**SPED 5354 Atypical Childhood Dev B-8 Online**

**Welcome, learning community! I hope you are as happy to be here as I am to have you in the course.**

**Credit Hours = 3**

**SPED 5354 focuses on seven areas.**

The seven areas are:

1. Educating Young Children with Special Needs in Partnership with Families
2. Developing and Monitoring Individualized Plans and Designing Instructional Programs
3. Considerations for Teaching Children with Specific Disabilities
4. Promoting Social and Emotional Development
5. Helping Young Children Develop Motor and Self-help Skills
6. Nurturing Communication Skills
7. Cognitive Skills and Literacy
8. (Final Project) The Early Intervention Team

**Course Catalog**

Specific curricular strategies in developmental domains such as language, motor, social, concept development, and emergent literacy. Typical and atypical child development and information on specific types of disability including children with multiple disabilities. Recommended practices in the field, family concerns and experiences, individualized program planning for children, implementation of instructional strategies, managing and understanding child behavior, and the involvement of families in their children's programs.

**Course Description**

Focus on specific curricular strategies in developmental domains such as language, motor, social, concept development, and emergent literacy. Typical and atypical

child development and information on specific types of disability including children with multiple disabilities is included with emphasis on resources available. Class also includes topics such as recommended practices in the field, family concerns and experiences, individualized program planning for children, implementation of instructional strategies, managing and understanding child behavior, and the involvement of families in their children's programs. The course addresses representative early intervention developmental knowledge, planning, curriculum, and concepts useful for the consumption and generation of early intervention issues and competencies by the graduate students in their efforts to become learners and producers of intervention methods that directly affect children, families, centers, schools and student performance. The course provides the fundamental bases for allowing students to continue their journey of early intervention development, reflection, application of basic problems and challenges of methodologies, design, and generate solutions to these problems. As a whole, the course goal is to equip students with a wide array of developmental curriculum possibilities in early intervention that allows them to plan, organize, implement, and execute methods for the appropriate, careful, and precise analysis of quantitative and qualitative educational solutions to problems.

**Brief Course Content Guide**: I have provided short introductory online information previews to inform you before you read your textbook chapters for further information. Online activities examine old and new concepts and create a collaborative learning community. In addition, the content draws upon your hands-on experience as a distance learner in the course. Observation is necessary for completion of assignments.

**Course Objectives:**

Student learning outcomes:

1.    Be able to identify, define, and originate curriculum content and environments of early intervention.

2.    Be able to articulate and develop an environment that is developmentally appropriate for early intervention.

3.   Be able to identify and describe managerial competencies required of an early interventionist.

4.   Be able to identify and describe problems and challenges of curriculum design in early intervention areas of literacy, mathematics, and fine arts and generate solutions to these problems.

5.   Be able to identify and describe adapting curricula and intervention approaches for children with special needs building on a strong foundation of understanding what is common to all young children.

6.   Explain necessity of understanding and supporting young children and their families within the context of the unique and complex family reflecting history, economics and family dynamics.

7.   Understand and articulate the significant emphasis on traditional developmental domains: social – emotional, motor, language, communication, self-help, and cognitive skills.

8.   Relate to the profession understanding that all growth areas and individual family background factors are synthesized into a view of the whole child.

9.   Acquire and express a holistic view relating to emphasis on activity – based and play – based approaches to intervention and integrating goals and objectives for all domains into developmentally appropriate and motivating activities in inclusive, community – based settings.

10.   Experience and observe the importance of working collaboratively with others in inclusive community – based settings in an itinerant consultation roll using best practices for home, center, or classroom application.

11.   Practical research in the area of atypical and typical development and intervention techniques.

12.   Develop early intervention materials and educational video and internet resources for parents, paraprofessionals, and undergraduate students.

