http://www.ectac.org
National Professional Development Center on Inclusion (NPDCI) http://npdci.fpg.unc.edu/

Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI) at http://www.challengingbehavior.org/
Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS) http://www.pbis.org/
The National Professional Development Center on Autism Spectrum Disorders http://autismpdc.fpg.unc.edu/

Rationale _____

Young children with disabilities (or at-risk for developmental delays) often receive developmental and/or educational services with their typically developing peers in public school or community settings. Benefits of inclusion for young children with and without disabilities have been well documented.

However, in order for children to be successful in inclusive settings, they need to demonstrate social-communication skills and appropriate behaviors to interact and learn from one another.

The purpose of this seminar is to familiarize students with evidence-based and recommended practices to meet the social-communication needs of young children in inclusive settings. Facilitating social-communication skills in young children helps to reduce the likelihood of challenging behaviors. However, when young children exhibit challenging behaviors in inclusive settings, professionals need to be prepared to provide interventions in a developmentally and individually appropriate manner. Students will also learn about Positive Behavior Support, functional behavior assessments and behavioral intervention plans as well as Applied Behavior Analysis strategies (e.g., positive reinforcement, interruption & redirection, differential reinforcement of other behavior)

Course Objectives

Upon successful completion of the course, the candidate will be able to:

- Articulate current theoretical perspectives regarding language theory and practice.

- Identify the constructs of nonlinguistic communication development and the developmental process of language acquisition.

- Recognize issues and characteristics of young children with language and communication delays.

- Identify approaches to assessment and intervention to facilitate communication and language development in young children with disabilities and their families in inclusive settings.

- Demonstrate knowledge of augmentative and alternative communication for young children with disabilities (or at-risk of developmental delays).

- Articulate theories, research, evidence-based and recommended practices for working with young children with challenging behaviors and their families.

- Identify components of the **Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children.**

- Use Positive Behavior Supports to address challenging behaviors, including functional behavior assessments, behavioral intervention plans, and applied behavior analysis strategies (e.g., positive reinforcement, interruption & redirection, differential reinforcement of other behavior).

Conceptual Framework

This course relates to the College of Education *conceptual framework* by providing the knowledge to enable practitioners to meet the diverse social-communication and behavioral needs of young children in inclusive settings (*knowledgeable* teachers, *reflective* and *effective* practitioners, *responsive to diversity*).

North Carolina Standards Addressed

Standard 1: BK teacher candidates have a comprehensive knowledge of typical as well as atypical patterns of child development.

1.2. Understand interrelated domains: approaches to learning, emotional and social development, health and physical development, language development and communication, cognitive development
1.3. Demonstrate awareness of categories and characteristics of disabilities in young children.
1.4. Demonstrate an awareness of how cultural, linguistic, and socio-cultural factors influence learning and development
1.5. Articulate and apply theory and research to practice

Standard 2: BK teacher candidates foster relationships with families that support children's development and learning.

2.1. Acknowledge families as the first and most important teachers and key decision makers for their children
2.4. Demonstrate skills in partnering with families to promote the child's development and learning by exchanging information, making collaborative decisions, and cooperatively implementing and evaluating program plans for the child
2.5. Demonstrate knowledge of issues relating to families who have children with disabilities.

Standard 3: BK teacher candidates build community partnerships in support of children and families.

3.2. Are aware of resources, range of services, and program and transition options available to children and families
3.5. Collaborate with related service professionals within a variety of settings (e.g., classroom, home, agencies, etc.)

Standard 4: BK teacher candidates use authentic, ongoing assessment of children's abilities to plan, implement, and evaluate programs that build upon each child's unique strengths.

4.1. Implement a child- and family-centered, team-based evaluation process.
4.3. Reflect upon results of assessment to determine program planning and implementation
4.4. Use task analysis to determine goals and objectives, select and arrange learning outcomes, prioritize and sequence tasks, determine instructional strategies, select and arrange learning environments, and construct performance assessments and evaluation
4.6. Integrate IEP or IFSP goals throughout the daily routines and activities in a developmentally appropriate way
4.7. Use a variety of authentic assessment approaches to determine children's responses to teaching and intervention prior to identification for special education services
4.9. Demonstrate knowledge of foundational strategies to use with young children who have disabilities (e.g., task analysis, level of assistance, communication strategies, and assistive technology, both low tech and high tech)

Standard 5: BK teacher candidates create and adapt environments and intentionally plan and implement an integrated curriculum that facilitates every child's construction of knowledge and provides a strong foundation for lifelong learning.

5.1. Use plan and active learning processes as a foundation for ALL young children's learning
5.4. Embed IFSP/IEP goals and objectives into curriculum activities
5.5. Implement and adapt developmental and functional curricula across all domains

5.9. Understand that social and emotional learning is taking place at all times and that children are simultaneously engaged in social, emotional, and cognitive tasks

NC State Professional Standards
Standard 1: Teachers Demonstrate Leadership
    1.1. Demonstrate effective ongoing communication, collaboration, and team-building among colleagues

Standard 2: Teachers Establish a Respectful Environment for a Diverse Population of Students
    2.1. Facilitate the development of inviting, respectful, supportive, inclusive, and flexible educational communities.
    2.3. Facilitate and model caring and respectful treatment of individuals within the learning community.
    2.5. Encourage high expectations for all students
    2.6. Collaboratively design and implement curriculum and instruction that is responsive to learner differences.

Standard 3: Student Learning
    3.1. Seek out and use existing research to inform school practices.
    3.2. Model technology integration that supports student learning
    3.4. Critically analyze student and school performance data to determine needs and plan instruction that is rigorous, coherent, and substantiated within a theoretical and philosophical base.

Standard 5: Reflection
    5.1. Promote an educational culture that values reflective practice

NAEYC Standards Addressed _____

National Association for the Education of Young Children (NAEYC) Advanced Core Standards and Essential Professional Tools:

Standard 1: Promoting Child Development and Learning. Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.

