

COURSE SYLLABUS FORM

**American University of Beirut
Faculty of Arts and Sciences**

Education 280. Method and Materials for Young Children with Special Learning Needs

1. Course Learning Outcomes

Students should be able to:

- Demonstrate knowledge of the philosophy of special needs students
- Explain why the role of developmentally appropriate curriculum and practice implemented in an integrated curriculum are important in early childhood years
- Compare IEP process and the lesson planning process
- Construct and apply task analysis to teaching a variety of skills
- Demonstrate knowledge of how to meet the needs of all young children through activities and experiences of interest to them so that they grow and develop to their maximum potential.
- Modify the ability to plan an integrated approach to curriculum in an inclusive early childhood classroom.
- Outline the ability to relate theory and practice to improve the learning of the early childhood student with special needs through communicating experiences from observations.
- Distinguish between a meaningful developmentally appropriate curriculum in all areas for early childhood experiences to the common curriculum in a kindergarten.
- Create awareness of the importance of cooperation and collaboration with specialists, teachers, and families to maximize the learning environment for the special needs child.
- Modify and adapt appropriate materials for students with special needs.
- Justify the need for special education during the developmental stages of students.

2. Resources Available to Students

- Textbook:

Miller, Regina. The developmentally appropriate inclusive classroom in early education. Albany, NY: Delmar Publishers.

- Olson, J. & Platt, J. Teaching children and adolescents with special needs. New York: Merrill.

- Meyen, E. L., Vergason, G. A., & Whelan, R. J. Effective instructional strategies for exceptional children. Denver, CO: Love Publishing Co.

- Beaty, Janice J. Observing development of the young child. Columbus, OH: Merrill.

- Practice in early childhood programs. National Association for the Education of Young Children.

- Bredecamp, Sue & Rosegrant, Teresa. Reaching potentials.

3. Grading Criteria

- Class participation and class reports presentation & reflection papers (one weekly, 10 total)	10%
- 35 hours of observation and teaching in schools offering special education services in early childhood education. Oral/written reports to be assigned in class.	40%
- Midterm exam	20%
- Final exam	30%

4. Schedule

Week	Topic	Activities	Assignments
1	Trends in special education: Regular education initiative, least restrictive environment, mainstreaming and a cascade model of special education services		
2	Specialists as collaborators, communicators, consultants and members of a team supporting children with special needs.		
3	The IEP process individualized lesson planning and task analysis as an approach to teach students with special needs.	Case study	
4	Lesson planning and resources for an integrated curriculum in an inclusive classroom.	Case study	Observation report (1)
5	Overview of sensory development related to the importance of sensory activities for children with and without special needs.		
6	Importance of small block activities and large motor activities for children with and without special needs.	'Anytime Math'	Midterm exam
7	Overview of appropriate language, social, physical, and cognitive development.		
8	Language and literacy activities for children with and without special needs.	'Peabody 1'	
9	Importance and objectives of art activities, dramatic play activities and music activities for children with and without special needs.	'Peabody 2'	Observation report (2)

10	Developmental social and emotional skills in relation to classroom management and discipline.		
11	Guidelines for developmentally appropriate curriculum and practice.		
12	Modification of developmentally appropriate activities and materials to include children with special needs.		
13	Parent-teacher relationships, influences of home and parents in the development of the child.		Observation report (3)

Final exam

5. Course Policy

- Required attendance and participation
- Students are responsible for assignments and class announcements