**SNE-412 EARLY CHILDHOOD AND SPECIAL EDUCATION**

**Course Description**

 The purpose of this course is to provide class participants with knowledge of the basic methods for assigning and early instructions for young kids who are disabled and their families. Topics to be covered include instructional strategies for teaching in all areas of development. Instructional strategies and practices for young children with special needs, and including development of students of special needs. Summaries and Case study of atypical kid is the requirement of the Course. Preparing reflective and innovative professional leaders , who ensure the educational development of diverse populations within our dynamic educational contexts.

**Objective**

Demonstrate knowledge of historical, philosophical, and legal based of early childhood special education and related fields.

1. Effects of early experiences and overcoming adverse early experiences.
2. The characteristics of learning and types of early learning.
3. Understanding the language development process.
4. Demonstrate the knowledge of Cognitive development and its effects of Language, Memory, and processing strategies.
5. Demonstrate the knowledge of Personality development and peers relationship.
6. Demonstrate Knowledge of early childhood development in other cultures.

**Course Agenda**

**Unit 1. Introduction of Early Childhood Education**

* 1. What is early childhood education?
	2. What is Special Education and Early intervention?
	3. Bases for Goals for Early Childhood Education
	4. Theories for Development
	5. Goals for Early Childhood Education

**Unit 2. The Child with Special Needs**

 2.1 Chromosome Disorders

 2.2 Down’s syndrome

 2.3 Gene Disorders

 2.4 Screening and Treatment of Gene Disorders

 2.5 Disorder with Probable Genetic Involvement

2.5.1 Schizophrenia

 2.5.2 Depression

2.6 Learning Disabilities

2.6.1 Dyslexia

2.6.2 Hyperkinesias

* 1. Toxic Induction of Learning Problems

 2.8 Early Infantile Autism

 2.9 Physical and Sensory Handicaps

 2.10 The Effect of Early Experience

 2.10.1 The importance of Early Experiences

 2.10.2 Critical and Sensitive Periods

2.10.3 Reversibility

2.11 Physical Development and Early Experience

 2.12 Learning and Early Experience

**Unit 3. Learning & Language Development**

3.1 Built-in Behavior: Reflexes and Instincts

3.2 The Importance of Learning

3.3 Simple forms of Learning

3.4 Kinds of Learning

3.5 Instrumental Learning

3.6 Conditioning in Early Infancy

3.7 Social Learning

3.8 Behavior Modification

3.9 What is Language?

3.10 The Paralinguistic Period

3.11 The Linguistic Period

3.12 Syntactic and Semantic Structure

3.13 Transformational Grammar

3.14 Natives versus Learning Theorist

**Unit 4. Cognitive Development**

4.1 Cognitive Theory

4.2 Stages of Piaget Theory

4.3 Criticisms of Piaget

4.4 Bruner’s Theory and the Influence of Language

4.5 Processing Strategies

4.6 Selective Attention

4.7 The influence of Memory

4.8 Speak Softer, I can’t understand you

**Unit 5. The Developing Child-Social Processes**

5.1 Pro-social Behavior

 5.2 Self-Control and Delay of Gratification

 5.3 The Development of Moral Thought

 5.4 Controlling Aggression and Violence

**Unit 6. Principles for Instruction & Program Development**

* 1. Young Children With Multiple Disabilities
	2. Program Philosophy
	3. Program Goals
	4. Instructional Practices
	5. Meeting Exceptional Learning Needs

6.5.1 Developing the Senses

6.5.2 Allowing Time

 6.6 Involving the Child as an Active Learner

6.6.1 Promoting the Sense of Control

6.6.2 Choice Making Opportunities

 6.7 Building on Strengths and Interests

 6.7.1 Play as an Instructional Context

 6.7.2 Preferences and Interests

 6.7.3 Sensitivity to Stimulation

 6.7.4 Matching the Child’s Learning Style

 6.7.5 Getting to know the Child’s Learning Style

 6.7.6 Analyzing the Learning Environment

 6.7.7 Identifying Meaningful Outcomes

* 1. Integrating Objectives from Various Disciplines
	2. Providing Instruction during Natural Situations

**Unit 7. Essential Steps to get Started**

* 1. Family Priorities
	2. Steps for Conducting A Family Interview
	3. Ecological Inventory
	4. Targeting Critical Activities
	5. Discrepancy Analysis
	6. Adaptations for Participation
	7. Functional Vision Assessment
	8. Instructional Program

**Unit 8. Instructional Strategies**

8.1 Task Analysis

8.2 Routine

8.3 Chaining and Shaping

8.4 Natural Cues and Instructional Prompts

8.5 Prompting Hierarchy

* 1. Fading

8.7 Enhancing Visual Functioning

8.8 Create an Environment That Encourages Active Participation

8.9 Environmental Consideration

**Unit 9. Teaching Daily Living Skills**

 9.1 Feeding

 9.2 Dressing Skills

 9.3 Toileting Skills

 9.4 Grooming and Hygiene

**Unit 10. Understanding and Developing Communications**

* 1. Communicative Behaviors
	2. Purpose of Communication
	3. Creating a Need for Communication
	4. Turn-Taking
	5. Echolalia
	6. Augmentative and Alternative Communication
	7. Identification of People, Animals and Objects
	8. Using Signs
	9. Touch Cues
	10. Routines and Schedules

**Unit 11 Roles and Responsibilities of Selected Disciplines**

* 1. Introduction
	2. Comprehensive Positive Behavior Support for young children with significant Behavior Problems
	3. Model of Conducting Behavioral Assessment
	4. Orientation and Mobility for young children with multiple Disabilities
	5. Occupational Therapy for Young Children with Multiple Disabilities

**Unit 12. Putting It all Together**

 **Unit 13. Practicing all practices discussed above with the help of Case Study**

**Unit 14. Family Perspective and Special Education**

* 1. The Early Years
	2. Off to School
	3. Priorities and Concerns
	4. Dressed for Success
	5. Daily Routines
	6. Getting around
	7. Making it all work at home
	8. Concerns about future

**Reading Material**

Required:

* Deborah Chen, Ph.D. Starting Points: Instructional practices for young children whose multiple disabilities include visual impairment.
* John P. Dworetsky. Introduction to Child Development
* Verna Hildebrand: Introduction to Early Childhood Education