

INSTITUTE OF SPECIAL EDUCATION

University of the Punjab, Lahore

BS Special Education

Early Childhood Special Education

Course Code: SEBS-200

**Third Semester
(3 Credit Hours)**

Learning Outcomes

The course is designed to:

1. Applying Knowledge of theory and principles of inclusion to plan and prepare a learning process
2. Facilitating the learning process using differentiated activities, strategies and adapted materials.
3. Assessing the application of principles of assessment in the learning process.

Contents

Unit-1: Introduction to Early Childhood Education

- 1.1 Foundation of Early Childhood Education
- 1.2 Scope of Early Childhood Education
- 1.3 Professional Preparation of Early Childhood Caregivers
- 1.4 Resources of Professional Development
- 1.5 Theory and Philosophy of Early Childhood Education

Unit-2: Early Childhood Special Education

- 2.1 Introduction
- 2.2 Early Childhood Intervention
- 2.3 Early Intervention Programme
- 2.4 Types of Early Childhood Special Education
- 2.5 Historical Perspective
- 2.6 Legal Foundation of Special Education

Unit-3: Overview of Early Childhood Special Education

- 3.1 Rationales of Early Childhood Services (ECS) in Special Education
- 3.2 Target Children for Early Childhood Services (ECS)
- 3.3 Professional for Early Childhood Services (ECS)
- 3.4 Roles and Responsibility

Unit-4: Laws

- 4.1 The IDEA
- 4.2 Families Rights and Services
- 4.3 Early Childhood Special Education Practices
 - 4.3.1 Methods
 - 4.3.2 Evaluation & Assessment
 - 4.3.2 Individual Planning
 - 4.3.3 Technology

Unit-5: Domains of Development

- 5.1 Practical and Ethical Issues
- 5.2 Communication Development
- 5.3 Physical Development
- 5.4 Cognitive Development
- 5.5 Social and Emotional Development
- 5.6 Adaptive Development

Teaching-learning Strategies

Discussions, Demonstration Method, Lecture Method, Project Method

Assignment- Types and Number with calendar

Class Presentations, Written Assignment, Case Study.

01 assignment before mid-term exam and 02 assignment after mid-term exam

Assessment and Examination

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester. 9 th Week
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignment and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It will be a written test.

Reading Material

Jones, L. (2005). *Early childhood studies*. New York: Open University Press.

Paasche, C. L. (2004). *Children with special needs in early childhood setting*. Australia: Delmar.

Hirsch, L. D. (2008). *Collaboration international in early childhood*. New York: Oxford University. Press.

Jackson, H. L., & Beaver, N. H. (2015). *Early education curriculum*. Stanford: Cengage Learning.

Farrel, M. (2008). *Educating special children*. New York: Routledge

Mitchel, D., & Brown, R.L (1991). *Early intervention studies for young children with special needs*. New York: Chapman & Hall.

Noonan, M. J. & McCormick, L. (1993). *Early intervention in natural environments methods & procedure*. California: Brooks/Cole.