| RSED CURRICULUM IN EARLY CHILDHOOD SPECIAL EDUCATION Auburn UniversityDepartment of Special Education, Rehabilitation, & Counseling |
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1. **Course Number**: **RSED 6110/5110/6116**

**Course Title: Curriculum in Early Childhood Special Education**

**Meeting Time/Place: Tuesday 6:30-9:00pm/ Haley Center 1212**

## Office hours: by appointment and TBA

**Credit:** 3 semester hours

## Instructor: Dr. Suzanne Woods-Groves, Ph.D.

## Instructor’s email: [woodssu@auburn.edu](mailto:woodssu@auburn.edu)

## Instructor’s phone: 334-844-7621

**Office location:** Haley Center 1232C

1. **Date Syllabus Prepared:** August 2018.

## REQUIRED TEXTBOOKS:

Grisham-Brown, J., Hemmeter, M. L., & Pretti-Frontczak, K. (2017). *Blended practices for teaching young children in inclusive settings*, **2nd Edition.** Paul H. Brookes Publishing Company.ISBN 9781598576689

Flores, M. M., Burton, M., & Hinton, V. (2017)*. Making mathematics accessible for elementary students who struggle: Using CRA/CSA for interventions*. San Diego: Plural Publishing. ISBN 9781597569844

Walpole, S., & McKenna, M.C. (2017). *How to plan differentiated reading instruction: Resources for grades K-3,* **2nd Edition**. Guilford Press. ISBN 9781462531516

| 1. **COURSE DESCRIPTION:**   This course is designed to promote an understanding of family and child centered practices which include the development, implementation, and evaluation of appropriate routine based and curriculum activities for children with mild learning/behavior disabilities and their families in grades N-2. Content also includes extensive exploration of various curricular and development theories, transition, assistive technology, assessment, and program planning. |
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1. **Student Learning Outcomes:** After appropriate learning activities, the student will:

**Child Focused Intervention (DEC)**

1. Demonstrate the ability to **design environments** which promote children's safety, active engagement, learning, participation, and membership;
2. Knowledge of the kinds and nature of exceptionalities and special needs of children from birth through age eight.
3. Knowledge of procedures for adapting strategies and resources to the needs of children with disabilities from birth through age eight.
4. Knowledge of curriculum for research-based intervention across exceptionalities in areas including cognition, language development, motor development, adaptive, and social development.

**Teaming (DEC)**

1. Demonstrate the ability to facilitate **family members** in the **decision making** process;
2. Demonstrate the ability to **cross professional boundaries;**
3. Demonstrate the ability to **focus intervention on function**, not services;
4. Demonstrate the ability to **apply primary discipline** to the early intervention process;
5. Demonstrate the ability to perform **professional roles** of **service coordinator, team consultant, or direct service provider**;
6. Demonstrate the ability to provide services both directly and by **consultant/coach model;**
7. Demonstrate the ability to provide service in **partnership with family members and other team members;**

**Technological Applications (DEC)**

1. Demonstrate the ability to **use assistive and instructional technology** in intervention programs for children;
2. Demonstrate the ability to **collaborate with families** and **other professionals** in planning and implementing the use of assistive technology;
3. Demonstrate the ability to **work with families and professionals** to **use technology** to **access information and support;**
4. Demonstrate the ability to **access and/or design, implement, and evaluate training and technical support programs** relating to technology applications;

**Individualized Educational Program**

1. Demonstrate the ability to assist families in the development of their **initial IFSP in accordance with federal and state regulations;**
2. Ability to use family-centered assessment and formal and informal instruments appropriate for children with disabilities from birth through age eight.
3. Ability to plan, implement, and evaluate programs designed to meet the needs of children with disabilities from birth through age eight.
4. Demonstrate the ability to assist families in the development of the IEP **in accordance with federal and state regulations;**
5. Ability to plan and facilitate transition programs within and outside the school setting.