**Student Learning Outcomes Assessments**

*Learning Outcome Achieved and Measured by*

Reading and written reflection (weekly)

Participation in discussions (weekly)

Assignments, research and observations using knowledge of typical and atypical development, inclusion curriculum and rationale (weekly)

Constructing a Research Project through Observation and/or Research: Team, Collaboration, Problem Solving Inclusion, Support Strategies, Paraprofessional Guidelines (conclusion of course)

Development and presentation of early intervention materials and educational video and internet resources for parents, paraprofessionals, and undergraduate students in the form of a Film and Media Festival.

*The course adheres to the College of Education's mission and vision addressing the culture of early intervention curriculum development inquiry through a sustained, comprehensive, and coherent program of study with special emphasis and support for student learning, research, and development in linguistically and culturally diverse settings. The course emphasizes the building of a knowledge base, generation and dissemination of research and its application, these being part of the driving force of the mission, vision, belief, ethics, and values of the College of Education.*

**Required Text for Course:**

**Cook, R. A., Klein, M.D., Chen, D. Adapting Early Childhood Curricula for Children with Special Needs. Tenth Edition, Loose-Leaf-e-text version with embedded videos. Boston: Pearson**

**Course Communication**: How we will stay in contact with each other

Because this is an online class, we will not see each other in the ways you may be accustomed.

- **Office Hours**: We will not be able to meet on campus, but I will still have office hours for your questions and comments about the course. My office hours will be held on Blackboard Collaborate during the following times:
  Wednesdays: 8:00 to 9:00 Mountain Time
   Wednesdays 11:00 to 2:00 Teleconference via my cell phone (915) 319-0010
- **Email**: UTEP e-mail is the best way to contact me.  I will make every attempt to respond to your e-mail within 24-48 hours of receipt.  When e-mailing me, be sure to email from your UTEP student account and please put the course number in the subject line.  In the body of your e-mail, clearly state your question.  At the end of your e-mail, be sure to put your first and last name, and your university identification number.
- **"Ask Me?" on Discussion Board**: If you have a question that you believe other students may also have, please post it in **Ask Me**, the first discussion inside of Blackboard. You may respond to other students' questions if you have a helpful response. I check this every day first thing after logging into Blackboard.
- **Announcements**: Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.
- **Cell Phone**: (915) 319-0010 if you are stuck trying to do your assignments, a quick call could keep you working. Do not hesitate to call me.

**Course Grading**

The following 100 points may be earned by completing the activities below.

| | |
|---|---|
| Posting of Chapter Learning Outcomes in Assignments (7 Assignment posts possible 3 points per completion) | 21 |
| Film /Media Festival posting of Weekly Video/Media Summaries and Internet Sharing in Discussion with final summaries in Assignments | 21 |

| | |
|---|---|
| Posting of Developmental Discussion including outside research sources pertaining to the week's chapter in Discussion with final summaries in Assignments | 21 |
| Developmental Observation with Research Summary: Gross Motor, Fine Motor, Language Comprehension, Expressive Communication, Cognitive Skills, Self-help Skills, Social Skills | 17 |
| Final Project- Observation and Research: Team, Collaboration, Problem Solving Inclusion, Support Strategies, Paraprofessional Guidelines | 20 points |
| Total: | 100 points |

*** Be aware of the last day to drop with "W".**

**Course Schedule and Grading Changes**

The course instructor reserves the right to adjust the course syllabus or change assignments as needed. I will be sure to give you plenty of notice prior to any changes. Remember that our course syllabus and class schedule are living documents and can change to clarify or further learning!

**Some Course Resources**

**"Ask Me"**

Do you have general or specific questions about the class activities? "Ask Me" is the perfect place to ask. I will answer all questions in this discussion area so that the class can see and benefit from the brave students who are willing to ask. Believe me; your classmates will thank you for helping us clear up something that needed further direction. Remember, there is no such thing as a stupid question. ALL questions are SMART questions!

