I. COURSE DESCRIPTION
History, philosophy, legislation, and "best practice" of early intervention and educational programs for young children, birth to eight years old, who have developmental delays or disabilities.

II. COURSE OUTCOMES
Course readings, activities, and assignments are designed to meet the following outcomes aligned with the Standards for the Preparation of Teachers of Early Childhood General and Special Education (ZS; Michigan State Board of Education, September 2008; see section VIII).

1. Students will examine and describe the historical and legal aspects of early intervention (EI) and early childhood special education (ECSE) programs and current recommended practices (DEC) for developing the Individual Family Service Plan (IFSP), Individual Education Program (IEP) with transition services (IDEiA, 2004) for young children who have developmental delays or disabilities and their families (2.4, 2.5, 2.9, 5.2, 5.5, 5.6).

2. Students will examine different theories of child development and apply, behavioral-developmental principles that promote child development and learning to include: (a) identification and assessment of developmental delays and disabilities; (b) implications for typical and atypical development to design IEP/IFSP goals/objectives; and, (c) development of intervention programs embedded within age-appropriate, natural environments and inclusive settings (1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 4.10, 4.11, 4.12, 4.14).

3. Students will examine and describe multiple sources of formative, assessment-intervention results across developmental domains including fine and gross motor, self-care and adaptive skills, cognitive, language and communication, and social/play/emotional to make strength-based, evidence-based decisions regarding the design and implementation of IFSP/IEP and EI and ECSE services and outcomes for young children (2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7).

4. Students will Understanding and apply skills in the design and adaptation of indoor and outdoor environments in order to promote learning and development across all content-areas for all children including the use of adaptive and assistive devices (4.1, 4.2, 4.4, 4.5, 4.8, 4.9).
5. Students will examine and describe the advantages of various teaming models and the teacher’s role ensuring family-centered services and cultural-competence in the design, implementation, and evaluation of EI and ECSE services (2.3, 5.3, 5.9, 5.10).

III. REQUIRED READINGS

IV. COURSE REQUIREMENTS AND ASSIGNMENTS
The course content is covered through the Blackboard (Bb) website [http://blackboard.wayne.edu](http://blackboard.wayne.edu) lectures, assignment activities, and through readings and assignments outside of the Bb website. Students need to complete the reading assignments in order to participate in the course activities and complete the assignments. The course has six assignments.

1. Reflective Journal Entries on Seminar Discussion Board Forums (120-points). Each student is to write at least 24 Reflective Journal entries over the 10-weeks (e.g., 8-sessions x 3-entries per session x 5-points per entry = 120-points) on our Bb Website weekly, Discussion Board Forums [http://blackboard.wayne.edu](http://blackboard.wayne.edu). The Reflective Journal Entries are thoughtful, reflective comments or responses written as Bb POSTs or REPLYs to other class members’ entries using at least 3-5 sentences. Personal, confidential, or identifying information about others outside of class must be omitted from entries to protect the privacy rights of individuals and agencies. Reflective journal entries will be graded pass/fail and evaluated on the extent that course content is integrated (3-points) with professional reflections (2-points). All entries are to be written in complete sentences and paragraphs with correct spelling. The instructor will monitor entries.

2. Assessment & Teaching Vignettes: DEC Recommended Practices (150-points). Each student is to write 6 scenarios or vignettes (25-points each). An A & T vignette is a 500-word, (a) descriptive definition of one of the “Assessment” or “Child-Focused Intervention” DEC Recommended Practices (see Sandall, Hemmeter, Smith, & McLean, 2005 text); and then, (b) a descriptive narrative that illustrates how that “DEC Recommended Practice” is used in early childhood education. Personal, confidential, or identifying information about others must be omitted from entries to protect the privacy rights of individuals and agencies. Each scenario is worth 10-points for the definition and 15-points for the narrative sketch on how to apply the practice. All entries need to be written in complete sentences and paragraphs with correct spelling in narrative format. A & T Vignettes 1, 2, and 3 are due on Bb by Week 5; A & T Vignettes 4, 5, and 6 are due on Bb by Week 9. The instructor will monitor entries.