**Focusing on What Works/Empirically Based Practices (NCLB)**

1. Demonstrate the ability to design, implement, and evaluate services based on **empirically based practices;**
2. Demonstrate the ability to integrate developmental, individual, and chronological appropriateness within the process of **instructional design;**
3. Demonstrate the ability to design, implement and evaluate **activity**-based, **routine** based, and **play**-based instruction within the context of everyday learning opportunities;
4. Demonstrate the ability to design, implement and evaluate **positive behavioral support** to prevent and/or address behavior problems;
5. Demonstrate the ability to design, implement, and evaluate intervention for young children who have **physical disabilities** using current practices;

**Accountability for Results (NCLB)**

1. Demonstrate the ability to provide services assuring **accountability for results;**
2. Demonstrate the ability to provide services assuring **fidelity of intervention;**
3. Demonstrate the ability to provide services using a variety of **data collection techniques** which are both appropriate for the instructional objective and effective in monitoring outcomes;
4. **COURSE CONTENT SCHEDULE** **This syllabus** is a tentative outline for the course and is **subject to change** with advance notice from the instructor.

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| **Dates** | **Topic** | **Readings** | **Assignments & Due Date** |
| **08/21** | **Module 1:**  Course Overview Routine and Assignments |  |  |
| **08/28** | **Module 2:**  Foundation of Blended Practices  Multi-tiered Instruction/Response to Instruction Framework for Alabama | * **Textbook** Blended Practices Chapters 1- 3 | **Quiz 1** (Blended Practices Chapters 1-3)  **Due Date: Tuesday 09/04 by 3:00pm**  online via CANVAS |
| **09/04** | **Module 3:**  Recommended Instructional Practices  Universal Instructional Practices  Data Collection/Progress Monitoring  Intervention Plans | * **Textbook** Blended Practices Chapters 4-5 | **Quiz 2** (Blended Practices Chapters 4-5)  **Due Date: Monday 09/10 by 11:59pm**  online via CANVAS  **Application Activity 1**  Intentional Instructional Practices Intervention Plan |
| **09/11** | **Module 4:**  Focused Instructional Strategies  Data Collection/Progress Monitoring  Intervention Plans | * **Textbook** Blended Practices Chapter 6 | **Quiz 3** (Blended Practices Chapter 6)  **Due Date: Monday 09/17 by 11:59 pm**  online via CANVAS  **Application Activity 2**  Focused Instructional Strategies Intervention Plan |
| **09/18** | **Module 5:**  Systematic Instructional Practices  Data Collection/Progress Monitoring  Intervention Plans | * **Textbook** Blended Practices Chapter 7 | **Quiz 4** (Blended Practices Chapter 7)  **Due Date: Monday 09/24 by 11:59 pm**  online via CANVAS  **Application Activity 3**  Systematic Instructional Strategies Intervention Plan |

| Dates | Topic | Readings | Assignments & Due Date |
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| 09/25 | **Module 6:**  **EXAM 1** | * **Exam 1 covers Modules 1-5 and all material addressed** | No Class  Complete EXAM 1 via CANVAS |
| 10/02 | **Module 7:**  Planning/Implementing with Collaboration  Mastering the Maze IEP/IFSP | * **Textbook** Blended Practices Chapter 8 * **Resource:** Mastering the Maze | Quiz 5 (Blended Practices Chapter 8)  Due Date: Monday 10/08 by 11:59 pm  online via CANVAS  Application Activity 4  Activity Matrix |
| 10/09 | **Module 8:**  Social Emotional Development  Language & Literacy  Promoting Language for Learners (Dual Language) | * **Textbook** Blended Practices Chapters 9, 10, 11 * **Resource:** Mastering the Maze | Quiz 6 (Blended Practices Chapter 9, 10, 11)  Due Date: Monday 10/15 by 11:59 pm online via CANVAS  Application Activity 5  IEP Development |
| 10/16 | **Module 9:**  Differentiated Reading Instruction K-3  Foundational Components  Assessing for Instructional Decisions | * **Textbook:** Differentiated Reading Instruction Chapters 1-4 | Quiz 7 (Differentiated Reading Instruction Chapters 1-4)  Due Date: Monday 10/22 by 11:59 pm  online via CANVAS |
| 10/23 | Module 10  Differentiated Reading instruction K-3  Assessing for Instructional Decisions  Writing/Motor Skill Development | * Textbook: Differentiated Reading Instruction   Chapters 5-8 | Quiz 8 (Differentiated Reading Instruction Chapters 5-8)  Due Date: Monday 10/29 by 11:59 pm  online via CANVAS  Application Activity 6  Reading Assessment and Lesson Planning |

