

Identifying and Supporting Young Children with Special Needs in the Jewish Classroom

EDUC 566

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Hebrew College
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REQUIRED TEXTS: All are available in paperback used editions through an online vendor.

YOUNG CHILDREN WITH SPECIAL NEEDS, Stephen R. Hooper and Warren Umansky, Pearson, Merrill Prentice Hall, Fifth Edition, 2009

THE INCLUSIVE EARLY CHILDHOOD CLASSROOM, Patti Gould and Joyce Sullivan, Gryphon House, 1999

THE OUT OF SYNC CHILD, Carol Stock Kranowitz, M.A., A Perigee book, 1998

We will refer to the Hooper and Umansky and the Gould and Sullivan books throughout the semester, but the other books are topic specific. They are available through the local library network and most university libraries. Please see attached bibliography for additional readings. These readings will be available at the Hebrew College Library. Printable handouts with classroom strategies will be provided online.

REQUIRED MATERIALS:

A small journal style notebook if you want one, a notebook for your notes, a loose leaf binder for handouts and an developmentally appropriate toy for toddlers or preschoolers.

CLASS SCHEDULE:

This class will be posted online from October 5-Novemeber 7, 2010. The online site will clearly state the expectations for each week. Participation in the discussion board is highly encouraged.

COURSE EXPECTATIONS, ASSIGNMENTS AND GRADING

Course will be graded as follows:

Observational Journal You will keep an observational log of a child in your class during the whole semester. This observation log guides the hands on work of this course and will be reviewed by the instructor weekly. 40%

Brief written report of the 'Elements of a Toy' Using the information in your reading and lectures you will choose an early childhood classroom toy and describe its attributes in each developmental domain. 10%

Discussion Participation: plan to answer posted questions related to the readings, media or your submissions. 10%

Final Project: 'Something for your Classroom'. Plan strategies for new classroom arrangement, make new materials, or develop an individual plan for a child. Begin to prepare something for you to use *in your classrooms* this year. Posted pictures of the projects are recommended. 40%

CLASS TOPICS AND ASSIGNMENTS

Week One, October 4-9, Introduction to Developmental Sequence, Atypicality and Red Flags

Focus on *Gross Motor Development*

Reading Assignment- Hooper & Umansky, Part Two, Chapter Three, Developmental Domains

Gross Motor Development, pp. 115-160

Become familiar with the layout of The Inclusive Early Childhood Classroom, Gould & Sullivan. Pay particular attention to p. 31 pp.1570174 and areas related to motor planning and orthopedic adaptations.

Review Book Companion website, www.prenhall.com/hooper

Journal-Although this is the beginning of the school year already you may have questions/concerns about a specific child in your class. Please begin a journal with your observations, worries, etc. You may keep your week to week journal in any form that works best for you in your classroom. We will follow this child throughout the semester and attempt to integrate classroom and textbook knowledge to our understanding of this child. I will read the journals each week and work with each of you. When you transcribe your observations for submission, please date them so I can follow the child's track.

Although I do not require an observation book for this online class, a helpful one that provides tips and charts for recording the developmental and behavior of young children is Week by Week, Plans for Observing and Recording Young Children, Nilsen, Barbara A., 200, Delmar, Thompson Learning.

Week Two October 10-16, 2010 Developmental Sequence and Red Flags

Focus on *Fine Motor, Oral Motor and Self Help*

What are the corresponding Red Flags? What is impact of a developmental delay in one domain? How does it affect overall function?

Reading Assignment-Hooper & Umansky, Part Two, Chapter Four, *Developmental Domains, Fine, and Oral Motor Development, Self-Care Skills* pp. 169-228

Gould & Sullivan, Art Center, pp.49-75, Fine Motor Center, pp 139-155 and Snack time, 115-126

Journal-Continue your journal while taking into consideration the on the impact of a delay on another developmental domain

Report- Submit a written discussion of your experience of designing and trying a new classroom strategy and its results. Include the specific problem you addressed, how you approached the problem and provide as many specifics of materials and ideas you used. Include the child's age and developmental concerns. You may use some ideas from Gould & Sullivan.

Week Three October 17-23, 2010 Developmental Sequence and Red Flags

Focus on Communication/Language Development

Focus on the most frequently observed delays- language delay, effects of atypical oral motor development, apraxia, bilingualism and trilingualism, typical articulation errors Effective Circle Time Techniques, the use of the Picture Exchange System, Boardmaker CD-rom.

Reading Assignment Hooper & Umansky, Part Two, Chapter 6, *Communication* pp.309-337 Gould & Sullivan, Circle Time, 99 33-47, Transitions, pp.128-138

Look and download printable handouts

Journal- continue observations. Ask yourself if you are refining you're your observational skills as you read more about typical and atypical presentations.

Report-Design a pictorial schedule board for your classroom. It may be the day's event in order, the sequences of an activity or a specific schedule for a child. If you do not have access to Boardmaker, use pictures from Google images and the like or, best of all, take actual photos.

Week Four October 24-31

Focus on Cognition and Play

Review of learning theorists-Piaget, Vygotsky and Skinner. What is Play? How do promote learning? Discussion of child-led, activity-based and teacher directed learning. How do our contemporary life styles affect play? What are the uses, benefits of TV and computer software for children? Is the play of children with special needs different from typically developing children?

Reading Assignment Hooper & Umansky, Part Two, Chapter 5, *Cognitive Development* ,pp.236-275, Gould & Sullivan, Sand, Water, Block and Dramatic Play 77-113

Journal-continue

Report- Evaluate a toddler or preschool toy that is used in your classroom. Think about how many areas of development it enhances, how children use the toy and if you would recommend it. Explain how you would improve the toy and, if you like, include a picture of it. Prepare a brief report with developmental theory that substantiates your observations.

Week Five October 32-Nov 5)

Focus on *Emotional Development, Social Interaction, s Sensory Modulation Disorder and the Integration of Developmental Domains*

What are the developmental components that ensure our social ability? How do we assess the effectiveness of children's play? Do abilities cross domains? What is the inner life of a preschooler? What kinds of interventions can we do to help children play with one another? The use of Social Stories

Reading Assignment-Hooper & Umansky, Part Two, Chapter 7 Social and Emotional Development pp. 345-375, Read all attached articles on sensory modulation, sensory diet and Autism Spectrum. Go to media page for excerpt from The Out of Sync Child DVD by Kranowitz, Carol Stock, M.A. Her book is highly recommended as an additional reading.

Journal-Consider the inner life of the child you are following, add to your journal.

Report-Design and make a toy or game that you will use in your classroom. This toy must meet developmentally appropriate criteria for the age of the child and the skill you are targeting. Please write up your approach and reasoning with a description and, if possible, a picture.