    1a. Knowing and understanding young children's characteristics and needs
    1b. Knowing and understanding the multiple influences on development and learning.
    1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

Standard 2: Building Family and Community Relationships. Candidates know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families and to involve all families in their children's development and learning.

    2c. Involving families and communities in their children's development and learning.

Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families. Candidates know about and understand the goals, benefits, and uses of assessment. They know

about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning.

3c. Understanding and practicing responsible assessment
3d. Knowing about assessment partnerships with families and other professionals

Standard 4: Teaching and Learning. Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning: and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all young children.

Sub-Standard 4a. Connecting with children and families. Candidates know, understand, and use positive relationship and supportive interactions as the foundation for their with young children.

Sub-Standard 4b. Using developmentally effective approaches. Candidates know, understand, and use a wide array of effective approaches, strategies, and tools to positively influence young children's development and learning.

Sub-Standard 4c. Understanding content knowledge in early education. Candidates understand the importance of each content area in young children's learning. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding.

Standard 5: Growing as a Professional. Candidates identify and conduct themselves as member of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

5b. Knowing about and upholding ethical standards and other professional guidelines
5c. Engaging in continuous, collaborative learning to inform practice
5d. Engaging in informed advocacy for children and the profession

Essential Professional Tools

10. **Cultural Competence.** Advance program candidates demonstrate a high level of competence in understanding and responding to diversity of culture, language, and ethnicity.
11. **Knowledge and Application of Ethical Principles.** Advance program candidates demonstrate in-depth knowledge and thoughtful application of NAEYC's Code of Ethical Conduct and other guidelines relevant to their professional role.
12. **Communication Skills.** Advanced program candidates possess a high level of oral, written, and technological communication skills, with specialization for the specific profession role(s) emphasized in the program.
13. **Master of Relevant Theory and Research.** Advanced programs candidates demonstrate in-depth, critical knowledge of the theory and research relevant to the professional role(s) and focus area(s) emphasized in the program.
14. **Skills in Identifying and Using Professional Resources.** Advance program candidates demonstrate a high level of skill in identifying and using the human, material, and

technological resources needed to perform their professional roles and to keep abreast of the field's changing knowledge base.

15. **Inquiry Skills and Knowledge of Research Methods.** Using systematic and professionally accepted approaches, advanced program candidates demonstrate inquiry skills, showing their ability to investigate questions relevant to their practice and professional goals.

16. **Skills in Collaborating, Teaching, and Mentoring.** Advanced program candidates demonstrate the flexible, varied skills needed to work collaboratively and effectively with other adults in professional roles.

17. **Advocacy Skills.** Advanced program candidates demonstrate competence in articulating and advocating for sound professional practices and public policies for the positive development and learning of all young children.

18. **Leadership Skills.** Advanced program candidates reflect on and use their abilities and opportunities to think strategically, build consensus, create change, and influence better outcomes for children, families, and the profession.

CEC Standards Addressed

Council for Exceptional Children's Advanced Common Core (ACC) Standards and Division for Early Childhood Early Childhood Special Education/Early Intervention (birth to age 8) Specialist Standards:

Standard #2: Curricular Content Knowledge
SEECS2K1. Specialized knowledge in at least one developmental period or one particular area of disability or delay.
SEECS2S1. Apply various curriculum theories and early learning standards, and evaluate their impact.
SEECS2S4. Design, implement, and evaluate plans to prevent and address challenging behaviors across settings.
SEECS2S5. Design, implement, and evaluate developmentally responsive learning environments, preventative strategies, program wide behavior supports, and tiered instruction.
SEECS2S6. Apply interdisciplinary knowledge from the social sciences and the allied health fields.

Standard #3: Programs, Services, and Outcomes
ACSI3K1. Knowledge of the effects of the cultural and environmental milieu of the child and family on behavior and learning.
ACSI3K2. Knowledge of theories and methodologies of teaching and learning, including adaptation and modification of curriculum.
ACSI3K6. Knowledge of developmentally appropriate strategies for modifying instructional methods and the learning environment.

Standard #4: Research & Practice
ACSI4K1. Knowledge of evidence-based practices validated for specific characteristics of learners and settings.

Standard #5: Leadership & Policy
ACSI5S1. Promote a free appropriate public education in the least restrictive environment
ACSI5S2. Promote high expectations for self, staff, and individuals with exceptional needs.

Standard #6: Professional and Ethical Practice
ACSI6K1. Knowledge of the legal rights and responsibilities of individuals, staff, and parents/guardians.

ACSI6K3. Knowledge of human rights of individuals with exceptional learning needs and their families.
ACSI6S3. Use ethical and legal discipline strategies.

Course Expectations and Requirements

This syllabus contains the policies and expectations that have been established for SPED 6242. Please read the entire syllabus carefully before continuing in this course.

Attendance and Participation: Class attendance and participation is a professional obligation. Candidates/students are expected to **attend** and **participate** in all course sessions. Issues with late arrival and/or early departure from class will result in the **course grade being lowered**.

Conduct: Candidates are expected to demonstrate professional and respectful behavior at all times. Education is a social endeavor that requires dialogue and the exchange of ideas; therefore it is critical that all interactions within the classroom are characterized by mutual respect. Active participation and the questioning of the **ideas** of others are welcome; however, all discussions must proceed in an orderly and respectful manner.

Professional Quality: All work should be completed neatly and of professional quality (i.e., no errors in grammar or spelling, and no typos). Directions for assignments should be carefully followed. If you do not understand the requirements of an assignment, it is your responsibility to contact me prior to the session in which the assignment is due. Assignments may not be accepted and/or points will be deducted if assignments are not completed with professional quality or if they do not meet requirements.

