SPE 3220 Behaviors of Young Children (Birth to 8) At Risk and with Exceptional Learning Needs

Child 0-8 w/ At Risk/Disab

(3-2-3) F, S. This course is an overview of early childhood special education. Content includes: rationale/historical perspectives of early childhood special education, typical development, results of factors impacting development, and intervention issues/practices. A thirty-clock hour observation practicum with young children at risk and with exceptional learning needs is required. Prerequisite or Corequisite: SPE 3000. Department requirements for enrollment must be met. SPE 3220 Short Title: BEH CHLD 0-8 ELN

Grading Methods: ☒ Traditional (ABCDF) □ ABC/NC □ C/NC □ AU

Repeat information: ☐ May be repeated ☒ May not be repeated

How many times ______

For how many maximum total hours? _____

Restriction(s): ☒ Open only to Special Education majors ☐ Open to Non-Special Education majors ☐ College affiliation (or exclusion) ☒ Major affiliation (or exclusion):

Affiliation: Special Education
Early Childhood

☐ Undergraduate level ☐ Graduate level ☐ Class level

Prerequisite(s) SPE 2000 and SPE 3000 or concurrent enrollment

Co-requisite(s) None

Equivalent EIU Course(s): None

Authority to waive prerequisite: Chairperson
Required Text:


Support of Conceptual Framework:

See “Relationship of the Course to Unit Theme and Conceptual Framework”

Methods of Instruction:

In this course, the Developmental Learning Model is reflected in the course teaching, description of assignments, and rubrics. The Developmental Learning Model requires a developmental sequence of information that is presented in a balance of direct instruction and facilitation. This model is integrated into the course teaching as the instructor systematically presents information. Definitions for each lecture topic are presented and explained; components are presented with examples; and then the students use lecture information in application activities. The instructor explains how the learning model is used as the lecture sequence is completed. Assignments also reflect the learning model as the students are provided detailed sequenced assignment directions and model assignments.

Learning Outcomes/Objectives:

See Standards . . .

Grading Policy:

The grading scale is as follows:

A = 90-100% of total points
B = 80-89% of total points
C = 70%-79% of total points
D = 60-69% of total points
F = less than 60% of total points

Assignments:

See “Methods of Assessment” and “Major Evaluation Components”…

Chart of Assessments:

See Chart . . .
# Undergraduate/Initial: Chart of Assessments

<table>
<thead>
<tr>
<th>Assessment Name</th>
<th>Brief Description</th>
<th>Initial Unit Standards Addressed</th>
<th>Dispositions Addressed</th>
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<tbody>
<tr>
<td>Practicum Logs and Questions</td>
<td>The teacher candidates observe in classrooms using questions as a guide and make reflective statements about teaching strategies they liked and questions or concern about other teaching strategies.</td>
<td>1 2 3 4 5 6 7 8 9 10 11</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Practicum Experience</td>
<td>The teacher candidates complete two different classroom experiences, interacting with young children, observing experienced teachers, and gathering information regarding the education of young children with disabilities. The cooperating professional and University supervisor evaluate the teacher candidate's performance.</td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Schedule and Classroom Organization Modules</td>
<td>The teacher candidates evaluate strengths and weaknesses of a classroom schedule and room arrangement and suggest changes according to assigned readings.</td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Research Article Review</td>
<td>The teacher candidates are given a choice of topics relevant to early childhood special education and directed to find a research article on the topic. The teacher candidates become aware of the research article structure and learn to draw practical ideas from results of the research.</td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

**List of Initial Unit Standards:**
- Standard 1 – Content Knowledge
- Standard 2 – Human Development & Learning

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Standard 3 – Diversity
Standard 4 – Planning for Instruction
Standard 5 – Learning Environment
Standard 6 – Instructional Delivery
Standard 7 – Communication
Standard 8 – Assessment
Standard 9 – Collaborative Relationships
Standard 10 – Reflection and Professional Growth
Standard 11 – Professional Conduct

**List of Unit Dispositions:**
Disposition 1 – Interaction with Students
Disposition 2 – Professional and Ethical Practice
Disposition 3 – Effective Communication
Disposition 4 – Planning for Teaching and Student Learning
Disposition 5 – Sensitivity to Diversity and Equity
Catalog description:

3220 SPE. Behaviors of Young Children (Birth to 8) At Risk and with Exceptional Learning Needs. (3-2-3) F, S. This course is an overview of early childhood special education. Content includes: rationale/historical perspectives of early childhood special education, typical development, results of factors impacting development, and intervention issues/practices. A thirty-clock hour observation practicum with young children at risk and with exceptional learning needs is required. Prerequisite or Corequisite: SPE 3000. Department requirements for enrollment must be met

Short Title: BEH CHLD 0-8 ELN

Objectives of the Course

This course is:

☑ Writing – Active
☐ Writing – Intensive
☐ Writing – Centered

This course is:

☑ Technology-aware: This course uses the Internet and other technologies to augment a regularly scheduled face-to-face course section by providing basic catalog, scheduling, syllabus, and other routine information via the Internet. No two-way technology-based interaction between faculty and students is facilitated.

☐ Technology-enhanced: This course adds opportunities for interaction between faculty member and the students or among students; course related information, including handouts and assignments, may be published dynamically during the course and students may submit and have assignments returned electronically. The primary and predominant mode of instruction is face-to-face.

☐ Technology-delivered: This course is designed and scheduled to use technology as the exclusive or predominant mode of instruction and faculty-student interaction.

☐ ITV: This course uses interactive television; it uses synchronous point-to-point interactive video as the exclusive or predominant mode of instruction.
Relationship of the Course to Unit Theme and Conceptual Framework

Conceptual Framework Unit Theme: Educator As Creator of Effective Educational Environments.

This is an awareness level course that focuses, in part, on how to plan and manage an educational environment. The students observe and reflect upon the organization and implementation of early childhood special education programs.

The Five Domains: Subjects, Strategies, Students, Societies and Communities, and Technology:

This is an initial course in the early childhood special education spiral curriculum that is based on national and state professional teaching standards. A portion of this course entails two rotations in practicum settings that provide varied exposure to young children with diverse needs. The students acquire early childhood content through lecture and participation in early childhood settings. During the classroom participation, students reflect on observed technology use and educational strategies administered in relation to the CEC code of ethics and their own evolving educational philosophy. It is in this course that students begin their participation in the public schools.

The Learning Model for this course is: Developmental Model

Methods used in teaching this course which reflect this learning model:

In this course, the Developmental Learning Model is reflected in the course teaching, description of assignments, and rubrics. The Developmental Learning Model requires a developmental sequence of information that is presented in a balance of direct instruction and facilitation. This model is integrated into the course teaching as the instructor systematically presents information. Definitions for each lecture topic are presented and explained; components are presented with examples; and then the students use lecture information in application activities. The instructor explains how the learning model is used as the lecture sequence is completed. Assignments also reflect the learning model as the students are provided detailed sequenced assignment directions and model assignments. Finally, rubrics demonstrate the learning model as sequenced, descriptive scoring guidelines are delineated for each assignment.

Methods of assessment of student performance relative to the theme and/or the domains):

Practicum Logs & Questions: This assignment assesses the students ability to observe and reflect on the observation in regard to pedagogical knowledge and their evolving teaching philosophy.

Practicum Experience: Students are assigned two very different classrooms during the semester. Their experiences in these settings allow the instructor to assess each student’s ability to interact with children who have diverse needs and backgrounds and the students become familiar with the communities and societies in which schools function.
Schedule and Classroom Organization Modules: This assignment addresses the theme as they become familiar with pedagogical activities in the early childhood classroom and as they discuss strengths and proposed changes in these areas.

Comparative Paper: This assignment assesses skills in the domain, “diverse societies and communities”. Students are required to compare and contrast an early childhood special education class and a standard special education class in regard to population, activities, setting, schedule, etc. This allows the students to better understand the uniqueness and diversity of the activities and characteristics of each setting.

Research Article Review: The article review addresses activities that students will encounter in early childhood special education settings. The students delve into research-based activities that occur within the special education process and thus they are more cognizant of the communities and societies in which schools function.

Diverse Technologies: This domain is addressed in all of the assignments in that the students are required to use technology to complete the assignments.
CEC Content Standards Addressed In This Course

CEC Common Core Standards, including Knowledge and Skills:

Common Core

Standard 1 - Foundations
Knowledge:
- Models, theories, and philosophies that form the basis for special education practice.

