Teaching Exceptional Children Foundations and Best Practices in Inclusive Early Childhood Education Classrooms 2nd edition Bayat Solutions Manual

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Sample 2

This course prepares students to practice the following program goals as set forth by their majors. By the end of this course, students should be able to demonstrate their achievement toward the goals through a set of measurable criteria as listed following each goal:

Goal #1: Provide students with many different theoretical perspectives and scientific and practical knowledge to understand and support human development and learning:

a. Students will identify and describe typical developmental trajectories in major domains of development for young children.
b. Students will identify atypical development in young children through their ability to differentiate atypical patterns from expected typical developmental patterns and behaviors.
c. Students will discuss developmental and behavioral theories and examine the impacts these theories have on teaching methodologies in the field of special education.

Goal #2: Prepare reflective and critical thinkers who examine issues about the development of infants and young children and their relationships in various contexts such as school, hospital, family, and community and with an understanding of culture:

a. Students will analyze and support each child's situation by taking into account the various factors (i.e., relationships within a family, community, culture) that may impact a child's development and coping strategies.
b. Students will examine each child's situation individually, interpreting a child's behavior within a given context and taking into account multiple contributing factors.
c. Students will describe the basic federal and state laws that govern special education.

Goal #3: Prepare students to provide early intervention strategies across all developmental domains:

a. Students will demonstrate a solid understanding of developmental sequences, creating individualized developmental goals that promote a child's growth in a realistic manner.
b. Students will reach out to professionals across all disciplines and integrate different intervention strategies to support a child.
c. Students will examine and be ready to prepare an Individualized Family Service Plan.

Goal #4: Prepare students to interact with children with developmental disabilities and their families in a family-centered manner guided by theories of human growth and development:

a. Students will demonstrate an understanding that children do not exist alone—that the best way to help a child is to support the parent/child dyad, to work with the family, and to include them in the developmental service plan.
b. Students will analyze how disabilities impact a child's development in all domains and will consider how to present this information professionally in a family-friendly manner.

Goal #5: Learn contemporary psychological and developmental principles:

a. Students will identify and describe different psychological and developmental theories that impact the parent/child dyad relationship.
b. Students will identify and describe typical developmental trajectories in major domains of development for young children.

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Goal #6: Learn the value of the scientific method as a way of thinking about questions concerning the causes of (and therapeutic approaches to) behavior, including the ability to find and comprehend research:

a. Students will examine contemporary ideas on psychological and physiological causes to typical and atypical behaviors.
b. Students will identify different methods to examine and manage behaviors, such as the Functional Behavior Approach.

Goal #7: Develop the ability to apply the scientific method to questions concerning the causes of and therapeutic approaches to behavior in order to be able to assess children with mental health issues and developmental disorders in a culturally competent and developmentally appropriate way:

a. Students will analyze and support each child's situation by taking into account the various factors (i.e., relationships within a family, community, culture) that may impact a child's behavior, development, and coping strategies.
b. Students will describe typical developmental trajectories in major domains of development for young children, paying specific attention to social emotional development.
c. Students will identify atypical development in young children through their ability to differentiate atypical patterns from expected typical developmental patterns and behaviors.

Goal #8: Learn to link assessment information on individual treatment strategies that foster healthy emotional and relationship development:

a. Students will examine each child's situation individually, interpreting a child's behavior within a given context and taking into account multiple contributing factors.
b. Students will identify appropriate assessment tools for the specific purposes of their assessment.
c. Students will interpret assessment results, using the information to create individualized goals that promote a child's growth in social emotional development.

Goal #9: Develop the ability to communicate effectively and responsibly in writing in interpersonal contexts and learn to work in collaboration with others:

a. Students will reach out to professionals across all disciplines and integrate different intervention strategies to support a child and family.
b. Students will identify the type of team that exists within an organization and examine each member's role and responsibility within the team.
c. Students will analyze and reflect on their impacts on relationships with others in a team and will examine how to support the team in moving forward.

Goal #10: Prepare students to work as a part of a team and to develop collegial relationships with fellow students and faculty.

a. Students will define the different types of professional disciplinary teams.
b. Students will work collaboratively in a group, identify each other's roles and responsibilities, and evaluate the collaborative process within the team.

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