Course Readings: All readings are to be completed before the beginning of the class session in which the content will be discussed (see course schedule). Additional readings may be added to the course schedule.

Instructional Methods

This course will be taught using a seminar format. It relies on readings, discussion, small group activities, guest speakers, site visits, and performance-based assignments. Students will be required to complete assignments with young children who are exhibiting communication and/or behavioral delays in home, school, and/or community settings. Active participation of all students is required.

Course Assignments and Grades

Grades will be based on a midterm and comprehensive final exam, a FBA, an Assistive Technology Review, and a Professional Development Proposal. (150 Points).

Point Values

Exams

Mid-term	25 points
Final Exam	25 points

Projects

Functional Behavior Assessment Project	35 points

Assistive Technology Review	35 points	
Intervention Proposal	30 points	
Total Points	**150 points**	

Required Points for Grades:

Letter Grade	Points	Percentage
A	135 - 150 points	90-100%
B	120 – 134 points	80-89%
C	105 – 119 points	70-79%
U	104 < points	<69%

Assignment Descriptions _____

- ❑ **Mid-term & Final Exams (50 points):**
  Exams consist of short answer and essay questions. Exams will be administered in class. The final exam is **comprehensive**.

- ❑ **Functional Behavior Assessment (FBA) Project (35 points):** You will complete a FBA on one student exhibiting challenging behaviors in your classroom. Specifically, you will identify a child for your project, use multiple methods to record student behavior, and develop a hypothesis of the function of the student's behavior. Specific guidelines will be provided in class and on the course website.

- ❑ **Intervention Proposal (30 points):** Based on the proposed hypothesis of behavior determined from the FBA, you will review the research to identify an intervention strategy to address the identified challenging behavior. You will use this information to develop an intervention proposal on how you would plan to implement the intervention in your classroom and record behavior to determine if the intervention is effective Specific guidelines will be provided in class and on the course website.

- ❑ **Assistive Technology Review (35 points**): Following a class visit to the Charlotte North Carolina Assistive Technology Center, you will review the literature on the effective use of three types of assistive technology and present your findings to the class. Specific guidelines will be provided in class and on the course website.

FACULTY RESPONSIBLE FOR DEVELOPING THIS COURSE OUTLINE **(List the names of the faculty members who have developed this basic course outline.)** **JaneDiane Smith, Ph.D.** **Cindy Baughn, Ph.D.**
APPROVAL BY THE APPROPRIATE COLLEGE OF EDUCATION CURRICULUM COMMITTEE:
Approved by the College of Education *Undergraduate* Curriculum Committee **Chair:**   **Date:**

Approved by the College of Education *Graduate* Curriculum Committee

Chair: **Date:**

SPED 6242 Topical Outline

Session	Topic(s)
1	Introduction to the Course
2	Theories of Communication and Language Development
3	Delays in Communication and Language Development: Part 1
4	Delays in Communication and Language Development: Part 2
5	Evidence-based and Recommended Practices to Providing Social-Communication Interventions: Part 1
6	Evidence-based and Recommended Practices to Providing Social-Communication Interventions: Part 1
7	Promoting Social-Communicative Development in Infants and Toddlers
8	Promoting Peer-Related Social-Communicative Competence in Preschool Children
9	Augmentative & Alternative Communication
10	Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children
11	Young Children with Severe Behavioral Challenges: Supporting Families and Professionals
12	Positive Behavioral Support
13	Functional Assessment of Behavior & Behavioral Intervention Plans
14	Applied Behavior Analysis Strategies
15	Intervention Proposal Reports/ Discussion

References

Abbeduto, L. & Short-Meyerson, K. (2002). *Linguistic influences on social interaction*. In H. Goldstein, L., Kaczmarek,& K. M. English (Eds.). Promoting Social Communication: Children with Developmental Disabilities from Birth to Adolescence. Baltimore, MD: Paul H. Brookes Publishing Co.

Alberto, P., & Troutman, A. (2012). *Applied behavior analysis for teachers, (9th ed.)* Columbus, OH: Prentice-Hall-Merrill.

Beukelman, D. R., & Mirenda, P. (1998). *Augmentative and Alternative Communication: Management of Severe Communication Disorders in Children and Adults* (2nd ed). Baltimore, MD: Paul H. Brookes Publishing Co.

Boyd, B. A., Odom, S. L., Humphreys, B. P., & Sam, A. M. (2010). Infants and toddler with autism spectrum disorder: Early identification and early intervention. *Journal of Early Intervention, vol. 32, 2*, pp 75 – 98.

Brown, W. H., & Conroy, M. A. (2002). *Promoting peer- related social-communicative competence in preschool children.* In H. Goldstein, L. Kaczmarek, & K. M. English (Eds.). Promoting Social Communication: Children with Developmental Disabilities from Birth to Adolescence. Baltimore, MD: Paul H. Brookes Publishing Co.

Campbell, P.H., Milbourne, S., Dugan, L.M. (2006). A review of evidence on practices for teaching young children to use assistive technology devices. *Topics in Early Childhood Special Education, 26*(1), 3-13.

Collaborative for Academic, Social, and Emotional Learning. (2012). *Effective social and emotional learning programs: Preschool and elementary school edition.* Chicago: CASEL. http://casel.org/wp-content/uploads/CASEL_Guide.pdf.

Cirrin, F. M., & Penner, S. G. (1995). *Classroom-based and consultative service delivery models for language intervention.* In M. E., Fey, J. Windsor, & S. F. Warren (Eds.). Language Intervention: Preschool Through The Elementary Years. Baltimore, MD: Paul H. Brookes Publishing Co.

Cole, K. (1995). *Curriculum models and language facilitation in the preschool years.* In M. E., Fey, J. Windsor, & S. F. Warren (Eds.). Language Intervention: Preschool Through The Elementary Years. Baltimore, MD: Paul H. Brookes Publishing Co.

