**RSED CURRICULUM IN EARLY CHILDHOOD SPECIAL EDUCATION**

Auburn University

Department of Special Education, Rehabilitation, & Counseling

# Course Number: RSED 6110/5110

**Course Title: Curriculum in Early Childhood Special Education** **Meeting Time/Place: Tuesday 6:30-9:00pm/ Haley Center 2454**

**Office hours:** by ZOOM and in person 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 2019.

# 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

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

# 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.

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 ageeight.
4. Knowledge of curriculum for research-based intervention across exceptionalities in areas including cognition, language development, motor development, adaptive, and social development.

# Technological Applications (DEC)

1. Demonstrate the ability to **use assistive and instructional technology** in intervention programs forchildren;
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;

1. Demonstrate the ability to **access and/or design, implement, and evaluate training and technical support programs** relating to technologyapplications;

# Individualized Educational Program

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

# 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 forresults;**
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 monitoringoutcomes;
   1. **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** |
| **08/20** | **Module 1:**  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: Monday 08/26 by 11:59pm** online via CANVAS |
| **08/27** | **Module 2:**  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: Tuesday 09/03 by 3:00pm** online via CANVAS |
| **09/03** | **Module 3:**  Focused Instructional Strategies Data Collection/Progress Monitoring Intervention Plans | * **Textbook** Blended Practices Chapter 6 | **Quiz 3** (Blended Practices Chapter 6) **Due Date: Monday 09/09 by 11:59 pm** online via CANVAS |
| **09/10** | **Module 4:**  Part 1 Systematic Instructional Practices Data Collection/Progress Monitoring Intervention Plans | * **Textbook** Blended Practices Chapter 7 | **Quiz 4** (Blended Practices Chapter 7) **Due Date: Monday 09/16 by 11:59 pm** online via CANVAS |

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| **Dates** | **Topic** | **Readings** | **Assignments & Due Date** |
| **09/17** | **Module 5: EXAM 1** | * **Exam 1 covers Modules 1-4 and all material addressed** | **No Class**  **Complete EXAM 1 via CANVAS** |
| **09/24** | **Module 6:**  Part 2 Systematic Instructional Practices Data Collection/Progress Monitoring Intervention Plans | * **Textbook** Blended Practices Chapter 7 | **Quiz 5** (Blended Practices Chapter 7 part 2) **Due Date: Monday 09/30 by 11:59 pm** online via CANVAS |
| **10/01** | **Module 7:** Planning/Implementing with Collaboration | * **Textbook** Blended Practices Chapter 8 | **Quiz 6** (Blended Practices Chapter 8)  **Due Date: Monday 10/07 by 11:59pm** online via CANVAS |
| **10/08** | **Module 8:**  Part 1 Social Emotional Development | * **Textbook** Blended Practices Chapter 9 | **Quiz 7** (Blended Practices Chapter 9)  **Due Date: Monday 10/14 by 11:59 pm**  online via CANVAS |
| **10/15** | **Module 9:**  Part 2 Social Emotional Development | * **Textbook** Blended Practices Chapter 9 | **Quiz 8** (Blended Practices Chapter 9)  **Due Date: Monday 10/21 by 11:59 pm**  online via CANVAS |

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| **Dates** | **Topic** | **Readings** | **Assignments & Due Date** |
| **10/22** | **Module 10: Exam 2** | * **Exam 2 covers Modules 6-9** | **No Class**  **Complete EXAM 2 via CANVAS** |
| **10/29** | **Module 11**  Literacy Development  Supporting Dual Language Learners | * **Textbook:** Blended Practices Chapters 10 & 11 | **Quiz 9** (Blended Practices Chapters 10 & 11)  **Due Date: Monday 11/04 by 11:59 pm**  online via CANVAS |
| **11/05** | **Module 12:**  Literacy Development  Differentiated Reading Instruction K-3 | * **Textbook**   Differentiated Reading Instruction K-3 Chapters 1-4 | **Quiz 10**  **Due Date: Monday 11/11 by 11:59pm**  online via CANVAS |
| **11/12** | **Module 13:**  Literacy Development  Differentiated Reading Instruction K-3 | * **Textbook**   Differentiated Reading Instruction K-3 Chapters 5- | **Quiz 11**  **Due Date: Monday 11/18 by 11:59pm**  online via CANVAS |
| **11/19** | **Module 14:**  Blended Mathematics Practices | * **Textbook:** Blended Practices Chapter 12 | **Quiz 12 (**Blended Practices Chapter 12  **Due Date: Monday 12/02 by 11:59pm**  online via CANVAS |
| **11/26** | **No Class Thanksgiving Break** |  |  |
| **12/03** | **Module 15: Exam 3** | * **Exam 3 covers Modules 11-14** | **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.

# Exams (3 Exams, 100 points each for a total of 300 points)

Another requirement of this course is the completion of **three** **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 ownork and responses. **Exam 1** will cover all information in Modules 1-4, **Exam 2** will cover all information in Modules 6-9,

and **Exam 3** will cover all information in Modules 11-14.

# 2. Check for Understanding (CFU) 12 Quizzes each 5 points for 60 total points

**There will be 12 online quizzes each worth 4 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.**

# 3. Application Activities 5 activities each 40 points for 200 total points

There will be 5 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.

# 4. In Class Participation Activities 5 activities each 8 points for 40 total points

Select class sessions will include an in class participation activity for on campus students this can only be completed during class time. For

distance education students you will submit your assignment online at a designated time/date. **Only 1 missed in class participation**

**assignment can be made up and only with an APPROVED UNIVERSITY EXCUSE. Each activity is worth 8 points.**

**5. 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** | **Approximate**  **% of final grade** |
| **Check for Understanding Quizzes (12)** | 5 | 60 | 10% |
| **Application Activity Assignments (5)**  **Graduate & Undergraduate Levels for Assignments** | **See Below** | 200 | 33.33% |
| * **Application Activity 1**   Tier 1 Lesson Planning with Supports  Assessment Tool for data collection  CAMP and Intentional Instructional Sequence Tier 1 | 40 |  |  |
| * **Application Activity 2**   Embedded Learning Opportunities Plan 1/ CAMP | 40 |  |  |
| * **Application Activity 3**   Embedded Learning Opportunities Plan 2/CAMP  Intentional Instructional Sequence for Tier 1, 2, 3/ | 40 |  |  |
| * **Application Activity 4**   Embedded Learning Opportunities Plan 3/CAMP  Intentional Instructional Sequence for Tier 1, 2, 3/ | 40 |  |  |
| * **Application Activity 5**   Intentional Instructional Sequence for Tier 1, 2, 3 CAMP  Embedded Learning Opportunities Plan 4 | 40 |  |  |
| **In Class Participation Activities (5)** |  |  |  |
| **In Class Participation Activities for on-campus students (5)** | 8 | 40 | 6.67% |
| **Exams** |  | 300 | 50% |
| * **Exam 1** | 100 |  |  |
| * **Exam 2** | 100 |  |  |
| * **Exam 3** | 100 |  |  |
| **Total Points** |  | 600 | 100% |

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

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| **Letter Grade** | **Percentage** | **Points** |
| **A** | **90 - 100** | **540 to 600** |
| **B** | **80- 89** | **480 to 539** |
| **C** | **70-79** | **420 to 479** |
| **D** | **65-69** | **390 to 419** |
| **F** | **64 and below** | **389 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:* The attendance policy is that only one (2) unexcused absences are permitted for the semester.** Failure to meet this standard will result in a grade of “FA” (failure for excessive absences) unless the student withdraws from the class prior to the withdrawal date (see university semester calendar). 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*).

**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.