| Dates | Topic | Readings | Assignments & Due Date |
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| 10/30 | **Module 11:**  **Exam 2** | * **Exam 2 covers Modules 6-10** | No Class  Complete EXAM 2 via CANVAS |
| 11/06 | **Module 12:**  Blended Mathematics Practices  Early Mathematics Concepts | * **Textbook:** Blended Practices Chapter 12 * **Textbook:** Making Mathematics AccessibleChapters 1-2 | Quiz 9 (Blended Practices Chapter 12, Making Mathematics Accessible Chapters 1-2)  Due Date: Monday 11/12 by 11:59pm  online via CANVAS  Application Activity 7  Mathematics Assessment and Lesson Planning |
| 11/13 | **Module 13:**  Early Mathematics Concepts | * **Textbook:** Making Mathematics Accessible Chapters 3-4 | Quiz 10 (Making Mathematics Accessible Chapters 3-4)  Due Date: Monday 11/26 by 11:59pm  online via CANVAS |
| 11/20 | **No Class Thanksgiving Break** |  |  |
| 11/27 | **Module 14:**  Early Mathematics Concepts | * **Textbook:** Making Mathematics Accessible Chapters 5-6 | Quiz 11 (Making Mathematics Accessible Chapters 5-6)  Due Date: Monday 12/03 by 11:59pm  online via CANVAS |
| 12/04 | Module 15:  Exam 3 | * Exam 3 covers Modules 12-14 | No Class  Complete EXAM 3 via CANVAS |

1. **COURSE REQUIREMENTS/EVALUATION:** Students are required to: a) successfully complete all required projects and give to the instructor no later than the date designated for each project, b) take and pass all required exams, c) attend class and participate in class discussions and activities, and d) read assigned materials within the delineated time.

1. **Exams (250 points)**

Another requirement of this course is the completion of three **approximately 50-minute online examinations** (CANVAS) see point values for exams below. All Exams will consist 25 items which will include a variety of item times such as multiple choice, true/false, applied activities, and matching questions. All students will access and complete their exams via CANVAS. These exams are timed and must be completed during the allotted time period and due date. All exams must be completed individually and must represent your own work and responses. **Exam 1** will cover all information in Modules 1-5 (90 points), **Exam 2** will cover all information in Modules 6-10 (90 points), and **Exam 3** will cover all information in Modules 12-14 (70 points).

1. **Check for Understanding (CFU) Quizzes (55 points)**

There will be 11 online quizzes each worth **5 points**. The quizzes will focus on the required readings, course materials, and class activities. These Check for Understanding Quizzes are designed for you to evaluate your understanding of course material and assignments. You can take the Quiz as many times as you want to achieve the 100% score. **Your highest grade will be recorded. You should complete these quizzes individually with your answers representing your own work.**

1. **Application Activities (140 points)**

There will be 7 application activities. See section 8 Evaluation for delineated points for each Application Activity. These are mini projects that will be completed via CANVAS or uploaded via CANVAS. Each Application Activity is designed to offer you a chance to demonstrate concepts and skills introduced within this course.

1. **EVALUATION:** Final grades will be based on points assigned through completion and evaluation of course requirements and grades will be

assigned on the basis of number of accumulated points, as follows:

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| **ASSIGNMENTS** | **Points per**  **activity** | **Total Points Possible** | **% of final**  **grade** |
| **Check for Understanding Quizzes (11)** | 5 | 55 | 12.36% |
| **Application Activity Assignments (7)**  **Graduate & Undergraduate Levels for Assignments** | **See Below** | 140 | 31.46% |
| * **Application Activity 1**   Intentional Instructional Practices Intervention Plan | 20 |  |  |
| * **Application Activity 2**   Focused Instructional Strategies Intervention Plan | 20 |  |  |
| * **Application Activity 3**   Systematic Instructional Strategies Intervention Plan | 25 |  |  |
| * **Application Activity 4**   Activity Matrix | 10 |  |  |
| * **Application Activity 5**   IEP Development | 25 |  |  |
| * **Application Activity 6**   Reading Assessment and Lesson Planning | 20 |  |  |