Coleman, J.C., Crosby, M.G., Irwin ,H.K., Dennis, L.R., Simpson, C.G., & Rose, C.A. (2013). Preventing Challenging behaviors in preschool: Effective strategies for classroom teachers. *Young Exceptional Children, 16*(3), 3-10.

Conroy, M., Davis, C, Fox, J., & Brown, W. (2002). Functional assessment of behavior and effective supports for young children with challenging behaviors. *Assessment for Effective Instruction, 27*(4), 35-47.

Craig-Unkefer, L.A., Kaiser, A.P. (2002). Improving the social communication skills of at-risk preschool children in a play context. *Topics In Early Childhood Special Education, 22*(1), 3-13.

Diamond, K.E., Justice, L.M., Siegler, R.S., & Snyder, P.A. (2013). *Synthesis of IES research on early intervention and early childhood education.* (NCSER 2013-3001). Washington, DC: National Center for Special Education Research, Institute of Educational Sciences, U.S. Department of Education.

Division for Early Childhood of the Council for Exceptional Children (2007). *Position statement: Identification of and intervention with challenging behavior.* Missoula, Montana: Division for Early Childhood.

Dunlap, G., & Powell, D. (2009). *Promoting social behavior of young children in group settings: A summary of research.* Tampa: University of South Florida, Technical Assistance Center on Social Emotional Intervention for Young Children. www.challengingbehavior.org/do/resources/documents/roadmap_3.pdf.

Fettig, A., Schultz, T.R., & Ostrosky, M.M. (2013). Collaborating with parents in using effective strategies to reduce children's challenging behaviors. *Young Exceptional Children, 16*(1), 30-41.

Fey, M. E., Windsor, J., & Warren, S. F. (1995) *Language Intervention: Preschool Through The Elementary Years.* Baltimore, MD: Paul H. Brookes Publishing Co.

Fox, L, Dunlap, G., Hemmeter, M. L., Joseph, G. E., & Strain, P. S. (2003). The teaching pyramid: A model for supporting social competence and preventing challenging behavior in young children. *Young Children, 58, 4,* pp. 48 – 52.

Gettinger, M., & Stoiber, K.C. (2006). Functional assessment, collaboration, and evidence-based treatment: Analysis of a team approach for addressing challenging behaviors in young children. *Journal of School Psychology, 44*(3), 231-252.

Goldstein, H., Kaczmarek, L., & English, K. M. (2002). *Promoting Social Communication: Children with Developmental Disabilities from Birth to Adolescence.* Baltimore, MD: Paul H. Brookes Publishing Co.

Hart, B., & Risley, T. R. (1995). *Meaningful difference in the everyday experience of young American children.* Baltimore, MD: Paul H. Brookes Publishing Co.

Horn, E., & Jones,H . (Eds). (2006). *Young Exceptional Children monograph series no. 8: Social emotional development..* Longmont, CO: The Division for Early Childhood of the Council for Exceptional Children.

Joseph, G., & Strain, P. (2003). Enhancing emotional vocabulary in young children. *Young Exceptional Children, 6*(4), 18-26.

Ostrosky, M., & Sandall, S. (Eds). (2013). *Young Exceptional Children monograph series no. 15: Addressing young children's challenging behavior.* Longmont, CO: The Division for Early Childhood of the Council for Exceptional Children.

Powell, D., Fixsen, D., Dunlap, G., Smith, B., & Fox, L. (XXXX). A synthesis of knowledge relevant to pathways of service delivery for young children with or at risk of challenging behavior. *Journal of Early Intervention, vo. 29, 2l* pp. 81 – 106.

Riffel, L.A. (2011). *Positive behavior support at the tertiary level*. Thousand Oaks, CA: Corwin.

Sadao, K. C, & Robinson, N. B. (2010). *Assistive technology for young children.* Baltimore, MD: Paul H. Brookes Publishing Co.

Sandall, S., & Ostrosky, M. (Eds). (1999). *Young Exceptional Children monograph series no. 1: Practical ideas for addressing challenging behaviors.* Longmont, CO: The Division for Early Childhood of the Council for Exceptional Children.

Squires, J., & Bricker, D. (2007). *An activity-based approach to developing young children's social emotional competence.* Baltimore, MD: Paul H. Brookes Publishing Co.

Warren, S., Yoder, P., & Leew, S. V. (2002). *Promoting Social-Communicative Development in Infants and Toddlers.* In H. Goldstein, L. Kaczmarek, & K. M. English (Eds.). Promoting Social Communication: Children with Developmental Disabilities from Birth to Adolescence. Baltimore, MD: Paul H. Brookes Publishing Company.

Wetherby, A. M., & Prizant, B. M. (2000). *Autism spectrum disorders: A transactional developmental perspective.* Baltimore, MD: Paul H. Brookes Publishing Co.

Worchester, J.A., Nesman, T.M., Raffaele Mendez, L.M., & Keller, H.R. (2008). Giving voice to parents of young children with challenging behavior. *Exceptional Children, 74*(4), 509-525.

Curriculum Committee and/or Graduate Council chair.
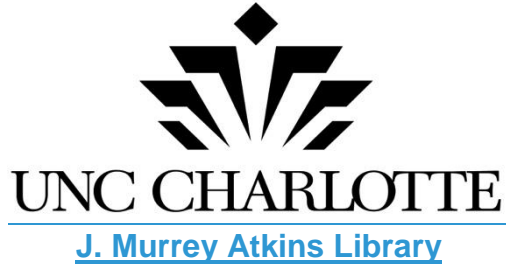
UNC CHARLOTTE

J. Murrey Atkins Library

Consultation on Library Holdings

To: JaneDiane Smith, Dept. Special Education & Child Development

From: Judy Walker, Education/ Psychology Librarian

Date: September 9, 2014

Subject: SPED 6242: Enhancing Communication and Supporting Behavior in Inclusive Settings: B-K

Summary of Librarian's Evaluation of Holdings:

Evaluator: Judy Walker   **Date:** September 9, 2014

Please Check One:

Holdings are superior	
Holdings are adequate	X
Holdings are adequate only if Dept. purchases additional items.	
Holdings are inadequate	

Comments:
Library journal holdings are certainly adequate for supporting this course, and students are able to request those odd items we don't have through interlibrary loan. I am, however, a little concerned about the age of our print collection. The library will work with the Dept. of Special Education & Child Development to address this deficit.