**"Rosa's Cantina"**

Are you familiar with the song about El Paso by Marty Robbins? One of the lyrics goes, "Night time would find me in Rosa's Cantina"... Since this class originates in El Paso, I hereby declare Rosa's Cantina open for business in this course. Rosa's Cantina is a place where students can go to talk--about anything. Since the

discussion sections are dedicated to assignments, you all need a place to go to visit with each other about anything you like or do not like about life, learning, or your current activity. Feel free to make friends and bring up what is on your mind in Rosie's Cantina. I will visit here too, because sometimes I need to take a break. I am sure that you could use a break, as well.

**Description of Activities that make up Weekly Lessons**

Activity One: Read the online preview and text material for the week

Each week we will study chapters in our textbook and resources. First, you might want to preview the background material that focuses on the activities or the important points of the week's study. When you are finished reading the chapters, you are ready for Activity 2.

Activity Two: Assignment based on the Learning Outcomes for each chapter of our text.

The Learning Outcomes questions in the front of the chapter are for you to answer. Answer them clearly and concisely with all questions and parts labeled for easy recognition or in the format that the question states. If graders are unable to find your work due to disorganization or failure to number or label, it will not receive very much credit. This is turned in to Assignments.

Activity Three: Discussions

1. Video Discussion: Posting of Weekly Video Summaries and Internet Sharing and participating in the Film /Media Festival in Discussion with final summaries in Assignments

There are videos in your chapter that are worth seeing and noting visual examples. In addition, other videos and websites are integral to the weekly studies. Post one outside (not embedded in your chapter) video and one chapter video and one new website to the Film/Media Festival. At the end of the class, collect the videos/media that you summarized and turn them in to Assignments. Be sure to cite the video source online. All material sources must be cited.

Go to Discussion and find the Weekly Video Film/Media Festival Discussion. Post your videos and media and explain what they were about and what you learned from them in your summaries. No more or no less than one-half page to one page per student, please.

When the video/media contributions have been posted, please respond to one other person's shared lesson or research contribution. If another learner has already commented on a post, please choose a different student who has not received comments.

Please check the Discussion area for comments and questions from your classmates about what you posted so that you can answer any questions or comments addressed to you or about your postings beginning on Thursday.

2. Developmental Discussion: Posting of Developmental Discussion in Discussion with final summaries in Assignments

Go to Discussion and choose a text topic to contribute to Weekly Developmental Discussion. The information will come from your chapter. Include a research reference to support your opinion or thoughts about the topic. No more or no less than one-half page per student, please. When the discussions have been posted, please respond to one other person's shared lesson or research contribution. If another learner has already commented on a post, please choose a different student who has not received comments. Please check the Discussion area for comments and questions from your classmates about what you posted so that you can answer any questions or comments addressed to you or about your postings beginning on Thursday.

**Description of Final Assignments (due at the end of the semester)**

1. **Developmental Observation and/or Research Summary**: Gross Motor, Fine Motor, Language Comprehension, Expressive Communication, Cognitive Skills, Self-help Skills, Social Skills

**Description of Developmental Observation Project**

Conduct and report on a Developmental Observation Project using your observation, a developmental chart, and two references from the literature. Be

sure to review Appendix A before starting. Below are example directions for an infant/toddler observation.

**Part 1: Description of Setting**
When you arrive in the infant/toddler room for your observation, prepare to take careful notes on the following: A description of the setting, including:
• Name and type of facility and/or the classroom you are observing

• Number of children present
• Number of staff present
• Activities occurring during observation time period
• Other relevant information (whether families were in the room, how children responded to strangers, etc.)

After you have described the setting, please proceed to Part 2.

**Part 2: Completing a Running record**
Choose a child to focus on during the remainder of your observation.

1. Use a Running Record strategy to take *accurate, concise, and objective* notes about that child's appearance, interactions and behaviors. Try to be unobtrusive and not interfere in the class or child's normal activities. For at least a portion of the time, you are in the facility/classroom, maneuver close enough to your target child so that you can see and hear them clearly.

2.     Include in your running record a description of the child's physical, cognitive, language, social and emotional areas of development.

