



**ECD 107– Exceptional Children**  
**Early Childhood Development**  
**Business and Public Service**

**Semester Year**

**Catalog Course Description:** This course includes an overview of special needs children and their families. Emphasis is on prevalence of disorders, treatment modalities, community resources serving exceptional children, the teacher’s role in mainstreaming and early identification, and federal legislation affecting exceptional children.

**Prerequisite(s):** ECD 102

**Credit Hours:** 3.0

**Class Schedule:** Lab

**Instructor:**

**Office:**

**Office Hours:**

**Telephone:**

**E-mail:**

**Campus Mailbox:** Beltline Campus-Richland Hall 126A  
Airport Campus-Saluda Hall 119

**Program Website:** [www.midlandstech.edu/ecd](http://www.midlandstech.edu/ecd)

**Program Director:** Sandra Hackley, (803) 822-3592, [hackleys@midlandstech.edu](mailto:hackleys@midlandstech.edu)

**Program Assistant:** Donya Albert, (803) 822-3358, [albertd@midlandstech.edu](mailto:albertd@midlandstech.edu)

**Departmental Assistant:** Kim Bauer, (803) 822-3320, [bauerk@midlandstech.edu](mailto:bauerk@midlandstech.edu)

**Interim Department Chair:** Sandra Hackley, (803) 822-3592, [hackleys@midlandstech.edu](mailto:hackleys@midlandstech.edu)

**Textbook(s):** Allen, K.E., & Cowdery, G.E. (2012). *The Exceptional Child: Inclusion in Early Childhood Education*. New York: Thomson/Delmar Learning. (Seventh Edition)

Good Start Grow Smart: South Carolina Early Learning Standards

**Course Objectives:** Upon completion of this course the student will be able to:

1. Demonstrate knowledge of theories, specific causes, classifications, and practices necessary to plan and implement curriculum for children with special needs in early childhood settings. NAEYC (1a, 1b, 1c, 4d)
2. Utilize available resources to aid children with special needs and their families. NAEYC (3b)
3. Identify characteristics of developmental disabilities and at-risk conditions. NAEYC (1a, 3b, 3c)
4. Demonstrate and interpret the use of screening and diagnostic instruments used with young children with developmental disabilities. NAEYC (3a, 3b, 3c, 3d)
5. Know and understand how to work effectively with a multi-disciplinary team in an effort to coordinate an appropriate educational program integrating parents, school, and community resources. NAEYC (1c, 2c, 4d, 6c)
6. Explain the effects of federal legislation on children with special needs and their families. NAEYC (6b)
7. Describe environmental and educational accommodations necessary for including children with special needs. NAEYC (1c)
8. Explain the importance of utilizing systematic observations in different situations and demonstrate the ability to use two methods of observation. NAEYC (3a - 3d)
9. Explain the importance of collaboration with professionals and families in serving young children with special needs, describe examples of collaborative activities, and demonstrate collaborative skills. NAEYC (2c, 3d, 6b, 6e)
10. Utilize reflective assessment to evaluate skills and curriculum approaches appropriate for children with special needs. NAEYC (3a-3d, 4b)

## Course Outcomes and Competencies:

**Intended Course Outcome #3:** Students will be able to observe, document, and assess young children and explain how appropriate assessment supports young children and families.

**Course Competency 3b:** Students will be able to describe how assessment partnerships with families and with professional colleagues build effective learning environments.

**Performance Measurement Instrument and Success criteria:** Students will successfully complete an Ages and Stages Questionnaire.

## NAEYC Standards

### 1. PROMOTING CHILD DEVELOPMENT AND LEARNING

- 1a: Knowing and understanding young children's characteristics and needs, from birth through age 8.
- 1b: Knowing and understanding the multiple influences on early development and learning
- 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

### 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS

- 2a: Knowing about and understanding diverse family and community characteristics
- 2b: Supporting and engaging families and communities through respectful, reciprocal relationships
- 2c: Involving families and communities in young children's development and learning

### 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES

- 3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children
- 3b: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments
- 3c: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.
- 3d: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.

