

Early Childhood Special Education Endorsement

The online Early Childhood Special Education Program provides an endorsement for early childhood teachers seeking **Missouri** Early Childhood Special Education certification. This endorsement, consisting of five 3-hour online courses, qualifies learners to work with special needs children from birth to grade three. This online delivery method allows teachers to advance their education and career opportunities by learning at their own pace and at times that are convenient.

Students who possess or are in the process of completing **Missouri Early Childhood certification** qualify for this online program. Students seeking endorsement from another state must verify this endorsement through their state education office. (**NOTE:** HLGU cannot modify this program to meet the requirements in other states. Practicum requirements cannot be fulfilled outside of Missouri.)

Early childhood education majors seeking an endorsement in early childhood special education may do so by taking the following 15 additional hours as online courses: ECS 203 (Special Education Process); ECS 313 (Implementing and Evaluating Interventions); ECS 323 (Communication Disorders); ECS 413 (Environmental and Personal Strategies for Self-Management); ECS 423 (Current Trends in Early Childhood Special Education)

The following courses are required for the Early Childhood Special Education Endorsement:

ECS 203 - SPECIAL EDUCATION PROCESS

An overview of the historical and legal precedents for early intervention. Focuses on etiological factors for disability and increased risk status, knowledge of family systems, diversity and on service provision and discipline specific information regarding intervention. Addresses the typical and atypical development in each of the five developmental domains.

ECS 313 - IMPLEMENTING AND EVALUATING INTERVENTIONS

Addresses the intervention needs of infants, toddlers, and young children who have disabilities or who are at high risk for developing disabilities through designing, implementing and evaluating programs. Compares and contrasts models of intervention and accompanying research for specific educational needs, appropriate assistive technology, and strategies for supporting services personnel. Demonstrates the use of assessment results to plan and evaluate specific interventions and strategies for achieving results.

ECS 323 - COMMUNICATION DISORDERS

Deals with language and subsequent literacy issues experienced by young children who are at-risk or have disabilities. Covers specific strategies to increase vocabulary and

language and to use augmentative systems. Emphasizes the assessment of and the teaching of early literacy skills necessary for literacy development.

ECS 413 - ENVIRONMENTAL AND PERSONAL STRATEGIES FOR SELF-MANAGEMENT

Addresses both classroom and environmental management of behavior and individualized behavioral intervention. Emphasizes research-validated practices and the use of non-aversive techniques. Covers strategies for individualized assessment and intervention incorporating the cognitive, motor, sensory, adaptive, and aesthetic domains. Requires a classroom observation component.

ECS 423 - CURRENT TRENDS IN EARLY CHILDHOOD SPECIAL EDUCATION

Familiarizes students with the growing research base in early intervention and early childhood special education. Students will also learn how to incorporate research findings and use research techniques in their own teaching practice.