3.     Before leaving the setting, guess the child's age based on your observations and knowledge of developmental milestones. Then, ask the teacher what the age really and record this in your notes.

After you have completed Parts 1 and 2, proceed to Part 3.

**Part 3: Reflection**
For this portion of your assignment, you will be writing a Reflection based on your completed observation, the Appendix A provided at the end of your chapter, and the CDC and Red Flags resource. Your Reflection needs to include each of the following:

1. A summary and conclusions about each of the developmental areas that you observed. Be sure to include information from both your Appendix chart and any applicable red flags. During this portion of the assignment, objectivity is no longer

required, as you are now making subjective observations. 2. A description of how each area of development interrelates.

3. A description based on your observation of how the child's development may affect his/her learning. Remember that to be valid; these conclusions should be based on numerous observations and in various settings. We can learn a lot about development through observation.

The following link to the Center for Disease Control and Prevention discusses observing children for Developmental Screenings. There are pages for various ages. Find the ones appropriate for infants and toddlers and use them as a reference for this assignment.

Centers for Disease Control and Prevention. (2012). *Developmental Milestones*.

Available from http://www.cdc.gov/ncbddd/actearly/milestones/index.html

Another is Red Flags: *Red flags: A quick reference guide for early year's professionals in York region, early identification of red flags in child development prenatally to age six.*

York Region Red Flags Task Group. (2011). "*Red Flags: A quick reference guide for early year's professionals in York region, early identification of red Flags in child development prenatally to age six.*" Ontario, Canada: York Region. Available from http:// www.york.ca/wps/wcm/connect/yorkpublic/054ca0a9-0027-46a3-b817- 452890b3038b/ red+flags+guide_web.pdf?MOD=AJPERES

Here is an example of a normal observation written using a developmental checklist.

**http://users.manchester.edu/student/amgallahan/profweb/Case_Study%20Luke.pdf**

2. **Final Project-** Observation and/or Research: Team, Collaboration, Problem Solving Inclusion, Support Strategies, Paraprofessional Guidelines

# Description of Final Project

The final assignment for this class is an observation project based on all of the weekly studies and components and Observation and/or Research: Team, Collaboration, Problem Solving Inclusion, Support Strategies, and Paraprofessional Guidelines. This should be a quality document that you could present on a personal website, for a job interview, or a parent night introduction for your classroom. It may include action research. Five references should be included to support your statements. Contained within the 5 to 10-page portfolio will be:

1. Early Intervention Curriculum and Philosophy (why are you doing what you are doing and what experts in the area inspired you to do so)

2. How you gage and manage developmentally appropriate intervention

3. Rational for the establishment of your learning environment and illustrations of your working room, client's home, and/or centers. Include management of your physical environment including spaces and routines if applicable.

4. Give examples of the variety of service – delivery models that are used to support children with disabilities in early childhood settings.

5. Explain why successful inclusion support requires establishing collaborative relationships.

6. Recognize that successful collaboration and conflict resolution depend on skills in communication and problem solving. Explain and include those skills.

7. Discuss the two common inclusion support service – delivery models are (1) co-teaching and (2) itinerant consultation.

8. Since paraprofessionals are critical to the effective support of children with disabilities in inclusive environment, discuss why special educators must develop skills in supervision and support of paraprofessionals

9. Identify the specific challenges involved in effective use of paraprofessionals as one-to-one assistants.

10. Summarize and explain why the above 1-9 are included in your early intervention work. How do 1-9 work together to comprise your service to young children at risk.

If you prefer to do this assignment as an APA style paper, you may do so.

**Cite references other than our text if used.**

1. A message that demonstrates substance contributes to the understanding and application of ideas by doing one or more of the following:

- Reflection about meaning: Describe thoughtfully what something means or new insights it provides, or raise a question as a seed for clarification or further discussion.
- Analysis: Discuss relevant themes, concepts, main ideas, components, or relationships among ideas. Alternatively, identify hidden assumptions or fallacies in reasoning.
- Elaboration: Build on ideas of others or ideas found in the readings by adding details, examples, a different viewpoint, or other relevant information.
- Application: Provide examples of how principles or concepts can be applied to actual situations, or discuss the implications of theory for practice.
- Synthesis: Integrate multiple views to provide a summary, a new perspective, or a creative refashioning of ideas.