### 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES

- 4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children
- 4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology
- 4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches
- 4d: Reflecting on own practice to promote positive outcomes for each child

### 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM

- 5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.
- 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
- 5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

### 6. BECOMING A PROFESSIONAL

- 6a: Identifying and involving oneself with the early childhood field
- 6b: Knowing about and upholding ethical standards and other early childhood professional guidelines
- 6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
- 6d: Integrating knowledgeable, reflective, and critical perspectives on early education
- 6e: Engaging in informed advocacy for young children and the early childhood profession

### 7. EARLY CHILDHOOD FIELD EXPERIENCES

- 7a. Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8)
- 7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

## Course Requirements:

### Tests: 400 potential points (40% of final grade)

A total of (4) four tests, each worth 100 points will be given. Each test will cover information from the textbook, course lectures, discussions, and videos, and will test the understanding of the information covered. The test dates will be scheduled, and the instructor will notify you. Pop quizzes will be at the discretion of the instructor.

### **Lab Activities: 300 potential points (30% of final grade)**

Each student will be required to complete volunteer work with a child with special needs in the laboratory setting. Criteria and format will be discussed in class. Work should include but is not limited to the following:

1. Collecting work samples
2. Documentation sheet
3. Specified activities discussed in class

### **Assessment Techniques: 100 potential points (10% of final grade)**

Various assessment techniques used with young children, including *The Ages and Stages Questionnaires (ASQ™)* – four (4) months to sixty (60) months will be discussed in detail in class. Each student will complete an ASQ™ on the child they are assigned in lab or will be assigned and will demonstrate an understanding of other techniques.

### **Modified Material: 50 potential points (5% of final grade)**

Each student will be required to plan and prepare a teacher-made or modified game, song, activity, or material designed for use with children with special needs. This material will be demonstrated in class and be made to leave with the supervising classroom teacher. Criteria and format will be discussed in class.

### **Journal Articles: 100 potential points (10% of final grade)**

Each student will be required to read and review 2 *professional* journal articles regarding exceptional children, disabilities, and/or inclusion, etc.

### **Resource Collection: 50 potential points (5% of final grade)**

Each student will collect 10 local resources to aid in understanding and helping children with special needs and their families.

**Note: Please keep all assignments for your final portfolio for ECD 243.**

### **Make Up Assessment and Presentation Policy:**

Students are required to be present for all scheduled assessments and presentations. No student is automatically entitled to a makeup assessment or presentation! Makeup assessments and presentations will only be provided in an exceptional case where the student is able to provide clear and convincing evidence of a serious illness or emergency that absolutely precludes attendance. The decision to allow a makeup assessment or presentation is at the sole discretion of the instructor. It is your responsibility to discuss and schedule this with the instructor. Any student found cheating on an assessment will be given a “0” for that assessment.

### **Course Grading:**

#### **Specific Assignments: Grading**

All assignments will be graded for accuracy. SLOPPY OR CARELESS WORK WILL NOT BE ACCEPTED! Only work turned in on time will be eligible for all possible points. **All work is expected to be turned in on time, however we understand life events sometimes arise; so if work is not submitted on time we will accept it no more than one week after the due date and you will receive up to 30% off your total score.**

Test (4 @ 100)	400
Lab Activities	300
Assessments	100
Modified Material	50
Journal Articles (2 @ 50pts each)	100
Resource Folder	50
<b>Total</b>	<b>=1000</b>

#### **Early Childhood Grading Scale:**

A = 93-100	930-1,000 points
B = 85-92	850-929 points
C = 75-84	750-849 points
D = 70-74	700-749 points
F = Below 70	Below 700 points
W = Withdrawal before midterm	
WF = Withdrawal after midterm with a failing grade on the last day attended	

# Academic Affairs Student Guidelines and Expectations



## *MTC Student Handbook:*

Students are expected to read the *MTC Student Handbook* and abide by its policies. You can find the handbook online at <http://www.midlandstech.edu/handbook/>; copies are also available at various locations on campus. Some of the more important handbook policies that impact your academic success are listed below.

