

KINGSBOROUGH COMMUNITY COLLEGE
The City University of New York

CURRICULUM TRANSMITTAL COVER PAGE

Department: _____ Date: _____

Title Of Course/Degree/Concentration/Certificate: _____

Change(s) Initiated: (Please check)

- | | |
|---|---|
| <input type="checkbox"/> Closing of Degree | <input type="checkbox"/> Change in Degree or Certificate |
| <input type="checkbox"/> Closing of Certificate | <input type="checkbox"/> Change in Degree: Adding Concentration |
| <input type="checkbox"/> New Certificate Proposal | <input type="checkbox"/> Change in Degree: Deleting Concentration |
| <input type="checkbox"/> New Degree Proposal | <input type="checkbox"/> Change in Prerequisite, Corequisite, and/or Pre/Co-requisite |
| <input type="checkbox"/> New Course | <input type="checkbox"/> Change in Course Designation |
| <input type="checkbox"/> New 82 Course (Pilot Course) | <input type="checkbox"/> Change in Course Description |
| <input type="checkbox"/> Deletion of Course(s) | <input type="checkbox"/> Change in Course Title, Number, Credits and/or Hours |
| | <input type="checkbox"/> Change in Academic Policy |
| | <input type="checkbox"/> Pathways Submission: |
| | <input type="checkbox"/> Life and Physical Science |
| | <input type="checkbox"/> Math and Quantitative Reasoning |
| | <input type="checkbox"/> A. World Cultures and Global Issues |
| | <input type="checkbox"/> B. U.S. Experience in its Diversity |
| | <input type="checkbox"/> C. Creative Expression |
| | <input type="checkbox"/> D. Individual and Society |
| | <input type="checkbox"/> E. Scientific World |
- Change in Program Learning Outcomes
- Other (please describe): _____

PLEASE ATTACH MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES

DEPARTMENTAL ACTION

Action by Department and/or Departmental Committee, if required:

Date Approved: _____ Signature, Committee Chairperson: _____

If submitted Curriculum Action affects another Department, signature of the affected Department(s) is required:

Date Approved: _____ Signature, Department Chairperson: _____

Date Approved: _____ Signature, Department Chairperson: _____

I have reviewed the attached material/proposal

Signature, Department Chairperson: _____



TO: Fall 2022 Curriculum Committee

FROM: Stuart Parker, Chair, Department of Behavioral Sciences
Denise Farrelly, Program Director, Education Program

DATE: February 4, 2022

RE: New course proposal for EDC 92 – Seminar and Practicum in Early Childhood Special Education

The Department of Behavioral Sciences is proposing a new course entitled EDC 92 - Seminar and Practicum in Early Childhood Special Education

Rationale for Proposal:

Brooklyn College's ECAE department is no longer able to accept EDC 90A4 as transferable for major credits. In collaboration with the ECAE department's chairperson, we discussed the option of modifying our current EDC 90A4 course to align with the outcomes of their special education course more closely. As this was not possible due to the course's position as a capstone for 1st-6th Grade concentration students as well, we decided to create EDC 92, a new special education capstone fieldwork course required specifically for early childhood students. The creation of this course will benefit students in the Birth-2nd Grade concentration, as there are currently no other special education course requirements within the concentration.



New Course Proposal Form*

*This form is **NOT** intended for Internships or Field Work

1. Complete the requested course information in the table below. Indicate “**NONE**” where applicable.
 *For Assignment of New Course Number, contact **Academic Scheduling**.

Department:	Behavioral Sciences
Course Designation/Prefix:	EDC
*Course Number:	92
Course Title:	Seminar and Practicum in Early Childhood Special Education
Course Description: (Note: Description should include language similar to Course Learning Outcomes.)	Students apply knowledge of typical and atypical development working with young children through seminar and supervised field work in early childhood special education settings. Identification and examination of developmental disabilities in young children is introduced in conjunction with developmentally appropriate and effective remediation. Implications for adapting the learning environment, individualizing settings and instruction, co-teaching and cooperative models and methods are explored. Development of positive behavior supports for all young children, including English language learners. Role of families and educators in creating learning environments at home and in educational setting.
Prerequisite(s):	Prerequisite: ENG 12, Math Proficient, EDC 2100, EDC 4000 & EDC 3200, with a minimum grade of C AND Department permission required.
Corequisite(s):	None
Pre-/Co-requisite(s):	None
Open ONLY to Select students (Specify Population):	Education Studies major, Birth-2 nd Grade Concentration students
Frequency course is to be offered (Select All that Apply)	X Fall <input type="checkbox"/> Winter X Spring <input type="checkbox"/> Summer
Suggested Class Limit:	10
Indicate if a special space, such as a lab, and/or special equipment will be required:	N/A