3. Analysis Essay on Seminar Readings (140-points). All students individually write a 1500-word essay analyzing all of the week’s readings for one Seminar and place the essay on the appropriate Seminar Discussion Board Forum. Students sign-up for one Seminar and write an essay to (a) compare and contrast individually selected content across all of the readings and (b) evaluate selected material across readings in terms of practical applications. The essay needs to be posted on our Bb website at least by the Monday of that week. Four students are the maximum to sign-up for a Seminar. Essays are to be written in complete sentences and paragraphs with correct spelling in narrative format. The quality of the writing across content sections (80-points) and the student’s participation in the Bb THREADED DISCUSSION with at least 3 class members’ on their essay (60-points) will earn full points (140-points). A sign-up for weekly readings will be available on Blackboard (Bb) TownCenter Discussion Board forum.
4. Preschool Inclusion Observation Report (200-points). The assignment is completed as an individual activity to evaluate the preschool program at the College of Education, Early Childhood Center (ECC). The purpose is to evaluate ECC readiness for including children with developmental disabilities. First, read the article, “Including Children With Special Needs: Are You and Your Early Childhood Program Ready?” by Amy Watson and Rebecca McCathren (see Bb COURSE DOCUMENTS page). Then, use the “Preschool and Kindergarten Inclusion Readiness Checklist” in the article to complete (a) at least two, 1-hour observations over two days at the ECC preschool program and (b) from the observation answer the questions on THE CHECKLIST with evidence or examples for each question summarized and written into the Observation Report. See assignment Evaluation/Rubric on Bb COURSE DOCUMENTS page. The report is due Week 11.

5. Seminar Activation Questions (AQs) (160-points). There are eight (8) AQs posted on the Bb Discussion Board Forums for each of the 8 Seminars. Students are to individually answer the AQs. Each question is worth 20-points. The answers to AQs are to be posted on the Discussion Board Forum as a REPLY to the instructor’s AQ entry. The criteria for awarding points are 10-points for a professional reflection with a correct answer posted within 5-days of the AQ entry and 10-points if the answer is supported by reference material from the texts or course readings.

6. Probe Quizzes (210-points). There will be three (3) Probe Quizzes, each worth 70-points, scheduled over the semester. The probes will cover material from Seminar lectures, course activities, and Seminar readings. The purpose is to assess your knowledge of terminology, concepts, and the application of course material. The Probe Quizzes are completed on Bb during a 5-day period. Probe Quizzes completed after the 5-day period will earn a maximum of 89%-points. Students must complete their own work.

**V. EVALUATION AND GRADING**

**Hard Copy Assignments** must be written with a computer application using 12 point font and formatted with 1-inch margins, headings/sub-headings, and a title page in accordance with the “Publication Manual of the American Psychological Association (APA),” 6th Edition (2010). Please write carefully with correct sentence and paragraph structure, grammar, and spelling.

- **Assignments must be turned in by due dates;** 89% of the points are the maximum available for late assignments without an instructor approved written explanation, as well as assignments completed as hard copy rather than online.

- **Students with Disabilities.** If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TDD only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University. Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

- **Academic Dishonesty -- Plagiarism and Cheating** (edited statement from the DOSO's web site): Academic misbehavior means any activity that tends to compromise the academic integrity of the institution or subvert the education process. All forms of academic misbehavior are prohibited at Wayne State University, as outlined in the Student Code of Conduct (http://www.doso.wayne.edu/student-conduct-services.html). Students who commit or assist in committing dishonest acts are subject to downgrading (to a failing grade for the test, paper, or
other course-related activity in question, or for the entire course) and/or additional sanctions as described in the Student Code of Conduct.

- **Cheating:** Intentionally using or attempting to use, or intentionally providing or attempting to provide, unauthorized materials, information or assistance in any academic exercise. Examples include: (a) copying from another student’s test paper; (b) allowing another student to copy from a test paper; (c) using unauthorized material such as a "cheat sheet" during an exam.

- **Fabrication:** Intentional and unauthorized falsification of any information or citation. Examples include: (a) citation of information not taken from the source indicated; (b) listing sources in a bibliography not used in a research paper.

- **Plagiarism:** To take and use another’s words or ideas as one’s own. Examples include: (a) failure to use appropriate referencing when using the words or ideas of other persons; (b) altering the language, paraphrasing, omitting, rearranging, or forming new combinations of words in an attempt to make the thoughts of another appear as your own.