### **Academic Integrity:**

- The students of MTC have adopted the following Honor Code:  
*As a member of the Midlands Technical College community, I will adhere to the college's Student Code. I will act honorably, responsibly, and with academic integrity and honesty. I will be responsible for my own academic work and will neither give nor receive unauthorized or unacknowledged aid. I will behave courteously to all members of the MTC community and its guests and will respect college property and the property of others.*
- The Student Code (Appendix I of the *MTC Student Handbook*) defines academic dishonesty, which includes, but is not limited to, cheating on tests, plagiarism, collusion, and falsification. Such actions will result in discipline.
- Cheating on tests includes:
  - Copying from another student's paper.
  - Copying or presenting someone else's work as your own.
  - Using unauthorized materials during a test.
  - Collaborating with any other person during a test without permission.
  - Knowingly obtaining, using, buying, or selling in whole or part the contents of any test.
  - Bribing any other person to obtain information about tests.
  - Substituting for another student, or permitting another student to substitute for you.
- Plagiarism is taking another person's work and using it without giving the source credit in any graded assignment.
- The use of cell phones or other portable electronic devices for purposes of academic dishonesty in any form is strictly prohibited; students who violate this policy will be subject to the disciplinary procedures and sanctions outlined in the Student Code.
- For more information about academic dishonesty, see the Student Code.

### **Class Attendance and Participation:**

Students are expected to attend all classes and are responsible for class work, homework, lecture notes, reading assignments, etc., whether or not they are present. In the event of extenuating circumstances (illness, etc.), students are allowed to miss no more than twice the number of meeting times per week (i.e.: classes meeting once a week are allowed TWO absences). These absences are cuts; there is no such thing as an excused absence. Absences will be counted beginning with the first day of class. On the first cut exceeding the limit, you will be subject to being withdrawn from the course in accordance with the Business and Public Service Department's attendance policy.

**Tardies:** Students are encouraged to attend EVERY CLASS and are expected to arrive ON TIME. It is inconsiderate to classmates and disruptive to the class to arrive late. If students arrive after the instructor has taken roll, it is the STUDENT's responsibility to see the instructor after class ON THAT DAY and see that the absence is changed to a tardy. Students are expected to be in their seats ready to start class at the beginning of the class. Leaving during class should only be in case of an emergency. If students know they must leave early, they must let the instructor know ahead of time. If students enter class more than fifteen minutes late OR if students leave class more than fifteen minutes early, they are counted absent. Three tardies count as one absence.

**Withdrawal:** Should the maximum allowable absences be exceeded prior to midterm, a "W" will be submitted to the registrar to be recorded on the student's transcript. Should the maximum allowable absences be exceeded after midterm, a "W" will be submitted to the registrar if the student was passing the course at the time of withdrawal OR a "WF" will be submitted if the student was failing the course at the time of withdrawal.

**Classroom Conduct and Preparation:** All students in each Early Childhood Development class will be treated and respected as a professional adult; in return, students will also be expected to treat and respect the instructor and classmates as professional adults. Because of the nature of discussions involved in this class, it is important that we respect each other's experiences, opinions and values. Disruptive behavior is un-professional, and will not be tolerated, and any student whose un-professional behavior disrupts

the learning environment of this class will be dismissed from this class and counted absent. The student must meet with the instructor during office hours before the next class meeting to discuss the conditions under which the student will be allowed to return to class. Students are expected to **BE PREPARED FOR** and **PARTICIPATE** in every class meeting. Students are expected to have all assignments completed by the due date.

**Make Up Assessment and Presentation Policy:** Students are required to be present for all scheduled assessments and presentations. No student is automatically entitled to a makeup assessment or presentation! Makeup assessments and presentations will only be provided in an exceptional case where the student is able to provide clear and convincing evidence of a serious illness or emergency that absolutely precludes attendance. The decision to allow a makeup assessment or presentation is at the sole discretion of the instructor. It is your responsibility to discuss and schedule this with the instructor. Any student found cheating on an assessment will be given a “0” for that assessment.

### **Portable Electronic Devices:**

Cell phones and other portable electronic devices may be used in classrooms only for maintaining access to *MTC Alerts!*, the college’s emergency notification system. Other uses of portable electronic devices (for example, leaving class to make or receive phone calls, sending or reading text messages, accessing the internet, taking pictures or videos, listening to music, etc.) will be considered disruptive activities, and the student will be subject to disciplinary action.

