Course Overview

Course Requirements: Participants are expected to attend all four sessions and participate in the small group activities. Participants will also be asked to complete a content evaluation at the end of each session and an additional EEC evaluation at the end of the course.

Session One: ***Identifying and Referring Children with Suspected Needs***

Learning Outcomes:

- Participants will learn how to describe and document children's behavior in a factual manner.
- *Participants will learn how to distinguish between normal and "red flag" development.*
- Participants will learn how to organize information and present the information to the parents.
- Participants will consider the role of ongoing communication with the parents during the process of identifying and supporting children who may need to be referred for an evaluation.
- Participants will consider their role in the referral process.

Session Two: ***The Process: Navigating the System***

Learning Outcomes:

- Participants will have a clear understanding of their role in the referral process.
- Participants will be able to describe the referral and evaluation process.
- Participants will be able to give a general explanation of the laws related to the special education process and understand how they shape the referral, evaluation, and development of plans to support children with disabilities.
- Participants will understand the eligibility determination process.
- Participants will be able to list the disability categories defined by the state of Massachusetts.
- Participants will gain a general understanding of the characteristics exhibited by children diagnosed with common disabilities typically seen in Early Education and Care Settings.

Session 3: ***Supporting Young Children with Disabilities in Early Education and Care Settings***

Learning Outcomes:

- Participants will gain a general understanding of the characteristics exhibited by children diagnosed with common disabilities typically seen in Early Education and Care Settings.
- Participants will demonstrate how to read and use evaluations and other reports to develop support strategies in their setting.
- Participants will plan general adaptations to their environment s in order to include children with disabilities in their settings.
- Participants will be able to plan strategies to adapt curriculum to meet the needs of students with disabilities.

Session 4: ***Including Children with Disabilities in Early Education and Care Settings***

Learning Outcomes:

- Participants will gain a clear understanding of the issue families' face that have a child with a disability by watching the experiences of the families in the movie Including Samuel.
- Participants will be able to discuss knowledgeable the issues involved in inclusion.
- Participants will be able to list the benefits and the challenges of including children with disabilities in all settings

Suggested Readings: Gould, Patti and Sullivan, Joyce.(1999). The Inclusive Early Childhood Classroom. Gryphon House Publishing:Beltsville,Md.

Paasche,Carol, Gorrill, Lola, Strom, Bev. (2004). Children with Special Needs in Early Childhood Settings. Thomson Delmar Learning: Clifton Park, NY.

Sandall,Susan and Schwartz, Ilene. (2008). Building Blocks for Teaching Preschoolers with Special Needs. Brookes Publishing: Baltimore, Md.

Schiller, Pam and Willis, Clarissa. Inclusive Literacy Lessons for Early Childhood. Gryphon House Inc.: Beltsville,Md.