## TECHNOLOGY REQUIREMENTS

Course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop. In addition, helpful but not required, are a scanner, a webcam, and a microphone. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) free via UTEP's Microsoft Office Portal. Click the following link for more information about Microsoft Office 365 and follow the instructions.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP Help Desk as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

**Attendance and Participation**

To be successful in this course, class functionality, assignments and activities rely heavily on your early understanding of expectations. You are also responsible for doing all assignments and reading the online material and your textbook every week. Please check course announcements to keep abreast of any changes in course content.  Specifically:

Attendance in the course is determined by participation in the learning activities of the course. Your participation in the course is important for your not only learning and success but also to create a community of learners. Participation is determined by completion of the following activities:

- o Reading/Viewing all course materials to ensure understanding of assignment requirements
- o Participating in engaging discussion with your peers on the discussion boards
- o Other activities as indicated in the weekly content

**Because these activities are designed to contribute to your learning each week, they cannot be made up after their due date has passed.**

**Deadline Policy** All on-line assignments are due by the deadline date and time. Please ensure that you carefully read all instructions for each assignment, particularly the due dates and times. Checking reading instructions and due dates and times are your responsibility. By turning in an assignment at the last minute, you risk losing credit due to the computer's slow processing time.  Lessons that are e-mailed after a due date cannot be graded within the system; therefore, emailed lessons cannot always be accepted.

## ALTERNATIVELY SUBMITTING WORK IN CASE OF TECHNICAL ISSUES

I strongly suggest that you submit your work with plenty of time to spare in the event that you have a technical issue with the course website, network, and/or your computer. I also suggest you save all your work in a separate Word document as a backup. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through the course website, please contact the UTEP Help Desk. You can email me your back-up document as a last resort **before** the due date.

## EXCUSED ABSENCES AND/OR COURSE DROP POLICY

According to UTEP Curriculum and Classroom Policies, "When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of "W" before the course drop deadline and with a grade of "F" after the course drop deadline." See academic regulations in the UTEP Undergraduate Catalog for a list of excuse absences. Therefore, if I find that, due to non-performance in the course, you are at risk of failing, I will drop you from the course. I will provide 24 hours advance notice via email.

**OR**

I will not drop you from the course. However, if you feel that you are unable to complete the course successfully, please let me know and then contact the [Registrar's Office](#) to initiate the drop process. If you do not, you are at risk of receiving an "F" for the course.

## NETIQUETTE

As we know, sometimes communication online can be challenging. It is possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- o Always consider audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas.

- o Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.

- o When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.

- o Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

**Cheating/Plagiarism**

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the Office of Student Conduct and Conflict Resolution (OSCCR) for possible disciplinary action. To learn more, please visit HOOP: Student Conduct and Discipline.

You may not submit work for this class that you did for another class. Some of your course work and assessments may submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used review assignment submissions for originality; and, it will help you learn how to properly attribute sources rather than paraphrase. If students are found to be

cheating or plagiarizing, they will be subject to disciplinary action, per UTEP catalog policy. Refer to www.utep.edu/dos/ for further information. In addition, you may also see the Regent Rules and Regulations.

**Accommodations Policy**

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the UTEP Center for Accommodations and Support Services (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at cass@utep.edu, or apply for accommodations online via the CASS portal.

**COVID-19 Accommodations**

Students are not permitted on campus when they have a positive COVID-19 test, exposure or symptoms.  If you are not permitted on campus, you should contact me as soon as possible so we can arrange necessary and appropriate accommodations.

**Required E-mail** Account

E-mail account: If you do not already have a UTEP e-mail account, please get one immediately. Contact the UTEP help desk for assistance.