### **Student Email Accounts (MyMTC Email):**

- All MTC students are assigned a college email account called *MyMTC* Email. For access, follow the link on the *Enrolled Students* page or go to <http://www.midlandstech.edu/myemail>.
- *MyMTC* Email is the primary way the college communicates with students. You are responsible for checking your college email regularly for important information and announcements about registration, financial aid, cancelled classes, emergencies, etc.
- Students can use their college email accounts to communicate with faculty, staff, fellow students, and others, as well as to maintain personal calendars and task lists.
- In addition to using *MyMTC* Email, students may also be required to communicate with instructors through Desire 2 Learn (D2L, the college-wide learning management system), or through course-specific software, such as MyMathLab.

### **MyMTC:**

The college conducts business with students through *MyMTC*, which provides many services and resources, including access to transcripts, grades, and program evaluations; information about financial aid status; and how to search and register for courses. To access *MyMTC*, follow the link on the *Enrolled Students* page or go to <http://mymtc.midlandstech.edu>.

### **Children on Campus:**

Children are generally not permitted on campus except for special events. Children are not permitted in classes, labs, or advisors’ offices. Children can never be left unattended on campus, including in the library, the Academic Success Center, or parking lots.

### **Inclement Weather Policy:**

- If weather conditions or other emergencies cause the college to close or open late, announcements will be made over local radio and TV stations, on the MTC website, and on the college’s information line (803-738-8324).
- Notices will be sent to students via *MyMTC* Email and *MTC Alerts!* when applicable.
- Check for separate announcements for day and evening classes because weather conditions can change during the day.
- Inclement weather schedules: In standard non-lab and non-clinical classes, if the college closing or reopening means that there is at least 30 minutes of a class remaining, plan to attend that class. For example, if the college opens at 10 a.m., classes that normally meet at 8 a.m. will not meet, but classes that normally begin at 9:35 a.m. will begin at 10 a.m. Similarly, if the college closes at 8 p.m., 6 p.m. classes will meet for their regular time, but 7:35 p.m. classes will not meet.
- Check your syllabus for specific information about the inclement weather policy for that course.

### **Campus Emergency Protocol:**

- To report safety concerns or suspicious activities, call Campus Security at 7850 (on campus) or 738-7850 (cell phone or off campus).
- To report a security emergency, call Campus Security at 738-7199 or dial local 911 immediately.
- The college also provides emergency call boxes; look for these red call boxes in or near parking lots on all campuses.
- If a college-wide emergency occurs, the college will communicate additional information and instructions in a number of ways, including the MTC Information Centers, campus loud speakers, *MyMTC* Email, the MTC website, and *MTC Alerts!* To sign up for *MTC Alerts!* and receive emergency notifications on your cell phone, go to: [http://www.midlandstech.edu/Phone\\_Alert.htm](http://www.midlandstech.edu/Phone_Alert.htm).

### **Student Evaluation of Instruction:**

Toward the end of the semester, students will be encouraged to participate in evaluating their courses. You can complete this confidential evaluation through *MyMTC* using your username and password. Announcements will be made during the term concerning how and when to complete the online evaluation.

### **Accessibility and Special Accommodations:**

If a student with a disability requires special accommodations, the student should go to Counseling Services in the Student Center on Beltline or Airport Campus for assistance. Documentation regarding a specific disability is required in order for special arrangements to be made. All information received will remain confidential. The staff of Counseling and Career Services works to ensure that all educational programming and services are accessible to otherwise qualified students with disabilities. If you have a concern regarding the accessibility of websites, instructional materials, online courses and other electronic or information technology, please contact Counseling and Career Services. It is the student's responsibility to self-disclose as a student with a disability and to request accommodations prior to beginning a program or course. Please contact the staff of Counseling and Career Services at 803-822-3505 (AC) or 803-738-7636 (BC) or via email at [disability@midlandstech.edu](mailto:disability@midlandstech.edu) if you have any questions or concerns.

### **Copyright:**

Materials used in connection with MTC courses may be subject to copyright protection and should not be copied or downloaded for further dissemination without proper permission from the appropriate copyright holder.

**Work Left at the End of the Semester:** Students will have two months after the end of each semester to pick up any work left from the previous semester. Students may pick up this work from the ECD Office. Please call 822-3358 to make arrangements to pick up work.

