# RSED CURRICULUM IN EARLY CHILDHOOD SPECIAL EDUCATION

Auburn University Department of Special Education, Rehabilitation, & Counseling

# Course Number: RSED 5110/6110/6116

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

**Meeting Time/Place: Monday/Wednesday Weekly Remote Recorded Class Asynchronous Sessions via Panopto/CANVAS**

 **Optional ZOOM CLASS MEETING Wednesdays at 12:30pm**

**Office hours:** Weekly ZOOM Office Hours by appointment

**Credit:** 3 semester hours

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

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

**Instructor’s phone:** 334-844-7621

**Office location:** Haley Center 1232C

1. **Date Syllabus Prepared:** May 1, 2020

**REQUIRED TEXTBOOKS:**

**Obtain your textbooks before the first day of class. You can order electronic versions of the textbooks through the Auburn University Bookstore.**

**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.**

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

**Golden, C. (2017). The data collection toolkit everything you need to organize, manage, and monitor classroom data. Baltimore, Paul H. Brookes Publishing Co.**

**ADDITIONAL READINGS available via CANVAS**

# COURSE DESCRIPTION:

Instruction in this course promotes an understanding of family and child centered practices that include the following: development, implementation, and evaluation of appropriate routine based and curriculum activities for children with mild learning/behavior disabilities and their families in grades Pre K to 2nd grade. Content also includes various curricular and development theories, assistive technology, assessment, and program planning.

1. **Student Learning Outcomes: After completing this course you 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 pre K through age eight.
3. Knowledge of procedures for adapting strategies and resources to the needs of children with disabilities from pre K through age eight.
4. Knowledge of curriculum for research-based intervention across exceptionalities in areas including cognition, language, motor development, adaptive, and social development.

# 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;

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

Individualized Educational Program

9. Ability to use family-centered assessment and formal and informal instruments appropriate for children with disabilities from pre-K through age eight.

10. Ability to plan, implement, and evaluate programs designed to meet the needs of children with disabilities from pre K through age eight.

11. Demonstrate the ability to assist families in the development of the IEP in accordance with federal and state regulations;

12. Ability to plan and facilitate transition programs within and outside the school setting.

Focusing on What Works/Empirically Based Practices (NCLB)

13. Demonstrate the ability to design, implement, and evaluate services based on empirically

 based practices;

14. Demonstrate the ability to integrate developmental, individual, and chronological appropriateness within the process of instructional design;

15. Demonstrate the ability to design, implement and evaluate activity-based, routine based, and play-based instruction within the context of everyday learning opportunities;

16. Demonstrate the ability to design, implement and evaluate positive behavioral support to prevent and/or address behavior problems;

17. Demonstrate the ability to design, implement, and evaluate intervention for young children who have physical disabilities using current practices;

# Accountability for Results (NCLB)

18. Demonstrate the ability to provide services assuring accountability for results;

19. Demonstrate the ability to provide services assuring fidelity of intervention;

20. Demonstrate the ability to provide services using a variety of data collection techniques that 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.

**This is a compressed mini-semester course. You will cover the same amount of material you would cover in a traditional semester course.**

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| **Dates** | **Topic** | **Assigned Readings**  | **Assignments & Due Date****Quizzes & Exams will close after due date and will NOT REOPEN** |
| **05/20****Wednesday****Week 1****MODULE 1****Optional** **ZOOM CLASS MEETING 12:30pm** | **Module 1:**Course IntroductionOverview of DEC and ECSE practicesECSE tiered support frameworkRecommended Instructional PracticesFoundational Theories of EducationComponents of ELOsTypes of PromptsTiered Instructional Practices | **Textbook:** Blended Practices Chapters 1-4 | **DUE Tuesday May 26th by 11:59pm.****Module 1** * Quiz 1 First Day Class Introduction
* Quiz 2(Blended Practices Chapters 1-4)
* Application Activity 1

**Participation Points** Watch all Lectures by May 26th by 11:59pm |
| **05/25****Monday** **Week 2****Holiday** | **Memorial Day** |  |  |

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| **Dates** | **Topic** | **Assigned Readings**  | **Assignments & Due Date****Quizzes & Exams will close after due date and will NOT REOPEN** |
| **05/27****Wednesday****Week 2****MODULE 2****Optional** **ZOOM CLASS MEETING 12:30pm** | **Module 2:**Foundational Components Differentiated Reading Instruction Evaluating Reading SkillsEnglish Language StandardsSegmenting Sounds Phonological AwarenessPhonics & Word RecognitionTeaching Fluency and ComprehensionTeaching Vocabulary and ComprehensionMathematicsEnglish Language LearnersLiteracy Practices | **Textbook:** Differentiated Reading Instruction Chapters 1-3**Textbook:**  Blended Practices  Chapters 10 - 13 | **DUE Sunday May 31th by 11:59pm****Module 2*** Quiz 3 Differentiated Reading Ch.