Judy Walker

Evaluator's Signature

September 9, 2014
Date
UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE
COLLEGE OF EDUCATION
DEPARTMENT OF SPECIAL EDUCATION & CHILD DEVELOPMENT

SPED 6350
YOUNG CHILDREN WITH DISABILITIES AND THEIR FAMILIES:
INTERDISCIPLINARY COLLABORATION
(3 credits)

Course Meetings: TBA
Classroom:

Instructor Information:
Instructor: JaneDiane Smith, Ph.D.

Course Description

Explores issues and evidenced based practices specific to forming family-professional partnerships and collaborating across disciplines (e.g., early childhood education, occupational therapy, physical therapy, speech and language therapy, social work, nursing, public health, education) to address the complex needs of young children with disabilities (or at-risk of developmental delays) and their families in natural and/or least restrictive environments (e.g., home, school, community settings, hospitals). Site visits required.

Course Pre- or Co-requisites: CHFD 6102 and 6220

Course Credit Hour Statement

This *three- credit* course requires three hours of classroom or direct faculty instruction and at least 6 hours of out-of-class student work each week for approximately 15 weeks. Out-of-class work may include but is not limited to: required reading, library research, written assignments, and studying for quizzes and exams.

Textbook

Collection of course readings

Professional Resources:

The Early Childhood Technical Assistance Center (ECTAC) http://ectacenter.org/
National Technical Assistance Center for Children's Mental Health (NTAC)
    http://gucchd.georgetown.edu/67211.html
National Dissemination Center for Children with Disabilities http://nichcy.org/

Rationale

The ability to form partnerships with families and work collaboratively with professionals representing various disciplines (e.g., early childhood education, occupational therapy, physical therapy, speech and language therapy, social work, nursing, public health, education) are essential skills for professionals who provide developmental and/or educational supports and services under the Infant Toddler and/or the Preschool/619 programs of the Individual with Disabilities Education Improvement Act (IDEA, 2004). The "reality" of partnering with families and collaborating within and across professional disciplines can be challenging, especially when families are experiencing multiple risk factors (e.g., mental health issues, involvement with child welfare and/or judicial systems). Professionals need to develop an awareness of issues as well as in-depth knowledge regarding skills to effectively provide supports and services to young children and their families in natural and/or least restrictive environments (e.g., home, school, community settings, hospitals).

This course is intended to encourage students to develop an awareness of the various factors that influence interdisciplinary collaboration (e.g., culture, professional preparation and disciplinary training, policy, funding, administrative/leadership).
Students will expand their knowledge base by learning about theories, evidence-based and recommended practices intended to refine their skills with respect to interdisciplinary collaboration and providing culturally sensitive and responsive family-professional partnerships.

Course Objectives

Upon successful completion of the course, the candidate will be able to:

- Identify sociocultural, historical, and political influences on service delivery systems.

- Discuss theories, models, research, and recommended practices that support interdisciplinary collaborative relationships with diverse families.

- Identify the roles and responsibilities of related service personnel and personnel who support diverse families (e.g., interpreters) in the development and implementation of team-based early childhood special education and early intervention services.

- Discuss issues and approaches to working with families of young children with disabilities (or at-risk of developmental delays) who are experiencing risk (or multiple risk) factors, including families from diverse cultural, linguistic, or geographic backgrounds.

- Discuss theories, models, research, and recommended practices that support family-professional partnerships.

- Identify evidence-based practices that support children and families during the transition process and promote positive adjustment to the new setting.

Conceptual Framework

College of Education Conceptual Framework: Professional Educators Transforming Lives
The Conceptual Framework for Professional Education Programs at UNC Charlotte identifies the proficiencies that our graduates will demonstrate. During coursework, early field experiences, and

clinical practice candidates have multiple opportunities to develop the **knowledge, effectiveness,** and **commitment** necessary to transform the lives of the learners with whom they work.

This course relates to the College of Education *conceptual framework* by raising professional awareness of the diverse influences on interdisciplinary collaboration (*knowledgeable, reflective, and effective* practitioners). Knowledge based on theoretical and evidence-based practices will be provided to enable professionals to meet the needs of families of young children with disabilities, especially those experiencing multiple risk factors, through the use of individualized, developmentally, and culturally appropriate interventions (*responsive to diversity, collaborative, leaders*).

North Carolina Standards Addressed _____

NC Department of Public Instruction Birth-Kindergarten Teacher Education Specialty Area Standards (BK):

Standard 1: BK teacher candidates have a comprehensive knowledge of typical as well as atypical patterns of child development.

1.6. Demonstrate awareness of categories and characteristics of disabilities in young children.

Standard 2: BK teacher candidates foster relationships with families that support children's development and learning.

2.1. Acknowledge families as the first and most important teachers and key decision makers for their children
2.5. Demonstrate knowledge of issues relating to families who have children with disabilities.

Standard 3: BK teacher candidates build community partnerships in support of children and families.

3.2. Are aware of resources, range of services, and program and transition options available to children and families
3.3. Implement procedures for supporting families in decision making
3.5. Collaborate with related service professionals within a variety of settings (e.g., classroom, home, agencies, etc.)