2. Credits and Hours based on MSCHE Guidelines for *College Credits Assigned for Instructional Hours* -*Hours are based on hours per week in a typical 12-week semester (Please check ONE box based on credits):

1-credit:	<input type="checkbox"/> 1 hour lecture <input type="checkbox"/> 2 hours lab/field/gym
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2-credits:	<input type="checkbox"/> 2 hours lecture <input type="checkbox"/> 1 hour lecture, 2 hours lab/field <input type="checkbox"/> 4 hours lab/field
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3-credits:	<input type="checkbox"/> 3 hours lecture <input type="checkbox"/> 2 hours lecture, 2 hours lab/field <input type="checkbox"/> 1 hour lecture, 4 hours lab/field <input checked="" type="checkbox"/> 6 hours lab/field
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4-credits:	<input type="checkbox"/> 4 hours lecture <input type="checkbox"/> 3 hours lecture, 2 hours lab/field <input type="checkbox"/> 2 hours lecture, 4 hours lab/field <input type="checkbox"/> 1 hour lecture, 6 hours lab/field <input type="checkbox"/> 8 hours lab/field
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More than 4-credits:	<input type="checkbox"/> Number of credits: ____ (explain mix lecture/lab below) ____ Lecture ____ Lab Explanation: _____
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3. **Where** does this course fit? Select from the following:

<input checked="" type="checkbox"/> Degree Program(s)/Certificate(s)*	List Degree Program(s)/Certificate(s): 1. Education Studies major, Birth-2 nd Grade Concentration 2.
<input type="checkbox"/> General Education/Pathways	Select ONE of the following: <input type="checkbox"/> Life and Physical Science (LPS) <input type="checkbox"/> Math and Quantitative Reasoning (MQR) <input type="checkbox"/> World Cultures and Global Issues (Group A) <input type="checkbox"/> U.S. Experience in its Diversity (Group B) <input type="checkbox"/> Creative Expression (Group C) <input type="checkbox"/> Individual and Society (Group D) <input type="checkbox"/> Scientific World (Group E)

<input type="checkbox"/> 82XX Pilot/Experimental Course	<p>If proposed as a “real” course, where will this course fit? Select from the following:</p> <p>List Degree Program(s)/Certificate(s):</p> <ol style="list-style-type: none"> 1. 2. <p>Select ONE of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Life and Physical Science (LPS) <input type="checkbox"/> Math and Quantitative Reasoning (MQR) <input type="checkbox"/> World Cultures and Global Issues (Group A) <input type="checkbox"/> U.S. Experience in its Diversity (Group B) <input type="checkbox"/> Creative Expression (Group C) <input type="checkbox"/> Individual and Society (Group D) <input type="checkbox"/> Scientific World (Group E)
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***If Degree Program/Certificate is Selected:**

- Include an updated **Curricular** Map (Program Learning Outcomes) for each Degree Program/Certificate listed above.
- Include an updated Degree Map (semester-by-semester course sequence) for each Degree Program/Certificate listed above. For Degree Map template, contact Amanda Kalin, ext. 4611, Amanda.Kalin@kbcc.cuny.edu

The Following NYSED Guidelines must be adhered to for **ALL** Degree Programs:

45 credits of Liberal Arts (General Education) course work for an Associate of Arts Degree (AA)
 30 credits of Liberal Arts (General Education) course work for an Associate of Science Degree (AS)
 20 credits of Liberal Arts (General Education) course work for an Applied Associate of Science (AAS)

Additional Separate Submissions Required:

1. Curriculum Transmittal Cover Page indicating a “Change in Degree or Certificate”
2. Memo with rationale for inclusion of the course within the curriculum
3. “Current” Degree with all proposed deletions (strikeouts) and additions (bolded) clearly indicated
4. “Proposed” Degree, which displays the degree as it will appear in the *College Catalog*

For a copy of the most up-to-date Degree/Certificate requirements contact Amanda Kalin, ext. 4611, Amanda.Kalin@kbcc.cuny.edu

If General Education/Pathways is Selected:

- [Please refer to NYSED Guidelines for courses that are considered Liberal Arts \(General Education\).](#)
- Pilot/Experimental/82XX courses CANNOT be submitted for Pathways until they are submitted as a “real” course.