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| **ASSIGNMENTS** | **Points per**  **activity** | **Total Points Possible** | **% of final**  **grade** |
| * **Application Activity 7**   Mathematics Assessment and Lesson Planning | 20 |  |  |
| **Exams (3)** | **See Below** | 250 | 56.18% |
| * **Exam 1 Modules 1-5** | 90 |  |  |
| * **Exam 2 Modules 6-10** | 90 |  |  |
| * **Exam 3 Modules 12-14** | 70 |  |  |
| **Total Points** |  | **445** | **100%** |

## Final Course Grades will be Assigned for Undergraduate or Graduate as follows:

| Letter Grade | Percentage | Points |
| --- | --- | --- |
| A | 90 - 100 | 400 -- 445 |
| B | 80- 89 | 356 -- 396 |
| C | 70-79 | 311 -- 351 |
| D | 65-69 | 289 -- 307 |
| F | 64 and below | 284 and below |

1. **CLASS POLICY:**

***Extra Credit:* No extra credit opportunities will be provided. Final grades will be comprised of points earned on the activities, tests, and projects described in the syllabus.**

***Attendance:*** Students are expected to attend class and participate in class discussions and activities. At the discretion of individual instructors, verified absences may be excused under unusual circumstances (see Tiger Cub). **In order for the absence to be considered excusable, however, the instructor must be in receipt of the documentation within seven days from the class in which the absence occurred.**

***Assignments:*** All written assignments are expected to conform to the current style manual of the American Psychological Association (APA). This includes the use of person-first language (i.e. “child with a disability” rather than “disabled child”). Written assignments are expected to be typewritten, grammatically accurate, and free of spelling and typographical errors. Assignments are to be of a quality that would be expected of a professional. **Please do not email me assignments, they will not be graded. All Assignments must be submitted via CANVAS and be typed.**

All assignments must be turned in when due via CANVAS unless otherwise indicated. Assignments must be turned in by the student completing the assignment. **No late assignments** will be accepted unless the instructor has received **prior notice of absence** (via phone, email, etc…) that can be verified as a university approved excuse. When prior notice is provided and the student has a university approved excuse, he or she will have **one week** from the time he or she returns to class to turn in the assignment.

***Accommodations:*** Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes - or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Program for Students with Disabilities, 1244 Haley Center, 844-2096 (V/TT).

***Professionalism:*** As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* + Engage in responsible and ethical professional practices
  + Contribute to collaborative learning communities
  + Demonstrate a commitment to diversity
  + Model and nurture intellectual vitality

***Classroom Behavior and Honesty:*** Students are expected to read and adhere to all classroom polices in the Auburn University’s Tiger Cub regarding classroom behavior and honesty.

**Classroom Behavior: “**Behavior in the classroom that impedes teaching and learning and creates obstacles to this goal [learning] is considered disruptive and therefore subject to sanctions… Students have the responsibility of complying with behavioral standards… Examples of improper behavior in the classroom (including the virtual classroom of e-mail, chat rooms, telephony, and web activities associated with courses) may include, but are not limited to the following: arriving after a class has begun; use of tobacco products; monopolizing discussion; persistent speaking out of turn; distractive talking including cell phone usage; audio or video recording of classroom activities or the use of electronic devices (including cell phones) without the permission of the instructor; refusal to comply with reasonable instructor directions; employing insulting language or gestures; verbal, psychological, or physical threats, harassment, and physical violence.” (See *Tiger Cub*). **No computers are allowed to be open and on during lectures or when having class discussions unless it is an accommodation required.**

**Honesty Code**: The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class. The Auburn Academic Honesty Code is found in both the Tiger Cub and the Student Government Association’s Code of Laws. Students are to read the honor code carefully, making sure they understand the policy, its implications for their work (e.g. tests, reports, papers, projects), and the consequences of code violation. Non-compliance with this policy will result in formal action with the university academic honesty procedures. Among other things, students are responsible for understanding the definition of plagiarism. Individuals are to (a) reference materials they use, and

(b) reference only material they access directly. Individuals who copy or use ideas from the works of others without properly acknowledging the author, risk grave consequences.

***Student Academic Grievance Policy:*** The purpose of this university policy is to “resolve academic grievances of students, which results from actions of faculty or administration. This resolution should be achieved at the lowest level and in the most equitable way. The burden of proof rests with the complainants.” See *Tiger Cub* for steps toward redress.

***Confidentiality:*** Respect family rights to privacy, the identity of children and families will be confidential.