NAEYC Standards Addressed _____

National Association for the Education of Young Children (NAEYC) Advanced Core Standards and Essential Professional Tools:

Standard 1: Promoting Child Development and Learning. Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.

1b. Knowing and understanding the multiple influences on development and learning.

Standard 2: Building Family and Community Relationships. Candidates understand that successful early childhood education depends upon partnerships with children's families and

communities, They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

2a. Knowing about and understanding diverse family and community characteristics.
2b. Supporting and engaging families and communities through respectful, reciprocal relationships.
2c. Demonstrating cultural competence and effective collaboration to involve families and communities in their children's development and learning.

Standard 4: Using Developmentally Effective Approaches to Connect with Children and Families. Candidates understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.

4a. Understanding positive relationships and supportive as the foundation for their work with young children.

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

Standard 6: Growing as a Professional. Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources They are informed advocates for sound educational practices and policies.

6b. In-depth understanding and thoughtful application of NAEYC Code of Ethical Conduct and other professional guidelines relevant to their professional role.
6c. Using professional resources, inquiry skills and Research Methods (3 credits) to engage in continuous, collaborative learning and investigation relevant to practice and professional role.
6d. Integrating knowledgeable, reflective, and critical perspectives on early education based upon mastery of relevant theory and research.

Essential Professional Tools

19. **Cultural Competence.** Advance program candidates demonstrate a high level of competence in understanding and responding to diversity of culture, language, and ethnicity.
20. **Communication Skills.** Advanced program candidates possess a high level of oral, written, and technological communication skills, with specialization for the specific profession role(s) emphasized in the program.
21. **Master of Relevant Theory and Research.** Advanced programs candidates demonstrate in-depth, critical knowledge of the theory and research relevant to the professional role(s) and focus area(s) emphasized in the program.

22. **Skills in Identifying and Using Professional Resources.** Advance program candidates demonstrate a high level of skill in identifying and using the human, material, and technological resources needed to perform their professional roles and to keep abreast of the field's changing knowledge base.
23. **Inquiry Skills and Knowledge of Research Methods.** Using systematic and professionally accepted approaches, advanced program candidates demonstrate inquiry skills, showing their ability to investigate questions relevant to their practice and professional goals.
24. **Skills in Collaborating, Teaching, and Mentoring.** Advanced program candidates demonstrate the flexible, varied skills needed to work collaboratively and effectively with other adults in professional roles.

CEC Standards Addressed _____

Council for Exceptional Children's Advanced Common Core (ACC) Standards and Division for Early Childhood Early Childhood Special Education/Early Intervention (birth to age 8) Specialist Standards:

Standard #1: Assessment
   ACSI1S3. Advocate for evidence based practices in assessment.
   SEECSIK1. Policy and research implications that promote recommended practices in assessment and evaluation.
   SEECS1K2. Systems and theories of child and family assessments.
   ACSI1S1. Provide leadership in the development and implementation of unbiased assessment and evaluation procedures that include family members as an integral part of the process.

Standard 2: Curricular Content Knowledge
   SEECS2S6. Apply interdisciplinary knowledge from the social sciences and the allied health fields.

Standard #3: Programs, Services, and Outcomes
   ACSI3S1. Develop programs including the integration of related services for children based upon a thorough understanding of individual differences.
   SEECS3K1. Range of delivery systems for programs and services available for infants and young children and their families.
   SEECS3S2. Address medical and mental health issues and concerns when planning, implementing, and evaluating program and services.

Standard #4: Research and Inquiry
   ACSI4K1. Evidence-based practices validated for specific characteristics of learners and settings.
   ACSI4S1. Identify and use the research literature to resolve issues of professional practice.
   SEECS4S3. Interpret and apply research to the provision of quality services and program practices to infants and young children, and their families in a variety of educational and community settings.

Standard #5: Leadership and Policy
   ACSI5K1. Needs of different groups in a pluralistic society
   ACSI5K4. Federal and State education laws and regulations
   ACSI5S2. Promote high expectations for self, staff, and individuals with exceptional learning needs.
   ACSI5S3. Advocate for educational policy within the context of evidence-based practices.

SEECS5K1. Sociocultural, historical, and political forces that influence diverse delivery systems, including mental health.
SEECS5K3. Community resources on national, state, and local levels that impact program planning and implementation, and the individualized needs of the child and family.
SEECS5S3. Provide leadership in the collaborative development of community-based services and resources.

Standard #6: Professional and Ethical Practice
ACSI6K1. Legal rights and responsibilities of students, staff, and parents/guardians.
ACSI6K2. Moral and ethical responsibilities of educators.
ACSI6K3. Human rights of individuals with exceptional learning needs and their families.
ACSI6S1. Model ethical behavior and promote professional standards.
ACSI6S6. Develop and implement a personalized professional development plan.
SEECS2K1. Specialized knowledge in at least one developmental period or one particular area of disability or delay.
SEECS6S1. Engage in reflective inquiry and professional self-assessment.

Standard #7: Collaboration
ACSI7K1. Methods for communicating goals and plans to stakeholders.
ACSI7K2. Roles of educators in integrated settings.
ACSI7S1. Collaborate to enhance opportunities for learners with exceptional learning needs.
ACSI7S2. Apply strategies to resolve conflict and build consensus.
SEECS7K2. Roles and responsibilities of personnel in the development and implementation of team-based early childhood special education and early intervention services.
SEECS7K2. Theories, models, and research that support collaborative relationships.
SEECS7S2. Implement and evaluate leadership and models of collaborative relationships.

North Carolina Professional Teaching Standards for Graduate Teacher Candidates (NCPTS):

Standard 1: Teachers Demonstrate Leadership
1.2. Demonstrate effective ongoing communication, collaboration, and team-building among colleagues

Standard 2: Teachers Establish a Respectful Environment for a Diverse Population of Students
2.2. Create collaborative partnerships with families, schools, and communities to promote positive school culture
2.6. Collaboratively design and implement curriculum and instruction that is responsive to learner differences

Standard 5: Teachers are Reflective
5.1. Promote an educational culture that values reflective practice
5.2. Model the development of meaningful professional goals

Course Expectations and Requirements

This syllabus contains the policies and expectations that have been established for SPED 6350. Please read the entire syllabus carefully before continuing in this course.