Additional Separate Submissions Required:

1. Curriculum Transmittal Cover Page indicating BOTH “New Course” and “Pathways”
 2. CUNY Common Core Pathways Submission Form
4. **List the Course Learning Outcomes** – Course Learning Outcomes are measureable/demonstrable, containing “**action verbs**” (Blooms Taxonomy). If proposed to PATHWAYS, the Course Learning Outcomes should significantly align with the Pathways Learning Outcomes (refer to the Pathways Common Core Submission Form for Pathways Learning Outcomes). If proposed for a Degree program, the course should align with the Program Learning Outcomes (PLOs). **REMINDER** – Course Learning Outcomes are consistent for **ALL sections** of the same course and **MUST** be included on the syllabus.

Course Learning Outcomes
1. Explore historical and philosophical foundations of services for young children with diverse learning needs.
2. Explore trends and current issues in early childhood special education in the United States.
3. Analyze the sociocultural and political contexts for the development and learning of young children who are culturally and linguistically diverse.
4. Create a safe, equitable, positive, and supportive learning environment in which diversities are valued.
5. Apply theories to the design and implementation of engaging, open-ended, developmentally appropriate lessons and activities that meet the needs and interests of diverse learners.
6. Synthesize ongoing learning about typical and atypical child development, curriculum development, and critical teaching in the Education Program.

5. **Assessment of Course Learning Outcomes:** The Course Learning Outcomes are measurable/demonstrable through the below listed sample assignments/activities. Include percentage breakdown for grading. **REMINDER** - Assessment of Course Learning Outcomes are based on a **Common Syllabus** – to allow for **any** qualified instructor to teach the course.

Course Learning Outcome	Percentage of Grade	Measurement of Learning Outcome (Artifact/Assignment/Activity)
1. Explore historical and philosophical foundations of services for young children with diverse learning needs.	15%	Reading Responses
2. Explore trends and current issues in early childhood special education in the United States.	15%	Classroom Fieldwork Project
3. Analyze the sociocultural and political contexts for the development and learning of young children who are culturally and linguistically diverse.	15%	
4. Create a safe, equitable, positive, and supportive learning environment in which diversities are valued.	15%	Child Study Project
5. Apply theories to the design and implementation of engaging, open-ended, developmentally appropriate	20%	IFSP/IEP Case Study Analysis

lessons and activities that meet the needs and interests of diverse learners.		
6. Synthesize ongoing learning about typical and atypical child development, curriculum development, and critical teaching in the Education Program.	20%	Final Fieldwork Reflection Paper

6. **Who** is expected to enroll in this course? Please provide details for the student population(s), degree program(s)/certificate(s), and applicable concentration(s), this course is expected to include.

Students enrolled in the Education Studies major, Birth-2nd Concentration, are expected to enroll in this course as a concentration requirement.

7. Explain **why** this course is a necessary addition to the curriculum. **REMINDER** – Explain the course’s role within the selected Pathways Group or Degree program – How does this course meet the Program Learning Outcomes (PLOs)? Was the course a recommendation from a recent Annual Program Review (APR), Advisory Board, Accrediting Body, etc.? How might this course help students seeking to transfer to a 4-yr college or transition into a career after KCC?

This course supports students in meeting the following PLO’s:

- Analyze and compare various theories of teaching, learning, and cognitive development.
- Analyze the social, economic, political, and cultural issues that impact families and schooling.
- Incorporate elements of critical teaching with an appreciation for diversity and inclusion.