Standard 2 - Development and Characteristics of Learners
Knowledge:
- Typical and atypical human growth and development.
- Educational implications of characteristics of various exceptionalities
- Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family. Family systems and the role of families in supporting development
- Similarities and differences of individuals with and without exceptional learning needs.
- Similarities and differences among individuals with exceptional learning needs.

Standard 3 - Individual Learning Differences
Knowledge:
- Effects an exceptional condition(s) can have on an individual’s life.
- Standard 6 – Language
  - Knowledge:
    - Effects of cultural and linguistic differences on growth and development.
    - Characteristics of one’s own culture and use of language and the ways in which these can differ from other cultures and uses of languages.

Standard 8 – Assessment
- Screening, prereferral, referral, and classification procedures.

Standard 9 – Professional and Ethical Practice
- Use verbal, nonverbal, and written language effectively
CEC Content Standards Addressed In This Course (Cont’d)

**CEC Early Childhood Special Education Standard, including Knowledge and Skills**

**Principle 1: Foundations**

**Knowledge:**

- Historical and philosophical foundations of services for young children both with and without exceptional learning needs.
- Trends and issues in early childhood education and early childhood special education.
- Law and policies that affect young children, families, and programs for young children.

**Skills:**

- None in addition to Common Core

**Principle 2: Development and characteristics of learners**

**Knowledge:**

- Theories of typical and atypical early childhood development.
- Effect of biological and environmental factors on pre-, peri-, and post-natal development.
- Influence of stress and trauma, protective factors and resilience, and supportive relationships on the social and emotional development of young children.
- Significance of sociocultural and political contexts for the development and learning of young children who are culturally and linguistically diverse.
- Impact of medical conditions on family concerns, resources, and priorities.

**EC2K6 Childhood illnesses and communicable diseases.**

**Skills:**

- None in addition to Common Core

**Principle 3: Individual learning differences**

**Knowledge:**

- None in addition to Common Core
CEC Content Standards Addressed In This Course (Cont’d)

Principle 4: Instructional strategies
Knowledge:
- None in addition to Common Core

Principle 5: Learning environments/social interactions
Knowledge:
- Medical care considerations for premature, low-birth-weight, and other young children with medical and health conditions.

Skills:
- Implement nutrition plans and feeding strategies.
- Use health appraisal procedures and make referrals as needed.

Principle 6: Language
Knowledge:
- None in addition to Common Core

Principle 7: Instructional planning
Knowledge:
- None in addition to Common Core

Principle 8: Assessment
Knowledge:
- None in addition to Common Core

Principle 9: Professional and ethical practice
Knowledge:
- Organizations and publications relevant to the field of early childhood special education.
State of Illinois Standards Addressed in this Course

*Illinois Professional Teaching Standards*

**STANDARD 1 - Content Knowledge**
The teacher understands the central concepts, methods of inquiry, and structures of the discipline(s) and creates learning experiences that make the content meaningful to all students.

**Knowledge Indicators:**

*The competent teacher*

1A. Understands major concepts, assumptions, debates, principles, and theories that are central to the discipline.
1B. Understands the processes of inquiry central to the discipline.

**STANDARD 2 - Human Development and Learning**
The teacher understands how individuals grow, develop and learn and provides learning opportunities that support the intellectual, social, and personal development of all students.

**Knowledge Indicator:**

*The competent teacher*

2A. Understands how students construct knowledge, acquire skills, and develop habits of mind.
2B. Understands that students' physical, social, emotional, ethical, and cognitive development influences learning.
2C. Understands human development, learning theory, neural science, and the ranges of individual variation within each domain.
2D. Understands that differences in approaches to learning and performance interact with development.
2E. Understands how to include student development factors when making instructional decisions.
2F. Knows the impact of cognitive, emotional, physical, and sensory disabilities on learning and communication processes.

**STANDARD 3 – Diversity**
The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

**Knowledge Indicator:**

*The competent teacher*

3C. Understands how students’ learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values.
State of Illinois Standards Addressed in this Course (Cont’d)

3F. Understands personal cultural perspectives and biases and their effects on one’s teaching.

STANDARD 7 – Communication
The teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Knowledge Indicator:

*The competent teacher*

7A. Understands communication theory, language development, and the role of language in learning.

STANDARD 8 – Assessment
The teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all students.

Knowledge Indicator:

*The competent teacher*

8B. Understands the purposes, characteristics and limitations of different kinds of assessments.

STANDARD 11 - Professional Conduct and Leadership
The teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve student learning and well-being.

