



**College of Education**  
**Early Childhood Education/Early Childhood Special Education Program**

**EDHD 443: Interventions for Children with Social and Communication Challenges**

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**Office Hours:** Mondays 9:00-10:00 and by appointment  
**Course Time:** Mondays 10:00-12:00  
**Room Number:** EDU 1121

**Course Overview/Description**

Young children who present with a combination of social, communication and behavioral challenges are increasingly populating early childhood classrooms. For example, current research indicates that approximately 1 in 59 children have been diagnosed with autism spectrum disorder, a severe disorder that affects children's social, communication and behavioral functioning. The overarching goal of this brief course is to equip early childhood special education students with the knowledge and skills to meet the needs of this group of children in the early childhood classroom.

Specifically, students will learn about the characteristics of children with autism spectrum disorder, pervasive developmental disorder, social communication disorder, and other related challenges. The utilization of Universal Design for Learning (UDL), Response to Intervention (RTI) and other early childhood special education approaches, as they apply to this specific group of children, will be addressed. Interventions designed to improve the functioning of children with autism spectrum disorders and related disorders will be reviewed, such as Applied Behavioral Analysis, relationship approaches, language therapies, and social skills interventions.

**Objectives**

1. To increase students' knowledge base about the characteristics and development of children with autism spectrum disorder (ASD) and social communication disorder. (NAEYC 1; CEC 1; InTASC 1, 2)
2. To expose students to means of early identification of children with autism spectrum disorder, and to facilitate their recognition of the behaviors that lead to early identification. (NAEYC 3; CEC 4; InTASC 6)

3. To enhance students' ability to manage classrooms which include children with autism spectrum disorder and social communication disorder. (NAEYC 4; CEC 2; InTASC 3)
4. To improve students' skills in intervening directly with children with autism spectrum disorder and social communication disorder, in order to promote their optimal development and academic functioning. (NAEYC 4; CEC 5; InTASC 8)
5. To build students' repertoires of early childhood special education approaches and strategies that address the specific needs of children with autism spectrum disorder and social communication disorder. (NAEYC 4; CEC 5; InTASC 8)
6. To foster students' capacity to engage the parents of this group of children in the educational process. (NAEYC 4; CEC 7; InTASC 3)

### Course Textbooks

Prizant, B. M. (2016). *Uniquely Human: A Different Way of Seeing Autism*. New York, NY: Simon & Schuster.

Willis, C. (2015). *Teaching young children with autism spectrum disorder*. Lewisville, NC: Gryphon House.

### Course Requirements

Each student is expected to:

1. Be an active participant in class discussions and activities.
2. Complete all reading assignments as per course schedule.
3. Contribute to group analysis of Prizant and Willis texts
4. Prepare an individual reflection paper of social communication challenges

### Grading Standards

Participation	10%
Group paper	70%
Individual assessment of learning	20%
TOTAL	100%

### Final Letter Grades

A+	97-100	C+	77-79
A	94-96	C	74-76
A-	90-93	C-	70-73
B+	87-89	D+	67-69
B	84-86	D	64-66
B-	80-83	D-	60-63
		F	59 and below

## **Professional Standards and the College of Education Conceptual Framework**

### *National Association for the Education of Young Children (NAEYC)*

NAEYC Standard 1: Promoting Child Development and Learning

NAEYC Standard 2: Building Family and Community Relationships

NAEYC Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families

NAEYC Standard 4: Using Developmentally Effective Approaches to Connect with Children and Families

NAEYC Standard 5: Using Content Knowledge to Build Meaningful Curriculum (Language and Literacy, Arts, Mathematics, Science, Physical Activity, Social Studies)

NAEYC Standard 6: Becoming a Professional

### *Council for Exceptional Children*

CEC Standard 1: Learner Development & Individual Learning Differences

CEC Standard 2: Learning Environments

CEC Standard 3: Curricular Content Knowledge

CEC Standard 4: Assessment

CEC Standard 5: Instructional Planning and Strategies

CEC Standard 6: Professional Learning & Ethical Practices

CEC Standard 7: Collaboration

### *The Interstate Teacher Assessment and Support Consortium (InTASC)*

#### THE LEARNER AND LEARNING

1. Learner Development: [InTASC 1]
2. Learning Differences: [InTASC 2]
3. Learning Environments: [InTASC 3]

#### CONTENT

4. Content Knowledge: [InTASC 4]
5. Application of Content: [InTASC 5]

#### INSTRUCTIONAL PRACTICE

6. Assessment: [InTASC 6]
7. Planning for Instruction: [InTASC 7]
8. Instructional Strategies: [InTASC 8]

#### PROFESSIONAL RESPONSIBILITY

9. Professional Learning and Ethical Practice: [InTASC 9]
10. Leadership and Collaboration: [InTASC 10]

*College of Education Conceptual Framework*

Knowledge of:

Subject Matter

Pedagogy

Learners

Curriculum

Educational Goals and Assessment

Social and Cultural Contexts

Technology

## Course Expectations

**Participation:** Class participation is critical to course success, which requires active participation in the form of commentary and responses. The in class experience cannot be replicated through readings alone. The lectures and discussions that take place in the classes are the most important part of the course and essential to fulfillment of course objectives. It is impossible to participate if a student is not in class, thus full participation points cannot be given when attendance/tardiness is an issue.