This course proposal was conceived from our most recent APR, in which the external evaluator suggested that our program offer more special education course options for students. Our EDC 90A4 course does not currently transfer toward a specific course in BC’s ECAE Department. In collaboration with the ECAE department’s chairperson, we discussed the option of modifying our current EDC 90A4 course to align with the outcomes of their special education course more closely. As this is not possible due to the course’s position as a capstone for 1st-6th Grade concentration students as well, we decided to create a separate special education capstone fieldwork course specifically for early childhood students. The creation of this course will benefit students in the Birth-2nd Grade concentration, as there are currently no other special education course requirements within the concentration.

8. Upon transfer, does this course meet a specified requirement for a degree at a 4-year institution? If so, please include the institution and degree program. It is recommended you review your current [Articulation Agreements](#).

EDC 92 will transfer to Brooklyn College Early Childhood and Art Education (ECAE) Department as equivalent to their ECAE 3108: Foundations and Pedagogy in Early Childhood Special Education.

9. Will adding the course potentially **conflict** with other courses – in content or subject matter – offered in either your Department or in *another* Department? If it will, please explain **how** and indicate **why** the course is still necessary.

While this course is similar in structure to EDC 90A4, it will focus specifically on early childhood special education settings, services, and pedagogy. Students will be placed in field sites working directly with young children with disabilities, alongside certified special education cooperating teachers. As students in the Education Studies major choose between Birth-2nd Grade and 1st-6th Grade concentrations, no conflict will be posed.

10. Proposed textbook(s) and/or other required instructional material(s), including open educational resources (OER)– Please include any supplemental/recommended materials/texts to allow for **any** qualified instructor to teach the course:

Cook, R.E., Klein, M.D., Chen, D. (2019). *Adapting early childhood curricula for children with special needs (10th ed.)*. Pearson Press, Inc. **SBN-13: 978-0135204450**

Brodey, D. (2008). *The Elephant in the Playroom*. Plume. ISBN: 9780452289086

Resources from <http://www.naeyc.org> and <http://www.dec-sped.org>

11. **Attach a Common Syllabus** that includes the Topical Course Outline for the 12-week semester. This should be specific and explicit regarding the topics covered and should contain the detailed sample assignments/activities being used to measure the Course Learning Outcomes. **REMINDER** – be mindful to focus on the Course Learning Outcomes, Course Content, and Assessment.

EDC 92: Seminar and Practicum in Early Childhood Special Education

COMMON SYLLABUS

Week	Topic	Readings/Assignments
1	<p>Introductions</p> <p>Prejudices, Stereotypes and Preconceptions</p> <p>Syllabus Review</p> <p>People First Language</p> <p><i>-Article: People-First Language, Equity and Inclusion</i></p> <p><i>-Practice Worksheet</i></p>	<p>Review People First Language</p> <p>Think about your own prejudices, misconceptions, questions, and personal experiences of difficulty/exclusion.</p> <p><i>COMPLETE STUDENT INFO SHEET</i></p>
2	<p>Early Childhood Education/ Early Childhood Special Education</p> <p><i>-Foundations and Theories</i></p> <p>History of Special Education</p> <p><i>-Legislation</i></p> <p><i>-Cultural/ Societal Views</i></p> <p><i>-Myths and Misconceptions</i></p> <p>Early Childhood Service Models</p>	<p><u>Text Ch. 1</u> Educating Young Children with Special Needs</p> <p><u>Required Article(s):</u> <i>People-First Language, Equity, and Inclusion: How Do We Say It, and Why Does It Matter?</i></p> <p><i>Reading Response #1</i></p>
3	<p>The Collaborative Process: Parents and Professionals Working Together</p> <p><i>-PTC Roleplay</i></p> <p>Working with Special Family Populations</p> <p>Ages and Stages Questionnaire</p>	<p><u>Text Ch. 2</u> In Partnership with Families</p> <p><u>Required Article(s):</u> <i>Respect, Reciprocity, and Responsiveness Strengthening Family-Professional Partnerships in Early Intervention</i></p> <p><u>The Pandemic's Toll on Children with Special Needs and Their Parents</u></p>
4	<p>Early Intervention and CPSE Services</p> <p>IEP/ IFSP Process and Development</p> <p>Evaluation and IEP</p> <p><i>-Hobbs Miranda Case Study</i></p> <p>HELP/ Assessment</p> <p><i>-Connecting Assessment and Goals</i></p>	<p><u>Text Ch. 3</u> Developing Individualized Intervention Plans and Programs and Monitoring Progress</p> <p><u>Required Supplemental:</u> <i>What is a referral?</i></p> <p><i>Reading Response #2</i></p>
5	<p>Curriculum Development and Instructional Strategies</p> <p><i>-ABA, PBS</i></p>	<p><u>Text Ch. 4</u> Designing Instructional Programs</p> <p><u>Required Article(s):</u></p>

