1

## RSED CURRICULUM IN ELEMENTARY SPECIAL EDUCATION

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

1. **Course Number**: RSED 6110/5110/6116

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

**Meeting Time/Place:** Tuesday 4:00-6:20/ Haley Center

## Office hours: by appointment

**Credit:** 3 semester hours

## Instructor: Vanessa Hinton Instructor’s email: vmh0002@auburn.edu Instructor’s phone: 844-7676

**Office location:** Haley Center 1234D

1. **Date Syllabus Prepared:** May, 2016

## TEXTS:

Healy, J. (2004). *Your Child’s Growing Mind: Brain Development from Birth to Adolescence*. New York: Broadway Books

 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

Barnet , D., W., VanDerHeyden, A., & Witt, J., C. (2007). Achieving science-based practice through response to intervention: What it might look like in preschools, *Journal of Educational and Psychological Consultation*, 17, 31-54.

Brown, W., Odom, S., L., & Conroy, M., A. (2001). An intervention hierarchy for promoting young children’s peer interactions in natural environments. *Topics In Early Childhood Special Education, 21*, 162-175.

Cowan, R. J., & Allen, K. D. (2007). Using naturalistic learning in individuals with autism: A focus on generalized teaching with the school setting. *Psychology in the Schools, 44,* 701-715.

Hebbeler, K., Spiker, D., & Kahn, L. (2012). Individuals with disabilities act’s early childhood program: Powerful vision and pesky details. *Topics in Early Childhood Special Education, 31*, 199-207.

1. **COURSE DESCRIPTION:** 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 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 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 Plans**

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;

## COURSE CONTENT SCHEDULE

3

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| --- | --- | --- | --- |
| Date | Topic | Readings | Assignments Due |
|  | Course Overview Routine and AssignmentsMulti-tiered Instruction/Response to Instruction Framework for Alabama |  |  |
|  | Early Childhood AssessmentData Collection/Progress Monitoring |  |  |
|  | Child Development Foundations | Chapters 1 and 8 | Assessment Project |
|  | Positive Supports for Young Learners/Behavior and Intervention Plans | Chapter 4 | IEP Draft or Intervention Plan |
|  | Domains of Development/Explicit Lesson PlanningReading/Phonemic Awareness | Chapters 2 and 3Chapter 9 |  |
|  | Communication/Language | Chapter 7 | Reading Lessons due |
|  | Math/Cognitive | Chapter 6 |  |
|  | Writing/Motor |  | Math Lesson Write up or Implementation using VAL |
|  | Intervention Plans/IEP | Mastering the Maze |  |
|  | Transition/IEP |  |  |
|  | Quiz 1 Chapters 1 and 8 |  |  |
|  | Quiz 2 Chapter 4 |  |  |
|  | Quiz 3 Chapter 9 and 7 |  |  |
|  | Quiz 4 Chapter 6 and notesReview for Comprehensive Test |  |  |
| TBA | Comprehensive Test/Final IEP |  |  |
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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 prior to attending classes. Assignments are listed with checklists at the end of the syllabus.
2. **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:

Reading Lesson 20 points

Math Lesson 20 points

Assessment Project 10 points

Test 20 points

IEP **or** 2nd Intervention Plan 10 points

Quizzes 20 Points

Intervention Plan or IEP with Bibliography (**graduate students**) 10 points

Total 100 points for undergraduate or graduate

## Undergraduate or Graduate

**A = 90-100 B= 80-89**

**C= 70-79 D= 65-69 F= 64 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 turned in the day each are due within the first 10 minutes of the regularly scheduled class time. 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.

**CLASS ACTIVITIES:** Time will be devoted to instructional techniques and interventions. There will be a total of 5 activities worth 2 points each. All activities are worth a total of 10 points. **There will be no make-up opportunities.**

**TESTS:** Demonstrate competency on a test covering lecture, class activities, and information from the required texts.

**LESSON PLANS:** A total of 4 lesson plans will be created. See rubric for lesson plan requirements.

## INDIVIDUALIZED EDUCATION PROGRAM PLANS

**Using *Mastering the Maze*,** students will develop an IEP for an young child with a disability. IEP paperwork will begin with the student profile and conclude with the last page of the completed IEP. The Mastering the Maze will assist you in the necessary paperwork for this project. The IEP components will be completed and submitted first as a draft. Then, the entire IEP will be submitted with necessary corrections based on feedback received on previous sections. Ten points will be earned for IEP.

## ASSESSMENT PROJECT

Students will administer at least two assessments and share the results. Please see rubric for requirements.

## INTERVENTION PLANS

Students will develop an intervention plan for a young child. Graduate students will add a bibliography on articles that show the evidence for the intervention selected. See rubric for the assignment in Canvas.

***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.

Lesson Plan- Your lesson plan has to be written so that someone who does not know how to teach would understand it and be able to implement it. Your lesson plan needs an advanced organizer, demonstration, guided practice, independent practice, and post organizer. This format is expected for your language lesson, reading lesson, writing lesson, and math lesson.

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| --- | --- | --- |
| **Checklist** | **Yes** | **No Points** |
| 1. My lesson is easy to understand |   |   |
| 2. My lesson has an advanced organizer |   |   |
| 3. My advanced organizer reviews knowledge required for the lesson |   |   |
| 4. My advanced organizer states the standard or |  |  |
| lesson objective in an age appropriate way that makes the lesson relevant to the student |   |   |
| 5. My demonstration models my thoughts |  |  |
| and actions6. My guided practice included teacher cues for |   |   |
| each step7. My guided practice included descriptions of |   |   |
| how students will participate with the teacher8. My guided practice included how the teacher will monitor students’ understanding of the content being taught |    |    |
| 9. My independent practice includes directions to students |   |   |
| 10. My independent practice includes how students’ understanding of the content will be monitored |   |   |
| 11. My independent practice includes how concepts will be remediated |   |   |
| 12. My post organizer includes how to get students reflecting what they did and stating what they learned |   |   |

IEP Checklist

Your IEP has to be written so that someone who does not know the student would have a “big picture” and could implement the IEP as you intended it.

