# RSED CURRICULUM IN EARLY CHILDHOOD SPECIAL EDUCATION

Auburn University Department of Special Education, Rehabilitation, & Counseling

# Course Number: RSED 6110/5110/6116

**Course Title: Curriculum in Early Childhood Special Education** **Meeting Time/Place: Tuesday & Thursday 5:00 -8:45pm/ 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.ed](mailto:woodssu@auburn.edu)u 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

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 age eight.
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 technology applications;

# Individualized Educational Program

1. Ability to use family-centered assessment and formal and informal instruments appropriate for 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 age eight.
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 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;
   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** | **Assigned Readings To Be Completed BEFORE Class Meetings** | **Assignments & Due Date** |
| **05/16**  **Thursday Week 1** | **Module 1:**  Course Overview Routine and Assignments |  | **First Day Quiz (Syllabus)** |
| **05/21**  **Tuesday 05/23**  **Thursday Week 2** | **Module 2:**   * Foundation of Blended Practices * Multi-tiered Instruction/Response to Instruction Framework for Alabama * Recommended Instructional Practices * Universal Instructional Practices * Data Collection/Progress Monitoring * Intervention Plans | * **Textbook** Blended Practices Chapters 1- 4 * **Textbook** Differentiated Reading Instruction Chapters 1-3 | **Quiz 1** (Blended Practices Chapters 1-3)  **Quiz 2** (Blended Practices Chapter 4) **Due Date: 05/27/19 Monday by 11:59pm**  online via CANVAS |
| **05/28**  **Tuesday Week 3** | **Module 3:**  Focused Instructional Strategies Data Collection/Progress Monitoring Intervention Plans | * **Textbook** Blended Practices Chapters 5, 6, & 7 | **Quiz 3** (Blended Practices Chapter 5) **Quiz 4** (Blended Practices Chapters 6 &7) **Due Date: Wed. 05/29 by 11:59 pm** online via CANVAS |
| **05/30**  **Thursday No Class Exam 1 via CANVAS**  **Week 3** | **Module 4: EXAM 1** | * **Exam 1 covers Modules 1-3 and all material addressed** | No Class  Complete EXAM 1 via CANVAS |

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| **Dates** | **Topic** | **Readings** | **Assignments & Due Date** |
| **06/04 &**  **06/06**  **Tuesday & Thursday Week 4** | **Module 5:**  **Systematic Instruction Continued** Planning/Implementing with Collaboration  Social Emotional Development | * **Textbook** Blended Practices Chapters 7 & 9 | **Quiz 5** (Blended Practices Chapter 7) **Quiz 6** (Blended Practices Chapter 7 part 2)  **Quiz 7 (**Blended Practices Chapter 9 social emotional)  **Quiz 8** (Blended Practices Chapter 9 part 2)  **Due Date: Monday 06/10 by 11:59 pm**  online via CANVAS |
| **06/11 &**  **06/13**  **Tuesday & Thursday Week 5** | **Module 6:**  Social Emotional Development Language & Literacy  Promoting Language for Learners (Dual Language)  Differentiated Reading Instruction K-3 | * **Textbook** Blended Practices Chapter 10 * Differentiated Reading Instruction Chapters 4-7 | **Quiz 9 (**Differentiated Reading Chapters 4-7**)**  **Quiz 10** (Blended Practices Chapter 10)  **Due Date: Monday 06/17 by 11:59 pm**  online via CANVAS |
| **06/18**  **Tuesday No Class Exam 2 via CANVAS**  **Week 6** | **Module 7: EXAM 2** | * **Exam 2 covers Modules 5-6 and all material addressed** | **No Class**  **Complete EXAM 2 via CANVAS** |

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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 within the delineated time.

# Exams (250 points)

Another requirement of this course is the completion of two **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 1-3 (125 points), **Exam 2** will cover all information in Modules 4-5 (125 points).

# 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.**

# 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.

# In Class Participation Activities (20 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 5 points.

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* 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** | **Approximate**  **% of final grade** |
| **Check for Understanding Quizzes (11)** | 5 | 55 | 16% |
| **Application Activity Assignments (6)**  **Graduate & Undergraduate Levels for Assignments** | **See Below** | 120 | 34.8% |
| * **Application Activity 1**   Tier 1 Lesson Planning with Supports | 20 |  |  |
| * **Application Activity 2**   Assessment tool for data collection | 20 |  |  |
| * **Application Activity 3**   Embedded Learning Opportunities Plan 1 | 20 |  |  |
| * **Application Activity 4**   Embedded Learning Opportunities Plan 2 | 20 |  |  |
| * **Application Activity 5**   IEP Development | 20 |  |  |
| * **Application Activity 6**   Intentional Instructional Sequence for Tier 1, 2, 3 | 20 |  |  |
| **In Class Participation Activities (4)** |  | 20 | 5.7% |
| **In Class Participation Activities for on-campus students (4) Distance Education Students will have assigned activities to complete** | 5 |  |  |
| **Exams** |  | 250 | 43.5% |
| * **Exam 1** | 125 |  |  |
| * **Exam 2** | 125 |  |  |
| **Total Points** |  | 445 | 100% |

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

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| **Letter Grade** | **Percentage** | **Points** |
| **A** | **90 - 100** | **400 to 445** |
| **B** | **80- 89** | **356 to 399** |
| **C** | **70-79** | **311 to 355** |
| **D** | **65-69** | **289 to 310** |
| **F** | **64 and below** | **288 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 (1) unexcused absence is 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.

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