	<p><i>-Physical Environment</i></p> <p><i>-Classroom Climate</i></p> <p>Play as an Important Teaching Context</p> <p>Reaching the Needs of Every Learner</p> <p>Universal Design</p> <p>Response to Intervention</p> <p>VIDEO:</p> <p><i>Meeting standards and IEP/IFSP goals through play-based models</i></p>	<p><i>Neuroscience, Play and Early Childhood Development</i></p> <p><i>Play Therapy as Early Intervention</i></p> <p><u>Recommended Article(s):</u></p> <p><i>The Wages of Playing are Fun and Learning</i></p> <p><i>No More Waiting to Fail: RTI Approach in Early Childhood</i></p> <p><i>IFST/IEP CASE STUDY Assignment Due</i></p>
6	<p>Teaching Approaches for Students with Specific Disabilities</p> <p><i>-Autism Spectrum Disorder</i></p> <p><i>-Physical Disabilities</i></p> <p><i>-Health Impairments</i></p> <p><i>-Hearing Loss</i></p> <p><i>-Visual Impairments</i></p> <p><i>-Severe and Multiple Disabilities</i></p> <p>Remote Learning/ Tele-therapy and Its Implications</p> <p>Clips from Film: Neurotypical</p>	<p><u>Text Ch. 5</u> Considerations for Teaching Children with Specific Disabilities</p> <p><u>Required Article(s):</u></p> <p><i>Live Virtual Sessions with Toddlers and Preschoolers Amid COVID-19: Implications for Early Childhood Teacher Education</i></p> <p><u>Recommended Article(s):</u></p> <p><i>Passports for Learning in Inclusive Settings</i></p> <p><i>Different Learners, Different Lessons</i></p> <p><i>Reading Response #3</i></p>
7	<p>Social and Emotional Development</p> <p><i>-Attachment</i></p> <p><i>-Erikson</i></p> <p><i>-Greenspan</i></p> <p>Teaching Emotional Intelligence</p> <p><i>-Emotional Responsive Practice</i></p> <p><i>-Facilitating Socialization through Play</i></p> <p>Behavioral Challenges</p> <p><i>-Positive Behavior Support</i></p> <p><i>-Social Stories</i></p> <p>Clips from Film: Won't You Be My Neighbor?</p>	<p><u>Text Ch. 6</u> Promoting Social and Emotional Development</p> <p><u>Required Article(s):</u></p> <p>The Role of Preschool as a Point of Intervention for Trauma-Exposed Children: Recommendations for Practice, Policy, and Research</p> <p><i>CHILD OBSERVATION PROJECT</i></p>
8	<p>Motor Skills Development</p>	<p><u>Text Ch. 7</u> Helping Young Children Develop Motor and Self-help Skills</p>

	Sensory Abilities/ Sensory Integration/ Sensory Dysfunction Disorder <i>-Sensory Profile and Exercises</i> Importance of Self-Help Skills Independence	Required Article(s): <i>Understanding Sensory Integration and What Can Go Wrong</i> <i>Reading Response #4: Response to Film- Neurotypical</i>
9	Speech and Language Development Disorders of Speech and Language <i>-Augmentative/ Alternative Communication Systems</i>	Text Ch. 8 Nurturing Communication Skills <i>The Elephant in the Playroom paper</i>
10	Cognitive Processes Communication and Literacy <i>-Whole Language Approach vs Phonemic Awareness Models</i> <i>-Bloom's Taxonomy</i> <i>-Book Selection and Targeted Skills</i>	Text Ch. 9 Encouraging the Development of Cognitive Skills and Literacy <i>Reading Response #5</i>
11	Inclusion Models Co-Teaching & the ICT classroom Benefits and Challenges of Inclusion for Students and Teachers Collaboration within Interdisciplinary Teams <i>-Related Services, Assistant Teachers and Paraprofessionals</i>	Text Ch. 10 Teaming: Collaboration, Problem Solving, and Inclusion Support Required Article(s): <i>ABCDE's of Co-teaching</i> <i>The Best of Both Worlds: Combining ECE and ECSE</i>
12	Fieldwork Findings and Summary Groups	<i>FINAL FIELDWORK REFLECTION PAPER</i>