**Being Successful in Online Courses**

Online learning is not a spectator sport. It is everyone's responsibility to participate as fully as possible so everyone can get the most from the experience. Here are

some simple rules to follow to ensure your participation and engagement in the learning process:

- Ask questions: If you do not know ASK ME the answer, please ask and I or someone else whose answer I have reviewed will share it with you. The ASK-ME area of the discussion board is the forum for asking questions related to content OR any academic problems in this course. Guessing or asking your fellow classmates can sometimes lead you down the wrong path of information.  So ask ME!

- Reach out to others: Offer a fact, article, link or other items that can help others learn something you can share.

- Be appropriate: The online classroom is not the place for insulting or insensitive comments, attacks, or venting. Inappropriate behavior will usually subject to disciplinary action, as well.

- Be diplomatic: When sending messages on emotionally charged topics, make sure you write the message and then walk away for at least an hour before re-reading the message and then sending it. Re-reading emotionally charged messages ensures that they are constructive instead of destructive. Think of the person at the other end.

- Stay focused: Stay on topic to increase the efficiency of your learning.

- Students often like to converse socially. To do this, you are strongly encouraged to go to my online area for great discussions, **Rosa's Cantina,** and socialize with your classmates online. This is not a graded area. Please remember, I occasionally do drop in and socialize with you.

## COVID-19 PRECAUTIONS

You must STAY AT HOME and REPORT if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test.  Reports should be made at screening.utep.edu.  If you know of anyone who should report any of these three criteria, you should encourage them to report.  If the individual cannot report, you can report on their behalf by sending an email to COVIDaction@utep.edu.

For each day that you attend campus—for any reason—you must complete the questions on the UTEP screening website (screening.utep.edu) prior to arriving on campus.  The website will verify if you are permitted to come to campus.  Under no

circumstances should anyone come to class when feeling ill or exhibiting any of the known COVID-19 symptoms.  If you are feeling unwell, please let me know as soon as possible, and alternative instruction will be provided.  Students are advised to minimize the number of encounters with others to avoid infection.

Wear face coverings when in common areas of campus or when others are present. You must wear a face covering over your nose and mouth at all times in this class. If you choose not to wear a face covering, you may not enter the classroom.  If you remove your face covering, you will be asked to put it on or leave the classroom. Students who refuse to wear a face covering and follow preventive COVID-19 guidelines will be dismissed from the class and will be subject to disciplinary action according to Section 1.2.3 *Health and Safety* and Section 1.2.2.5 *Disruptions* in the UTEP Handbook of Operating Procedures.

(***Classes with on-campus meetings***)  Please note that if COVID-19 conditions deteriorate in the City of El Paso, all course and lab activities may be transitioned to remote delivery.

## Course Resources: Where you can go for assistance

UTEP provides a variety of student services and support:

Technology Resources

- Help Desk: Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

Academic Resources

- UTEP Library: Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- University Writing Center (UWC): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.

- [Math Tutoring Center (MaRCS):](#) Ask a tutor for help and explore other available math resources.
- [History Tutoring Center (HTC):](#) Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- [RefWorks:](#) A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

Individual Resources
- [Military Student Success Center:](#) Assists personnel in any branch of service to reach their educational goals.
- [Center for Accommodations and Support Services:](#) Assists students with ADA-related accommodations for coursework, housing, and internships.
- [Counseling and Psychological Services:](#) Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.

## COPYRIGHT STATEMENT FOR COURSE MATERIALS

Copyright law protects all materials used in this course.  The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course.  They may not be further disseminated.