- **Other forms of academic misbehavior** include, but are not limited to: (a) unauthorized use of resources, or any attempt to limit another student’s access to educational resources, or any attempt to alter equipment so as to lead to an incorrect answer for subsequent users; (b) enlisting the assistance of a substitute in the taking of examinations; (c) violating course rules as defined in the course syllabus or other written information provided to the student; (d) selling, buying or stealing all or part of an un-administered test or answers to the test; (e) changing or altering a grade on a test or other academic grade records.

- **Religious Observance Policy.** Because of the extraordinary variety of religious affiliations represented in the University student body and staff, The Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

- **Student services.**
  - The Academic Success Center (1600 Undergraduate Library) assists students with content in select courses and in strengthening study skills. Visit [www.success.wayne.edu](http://www.success.wayne.edu) for schedules and information on study skills workshops, tutoring and supplemental instruction (primarily in 1000 and 2000 level courses).
  - The Writing Center is located on the second floor of the Undergraduate Library and provides individual tutoring consultations free of charge. Visit [http://clasweb.clas.wayne.edu/writing](http://clasweb.clas.wayne.edu/writing) to obtain information on tutors, appointments, and the type of help they can provide.

- **Grading, Course Drops, and ADD/Withdrawal Policies.** In the first two weeks of the (full) term, students can drop this class and receive 100% tuition and course fee cancellation. After the end of the second week there is no tuition or fee cancellation. Students who wish to withdraw from the class can initiate a withdrawal request on Pipeline. You will receive a transcript notation of WP (passing), WF (failing), or WN (no graded work) at the time of withdrawal. No withdrawals can be initiated after the end of the tenth week. Students enrolled in the 10th week and beyond will receive a grade. Because withdrawing from courses may have negative academic and financial consequences, students considering course withdrawal should make sure they fully understand all the consequences before taking this step. More information on this can be found at: [http://reg.wayne.edu/pdf-policies/students.pdf](http://reg.wayne.edu/pdf-policies/students.pdf)

- **Grading is based on absolute, rather than comparative criteria.** The final grading scale is as follows: 950-1000 = A (4.0), 900-949 = A- (3.67), 870-899 = B+ (3.33), 830-869 = B (3.00), 800-829 = B- (2.67), 770-799 = C+ (2.33), 730-769 = C (2.00), 700-729 = C- (1.67), 670-699 = D+ (1.33), 630-669 = D (1.00), 600-629 = D- (0.67), <600 = F (0.66)
The 1000-points available are divided across assignments as follows:

- **Reflective Journal Entries (120-points)**
- **Assessment & Teaching Vignettes (150-points)**
- **Analysis Essay on Seminar Readings (140-points)**
- **Preschool Inclusion Observation Report (200-points)**
- **Seminar Activation Questions (AQs) (160-points)**
- **Probe Quizzes (210-points)**
- **Student Profile with Photo in (.jpg) format on Bb (20-points)**