Sample Assignments

CHILD OBSERVATION PROJECT

For this **3-5 typed, double spaced** assignment, please observe a child **between 2 and 8 years of age** for **about 15-20 minutes** in your fieldwork classroom.

Please use a **pseudonym** (fake name). Include the child's age, where the observation is taking place and what time of day it is.

Please observe a child doing something they would be doing if you weren't there – do **not** assign them a task or activity. Do **not** observe a child playing video games or watching television. Do **not** interact with them or try to teach them anything.

As you observe, take notes in a notebook, on a pad or on the form we used in class. Quickly jot down as many *facts* as you can – you needn't write in full sentences at this point. Immediately following the observation, review your notes and jot down details you may not have had time to record but will soon forget if you don't write them down immediately.

Your final paper will have **three parts** (in this order):

Part 1. Your factual description of exactly what you saw and heard. This section will mostly be a transcription of your notes, organized into full sentences. The goal here is to create a smooth narrative that allows the reader to really imagine what you saw and heard (remember the examples we discussed in class). This is **NOT** the place for your interpretation of the child's behavior.

Part 2. Your interpretation. Discuss your thoughts and impressions of the child in the **Four Domains of Development (P.I.E.S)**. Refer to the attached "**Development Stages**" chart. (**DO NOT LEAVE THIS PART OUT**). How was the child you observed the same or different from the descriptions offered? What seem to be this child's strengths? Any questions or concerns about this child?

Part 3. Your reflections on this process.

Please refer to the attached **NAEYC Standards for Professional Preparation**. What did you learn in relation to the standards? **BE SPECIFIC**. What is the **name and number** of the standards you've learned about as a result of doing this assignment? Discuss **why** you've chosen the standards you have.

Please also discuss:

What was it like conducting an observation and writing it up?

Did anything surprise you about this process?

What are your thoughts about using observation for assessment in early childhood education?

ELEPHANT IN THE PLAYROOM PAPER

For this assignment, you will choose 3 stories from the book and analyze how meeting the following standards as an early childhood teacher can help support each of the children's unique needs in the classroom. Your paper should be 3-5 pages typed.

NAEYC (National Association for the Education of Young Children) and Early Childhood Special Education Standards

- EC1K1 Historical and philosophical foundations of services for the young children both with and without exceptional learning needs
- EC1K2 Trends and issues in early childhood and early childhood special education
- EC2K1 Theories of typical and atypical early childhood development
- EC2K2 Effects of biological and environmental factors on prenatal, perinatal, and postnatal development.
- EC2K4 Significance of socio-cultural and political contexts for the development and learning of culturally and linguistically diverse young children
- EC5S1 Create a safe, equitable, positive and supportive learning environment in which diversities are valued

FINAL FIELDWORK REFLECTION PAPER

This assignment serves as a final documentation of your fieldwork experience. It is meant to capture your learning process, feelings, thoughts, questions and your growth.

In preparation for this assignment, you were required to write fieldwork reflections and reading responses, and analyze them to highlight patterns and areas of interest for further study.

The paper will be divided into four sections:

First Impressions

In order to appreciate your growth and change over time, it's helpful to look back to the very beginning. Write about your analysis of your first impressions, assumptions and beliefs as you began fieldwork.

Questions to consider:

- How did it all begin for you?
- What were you like, back then?
- What were your underlying assumptions and beliefs? Did you have any biases about this school, the students, the teachers? Where did they come from?

Learning and Growth

It's so important to consider every experience a learning experience. Going into a new setting and becoming part of a new community leads to learning, on many different levels (personal, professional, cultural, etc).