**Mobile Phones:** Out of respect for your peers and the course instructor all students are expected to refrain from using their mobile phones (Android, iPhones, etc.) to talk, text, message, etc. during class. In the event it is essential to have your phone “on”, students are expected to use the “silent” or “vibrate” mode.

**Laptops:** Laptop/tablet use is acceptable in class for note-taking purposes only. Students are cautioned that inappropriate use of laptops during class time negatively impacts the student’s ability to fully participate in class activities/discussion and thus ultimately has a negative impact on final grades. Therefore, please think carefully about whether the use of a laptop will support your class participation or actually impede it.

**Late Papers:** All papers and projects will be submitted at the beginning of class according to the schedule outlined in this syllabus. "The University provides students with excused absences the opportunity to reschedule significant assessments, except in cases where the nature of the assessment precluded the possibility of rescheduling, OR to perform a substitute assignment without penalty. An instructor is not under obligation to offer a substitute assignment or to give a student a make-up assessment unless the failure to perform was due to an excused absence, that is, due to illness (of the student or a dependent), religious observance (where the nature of the observance prevents the student from being present during the class period), participation in University activities at the request of University authorities, or compelling circumstances beyond the student's control. Students claiming excused absence must apply in writing and furnish documentary support for their assertion that absence resulted from one of these causes." If students have questions regarding the expectations of an assignment, they must meet with or contact the course instructor well in advance of the due date.

**Extra Credit:** All assignments are identified in this syllabus along with the applicable weight of each assignment in determining a final course grade. As such, extra credit assignments will not be given.

### **Requirements for all Assignments**

**Papers failing to adhere to the criterion articulated as follows will be returned with a grade of “0” (zero).**

1. All papers **must** be **typewritten, double spaced**, with **1-inch standard margins, 12-point font size**, include **headings and sub-headings** and be written according to **APA format**, including references, **without exception**.
2. When a student’s writing is deemed unacceptable (e.g. grammar, non-adherence to APA style, etc.) in an assignment he/she is expected to utilize the services of the UM Writing Center prior to submission of subsequent assignments.
3. No electronic submissions of assignments will be accepted. The course instructor will only accept hard copies and will not be responsible for printing students’ papers.
4. Students should refer to <http://libguides.library.curtin.edu.au/referencing/apa> for information on APA (American Psychological Association) format.
5. **The weight (percentage of the total grade) allocated for each component** of an assignment is to be viewed as an **indicator of the depth expected for each section**. Hence, the section(s) with the most points should be the sections, which receive the most attention.
6. Students are expected to **include course content** (lectures, discussions, readings, etc.) into **every paper/analysis**.
7. Any paper that requires identifying information should have the child’s (children’s) name replaced with a **pseudonym** to guarantee **confidentiality and anonymity**.

**Email Communication:** Students are reminded to conduct themselves in a professional manner when writing emails to faculty/staff members. Remember to include a professional greeting (e.g. Dear Dr. \_\_\_\_ ) and your full name at the end of the email. Be sure to include a brief description of the problem/topic about which you are writing. It is also helpful to include a subject heading. Avoid using shorthand abbreviations (e.g. OMG, LOL, TTYL, etc.). Remember to proofread and spell check, so that your email reflects you in a professional manner.

**Group Work:** At times, students will be required to work in small groups for discussions, classroom activities and assignments. The ability to work productively and collaboratively within a group is necessary for success in any profession including early childhood education. You are expected to be personally involved in all activities undertaken in class, demonstrate teamwork, courtesy, honesty, and conscientiousness as a group member. The amount of work needed to complete any assignment or presentation should be balanced and equitable to everyone in the group. The course instructor should be notified IF there is a problem that, in spite of multiple efforts, students are not able to resolve themselves.

### **UNIVERSITY CLASS POLICIES**

Students are responsible for reviewing all course related policies found at the link below.

<http://www.ugst.umd.edu/courserelatedpolicies.html>

### Course Schedule

<b>Date</b>	<b>TOPIC</b>	<b>ASSIGNMENT</b>
November 12	Social/Emotional Characteristics & Working with Families	Prizant Chapters 1-5 Willis Chapters 1-3
November 19	Helping children communicate (Group work)	Prizant Chapters 6-9 Willis Chapters 4-6
November 26	No class-immersion week	
December 3	UDL, RTI, ABA and other strategies <b>Guest presenters</b>	Prizant Chapters 10-12 Willis Chapters 7-10
December 10	Parents' Perspective <b>Guest speaker: Parent Panel</b>	
TBD*		<b>Group and Individual Papers Due by 3:00 PM</b>

\*Based on UMD final exam schedule for EDHD 443