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| --- | --- | --- |
| **Checklist** | **Yes** | **No Points** |
| The student profile summarizes student performance in academic areas. |   |   |
| The profile summarizes student performance in the areas of communication, motor skills, adaptive skills, and health |   |   |
| Every need that is listed in the profile has a goal |   |   |
| Every present level of performance has strengths and needs and is linkedto a goal |   |   |
| Each present level of performance explains why the student’s progress is limited in the general curriculum |   |   |
| Each academic present level of performance is linked to a standard |   |   |
| Each goal has a condition, criteria, time frame, and behavior |   |   |
| Each goal is observable and measurable |   |   |
| The special education services are listed with frequency and duration |   |   |
| The LRE explains why the student will be pull from typical peers that is tied to the reasons why the student is limited in his/her progress in the general curriculum |   |   |

Assessment Project

At least two assessments will be given and a write up on each assessment. The following is required:

|  |  |  |
| --- | --- | --- |
| **Checklist** | **Yes** | **No Points** |
| The assessment is appropriatefor the student and developmental area. |   |   |
| All developmental areas are considered |   |   |
| A summary was provided of what the assessment measures and how measurements are taken. |   |   |
| Protocols are provided and have been used to administer the assessments. |   |   |
| Protocols are scored |   |   |
| Results are summarized |   |   |
| Results are interpreted |   |   |
| Limitations of each assessment are summarized |   |   |
| The protocols are readable completed |   |   |

# Teaching Strategy Bibliography Assignment

You will write an annotated bibliography using 2 articles connected to the intervention you choose in your intervention plan assignment. Each article should be one in which a research experiment was done and should be published in a peer reviewed journal. Each description of an article should be a half a page long and should include what the intervention is, how it is implemented, the results of the study that proves the strategy worked, and why you believed it was a good intervention for the intervention plan.

See Grading Rubric Next Page

# Bibliography Grading Rubric

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| --- | --- | --- |
| **Paper Requirements** | **Yes** | **No** |
| All articles pertain to intervention research and All articles are from the journals listed in syllabus | **Continue grading** | **Assign 0** |
| Hard copies or PDFs of articles are included | **Continue grading** | **Assign 0** |
| No more than 3 words from another author appear without appropriate APA citation | **Continue grading** | **Assign 0** |
| **Category** | **5 Points** | **4 Points** | **3 Points** | **2 Points** | **1 Point** |
| **Reference citations written according to APA 5th ed.****Writing Conventions Person 1st language** | 4 or fewer errors in reference citations, grammar, spelling, and person 1st language | 5-7 errors in reference citations, grammar, spelling, and person 1st language | 8-10 errors in reference citations, grammar, spelling, and person 1st language | 10-13 errors in reference citations, grammar, spelling, and person 1st language | 14 or more errors in reference citations, grammar, spelling, and person 1st language |
| **A description of the intervention, written in your words, without direct quotation** | Accurate, clear and detailed description of what each intervention is without direct quote | Accurate, clear and detailed description of 4/5 interventions without direct quotation | Accurate, clear and detailed description of 3/5 interventions without direct quotation | Accurate, clear and detailed description of 2/5 interventions without direct quotation | Accurate, clear and detailed description of one intervention without direct quotation |
| **A description of how the intervention was implemented, written in your words without direct quotation** | Accurate, clear and detailed description of how each intervention is implemented (not how the study was implemented) without direct quotation | Accurate, clear and detailed description of how 4/5 interventions implemented (not how the study was implemented) without direct quotation | Accurate, clear and detailed description of how 3/5 interventions implemented (not how the study was implemented)without direct quotation | Accurate, clear and detailed description of how 2/5 interventions implemented (not how the study was implemented) without direct quotation | Accurate, clear and detailed description of how one intervention implemented (not how the study was implemented) without direct quotation |
| **Results with regard to student performance, written in own words without direct quotation** | Accurate, clear and detailed description of results (this includes numbers proving results) for each intervention without direct quotation | Accurate, clear and detailed description of results (this includes numbers proving results)for 4/5 interventions without direct quotation | Accurate, clear and detailed description of results (this includes numbers proving results) for 3/5 interventions without direct quotation | Accurate, clear and detailed description of results (this includes numbers proving results) for 2/5 interventions without direct quotation | Accurate, clear and detailed description of results (this includes numbers proving results) for one intervention without direct quotation |
| **Conclusions and recommendations for using interventions to teach science or social studies, written your words without direct quote** | Clear, detailed, and logical conclusions & recommendations for using the interventions to teach science or social studies without direct quotation | Clear, detailed, logical conclusions & recommendation for using 4 interventions to teach science or social studies without direct quotation | Clear, detailed, and logical conclusions and recommendations for using 3 interventions to teach science or social studies without direct quotation | Clear, detailed, and logical conclusions and recommendations for using 2 interventions to teach science or social studies without direct quotation | Clear, detailed, and logical conclusions and recommendations for using one intervention to teach science or social studies without direct quotation |

Contingency Plan:

If for any reason class is canceled all assignments will be mailed and students will a write a summary of the assigned readings.