### VI. SCHEDULE OF READINGS, TOPICS, AND ASSIGNMENTS

<table>
<thead>
<tr>
<th>DATE</th>
<th>SEMINAR TOPIC</th>
<th>READINGS AND ASSIGNMENTS DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Weeks 1 and 2</strong></td>
<td><strong>Seminar 1</strong></td>
<td>Allen &amp; Cowdery (2012) Chapters 1 &amp; 2&lt;br&gt;DEC Recommended Practices (Sandall et al., 2005) pp. 5-18 &amp; Chapter 1&lt;br&gt;Early Childhood Inclusion Position Statement (NAEYC/DEC, 2009) * see Bb Course Documents</td>
</tr>
<tr>
<td>1/6/14 - 1/21/14</td>
<td>Early Intervention (EI) and Early Childhood Special Education (ECSE): Public Policies, Legal Requirements, &amp; Recommended Practices</td>
<td><strong>ACTIVATION QUESTION (AQ) 1</strong>&lt;br&gt;Student Profile &amp; Digital Photo by 1/31 (25 points)</td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td><strong>Seminar 2</strong></td>
<td>Allen &amp; Cowdery (2012) Chapters 3, 4, &amp; 5&lt;br&gt;DEC Recommended Practices (Sandall et al., 2005) Chapter 2&lt;br&gt;DAP Position Statement (NAEYC, 2009) * see Bb Course Documents</td>
</tr>
<tr>
<td>1/21/14 - 1/28/14</td>
<td>Child Development, Developmental Delay or Disability &amp; Exceptional Children – Part 1</td>
<td><strong>AQ 2</strong>&lt;br&gt;<strong>PROBE QUIZ 1</strong></td>
</tr>
<tr>
<td><strong>Weeks 4 and 5</strong></td>
<td><strong>Seminar 3</strong></td>
<td>Allen &amp; Cowdery (2012) Chapters 6, 7, &amp; 8&lt;br&gt;DEC Recommended Practices (Sandall et al., 2005) Chapter 3</td>
</tr>
<tr>
<td>1/28/14 - 2/11/14</td>
<td>Child Development, Developmental Delay, &amp; Exceptional Children – Part 2</td>
<td><strong>AQ 3</strong>&lt;br&gt;A &amp; T VIGNETTES 1, 2, and 3 Due on Bb Week 5</td>
</tr>
<tr>
<td><strong>Weeks 6 and 7</strong></td>
<td><strong>Seminar 4</strong></td>
<td>Allen &amp; Cowdery (2012) Chapters 9, 10, &amp; 11&lt;br&gt;DEC Recommended Practices (Sandall et al., 2005) Chapter 4</td>
</tr>
<tr>
<td>2/11/14 - 2/25/14</td>
<td>EI and ECSE Interventions: Systematic Instruction, Natural Environments, Inclusive Settings, &amp; Quality of Life</td>
<td><strong>AQ 4</strong>&lt;br&gt;<strong>PROBE QUIZ 2</strong></td>
</tr>
<tr>
<td><strong>Weeks 8 and 9</strong></td>
<td><strong>Seminar 5</strong></td>
<td>Allen &amp; Cowdery (2012) Chapters 12 &amp; 13&lt;br&gt;DEC Recommended Practices (Sandall et al., 2005) Chapters 5 &amp; 6</td>
</tr>
<tr>
<td>2/25/14 - 3/7/14</td>
<td>EI and ECSE Interventions: Theory to Practice, Systematic Instruction, &amp; Learning Environments</td>
<td><strong>AQ 5</strong>&lt;br&gt;A &amp; T VIGNETTES 4, 5, and 6 Due on Bb Week 9</td>
</tr>
<tr>
<td><strong>Week of</strong></td>
<td><strong>Spring Break</strong></td>
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<tr>
<td>3/10/14</td>
<td>WSU SPRING</td>
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<tr>
<td><strong>Weeks 10 and 11</strong></td>
<td><strong>Seminar 6</strong></td>
<td>Allen &amp; Cowdery (2012) Chapters 14 &amp; 15&lt;br&gt;DEC Recommended Practices (Sandall et al., 2005) Chapter 7&lt;br&gt;We Can All Participate! Adapting Circle Time for Children With Autism (Barton, Reichow, Wolery, &amp; Chen, 2011) * see Bb Course Documents&lt;br&gt;Improving the Outcomes With Data-Based Decision-Making: Collecting Data (Hojnoski, Gischlar, &amp; Missal, 2009) * see Bb Course Documents</td>
</tr>
<tr>
<td>3/17/14 - 3/31/14</td>
<td>EI and ECSE Interventions: Systematic Instruction to Promote Development &amp; Learning – Part 1</td>
<td><strong>AQ 6</strong>&lt;br&gt;Preschool Inclusion Observation Report DUE by Week 11</td>
</tr>
</tbody>
</table>
DEC Recommended Practices (Sandall et al., 2005) Chapter 10  
Strategies for Supporting Early Literacy Development (Dennis & Horn, 2011) * see Bb Course Documents  
Improving the Outcomes With Data-Based Decision-Making: Interpreting and Using Data (Gischlar, Hojnoski, & Missal, 2009) * see Bb Course Documents |
|----------------|----------|-------------------|-------------------------------------------------|----------------------------------------------------------------------------------|
Teaching Young Children Interpersonal Problem-Solving Skills (Joseph & Strain, 2010) * see Bb Course Documents  
Improving the Outcomes With Data-Based Decision-Making: Graphing Data (Hojnoski, Gischlar, & Missal, 2009) * see Bb Course Documents  
PBS for Young Children (Mueller & Larson, 2001) * see Bb Course Documents |
| Week 15        |          | 4/23/14           | FINAL EXAMINATION                                |                                                                                   |

### VII. REFERENCES


Weatherston, D. J. (2000). The infant mental health specialist. *ZERO TO THREE, 21*(2), 3-10

