**RSED CURRICULUM IN ELEMENTARY SPECIAL EDUCATION**

**Auburn University Department of Rehabilitation and Special Education**

1. **Course Number**: RSED 7410

**Course Title:** Program Implementation B-5

**Meeting Time/Place:** Wednesdays 6:30-9:00/ 3228 Haley Center

**Office hours: by appointment**

**Credit:** 3 semester hours

**Instructor:** Stephanie Marshall, PhD

**Instructor’s email: slt0001@auburn.edu**

**Instructor’s phone: 844-7676**

**Date Syllabus Prepared:**  January 2024

1. **REQUIRED TEXTS:**

* Young Exceptional Children Monograph Series No. 16 Blending Practices for All Children
* Young Exceptional Children Monograph Series No. 10 Early Intervention for Infants and Toddlers and Their Families: Practices and Outcomes

**3.** **COURSE DESCRIPTION:** Advanced understanding of a 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 B-5. Content also includes extensive exploration of various curricular and development theories, transition, assistive technology, assessment, and program planning.

**4. STUDENT LEARNING OUTCOMES:** After appropriate learning activities, the student will:

**Child Focused Intervention (DEC):**

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

**Teaming (DEC):**

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

**Technological Applications (DEC):**

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

**Individualized Educational Plans:**

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

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

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

**Accountability for Results (NCLB):**

* Demonstrate the ability to provide services assuring **accountability for results;**
* Demonstrate the ability to provide services assuring **fidelity of intervention;**
* 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;

**5. 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 prior toattending classes. ***Assignments will be due based on the established due dates in Canvas by 11:59 pm.***

**Quizzes (80 points):** There will be 4 quizzes that will be worth 20 points each. Quizzes will be in Canvas and based on readings, lectures, notes, and timed. **There will be no make-up opportunities.**

**Discussions (20 points):** Discussions are summaries and reflections of weekly content and research articles that will be completed based on lecture and content.

**Assignments (90 points):** Assignments will be assigned based on the content and topics covered in the course.

**Cumulative Exam (20 points):** Information that has been covered in the course will be assessed. Failure to take the exam without a university approved excuse will result in a grade of zero. The exam will be on Canvas and include a time limit once opened.

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**6. EVALUATION:** Final grades will be based on points assigned through completion and evaluation of course requirements and grades will be assigned based on number of accumulated points. There will be no rounding of final grades. See the below point distribution:

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| --- | --- |
| **Quizzes** | 80 points |
| **Discussions** | 20 points |
| **Assignments** | 90 points |
| **Cumulative Exam** | 20 points |
| **Total** | **210 points** |

**Grades are determined as follows:**

A = 90-100 B= 80-89

C= 70-79 D= 65-69

F= 64 and below

**7. CLASS POLICIES:**

***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. **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.** If classes are on Zoom, it is expected that each student will have a camera on. Students in the distance section (D-02) are expected to watch the class recordings each week. According to the Auburn University Bulletin, “Specific policies regarding class attendance are the prerogative of individual faculty members. Faculty shall inform each class in writing at the beginning of the course regarding the effect of absences on the determination of grades.”

***Assignments:*** All typed 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 by the established due date. 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.

**NOTE: Any assignments completed and/or submitted that do not comply with the above requirements will be returned and will not be accepted for credit.**

***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 accommodation, 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.”. **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.

**Contingency Plan**: If for any reason class is canceled course work will be posted on Canvas and students will access and complete assignments through Canvas.

8. **TENTATIVE COURSE CONTENT SCHEDULE**

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| --- | --- | --- | --- |
| **Date** | **Topic** | **Readings/Videos** | **Assignments Due** |
| 1-10 | * Course Overview * Syllabus Confirmation * Introductory Post |  | Syllabus Confirmation |
| 1-17 | * Early Intervention * Assessment in Early Intervention | Article on Caregiver Implemented Motor and Communication |  |
| 1-24 | * Early Intervention Services |  | Article Assessment Discussion |
| 1-31 | * Routines Based Model of Alabama | Video on RBI | Quiz 1 |
| 2-7 | * Routines Based Model of Alabama |  | RBI and Home Visits Discussion |
| 2-14 | * Evidenced Based Practices * Developmentally Appropriate Practice * Motor Skills and Positioning |  |  |
| 2-21 | * Evidenced Based Practices * Family Centered and Child Centered Practices |  | RBI Protocol Notes and Comments |
| 2-28 | * Evidenced Based Practices * Play and Child Development * Adult Learning Theory |  |  |
| 3-6 | ***Spring Break*** | ***Spring Break*** | ***Spring Break*** |
| 3-13 | * Communication/Language and Literacy * Shared Reading * Strategies: Manding, Time Delay, and Modeling |  | Quiz 2 |
| 3-20 | * Response to Instruction Model of Alabama * Developmental Milestones * Birth to Age Five Learning and Developmental Standards |  | iPiECS Overview |
| 3-27 | * Literacy * Phases of Writing and Literacy * Mathematics |  | Milestone Chart with Standards |
| 4-3 | * Social Skills |  | Quiz 3 |
| 4-17 | * Review of Course Content |  | Social Skill Story |
| 4-24 | * Comprehensive Exam |  |  |