Knowledge Indicator:

*The competent teacher*

11A. Understands the unique characteristics of education as a profession and a professional code of conduct as defined by the Illinois School Code.

11D. Understands legal issues in education.

11E. Understands the importance of active participation and leadership in professional education organizations.

11H. Knows identification and referral procedures for students with disabilities.
State of Illinois Standards Addressed in this Course (Cont’d)

Common Core Standards for All Special Education Teachers:

STANDARD 1 - Foundations:
The competent special education teacher understands the philosophical, historical, and legal foundations of special education. [28.100(a)] (CEC Standard 1-Foundations)

Knowledge Indicators:
The competent special education teacher understands

CC1A. historical perspectives, legislative and litigative history, models, theories, and philosophies that provide the basis for special education practice.

CC1B. current legislation, regulations, policies, litigation, and ethical issues related to the provision of educational services, including least restrictive environment, due process, assessment, discipline, transition, supplemental services and supports, specialized health care and assistive technology, to individuals with all types of disabilities across the age range.

CC1C. variations in beliefs, traditions, and values across cultures within society and the effects of the relationship among child, family and schooling.

CC1E. issues in definition and identification procedures for individuals with disabilities, including those associated with individuals from culturally and/or linguistically diverse backgrounds.

STANDARD 2 - Characteristics of Learners:
The competent special education teacher understands the impact that disabilities have on the cognitive, physical, emotional, social and communication development of an individual and provides opportunities that support the intellectual, social, and personal development of all students. [28.100(b)] (CEC Standard 2: Dev and Char of Learners and Standard 3: Indiv Lrn Differences)

Knowledge:
The competent special education teacher understands

CC2B. the similarities and differences among the cognitive, physical, sensory, cultural, social and emotional development and needs of individuals with and without disabilities.

CC2C. communication theory, language development, and the role of language in learning as well as communication modes and patterns of individuals with and without disabilities.

CC2E. typical and atypical motor development.

CC2F. major genetic and environmental etiologies of cognitive, sensory, emotional and physical disabilities.
State of Illinois Standards Addressed in this Course (Cont’d)

CC2G. medical conditions affecting individuals with disabilities and the effects of various medications on their educational, cognitive, physical, sensory, social and emotional behaviors.

CC2H. basic functions of the body systems in relation to common medical conditions and health impairments.

CC2K. the effects of dysfunctional behavior on learning and the differences between behavioral and emotional disorders.

CC2L. effects of the cultural and environmental milieu of the child and the family on behavior and learning.

STANDARD 3 - Assessment:
The competent special education teacher understands the educational assessment process and uses various assessment strategies to support the continuous development of all students (ages 3-21). [28.100(c)] (CEC Standard 8: Assessment)

State of Illinois Standards Addressed in this Course (Cont’d)

Knowledge:

The competent special education teacher understands

CC3A. assessment as an educational process.

CC3B. terminology used in assessments.

STANDARD 4 – Planning for Instruction:
The competent special education teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The teacher understands instructional planning and designs instruction based on knowledge of the discipline, students, community, and curriculum goals. [28.100(d)] (CEC Standard 7: Instructional Planning)

CC4H. sources of specialized materials, equipment, and assistive technology for individuals with disabilities.

CC4K. the concept of longitudinal transition plans.

CC4N. cultural perspectives related to effective instruction for students with disabilities.

STANDARD 5 - Learning Environment:
The competent special education teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. [28.100(e)] (CEC Standard 5: Learning Environments and Social Interactions)
State of Illinois Standards Addressed in this Course (Cont’d)

CC5C. aspects of the physical setting, schedule, routines, and transitions that promote development and learning.

CC5M. the characteristics of environments, including materials, equipment and spatial arrangements, that facilitate development, learning and interaction between and among students.

CC5N. ways in which technology can assist with creating and managing the learning environment.

CC5T. designs, structures, and manages daily routines effectively, including transition time for groups and individuals.

STANDARD 6 - Instructional Delivery:
The competent special education teacher understands the central concepts and methods of inquiry; uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills; and creates learning experiences that make content meaningful to all student (ages 3 – 21). [28.100(f)] (CEC Standard 4: Instructional Strategies and Standard 6: Language)

Knowledge:
The competent special education teacher understands

CC6A. techniques for modifying instructional methods, curricular materials and the environment to meet learners’ needs that are appropriate to those learners’ ages and skill levels.

