Course Syllabus

Code - Course Title	**EÇE534 - Effective Teaching Methods in Early Childhood Education**
Course Type	II. SEMESTER
Laboratory + Practice	3+0
ECTS	**6.0**
Language of Instruction	Türkçe
Course Type	Elective Courses
Course Instructor(s)	ÖĞR. GÖR. DR. GÖKHAN İNCE

Mode of Delivery	Face-to-face
Place of Delivery	On Campus
Used Educational Platforms	Face-to-face
Prerequisites	There are no prerequisites or corequisites for this course.
Courses Recomended	There is no recommended course.
Recommended Resources	Chan, J. M., Lang, R., Rispoli, M., O'Reilly, M., Sigafoos, J., & Cole, H. (2009). Use of peer-mediated interventions in the treatment of autism spectrum disorders: A systematic review. Research in Autism Spectrum Disorders, 3(4), 876–889. https://doi.org/10.1016/j.rasd.2009.04.003Cooper, J. O., Heron, T. E., & Heward, W. L. (2020). Applied behavior analysis (3rd ed.). Pearson Education.Gray, C. A., & Garand, J. D. (1993). Social Stories: Improving responses of students with autism with accurate social information. Focus on Autistic Behavior, 8(1), 1–10. https://doi.org/10.1177/108835769300800101Koyama, T., & Wang, H.-T. (2011). Use of activity schedule to promote independent performance of individuals with autism and other intellectual disabilities: A review. Research in Developmental Disabilities, 32(6), 2235–2242. https://doi.org/10.1016/j.ridd.2011.05.003Mace, F. C., & Belfiore, P. (1990). Behavioral momentum in the treatment of escape-motivated stereotypy. Journal of Applied Behavior Analysis, 23(4), 507–514. https://doi.org/10.1901/jaba.1990.23-507 McClannahan, L. E., & Krantz, P. J. (2010). Activity schedules for children with autism: Teaching independent behavior (2nd ed.). Woodbine House. Odom, S. L., Thompson, J. L., Hedges, S., Boyd, B. A., Dykstra, J. R., Duda, M. A., Szidon, K. L., Smith, L. E., & Bord, A. (2015). Technology-aided interventions and instruction for adolescents with autism spectrum disorder. Journal of Autism and Developmental Disorders, 45(12), 3805–3819. https://doi.org/10.1007/s10803-014-2320-6Smith, T. (2001). Discrete trial training in the treatment of autism. Focus on Autism and Other Developmental Disabilities, 16(2), 86–92. https://doi.org/10.1177/108835760101600204
Work Placement	It is not applicable for this course.
Aims of the Course	The aim of this course is to equip students with knowledge of the definitions, components, and implementation procedures of effective teaching methods used in early childhood, particularly in the education of children with autism spectrum disorder and developmental disabilities. The course covers pre-session pairing, discrete trial teaching, shaping, peer-mediated instruction and intervention, social stories, behavioral momentum, and technology-aided instruction and intervention. Students are expected to explain these practices, discuss implementation procedures and examples, review related research to evaluate the evidence base of the practices, and develop the ability to select and use appropriate methods in early childhood educational settings.

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Weeks	Learning Outcomes	Topics	Teaching Methods
Week - 1		Pre-session pairing: Pairing and environmental arrangements	
Week - 2		Practice examples of pre-session pairing and related research	
Week - 3		Discrete trial teaching: Definition and components	
Week - 4		Practice examples of discrete trial teaching and related research	
Week - 5		Activity schedules: Types of schedules and teaching schedule following skills	
Week - 6		Research related to activity schedules	
Week - 7		Peer-based instruction and intervention: Definition and implementation procedures	
Week - 8		Research related to peer-based instruction and intervention	
Week - 9		Social stories: Definition and implementation procedures	
Week - 10		Research related to social stories	
Week - 11		Behavioral momentum and self-management: Definitions and implementation procedures	
Week - 12		Behavioral momentum related research	
Week - 13		Technology-aided instruction and intervention: Definition and implementation procedures	
Week - 14		Research related to technology-aided instruction and intervention	

Learning Outcomes

#	Learning Outcome
1	Explain pre-session pairing practices and discuss implementation procedures.
2	Explain the basic components of discrete trial teaching and discuss practice examples.
3	Explain shaping practices and exemplify implementation procedures.
4	Explain peer-based instruction and intervention practices and discuss related research.
5	Explain social story practices and discuss implementation procedures.
6	Explain behavioral momentum and self-management practices and discuss implementation procedures.
7	Explain technology-aided instruction and intervention practices and discuss related research.

Sustainable Development Goals

✓ Quality Education

Course Theme

✓ Educational Sciences and Educational Technologies

AKTS Workload

Activity	Duration (Hour)	Count	Workload
Teorik Derse Katılım	3.00	14	42
Sınıf Dışı Çalışma (Ön Hazırlık & Pekiştirme Amaçlı)	1.00	14	14
Ödevler	2.00	13	26
Proje - Rapor - Sunum Hazırlama	2.00	11	22
Ara Sınav Hazırlığı (sınav süresi dahil)	13.00	1	13
Final Sınavı Hazırlığı (sınav süresi dahil)	28.00	1	28
Uygulama (Laboratuvar, Müzik/Enstrüman Uygulaması, Atölye/Saha Çalışması vb.)	0.00	0	0
Staj Uygulaması	0.00	0	0
		Calculated ECTS	**6.0**

Assessment Method and Passing Requirements

✓ Homework ✓ Presentation