Welcome to SPN100

In this course you will examine the content and presentation of literacy lessons for a variety of learners. The following literacy elements will be examined:

- Listening
- Oral Language
- Phonological Awareness
- Letter Knowledge
- Print Awareness
- Comprehension

Course Objectives:

By taking notes on the handout and successfully answering assessment questions, participants will meet the following objectives as a result of taking this course:

- List the building blocks of literacy development
- List the guidelines for working with children with special needs
- Define visual impairment
- List the major types of hearing loss
- Define cognitive challenges
- Define functional or self-help skills
- Define motor development
- Identify the sequence of normal speech development
- Identify the signs of behavioral or social-emotional issues
- Define sensory integration disorders

Note: At one point in this course, participants are expected to reflect and write about topics related to their own learning and teaching experiences in relation to course content.

References:


Deafness and Hearing Loss NICHCY Fact Sheet 3(2015)

http://www.parentcenterhub.org/repository/hearingloss/

Additional References:

Bloodgood, J.W. 1999. What’s in a name? Children name writing and literacy acquisition. Reading
Accountability expectations for preschool teachers have become an issue of great concern and debate. The emergence of neurological research several decades ago changed education expectations drastically and with it the expectations for learning in the preschool classroom. Now, both preschool children and their teachers face greater expectation from families, public school administrators, and the federal government.

This means that preschool teachers must now be clear about the framework of their curriculum and the value of their classroom activities. Best practice in early childhood classrooms has always provided learning experiences for young children. It is now important to organize those experiences and activities and be intentional in the delivery.
The six basic literacy-building skills and concepts in this course are widely accepted among early educators and supported by reading readiness research as the foundation for ensuring that all children will be successful when formal reading instruction begins.

**How Literacy Develops**

**Listening**

**Important Fact**

Define *Listening*

**Oral Language Development**

**Phonological Awareness**

**Letter Knowledge and Recognition**

**Print Awareness**
Comprehension

General Guidelines for Children with Special Needs

Guiding a Child Who Is Blind or Visually Challenged

Children with Hearing Impairments

Types of Hearing Loss

Children with Cognitive Challenges
Children with Speech or Language Delays

Children with Behavioral or Social Emotional-Issues

Sensory Integration Disorders

What Can I Do to Help a Child with Sensory Integration (SI) Disorder?

What Can I do to Make Sure that a Child with Sensory Integration Disorder Does Not Go into Sensory Overload?

Peer Buddy

Basic Peer Buddy Guidelines