STANDARD 7 - Collaborative Relationships:
The competent special education teacher uses knowledge of effective written, verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction among professionals, parents, paraprofessionals, and students. [28.100(g)] (CEC Standard 10: Collaboration)

CC7C. ethical practices for confidential communication to others about individuals with disabilities.

CC7E. the effects of family and community on development, behavior and learning.

CC7G. roles and responsibilities of school-based medical and related services personnel, professional groups, and community organizations in identifying, assessing, and providing services to individuals with disabilities.
State of Illinois Standards Addressed in this Course (Cont’d)

Core Language Arts Standards for All Teachers:

Standard 2
All teachers should model effective reading, writing, speaking, and listening skills during their direct and indirect instructional activities. The most important communicator in the classroom is the teacher, who should model English language arts skills.

Knowledge Indicators:

The competent teacher
2A. Knows and understands the rules of English grammar, spelling, punctuation, capitalization, and syntax for both written and oral contexts.
2B. Understands how to communicate ideas in writing to accomplish a variety of purposes.

Performance Indicators:

The competent teacher
2C. Models the rules of English grammar, spelling, punctuation, capitalization, and syntax in both written and oral contexts.
2D. Reads, understands, and clearly conveys ideas from texts or other supplementary materials.
2E. Writes and speaks in a well-organized and coherent manner that adapts to the individual needs of readers/listeners.
2F. Expresses ideas orally with explanations, examples, and support in a clear, succinct style.
2G. Helps students understand a variety of modes of writing (persuasive, descriptive, informative, and narrative).
2H. Listens well.

Technology Standards for All Teachers:

Standard 3 - Application of Technology in Instruction
The competent teacher will apply learning technologies that support instruction in their grade level and subject areas. He or she must plan and deliver instructional units that integrate a variety of software, applications, and learning tools. Lessons developed must reflect effective grouping and assessment strategies for diverse populations.

Knowledge Indicator:

The competent teacher
3A. Understands how to apply learning technologies that support instruction in their grade level and subject areas.
State of Illinois Standards Addressed in this Course (Cont’d)

Performance Indicators:

*The competent teacher*

3B. Explores, evaluates, and uses computer/technology resources including applications, tools, educational software, and associated documentation.

3C. Describes current instructional principles, research, and appropriate assessment practices as related to the use of computers and technology resources in the curriculum.

3D. Designs, implements and assesses student learning activities that integrate computers/technology for a variety of student grouping strategies and for diverse student populations.

3E. Practices socially responsible, ethical, and legal use of technology, information, and software resources.

3F. Designs student learning activities that foster equitable, ethical, and legal use of technology by students.

*Early Childhood Special Education Standards*

**Standard 1 - Content Knowledge:**

1A. major concepts, assumptions, debates, principles, theories, and processes of inquiry that are central to early childhood special education and its related fields and to its own history, legislation, and research.

1D. developmental curriculum areas, including social, emotional, cognitive, language, and physical development.

1E. functional/adaptive curriculum areas, including health, safety, nutrition, and life skills.

**Standard 2 - Human Development and Learning:**

2A. different theories of human development and learning, including emerging knowledge of early neural development, ranges of individual variation within domains, and transactional influences between and among arenas of biological function and environmental conditions during pre-, peri-, and post-natal development.

2B. the characteristics and sequences of normal development in cognitive, emotional, social, language, and motor domains, as well as interactions and influences among domains.

2C. the characteristics of, and influences of life situations on, children's construction of cognitive, emotional, social and aesthetic understandings, language, mental health, and adaptive and motor skills, including developmental consequences of stress and trauma as well as protective factors and resilience.

2D. the educational implications of different disabilities, as well as their potential effects on development and life experiences in early childhood and over time.
State of Illinois Standards Addressed in this Course (Cont’d)

2E. how children’s physical, social, emotional, cognitive and ethical development influence learning approaches and outcomes.

2F. how developmental and learning factors, including factors related to individual differences stemming from various disabling conditions, influence instructional decisions.

2G. the effects of various medications on the educational, cognitive, physical, social, and emotional behavior of children with disabilities.

Standard 3 – Diversity

3A. the characteristics and etiologies of common disabilities and conditions in young children, including typical developmental patterns related to conditions such as prematurity and low birth weight, and describes specific implications for development and learning.