Attendance and Participation: Class attendance and participation is a professional obligation. Candidates/students are expected to **attend** and **participate** in all course sessions. Issues with late arrival and/or early departure from class will result in the **course grade being lowered**.

Conduct: Candidates are expected to demonstrate professional and respectful behavior at all times. Education is a social endeavor that requires dialogue and the exchange of ideas; therefore it is critical that all interactions within the classroom are characterized by mutual respect. Active participation and the questioning of the **ideas** of others are welcome; however, all discussions must proceed in an orderly and respectful manner.

Professional Quality: All work should be completed neatly and of professional quality (i.e., no errors in grammar or spelling, and no typos). Directions for assignments should be carefully followed. If you do not understand the requirements of an assignment, it is your responsibility to contact me prior to the session in which the assignment is due. Assignments may not be accepted and/or points will be deducted if assignments are not completed with professional quality or if they do not meet requirements.

Course Readings: All readings are to be completed before the beginning of the class session in which the content will be discussed (see course schedule). Additional readings may be added to the course schedule.

Instructional Methods _____

This course will be taught using lecture and seminar formats. It relies on readings, discussion, small group activities, and performance-based assignments. Observations will be completed across a variety of developmental, educational, medical, clinical, and community settings. Active participation of all students is required.

Course Assignments and Grades _____

Grades will be based on Projects, a Collaborative Reflection, a Research Summary Paper and attendance.

Point Values

Collaboration Projects
Interdisciplinary Collaboration: Family Perspective   50 points
Interdisciplinary Collaboration: Professional Perspective   50 points

Family and Interdisciplinary Provider Panel
Collaboration Reflection   20 points

Paper
Research Summary   50 points

Attendance
2 pts/class session (15 sessions)   30 points

Total Points   **200 points**

Required Points for Grades:

Letter Grade	Points	Percentage
A	180- 200 points	90-100%
B	160-179 points	80-89%
C	140-159 points	70-79%
U	<139 points	<69%

Assignment Descriptions _____

- **Interdisciplinary Collaboration: Family Perspective (50 points):** Parents, family members, or guardians of young children with disabilities or at-risk of developmental delays often interact with professionals from multiple and diverse disciplines as they participate in services to promote child development and education as well as supports to enhance family functioning. You will interview a family of a young child who is currently receiving early intervention (Part C) or early childhood special education (Part B-619 Program) services regarding their experiences collaborating with professionals. A written summary of the interview describing the benefits and challenges associated with collaboration from the perspective of the family will be submitted. Details will be presented in class. (*knowledge, effectiveness*)

- **Interdisciplinary Collaboration: Professional Perspective (50 points) .** As professionals who work with young children with disabilities or at-risk of developmental delays and their families, we interact with diverse families and professionals representing multiple disciplines. You will interview (or "job shadow") a professional (who represents a diverse perspective from your own) ho is currently providing early intervention (Part C) or early childhood special education (Part B-619 Program) services regarding their experiences collaborating with diverse families. A written summary of the interview describing the benefits and challenges associated with collaboration from the perspective of the professional will be submitted. Details will be presented in class. (*knowledge, effectiveness*)

- **Collaboration Reflection (20 points):** You will have the privilege of listening to and learning from family members and interdisciplinary providers discuss their experiences with collaboration in EI/ECSE during an in-class panel discussion. Upon conclusion of the panel presentation, you will be asked to complete a self-reflection of your teaming and collaboration skills. Specifically, you will be asked to discuss your strengths as well as areas for improvement. Details will be presented in class. (*knowledge, effectiveness, commitment*)

- **Research Summary Paper (50 points):** You will be asked to identify evidence-based practices relating to teaming and/collaboration relevant to an aspect of your current professional position. Next, you will read 3 – 5 peer-reviewed articles related to the topic of interest. Finally, you will write a summary of the research and include implication for your current professional role and responsibilities. Details will be provided in class. *(knowledge, effective)*

- **Attendance (30 points):** Students are required to **attend** all course sessions. You are requested to notify the instructor if you will not be able to attend class via email or phone message prior to the class session or as soon as possible. Candidates/students will earn 2 points per class session for a total of 30 possible points. Late arrivals and/or early departures from class will result in partial points (-1 pt for late arrival/early departure). At the discretion of the instructor, students may be encouraged to withdraw from the course or be advised that they will receive a

lowered or unsatisfactory grade due to consistent issues with course attendance. Students are responsible for getting all information and assignments presented during an absence and are accountable for any announcements, date changes, and/or course related information that he/she may have missed at the beginning of class or during an early departure. Extenuating circumstances (e.g., emergency medical situation, illness) will be evaluated on an individual basis. Verification of the extenuating circumstance may be required.