**Dress Code:** All students are encouraged to dress in a manner that supports the college policy on campus environment. In the interest of health and safety, shoes that cover the length of the foot and shirts that cover the chest are required of all students. All Early Childhood Development students are required to dress appropriately to work with young children, both in the classroom and at lab sites. Ask your lab site contact person for specific dress codes for that site. Generally, all clothes should be appropriate for a professional environment and be able to accommodate bending and stretching.

**Transferability of Course:** This course may not be transferable to certain four-year colleges. Students contemplating transferring to other colleges are encouraged to contact their college of interest to determine whether this course will be transferable. Students may also check the ECD website at [www.midlandstech.edu/eec](http://www.midlandstech.edu/eec) to view program plans for transferring to four year colleges in this area.

**DSS Hours:** If students are working in a child care program, they will need to print their transcript at the end of each semester and send their grades to the Center for Child Care Career Development (CCCCD). The CCCCDD will translate the ECD classes into DSS hours. For more information, go to [http://www.sc-cccd.net/College\\_Courses.htm](http://www.sc-cccd.net/College_Courses.htm).

(Revised September 2013)

<b>Date</b>	<b>Topic</b>	<b>Assignment due:</b>
<b>1</b>	Getting to Know You Review Syllabus Chapter 1-An Inclusive Approach to Early Education Chapter 2- Federal Legislation: Early Intervention and Prevention	<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>2</b>	Chapter 3-Inclusive Programs for Young Children Chapter 4-Normal and Exceptional Development <i>Review for Test 1</i>	<ul style="list-style-type: none"> <li>• Chapters 1-4</li> </ul>
<b>3</b>	<b>Test 1 (Chapters 1-3)</b> <i>Resource Collection due</i>	<ul style="list-style-type: none"> <li>• Study for test 1</li> <li>• Complete Resource collection</li> </ul>
<b>4</b>	Chapter 5-Developmental Disabilities: Causes and Classification Chapter 6-Sensory Impairments	<ul style="list-style-type: none"> <li>• Chapters 5 &amp; 6</li> </ul>
<b>5</b>	<i>Journal Articles due</i> <i>Modified Material due</i> Chapter 7-Physical Disabilities and Health Problems	<ul style="list-style-type: none"> <li>• Complete Journal Articles</li> <li>• Complete Modified Material</li> <li>• Chapter 7</li> <li>•</li> </ul>
<b>6</b>	Chapter 8-Learning and Behavior Disorders	<ul style="list-style-type: none"> <li>• Chapter 8</li> </ul>
<b>7</b>	<b>Test 2 (Chapter 4-8)</b>	<ul style="list-style-type: none"> <li>• Study for test 2</li> </ul>
<b>8</b>	Chapter 9-Partnership with Families Chapter 10-Assessment and the IFSP/IEP Process	<ul style="list-style-type: none"> <li>• Chapters 9 &amp; 10</li> </ul>
<b>9</b>	Chapter 11-Characteristics of Effective Teachers in Inclusive Programs Chapter 12-The Developmental-Behavioral Approach	<ul style="list-style-type: none"> <li>• Chapters 11 &amp; 12</li> </ul>
<b>10</b>	<b>Test 3(Chapter 9-11)</b>	<ul style="list-style-type: none"> <li>• Study for test 3</li> </ul>
<b>11</b>	Chapter 13-Arranging the Learning Environment Chapter 14-Facilitating Self-Care, Adaptive, and Independence Skills	<ul style="list-style-type: none"> <li>• Chapters 13 &amp; 14</li> </ul>
<b>12</b>	<b>All Lab Activities due (Labs will not be accepted late)</b> Chapter 15-Facilitating Social Development Chapter 16-Facilitating Speech, Language, and Communication Skills	<ul style="list-style-type: none"> <li>• Complete all Lab Activities</li> <li>• Read Chapters 15 &amp; 16</li> </ul>
<b>13</b>	Chapter 17-Facilitating Preacademic and Cognitive Learning Chapter 18-Managing Challenging Behaviors	<ul style="list-style-type: none"> <li>• Chapters 17 &amp; 18</li> </ul>
<b>14</b>	Chapter 19-Planning Transitions to Support Inclusion	<ul style="list-style-type: none"> <li>• Chapter 19</li> </ul>
	<b>Final Exam</b>	Study for Final test
	<b>Celebration of Learning Friday _____AC 143, 6pm</b>	