### EARLY CHILDHOOD EDUCATION ZS GUIDELINE/STANDARD

#### 1.0 Promoting Child Development and Learning

Candidates use their understanding of young children’s typical and atypical developing characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, responsive, supportive, and challenging for all children and in alignment with the State Board of Education’s Universal Education Vision and Principles. The preparation program provides candidates with a variety of opportunities to demonstrate:

1.1 Knowledge and understanding of young children’s characteristics and needs, including multiple interrelated areas of child development and learning (including physical, cognitive, social, emotional, language, aesthetic domains, play), learning processes, and motivation to learn;

1.2 Knowledge and understanding of the multiple influences on development and learning, (i.e., cultural and linguistic context, economic conditions of families, health status and disabilities, learning styles, peer and adult relationships; children’s individual developmental and gender variations, and learning styles, opportunities to play and learn; family and community characteristics; the influence and impact of technology and the media);

1.3 Use of developmental knowledge to create healthy, respectful, supportive, and challenging learning environments through such areas as curriculum, interactions, teaching practices, technology, and learning materials;

1.5 Knowledge and skills to promote learning environments that demonstrate respect for each child as a feeling, thinking, self-regulating individual and also affirm each child’s culture, home language, individual abilities or disabilities, family context, and community;

1.6 Knowledge and skills to create a learning environment that supports young children’s ability to learn and to make meaning from his/her experiences through play, spontaneous activity, and guided investigations

1.7 Application of their knowledge of theory and research to construct learning environments that provide achievable and challenging experiences for all children, including children with special abilities and children with disabilities or developmental delays.

#### ASSIGNMENTS

- Analysis Essay on Blackboard website
- Preschool Inclusion Observation Report
- Blackboard (Bb) Activation Questions (AQ)
- Probe Quizzes

### EARLY CHILDHOOD EDUCATION ZS GUIDELINE/STANDARD

#### 2.0 Building Family and Community Relationships

Candidates know about, understand and value the importance and complex characteristics of children’s families and communities as reflected in State Board of Education (SBE) Universal Education Vision and Principals. 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. The preparation program provides candidates with a variety of opportunities to demonstrate:

2.3 Strategies that involve families in children’s developmental learning;

2.4 An understanding of the processes in initiating and developing an Individualized Family Services Plan (IFSP);

2.5 An understanding of the processes in initiating and developing an Individualized Education Program (IEP), state and federal policy, procedures, and laws;

2.9 Knowledge of the teacher’s role in transitioning, including the creation of a required transition plan for children with disabilities.