## CALENDAR

| Focus Area Topic | Activities | Week / Due Date |
|---|---|---|
|  |  | **All Activities: Open Monday-End Friday at NOON** |
| **Week One** | 1. Read |  |

| | | |
|---|---|---|
| Introduction to Online Learning;<br><br>Class Policies<br><br>Beginning and looking toward the finish line.<br><br>Blackboard Competency Building Exercise<br><br>Chapters 1 and 2<br><br>Educating Young Children with Special Needs in Partnership with Families<br><br>Resources: Appendices A-F | Introduction and preview and chapter(s) and Resources.<br><br>2.    Assignment<br><br>3.    Discussion Activities:<br><br>a. Video Discussion<br><br>b. Developmental Disc. | Activity 1: Begin Monday -End Wednesday<br>Activity 2: Begin Monday - End Friday NOON<br>Activity 3: Post Thursday - End Friday NOON |
| | | |
| **Week Two**<br><br>Developing and Monitoring Individualized Plans and Designing Instructional Programs<br><br><br>Text Chapters 3 and 4 | 1.    Read Introduction and preview and Chapter(s)<br><br>2.    Assignment<br><br>3.    Discussion Activities: | Activity 1: Begin Monday -End Wednesday<br>Activity 2: Begin Monday - End Friday NOON<br>Activity 3: Post Thursday - End Friday NOON |

| | a.Video Discussion<br><br>b. Developmental Disc. | |
|---|---|---|
| **Week Three**<br><br>Considerations for Teaching Children with Specific Disabilities<br><br>Chapter 5 text | 1. Read Introduction and preview and chapter(s)<br><br>2.    Assignment<br><br>3.    Discussion Activities:<br><br>a. Video Discussion<br>b. Developmental Disc. | Activity 1: Begin Monday -End Wednesday<br>Activity 2: Begin Monday - End Friday NOON<br>Activity 3: Post Thursday - End Friday NOON |
| **Week Four**<br><br>Promoting Social and Emotional Development<br><br>Chapter 6 text<br><br>Resources: Appendices A-F | 1.    Read Introduction and preview and chapter(s) and Resources.<br><br>2.    Assignment<br><br>3.    Discussion Activities: | Activity 1: Begin Monday -End Wednesday<br>Activity 2: Begin Monday - End Friday NOON<br>Activity 3: Post Thursday - End Friday NOON |

| | | |
|---|---|---|
| | a.Video Discussion<br><br>b. Developmental Disc. | |
| **Week Five**<br><br>Helping Young Children Develop Motor and Self-help Skills<br><br>Chapter 7 text<br><br>Resources: Appendices A-F | 1. Read Introduction and preview and chapter(s) and Resources.<br><br>2. Assignment<br><br>3. Discussion Activities:<br><br>a. Video Discussion<br><br>b. Developmental Disc. | Activity 1: Begin Monday -End Wednesday<br>Activity 2: Begin Monday - End Friday NOON<br>Activity 3: Post Thursday - End Friday NOON |
| **Week Six**<br><br>Nurturing Communication Skills<br><br>Chapter 8<br><br>Resources: Appendices A-F | 1. Read Introduction and preview and chapter(s) and Resources.<br><br>2. Assignment<br><br>3. Discussion Activities: | Activity 1: Begin Monday -End Wednesday<br>Activity 2: Begin Monday - End Friday NOON<br>Activity 3: Post Thursday - End Friday NOON |

|  | a.Video Discussion<br><br> b. Developmental Disc. |  |
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| **Week Seven**<br><br>Cognitive Skills and Literacy<br><br>Chapter 9 | 1.    Read Introduction and preview and chapter(s)<br><br>2.    Assignment<br><br>3.    Discussion Activities:<br><br> a. Video Discussion<br><br> b. Developmental Disc. | Activity 1: Begin Monday -End Wednesday<br>Activity 2: Begin Monday - End Friday NOON<br>Activity 3: Post Thursday - End Friday NOON |
| **Developmental Observation Project** | See Directions in the Syllabus and in Assignments | Turn in to Assignments before the last day of class. |
| **Final Portfolio**<br><br>Chapter 10 in text<br><br>Appendices A-F | See Directions in the Syllabus and in Assignments | Turn in to Assignments before or on the last day of class. |
|  | **Please fill out the course evaluation as soon as possible...** | |

**It has been my pleasure to have you in this online class.**