**PLEASE NOTE: Should change become necessary, the instructor reserves the right to adjust the requirements, pace, or scheduling of this course. Any change will be announced in class before it becomes effective.**

**Note: Please keep all assignments for your final portfolio for ECD 243.**

Name: \_\_\_\_\_ Instructor: \_\_\_\_\_  
 Title of Journal Article: \_\_\_\_\_  
 Due Date: \_\_\_\_\_ Date Turned In: \_\_\_\_\_

**Rubric – ECD 107 Professional Journal Article Review**

Purpose/Goal: Student will prepare a typed journal article review *relating to young children with special needs and abilities.*

**\*\*\*JOURNAL ARTICLE REVIEWS MAY NOT BE EDITED AFTER THEY HAVE BEEN GRADED\*\*\***

Journal article must be from an approved professional journal or it will not be accepted

**Articles received 1 week late will receive 20% off the total score. Articles received 2 weeks late will receive 50% off the total score. Articles will not be accepted after two weeks.**

**Total possible score: 50 (2.5% of final grade) Actual Score \_\_\_\_\_**

Criteria	Excellent Compliance	Minimal Compliance	Non-Compliance	Self	Score
<b>Topic</b>	Paper relates to <i>young children with special needs and abilities.</i> (8)	Paper relates to an early childhood topic, but not <i>young children with special needs and abilities</i> ( 4)	Paper does not relate to an early childhood topic (0)		
<b>½ Page Summary</b>	Summary review of article is ½ page and is clear and comprehensive. (14)	Summary review of article is less than ½ page summary and/or is difficult to understand. (8)	Does not include a summary of the article. (0)		
<b>½ Page Reaction</b>	Paper includes ½ page reaction to article that is clear and comprehensive. (14)	Paper includes less than ½ page reaction to article and/or is difficult to understand. (8)	Paper does not include a reaction to article. (0)		
<b>Grammar/ Spelling/ Sentence Structure</b>	0-4 grammatical and/or spelling errors and 0-1 incomplete sentences. (6)	5-9 grammatical and/or spelling errors and/or 2-3 incomplete sentences. (4)	10 or more grammatical and/or spelling errors and/or 4 or more incomplete sentences. (0)		
<b>APA Style</b>	Paper is prepared in APA style: journal is cited in APA style at bottom of page, type is double-spaced, using 12-point font, and 1” margins on left, top, and bottom. (8)	3-4 components at left followed. (2)	1-2 components at left followed. (0)		
<b>Total</b>					

23 - 25 =A; 20 - 22 = B; 17 - 19 = C; 15 - 16 = D; 14 points or less = F

**Rubric for Resource Folder**

Purpose/Goal: Students will collect resources to aid in understanding and helping children with special needs and their families.

Total possible score: 50 Actual Score \_\_\_\_\_

Criteria	Excellent	Fair	Poor	Self	Score
<b>Number of Resources</b>	10 or more community resources (20)	6-9 Community resources (10)	0-5 Community resources (0)		
<b>Content relates to exceptional children</b>	All resources relate to children with special needs (14)	6-9 Resources relate to children with special needs (10)	0-5 Resources relate to children with special needs (0)		
<b>Comprehensive</b>	All resources have comprehensive information to accommodate a referral. (10)	6-9 are comprehensive (5)	0-5 are comprehensive (0)		
<b>Professionalism</b>	Resources are well organized and neat (6)	Resources are somewhat organized (2)	Resources are not organized (0)		
<b>Comments:</b>					<b>Total:</b>



## Rubrics for Assessment Techniques & Report

Purpose/Goal: Students will complete an Ages & Stages Questionnaire.

Total possible score: 50

Actual Score \_\_\_\_\_

Criteria	Excellent	Fair	Poor	Self	Score
<b>Questionnaire</b>	Date and age are completed. <i>Note: For confidentiality reasons, instead of stating the child's name refer to child as A or B in appropriate sections.</i> All six sections are completed with either yes – skill observed or sometimes or not yet– child showed lack of this skill or characteristic. (40)	Sections are partially completed (20)	Majority of sections incomplete (0)		
<b>Scoring</b>	Scoring the ASQ is complete (10)	Scoring is partially completed (5)	Majority of scoring incomplete (0)		
<b>Total:</b>					

Purpose/Goal: Students will compile a summative report based on the information from the Ages & Stages Questionnaire and lab hours spent with the child.