Questions to consider:

- What were your most meaningful areas of learning? Why?
- Did you change any of your assumptions or beliefs? Why? How?
- How have these areas affected your development?
- How does this growth impact your philosophy of education?

Area of Inquiry

Now that you've discovered some areas of interest, select one to explore further.

Questions and Tasks:

- Use Google Scholar to research your topic.
- What did your research reveal about your topic?
- Select one strong article on your topic. Summarize it.
- Select another strong article on your topic. This article can either provide an opposing viewpoint or provide a deeper understanding of the topic.
- How did these articles help to deepen your understanding of this topic?
- Why is this topic important in the field of education?

Professional Standards

Our course is designed to support your professional preparation by addressing some of the NAEYC Standards for Professional Preparation.

How did class discussions, videos, assignments or field experiences support your growth with specific standards?

Please select two or three standards that are most relevant to your growth this semester and **explain** your answer with *specific detail*.

12. Selected Bibliography and Source materials:

Brown-Chidsey, R. (2007). No more waiting to fail. *Educational Leadership*, 65(2), 40–46.

Camarata, S., Miller, L. J., & Wallace, M. T. (2020). Evaluating sensory integration/sensory processing treatment: Issues and analysis. *Frontiers in Integrative Neuroscience*, 14. <https://doi.org/10.3389/fnint.2020.556660>

Chiasson, K., Yearwood, J. & Olsen, G. (2006) The best of both worlds: Combining ECE and ECSE philosophies and best practices through a coteaching model. *Journal of Early Childhood Teacher Education*, 27(3), 303-312. DOI: [10.1080/10901020600843707](https://doi.org/10.1080/10901020600843707)

- Clarke, L., Embury, D., Knight, C., Christensen, J. (2017). People-first language, equity, and inclusion: How do we say it and why does it matter? *Learning Disabilities: A Multidisciplinary Journal* 22(1).
<https://doi.org/10.18666/LDMJ-2017-V22-I1-7961>
- Klass, P. (2020). The pandemic's toll on children with special needs and their parents. *The New York Times*.
- Lifter, K., Foster-Sanda, S., Arzamarski, C., Briesch, J., McClure, E. (2011). Overview of play: Its uses and importance in early intervention/early childhood special education. *Infants & Young Children*, 24(3), 225-245.
 DOI: 10.1097/IYC.0b013e31821e995c
- Loomis, A. M. (2018). The role of preschool as a point of intervention and prevention for trauma-exposed children: Recommendations for practice, policy, and research. *Topics in Early Childhood Special Education*, 38(3), 134–145. <https://doi.org/10.1177/0271121418789254>
- Rushton, S., Juola-Rushton, A. & Larkin, E. (2009). Neuroscience, play and early childhood education: Connections, implications and assessment. *Early Childhood Education Journal*, 37. DOI 10.1007/s10643-009-0359-3
- Sigafoos, J. (1999) The wages of playing are fun and learning. *International Journal of Disability, Development and Education*, 46(3), 285-287. DOI: [10.1080/103491299100506](https://doi.org/10.1080/103491299100506)
- Sandall, S. R., & Ostrosky, M. (Eds.) (2000). *Natural Environments and Inclusion*. (Young Exceptional Children Monograph; No. 2). Division for Early Childhood of the Council for Exceptional Children.
- Schraml-Block, K., Ostrosky, M. (2018). Respect, reciprocity, and responsiveness: Strengthening family-professional partnerships in early intervention. *ZERO TO THREE*, 39(2).
- Szente, J. (2020). Live virtual sessions with toddlers and preschoolers amid COVID-19: Implications for early childhood teacher education. *Journal of Technology and Teacher Education*, 28(2), 373-380. Retrieved from <https://www.learntechlib.org/primary/p/216174/>.
- Tomlinson, C. (2002). Different learners, different lessons. *Instructor*, 112(2). Retrieved from <https://www.proquest.com/trade-journals/different-learners-lessons/docview/224394934/se-2>
- Vaughn, S., Schumm, J.S., Arguelles, M.E. (1997). The ABCDEs of co-teaching. *Teaching Exceptional Children*, 30(2), 4. <https://doi.org/10.1177/004005999703000201>