 1-3 & Blended Practice Ch. 10-11* Application Activity 2
* Application Activity 3

**Participation Points** Watch all Lectures by May 31th by 11:59pm |
| **06/01****Monday****Week 3****MODULE 3** | **Module 3:****Reading Continued.** Phonics & Word RecognitionTeaching Fluency and ComprehensionTeaching Vocabulary and Comprehension**Data Collection & Blended Practices**Types of measurement toolsWriting SMART goals and objectivesMeasuring students’ skillsFormative data collectionFidelity of instructionUniversal Design for LearningUniversal Instructional PracticesEnvironmental & Instructional Supports | **Textbook:** Differentiated Reading Instruction Chapters 4-7**Textbook:** Blended Practices Chapter 5 | **DUE Sunday June 7th by 11:59pm****Module 3*** Quiz 4 Writing IEP Goals/Obj.

 Blended Practices Ch. 5 * Application Activity 4
* Application Activity 5

**Participation Points** Watch all Lectures by June 7th by 11:59pm |

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| **Dates** | **Topic** | **Readings** | **Assignments & Due Date** |
| **06/03****Wednesday****Week 3****MODULE 4****Optional** **ZOOM CLASS MEETING 12:30pm** | **Module 4:**Focused Instructional Strategies Part 1ELO Plans/ Intervention PlansSystematic Instructional Strategies-Least to Most Prompting-Progressive Time DelayELOs for Tier 2 and 3Environmental Adaptations Oral Development |  **Textbook:**The Data Collection Toolkit Chapters 1-3Blended Practices  Chapters 6-7 | **DUE Sunday June 7th by 11:59pm****Module 4*** Quiz 5 (Blended Practices Ch. 6-7

oral development, & DataCollection Ch. 1-3)* Application Activity 6
* Application Activity 7

**Participation Points** Watch all Lectures by June 7th by 11:59pm |
| **06/08****Monday****Week 4****MODULE 5****EXAM 1 via CANVAS** | **Module 5: EXAM 1** | **Exam 1 covers Modules 1-4 and all material addressed** | **DUE Tuesday June 9th by 11:59pm****Complete EXAM 1 via CANVAS****Exam 1 will close after due date and will NOT REOPEN.** |

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| **Dates** | **Topic** | **Readings** | **Assignments & Due Date** |
| **06/10****Wednesday****Week 4****MODULE 6****Optional** **ZOOM CLASS MEETING 12:30m** | **Module 6:**Collaborating in teamsAssessment ProcessIEP TeamWriting IEPsSpecial Education Process Writing SMART objectivesLeast Restrictive EnvironmentBehavioral dataIEP DataData-Based Decision Making | **Textbook:**Blended Practices Chapter 8**Textbook:**The Data Collection Toolkit Chapters 4-8 | **DUE Sunday June 14th by 11:59pm****Module 6*** Quiz 6 (Blended Practices Ch. 8, Data Collection Ch. 4-8)
* Application Activity 8
* Application Activity 9

**Participation Points** Watch all Lectures by June 14th by 11:59pm |
| **06/15****Monday****Week 5****MODULE 7** | **Module 7**Stages in PlayPolicy Recommendations in Social CompetencePyramid Model Assessing Social Emotional BehaviorDeveloping Social Emotional SkillsCenter on Social Emotional & FoundationsBuilding RelationshipsCreating Social StoriesGiving Positive FeedbackSocial Emotional Skill Building | **Textbook:**Blended Practices Chapter 9 | **DUE Sunday June 21st by 11:59pm****Module 7*** Quiz 7 (Blended Practices Ch. 9, Readings on CANVAS)
* Application Activity 10
* Application Activity 11

**Participation Points** Watch all Lectures by June 21th by 11:59pm |

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| **Dates** | **Topic** | **Readings** | **Assignments & Due Date** |
| **06/17****Wednesday****Week 5****MODULE 8****Optional** **ZOOM CLASS MEETING 12:30m** | **Module 8** Social Emotional Teaching StrategiesPlay OrganizersStages of LearningConflict ResolutionTucker the TurtleEmotional Literacy | **Readings provided in CANVAS** | **DUE Sunday June 21st by 11:59pm****Module 8*** Quiz 8 (Readings on CANVAS)
* Application Activity 12