Total possible score: 50

Actual Score \_\_\_\_\_

Criteria	Excellent	Fair	Poor	Self	Score
<b>Summary</b>	Incorporated response to questions from ASQ into report (20)	Report shows limited incorporation of responses to ASQ questions (10)	Omitted incorporating response to questions from ASQ into report (0)		
<b>Domains</b>	Discusses communication, motor development, problem solving, and personal-social skills of the child including strengths and areas for growth (10)	Minimally discusses communication, motor development, problem solving, and personal-social skills of the child including strengths and areas for growth (5)	Report does not include discussion of domains (0)		
<b>Child as a Whole</b>	Includes thorough and accurate description of child, including personality traits, likes and dislikes, preferences, etc. (10)	Minimally describes the child (5)	No description of the child as a whole (0)		
<b>Mechanics</b>	No spelling or grammatical errors. (10)	Minimal spelling or grammatical errors (5)	Many spelling and grammatical errors (0)		
<b>Total:</b>					

### Rubric –Modified Activity/Game

Purpose/Goal: Students will modify an activity or game to include a child with special needs.

Total possible score: 50

Actual Score \_\_\_\_\_

Criteria	Excellent	Fair	Poor	Self	Score
<b>Helpful</b>	Activity assists a child with special needs (15)	Activity somewhat assists a child with special needs (10)	Activity did not assist a child with special needs (0)		
<b>Developmentally appropriate</b>	Activity is developmentally appropriate, with developmental level stated. (10)	Activity is developmentally appropriate. (5)	Activity is not developmentally appropriate. (0)		
<b>Age appropriate</b>	Activity is age appropriate, with age level stated. (10)	Activity is age appropriate. (5)	Activity is not age appropriate. (0)		
<b>Professional</b>	Activity is use- friendly, neatly written, has directions, and has all necessary components. (15)	Activity is user-friendly, but missing directions and/or components. (10-5)	Activity is not user-friendly. Ex: too confusing, too messy, missing directions, missing components, etc. (0)		
<b>Total:</b>					

### Rubric for Lab Activities

**\*\*LABS will not be accepted after the due date!!\*\***

Purpose/Goal: Students will volunteer with an exceptional child to aid in understanding children with special needs and their families.

Total possible score: 300

Actual Score \_\_\_\_\_

Criteria	Excellent	Fair	Poor	Self	Score
<b>Lab Site Verification Sheet Completed</b>	Completed 30 hours in lab site with verification sheet filled out completely (dates, times, and signatures) (75)	Completed 20 hours in lab site with verification sheet filled out completely (dates, times, and signatures) (35)	Completed less than 20 hours in lab site and/or lab site verification sheet missing components (0)		
<b>Reflections</b>	Reflective journal is complete, comprehensive, and includes a reflection on what was done with the child, at least 1/2 page of notes per hour (100)	Reflective journal is complete, comprehensive, but is less than 1/2 page of notes per hour (50)	No reflections (0)		
<b>Work Samples</b>	Includes 4 or more appropriate work samples with written explanation of student's work (50)	Includes an appropriate work sample (25)	No work samples (0)		
<b>Assessment</b>	Student shows comprehensive reflective thinking on the assessment (75)	Student completes assessment, but does not show reflective thinking (40)	No assessment (0)		
Comments:					Total Points:

## ECD 107 Lab Requirements

### ***Lab Requirements:***

- 1. You are required to record on your lab site verification sheet (pg.12 of your syllabus) 30 hours or more hours completed with a child infant through 8 years old who has special needs. You cannot work with a child 9 years old or older. Your lab site verification sheet must be filled out completely including dates, times, signatures, and contact numbers.*
- 2. You are also required to complete reflections that are complete and comprehensive. You must have at least 1/2 page of notes per hour.*
- 3. You must also include 4 or more appropriate work samples with a written explanation of the child's work samples. If the child is unable to produce work samples because of their disability please put that in writing and include with your lab paperwork.*
- 4. The last requirement for your 107 lab is completing the Ages and Stages Questionnaire on your child. You are to complete this assessment and the summative report of the assessment and turn it in with your lab paperwork.*

