



Inclusive Early Childhood Special Education

Course number: 34599

Dr. Judah Koller

This course is designed to introduce students to the field of inclusive early childhood education. Students will become acquainted with early child development, generally. They will be exposed to the process of identifying specific developmental needs in early childhood and how we think about targeting educational interventions to these needs. We will learn about the history of inclusive special education as well as current ethical perspectives, approaches, trends and challenges in the education of all infants, toddlers and young children. We will read and discuss theoretical material, case examples and empirical research, and will consider their implications for inclusive educational practice.

**Readings will be assigned from the below bibliography on a weekly basis.*

**The in-class presentation will be discussed in class at the start of the semester*

Scoring

Attendance/Participation (10% of the final grade)

Class presentation (30% of the final grade)

Final paper (60% of the final grade)

Course Topics

1. Introduction to child development and early intervention
2. History of [early childhood] special education
3. Identification/contextualization of developmental concerns in early childhood
4. Inclusive special education, focus on young children
5. Models of inclusive education: policy & practice
6. From inclusive classrooms to inclusive societies
7. Attitudes towards inclusion and disabilities: Among peers, teachers and self
8. Challenges and common pitfalls of inclusive education

Bibliography

1. Avissar, G., Reiter, S., & Leyser, Y. (2003). Principals' views and practices regarding inclusion: the case of Israeli elementary school principals. *European Journal of Special Needs Education*, 18(3), 355 -369.

2. Carrington, S., & Robinson, R. (2006). Inclusive school community: Why is it so complex? *International Journal of Inclusive Education*, 10(4-5), 323-334. Chicago
3. Diamond, K. E., & Innes, F. K. (2001). The origins of young children's attitudes toward peers with disabilities. In M. J. Guralnick (Ed.), *Early childhood inclusion: Focus on change* (pp. 159-177). Baltimore: Brookes.
4. Dyson, L. L. (2005). Kindergarten children's understanding of and attitudes toward people with disabilities. *Topics in Early Childhood Special Education*, 25(2), 95-105.
5. Garrote, A., Dessemontet, R. S., & Opitz, E. M. (2017). Facilitating the social participation of pupils with special educational needs in mainstream schools: A review of school-based interventions. *Educational Research Review*, 20, 12-23.
6. Justice, L. M., Logan, J. A., Lin, T. J., & Kaderavek, J. N. (2014). Peer effects in early childhood education: Testing the assumptions of special-education inclusion. *Psychological Science*, 25(9), 1722-1729.
7. LaRocco, D. J., & Barton, E. E. (2016). Final Report 2015 National Summit: Early Childhood Special Education Inclusion.
8. McLean, M., Sandall, S. R., & Smith, B. J. (2016). A history of early childhood special education. In *Handbook of early childhood special education* (pp. 3-19). Springer International Publishing.
9. McWilliam, R. A. (2000). It's only natural....to have early intervention in the environments where it's needed. [Monograph Series No. 2]. *Young Exceptional Children*, 17-26.
10. Odom, S. L., & Wolery, M. (2003). A unified theory of practice in early intervention/early childhood special education evidence-based practices. *The Journal of Special Education*, 37(3), 164-173.
11. Palmer, S. B., Summers, J. A., Brotherson, M. J., Erwin, E. J., Maude, S. P., Stroup-Rentier, V., ... & Chu, S. Y. (2013). Foundations for self-determination in early childhood: An inclusive model for children with disabilities. *Topics in Early Childhood Special Education*, 33(1), 38-47.
12. Vlachou, A., Karadimou, S., & Koutsogeorgou, E. (2016). Exploring the views and beliefs of parents of typically developing children about inclusion and inclusive education. *Educational Research*, 58(4), 384-399.