**Project Due:**Embedded Learning Opportunity Plan**Participation Points** Watch all Lectures by June 21st by 11:59pm |
| **06/22****Monday****Week 6****MODULE 9****EXAM 2 via CANVAS** | **Module 9:** **EXAM 2** **Monday June 22nd** | **Exam 2 covers Modules 6-8 and all material addressed** | **DUE Tuesday June 23rd by 11:59pm****Complete EXAM 2 via CANVAS****Exam 2 will close after due date and will NOT REOPEN.** |

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* 1. **COURSE REQUIREMENTS/EVALUATION:**

**Students are required to**

 a) Successfully complete all required activities, quizzes, and projects and will submit their projects via CANVAS no later than the date designated for each project,

 b) Take and pass all required exams,

c) Watch all class lectures,

d) Read assigned materials within the delineated time.

**STRUCTURE/SCHEDULE OF CLASS SESSIONS:**

**This is a compressed mini-semester course. You will cover the same amount of material you would cover in a traditional semester course. Monday/Wednesday Weekly Remote Recorded Material, Activities, etc. will be available in Asynchronous Sessions via Panopto/CANVAS.**

**There will be OPTIONAL ZOOM CLASS MEETINGS on Wednesdays at 12:30pm. If no one attends, the ZOOM meeting will close at 12:40pm each Wednesday. These class meetings are for you to ask any questions you have about the course or to discuss class assignments, exam preparation, etc.**

Weekly ZOOM Office Hours are available by appointment. Email your instructor, to make an appointment. The instructor will send you a ZOOM link. You can attend via video or audio.

* Students are required to visit the CANVAS course site regularly to access course material, lectures, activities, assignments, quizzes, and exams via CANVAS. All lectures will be recorded and available via CANVAS. Students will watch all lectures and will complete assigned readings, quizzes, activities, and coursework in a timely manner.

# Exams (400 points)

Another requirement of this course is the completion of **two** **50-minute online examinations**. 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 1-4 (200 points), **Exam 2** will cover all information in Modules 6-8 (200 points).

# Check for Understanding Quizzes (80 points)

There will be 8 online quizzes each worth **10 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 (600 points)**

**There will be 12 Application Activities, each worth 50 points.** Each Application Activity is designed to offer you a chance to demonstrate critical thinking and explore concepts and skills introduced within this course. **The Application Activities can only be COMPLETED ONCE and ARE NOT TIMED**.

4. **Participation Points Watch Module Lectures (280 points)**

**You are required to WATCH ALL LECTURES IN THEIR ENTIRETLY within each MODULE. There are 7 MODULES with lectures in each MODULE. Each MODULE is worth 40 points. Participation points are earned by watching all of the lectures in each MODULE. CANVAS and Panopto record individual views and viewing length times for each lecture. Lectures must be watched by the due date indicated in the syllabus.**

**5**. **Embedded Learning Opportunity Plan (200 points)**

You will develop an embedded learning opportunity plan (ELO Plan). The ELO plan has

 multiple components (i.e., Parts A-D). Each component will be completed using a case

 case study provided by your instructor.

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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 (8)** | 10 | 80 | 5% |
| **Application Activity Assignments (12)** **Graduate & Undergraduate Levels for Assignments** | 50 | 600 | 38% |
| **Participation Points Watch All Lectures (7 MODULES)** | 40 | 280 | 18% |
| **Embedded Learning Opportunity Plan (Parts A-D)****Graduate & Undergraduate Levels for Assignments** | 200 | 200 | 13% |
| **Exams (2)** |  | 400 | 26% |
| * **Exam 1**
 | 200 |  |  |
| * **Exam 2**
 | 200 |  |  |
| **Total Points** |  | **1,560** | **100%** |

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

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| **Letter Grade** | **Percentage** | **Points** |
| **A** | **90 - 100** | **1,404 to 1,560** |
| **B** | **80- 89** | **1,248 to 1,403** |
| **C** | **70-79** | **1,092 to 1,247** |
| **D** | **65-69** | **1,014 to 1,091** |
| **F** | **64 and below** | **1,013 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.**

**Participation Points Watch Module Lectures (280 points)**

**You are required to WATCH ALL LECTURES IN THEIR ENTIRETLY within each MODULE. There are 7 MODULES with lectures in each MODULE. Each MODULE is worth 40 points. Participation points are earned by watching all of the lectures in each MODULE. CANVAS and Panopto record individual views and viewing length times for each lecture. Lectures must be watched by the due date indicated in the syllabus.**

***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.