3B. the significance of familial, cultural and societal contexts, as well as of individual abilities, experiences, talents, dispositions, prior learning, and individual needs, for children’s development and learning.

Standard 5 - Learning Environment

5C. aspects of the physical setting, schedule, routines, and transitions that promote children’s development and learning.

Standard 9 - Collaborative Relationships

9A. early childhood settings and other agencies related to young children and families as organizations within the larger community context.

Standard 10 - Reflection and Professional Growth

10H. reads and critically applies research and recommended practices.

Standard 11 - Professional Conduct

11A. trends, issues and debates in ECSE, early childhood education, special education, and related fields, including legislation, policy, and program practices related to young children and the early childhood profession.

11B. the field of early childhood special education, its multiple historical, philosophical, and social foundations, and how these foundations influence current thought and practice.
Major Evaluation Components:

Primary/assessment process, specific ways students’ performance are evaluated in this course relative to standards.

Evaluation:
SPE 3220
Evaluation:

Exams:
CEC/CC: 1, 8 CC/ECH: 1, 2, 5 ISBE/CC: 1, 2, 3, 4, 8 ISBE/ECH: 1, 2, 7, 8
IPTS: 1, 2, 3, 7, 8, 11

Trivial Pursuit:
CEC/CC: 1 ISBE/CC: 1 ISBE/ECH: 1

Article Review:
ISBE/CC: 9 CEC/ECH: 9 LA 2 T2

Practicum Questions/Reflections:
CEC/CC: 5 ISBE/CC: 1, 2, 5, 7, 9 ISBE/ECH: 1, 2, 10 LA: 2 T: 2

Practicum Module: Environment:
CEC/CC: 5 CEC/ECH: 5 ISBE/CC: 3, 5 ISBE/ECH: 5 LA: 2 T: 2

Practicum Module: Schedule:
CEC/CC: 5 CEC/ECH: 5 ISBE/CC: 5 ISBE/ECH: 5 LA: 2 T: 2

Practicum Rating:
CEC/CC: 10 CEC/ECH: 5 ISBE/CC: 2, 4, 5, 7, 8 ISBE/ECH: 4, 5, 11
Outline of the Course

Course Outline:

I. Introduction to ECSE (3½ weeks)  
   (Fewell & Oelwein, 1991; McDonnell & Hardman, 1988; Shonkoff & Meisels, 1991; Florian, 1995)  
   A. Historical perspective  
   B. Rationale and legislative foundation for early childhood special education  
   C. Issues and trends (family issues, transition planning, cultural diversity)  
   D. Theories of development  
   E. Classroom organization  
   F. Classroom scheduling

II. Impact of etiology of disabilities on development in young children  
    (1½ weeks). (Bigge, 1982; Blackman, 1990; Blatt, 1988; Cooper & Kennedy, 1989; Krauss et al., 2000; Stanton-Chapman, Chapman, & Scott, 2001;)  
    A. Prenatal  
    B. Perinatal  
    C. Postnatal

III. Specific disabilities in children birth to eight (2½ weeks) (Bigge, 1982; Blackman, 1990; Coniglio & Blackman, 1995; Finnie, 1975; Neisworth & Bagnato, 1987)  
    A. Physical impairments  
    B. Health impairments  
    C. Syndromes (e.g. Down syndrome)  
    D. Sensory impairments  
    E. General developmental delays

IV. Impact of disability on typical development (3 weeks)  
    A. Cognitive  
    B. Language  
    C. Motor  
    D. Self-help/Adaptive  
    E. Social/Emotional  
    F. Effect of cultural diversity on developmental expectations

V. Identification of infants and young children at-risk for learning difficulties (1½ week) (Bailey & Wolery, 1989; La Paro, Olsen, & Pianta, 2002; McLean, 1998; Shonkoff & Meisels, 1991)  
   A. Child-find  
   B. Referral systems
C. Role of assessment-informal/formal (cultural diversity issues)
D. Related personnel/team approach

VI. Intervention for children at risk for learning difficulties (3 weeks)
A. Service delivery system
B. Inclusion of children with and without disabilities
C. Professionals and their roles
D. Family Involvement
E. Transition planning
F. Technology
REFERENCES


Willis, J. (2008). *Teaching the brain to read*. Alexandria, VA: Association for Supervision and Curriculum Development