

EARLY CHILDHOOD SPECIAL EDUCATION (ECS)

ECS 580 Developmental Delays in the Early Years (3 Credits)

This course provides an overview of early childhood special education. The nature and characteristics of major disabling and at risk conditions will be presented. Special emphasis will be placed on the trends for service delivery to the birth through age five population including culturally and linguistically diverse young children with disabilities. Observation hours (15 hours) will be required for this class.

ECS 626 Parent Participation in Education Systems (3 Credits)

Study of planning, implementation and evaluation of parent education programs and parent participation programs in urban schools. Focuses on helping parents develop leadership skills; parents as teachers of their children; parents as teacher assistants in the classroom; and parents as community leaders. Includes experiences with material development of parent education; home visits, individual counseling, and parent-teacher conferences and interactions. Strong emphasis will be placed on the needs of culturally and linguistically diverse children with disabilities and their family from a family systems theory perspective, as well as development of IFSPs and IEPs.

ECS 683 Intervention Strategies for High Risk Children (3 Credits)

The aim of this course is to enhance teachers' skills in identifying high risk children and the causative factors which may lead to early intervention. Through research and case studies, students will develop competencies in planning and utilizing effective intervention programs and strategies to maximize the learning and adjustment of children labeled as high risk educationally, sociologically, psychologically and physically. Development of IEPs and IFSPs will be discussed. Twenty hours of observation/participation at this level is required

ECS 684 Assessment and Evaluation in Early Childhood and Special Education (3 Credits)

This course is designed to provide students with a theoretical, clinical, pragmatic, and relevant overview regarding the assessment and evaluation of infants, toddlers, and preschoolers with special needs. The course will also highlight procedures and measures used to evaluate a spectrum of abilities (i.e., cognition, motor, sensory, communication, adaptive behavior, and social competence) with sensitivity to cultural differences, environment, and family resources. The culminating focus will be using the assessment information to determine, plan, and implement appropriate placements and programs of intervention.

ECS 685 Attributes and Medical Conditions Associated With Severe Disabilities (3 Credits)

This is a graduate course designed to increase knowledge and develop skills involving the foundations of medical aspects of early childhood, special education and special education. Medical, developmental and legal aspects as they relate to educational issues will be explored. This will include exploration of etiology, treatment, medical characteristics and educational approaches. The Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, the Disabilities in Education, Improvement Act (IDEIA), and the No Child Left Behind Act (NCLB) will be explored. Twenty hours of guided observation participation at this level, are required (see, <http://www.nsu.edu/education/pdf/ProfessionalObservationHandbook.pdf>)

ECS 686 Comm Dis for Ecse (3 Credits)

This is a graduate course designed to increase knowledge and develop skills to enhance teachers skills in identifying and working with young children with communication and speech challenges. Through the use of course readings, available research and case studies, Candidates will develop competencies in planning and utilizing effective methods and strategies for working with children who have communication and language disabilities to maximize learning in early childhood and classroom situations. Twenty hours of guided observation participation at this level are required (see <http://www.nsu.edu/education/pdf/ProfessionalObservationHandbook.pdf>)

ECS 687 Class Management for Early Childhood Special Education (3 Credits)

This course provides teachers and other related professionals with knowledge of instructional strategies and various methods of classroom and behavior management for infants, toddlers, and preschoolers with special needs. The course will provide a practical guide to inservice and preservice teachers, families, and paraprofessionals for implementing instruction and applying behavior management techniques in both general and special education settings, the home, and the community. In addition, the ethics of behavior management, the rights of children, and the legal and legislative impact upon behavior management will be covered.