## ECD 107 Lab Sites

### **You must:**

- 1. Call and schedule an appointment before going to any of the lab sites!**
- 2. Have your folder containing the following information with you at all times at lab sites: SLED background check, a negative TB test result, and completed health & physical form.**
- 3. Call and let the lab sites know if you are unable to get there at your scheduled time or if you are running late.**

Contacts to consider if you do **not** know a child 8 years old or younger with a special need or disability:

Kay I. Richardson, Director  
Early Intervention Services  
Epworth Children's Home  
PO Box 50466  
Columbia, S. C. 29250  
803-212-4757  
803-212-4781(fax)

Palmetto Health Richland Hospital  
General Info-434-7000  
Children's Hospital Info Line-803-296-KIDS  
**Volunteer Services 434-6242**

Beth Dabbs  
Administrator of Clinical Services  
Early Autism Project, Inc.  
803-905-4429 (phone)  
803-905-4431 (fax)  
www.sceap.com

ECD 107 Lab Site Time Verification Sheet

A total of 30 hours should be recorded on the lab site time verification sheet.

<b>Facility Name</b>	<b>Time &amp; Date</b>	<b>Volunteer work completed</b>	<b>Teacher's or Director's Signature</b>	<b>Contact Number</b>
<i>Abner Montessori</i>	<i>1/11/06 3:00-5:30</i>		<i>Teacher's Signature</i>	<i>803-345-9428</i>

## ECD 107 – Exceptional Children

Assessment Record for \_\_\_\_\_

Assignments and Total Points	Activities	Totals
<b><u>Tests</u></b>		
Test 1	100	400
Test 2	100	
Test 3	100	
Test 4	100	
<b><u>Lab Activities</u></b>	300	300
<b><u>Assessment Technique</u></b> Ages and Stages Questionnaire & Summative Report	100	100
<b><u>Modified Game or Activity</u></b>	50	50
<b><u>Journal Articles</u></b>		
Journal Article 1	50	100
Journal Article 2	50	
<b><u>Resource Folder</u></b>	50	50
	1000	1000

A = 93-100  
 B = 85-92  
 C = 75-84  
 D = 70-74  
 F = Below 70

930-1,000 points  
 850-929 points  
 750-849 points  
 700-749 points  
 Below 700 points



**Notes, Names, & Contact Info:**

**Midland's Technical College  
ECD 107 – Exceptional Children  
Student Information Sheet & Syllabus Contract**

**Name:** \_\_\_\_\_ **Phone:** \_\_\_\_\_

**Address:** \_\_\_\_\_  
\_\_\_\_\_

**Email Address:** \_\_\_\_\_

**Child Care Program:** \_\_\_\_\_ **Phone:** \_\_\_\_\_

**Emergency Contact Person:** \_\_\_\_\_ **Phone:** \_\_\_\_\_

What I hope to learn from this class:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What the instructor needs to know to help me be successful in this class:

\_\_\_\_\_  
\_\_\_\_\_

I, \_\_\_\_\_, have received the course syllabus from my instructor. The syllabus has been explained to me, and I have had my questions answered by the instructor. I understand that it is my responsibility to keep the syllabus in my possession for future reference. I will take the initiative and maintain the necessary degree of persistence to have any future questions answered by the instructor. I understand that additional help may be obtained from the instructor during posted office hours or by appointment, but that it is my responsibility to seek such help. I further understand that support services will be provided upon my request and upon appropriate application to student services. I understand the potential for both passing and failing the course, and *that I must obtain a cumulative grade of at least "C" to successfully complete the course.*

In addition, **I understand the attendance requirements set forth by Midlands Technical College.**

**I agree to adhere to all course, departments, and Technical College policies as referenced in the accompanying syllabus. I have had ample time to review this information.**

STUDENT: \_\_\_\_\_ Date: \_\_\_\_\_

INSTRUCTOR: \_\_\_\_\_ Date: \_\_\_\_\_