#### ASSIGNMENTS

- Reflective Journal Entries
- Assessment & Teaching Strategies on Blackboard website
- Preschool Inclusion Observation Report
- Blackboard (Bb) Activation Questions (AQ)
- Probe Quizzes
<table>
<thead>
<tr>
<th>3.0 Assessing to Support Young Children and Families</th>
<th>ASSIGNMENTS</th>
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</thead>
<tbody>
<tr>
<td>Candidates know about and understand the goals, benefits, use and misuse 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. The preparation program provides candidates with a variety of opportunities to demonstrate:</td>
<td>Assessment &amp; Teaching Strategies on Blackboard website</td>
</tr>
<tr>
<td>3.1 Knowledge and use of assessment including an understanding of the goals, benefits, and uses a systematic approach for connecting assessment to planning, implementing, and evaluating effective curriculum;</td>
<td>Analysis Essay on Blackboard website</td>
</tr>
<tr>
<td>3.2 Knowledge about and use of ongoing systematic observation, documentation, screening tools and play based assessment, and other appropriate formative and summative assessment tools, and approaches embedded in assessment related activities in curriculum and daily routines;</td>
<td>Preschool Inclusion Observation Report</td>
</tr>
<tr>
<td>3.3 Use of skills in conducting systematic observations, interpreting those observations, and reflecting on their significance in combination with other data for instructional decision-making;</td>
<td>Blackboard (Bb) Activation Questions (AQ)</td>
</tr>
<tr>
<td>3.4 Knowledge about and use of responsible assessment practices including administering assessment tools, adapting assessment tools for specific disabilities and needs (i.e. sensory motor disabilities, generation of reports, communication of results, and data driven decision making for alignment and adjustment of instruction and curriculum);</td>
<td>Probe Quizzes</td>
</tr>
<tr>
<td>3.5 Knowledge about positive assessment partnerships with families and other professionals. Candidates articulate the value, appropriate use, and potential misuse of screening and referral practices. They are able to demonstrate appropriate use of assessment and other supporting documentation for student instruction;</td>
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<tr>
<td>3.6 Knowledge and skills for integrating technology, inclusive of adaptive and assistive devices for children with disabilities, into assessment and instructional practices; and</td>
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<tr>
<td>3.7 Knowledge of the teacher’s role as a participant and an advocate during the development and use of an IFSP and IEP.</td>
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<thead>
<tr>
<th>4.0 Teaching and Learning</th>
<th>ASSIGNMENTS</th>
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<tbody>
<tr>
<td>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 behavioral supports and technologies which promote appropriate development and learning for all children. The preparation program provides candidates with a variety of opportunities to demonstrate:</td>
<td>Reflective Journal Entries</td>
</tr>
<tr>
<td>4.1 Use of individual and group guidance and problem solving techniques to develop positive and supportive relationships with children; to encourage and teach positive social skills and interaction among children; to promote positive strategies of conflict resolution; and to develop personal self-control, self-motivation, and self-esteem;</td>
<td>Assessment &amp; Teaching Strategies on Blackboard website</td>
</tr>
<tr>
<td>4.2 An ability to model and affirm anti-bias perspectives regarding development and learning;</td>
<td>Preschool Inclusion Observation Report</td>
</tr>
<tr>
<td>4.4 Essential dispositions and skills to develop positive, respectful relationships with children whose cultures and languages may differ from their own, as well as with children who may have developmental delays, disabilities, or other learning challenges;</td>
<td>Blackboard (Bb) Activation Questions (AQ)</td>
</tr>
<tr>
<td>4.5 Use of developmentally effective approaches which foster language and communication development embedded in every aspect of the learning environment and curriculum, thereby promoting appropriate literacy and cognitive development as foundations for continued educational success;</td>
<td>Probe Quizzes</td>
</tr>
<tr>
<td>4.8 Ability to formulate and use action plans based on IFSP and IEP;</td>
<td></td>
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</tbody>
</table>
### 4.9 Understanding and skill in setting up and adapting all aspects of the indoor and outdoor environment to promote learning and development across all content-areas for all children.

Understanding and skills must include adaptive and assistive devices for children with disabilities;

### 4.10 Utilization of incidental teaching opportunities by identifying and taking advantage of informal experiences to build children’s language, concept development related to core content-areas, and skills (i.e., diapering, meals, clean-up times, indoor and outdoor play, dressing, other routines, and transitions);

### 4.11 Knowledge and skills to build meaningful learning environments and curriculum by focusing on children’s characteristics, needs and interests; linking children’s language, culture, and community to early childhood learning; use of social interactions during routines and play experiences; incorporating technology and integrative approaches to content knowledge;

### 4.12 Understanding and developmentally appropriate use of content knowledge in early education environments which include community building and classroom management with intentional experiences to foster social competence, child initiated experiences, and plan interactions moving toward child’s self-regulation and respect of peers, and pro social skills;

### 4.14 Knowledge of disabilities, including, etiology, characteristics, and classification of common disabilities in young children and implications for development and learning in the early years.

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### EARLY CHILDHOOD EDUCATION

#### ZS GUIDELINE/STANDARD

### 5.0 Becoming 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 practices in early childhood education. 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. The preparation program provides candidates with a variety of opportunities to demonstrate:

- **5.2 Knowledge and application of legal and ethical guidelines and professional standards related to children and families;**
- **5.3 Knowledge and utilization of integrated cross content and interdisciplinary personnel and resources for children who exhibit typical and atypical development and challenging behaviors;**
- **5.5 Knowledge and utilization of information about early childhood and other professional groups, resources, and literature, and recognizing the benefits of cross-disciplinary collaboration;**
- **5.6 Knowledge of public policy issues, processes, and impact on the education of young children;**
- **5.9 Knowledge and skills to participate as a team member to identify dynamics of team roles, interaction, communication, team building, problem solving, and conflict resolution; and,**
- **5.10 Understanding and the application of various models of consultation in diverse settings.**

### ASSIGNMENTS

Blackboard (Bb) Activation

Questions (AQ)

Probe Quizzes