FACULTY RESPONSIBLE FOR DEVELOPING THIS COURSE OUTLINE **(List the names of the faculty members who have developed this basic course outline.)** **JaneDiane Smith, Ph.D.**
APPROVAL BY THE APPROPRIATE COLLEGE OF EDUCATION CURRICULUM COMMITTEE:
Approved by the College of Education *Undergraduate* Curriculum Committee **Chair:**   **Date:**
Approved by the College of Education *Graduate* Curriculum Committee **Chair:**   **Date:**

SPED 6350 Topical Outline

Young Children with Disabilities and their Families: Interdisciplinary Collaboration
Course Calendar

Week 1   Introduction to Course, Review of Syllabus, &
                          COED Conceptual Framework

Week 2   Coordinated Service Delivery Systems: Historical Perspectives &
                          Current Influences (e.g., legislative, political, financial) on

Week 3   Evidence-based Approaches to Forming Family-Professional Partnerships

Week 4   Evidence-Based Approaches to Teaming (i.e., professional collaboration)

Week 5   Collaborating Across Disciplines

Week 6   Family and Interdisciplinary Provider Panel

Week 7   Enhancing Communication Skills

Week 8   Perspectives, Problem-Solving, and Communication in Challenging Situations

Week 9   Prenatal Supports, Early Intervention, & Public Health

Week 10   Interdisciplinary Collaboration across Part C (Infant Toddler) Programs

Week 11   Interdisciplinary Collaboration across Part B (Preschool-619) Programs

Week 12   Collaborating to Meet Complex Needs of Medically Fragile Infants,
                          Toddlers, and Preschoolers

Week 13   EI/ECSE, Child Welfare, and the Judicial System

Week 14   EI/ECSE, Infant Mental Health, and the Mental Health System

Week 15   Interdisciplinary Collaboration & Leadership in EI/ECSE

References

Basu, S., Salisbury, C. L., & Thorkidsen, T. A. (2010). Measuring collaborative consultation practice in natural environments. *Journal of Early Intervention, vol. 32, 2,* pp. 127 – 150.

Chen, D. Keline, M., D., Holloway, E., Myck-Wayne, J., Salcedo, P., & Snell, R. (2009). *Early intervention in action: Working across disciplines to support infants with multiple disabilities and their families.* Baltimore, MD: Paul H. Brookes Publishing Co.

Dicker, S. (2009). *Reversing the odds: Improving outcomes for babies in the child welfare system.* Baltimore, MD: Paul H. Brookes Publishing Co.

Epley, P., Summers, J., & Turnbull, A. (2011). Family outcomes of early intervention: Families' perceptions of need, services, and outcomes. *Journal of Early Intervention, 33,* 201-219.

Fordham, L., Gibson, F., & Bowes, J. (2012). Information and professional support: Key factors in the provision of family-centered early childhood intervention services. *Child: Care, Health, and Development, 38,* 647–653. doi: 10.1111/j.1365-2214.2011.01324.x

Fox, L (2010). *Positive behavior support: An individualized approach for addressing challenging behavior* (What Works Brief 10). Retrieved from Center on the Social and Emotional Foundations for Early Learning website: http://csefel.vanderbilt.edu.

Fox, L. & Duda, M. (2010). *What are children trying to tell us?: Assessing the function of their behavior* (What Works Brief 9). Retrieved from Center on the Social and Emotional Foundations for Early Learning website: http://csefel.vanderbilt.edu.

Friedman, M., Wood, J., & Salisbury, C. (2012). Caregiver coaching strategies for early intervention providers: Moving toward operational definitions. *Infants and Young Children, 25,* 62-82. doi: 10.1097/IYC.0b013e31823d8f12

Hallam, R. A., Rous, B., Grove, Jaime, & LoBianco, T. (2009). Level and intensity of early intervention services for infants and toddlers with disabilities: The impact of child, family, system, and community-level factors on service provision. *Journal of Early Intervention, vol. 31, 2,* pp. 179 - 196.

Jennings, D., Hanline, M. F., & Woods, J. (2012). Using routines-based interventions in early childhood special education. *Dimensions of Early Childhood, 40,* 13-23. Retrieved from http://www.southernearlychildhood.org/publications.php

Knitzer, J. (2000). Early childhood mental health services: A policy and systems development perspective. In J. P. Shonkoff & S. J. Meisels (Eds.). *Handbook of Early Childhood Intervention (2nd ed.)* (pp. 416 – 438). Cambridge, U.K.: Cambridge University Press.

Osofsky, J. D. & Thompson, M. D. (2000). Adaptive and maladaptive parenting: Perspectives on risk and protective factors. In J. P. Shonkoff & S. J. Meisels (Eds.). *Handbook of Early Childhood Intervention (2nd ed.).* (pp. 54-75). Cambridge, U.K.: Cambridge University Press.

Perry, D. F., Kaufmann, R. K., & Knitzer, J. (2007). *Social and emotional health in early childhood: Building bridges between services and systems.* Baltimore, MD: Paul H. Brookes Publishing Co.

Turnbull, A. P., Turbiville, V., & Turnbull, H.R. (2000). Evolution of family-professional partnerships: Collective empowerment as the model for the early twenty-first century. In J. P. Shonkoff & S. J. Meisels (Eds.). *Handbook of Early Childhood Intervention (2nd ed.).* (pp. 630-650). Cambridge, U.K.: Cambridge University Press.

Turnbull, A., Turnbull, H. R., Erwin, E. J., Soodak, L. C., & Shogren, K. A. (2011). *Families, Professionals, and Exceptionality: Positive Outcomes through Partnerships and Trust* (6th ed.). Upper Saddle River, NJ: Merrill.

UNC CHARLOTTE

J. Murrey Atkins Library

Consultation on Library Holdings

To: JaneDiane Smith, Dept. Special Education & Child Development

From: Judy Walker, Education/ Psychology Librarian

Date: September 9, 2014

Subject: SPED 6350: Young Children with Disabilities and Their Families: Interdisciplinary Colaboration.

Summary of Librarian's Evaluation of Holdings:

Evaluator: Judy Walker   **Date:** September 9, 2014

Please Check One:
Holdings are superior
Holdings are adequate   X
Holdings are adequate only if Dept. purchases additional items.
Holdings are inadequate

Comments:
Library journal holdings are certainly adequate for supporting this course, and students are able to request those odd items we don't have through interlibrary loan. I am, however, a little concerned about the age of our print collection. The library will work with the Dept. of Special Education & Child Development to address this deficit

Judy Walker

Evaluator's Signature

September 9, 2014
Date