# CURRICULUM IN EARLY CHILDHOOD SPECIAL EDUCATION: LITERACY

# and DEVELOPMENTAL DOMAINS

Auburn University Department of Special Education, Rehabilitation, & Counseling

# Course Number: RSED 5110D/ 6110D SUMMER 2022

**Course Title: Curriculum in Early Childhood Special Education****: Literacy and Developmental Domains**

**Meeting Time/Place: Weekly Asynchronous Sessions via Panopto/CANVAS**

**Weekly ZOOM Office Hours TBA**

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

**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:** May 2022

**REQUIRED TEXTBOOKS:**

**Obtain your textbooks before the first day of class. All Textbooks available via ALL ACCESS see directions for how to use ALL ACCESS and hot to opt out of ALL ACCESS at the end of this syllabus and on the home page of your course.**

**You must opt out of ALL ACCESS if you choose not to use the service.**

**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.**

**ADDITIONAL READINGS available via CANVAS**

**REQUIRED TECHNOLOGY:**

All students in this course are expected to have all the equipment and software needed to be successful in the course. You will need to virtually access weekly recorded lectures, assignments, quizzes, and materials posted via CANVAS and PANOPTO. You will complete and submit your exams and assignments via CANVAS. Ensure you have a working computer and reliable internet connection. Be sure you have a working printer. Be sure you have installed and have access to all of the software required to participate in the course and complete your assignments (Canvas, PDF reader, Panopto).

**Technical Problems Link to OIT (office of information technology)**

[https://auburn.service-now.com/it?id=employees (Links to an external site.)](https://auburn.service-now.com/it?id=employees (Links%20to%20an%20external%20site.))

**IT Service Desk**

The IT Service Desk serves AU's faculty, staff, and students, and receives hundreds of questions each day by telephone, online chat, email, and from walk-in clients. The Service Desk consultants are Auburn University students and are supported by full-time subject matter expert specialists.

**Location:**3rd Floor RBD Library

**Phone**: (334) 844-4944

**Hours: found on website**[**https://auburn.service-now.com/it?id=employees (Links to an external site.)**](https://auburn.service-now.com/it?id=employees)

**Email**: [itservicedesk@auburn.edu](mailto:itservicedesk@auburn.edu)

# 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.

The course will include weekly assigned readings, assignments, lectures, activities, and quizzes. T**he course is not self-paced and you will need to ensure you keep up with the pace of the course and to complete weekly assignments**. **This course is organized by modules to help with the organization of the information and assignments as you move through the course.**

**Justification for Graduate Credit.**

Undergraduate and Graduate students are dually enrolled in this course. Graduate students who are enrolled in this course are enrolled in the RSED 6110D level. Undergraduate students are enrolled in the RSED 5110D level of this course. **Justification for Graduate Credit: The RSED 6110D version of this course will have some assignments that differ from undergraduate RSED 5110 assignments.** Graduate Level Students in RSED 6110D will sequentially progress through course material. Learners will acquire knowledge of course material and then will apply course knowledge within activities or projects. Finally, learners will exhibit a synthesis of their independent learning by creating a cumulative project that designed supports for a case study of a young child with disabilities within an inclusive setting. Learners will include evidence-based methods in their project and will provide a synopsis of area specific current research.

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.

**5. 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**  **Assignments, Quizzes, & Exams will close after due date and will NOT REOPEN** |
| **05/18 Wed**  **MODULE 1** | **Module 1:**  **Course Introduction**  **Ch 1-3 Blended Practices**  Overview of DEC and ECSE practices  ECSE tiered support framework  Recommended Instructional Practices  Components of ELOs  Tiered Instructional Practices  Prompting Practices  Systematic Instruction  **Ch 4 Blended Practices**  ELOs  Practices for tired instruction  Pormpts  **ELOs & Planned Instructional Sequences**  Components of Planned Instructional Sequences  Cues  Prompts,  Responses  Feedback | **Textbook:**  Blended Practices  Chapters 1, 2, 3, 4  **RTI Handout (in Module)**  **Review lecture handouts**  **(in Module)** | **DUE Tues. May 24th by 11:59pm.**   * Quiz 1 First Day Class Introduction * Quiz 2(Blended Practices Chapters 1-4) * Quiz 3 Planned Instructional Sequences * Application Activity Frameworks * Application Activity ELO in Early Childhood Settings * Application Activity Prompting & Error Correction   **Participation Points**  Watch 100% of Lectures by  Tues, May 24th by 11:59pm |

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| **Dates** | **Topic** | **Assigned Readings** | **Assignments & Due Date**  **Assignments, Quizzes, & Exams will close after due date and will NOT REOPEN** |
| **05/25**  **Wed**  **MODULE 2** | **Module 2:**  Collaborating in Assessment Process  IEP Team & Writing IEPs  Writing SMART objectives  Data-Based Decision Making  **Social Emotional Behavior Ch 9**  **Blended Practices**  Describe components of Pyramid Model  Play-based Behavior  Motivation  **Center on Social Emotional Practices**  Promoting Social Emotional Competence  Developing supportive environments  Making Rules | **Textbook:**  Blended Practices  Chapters 8 , 9 | **DUE Wed. June 1st 11:59pm**  **Due Date adjusted for Monday Holiday & Memorial Day weekend**   * Quiz 4 * Quiz 5 * Application Activity ELOs in Action * Application Activity IEP Development   **ELO Project**   * Gracie Embedded Opportunity Plan Part A * Gracie Embedded Opportunity Plan Part B   **Participation Points**  Watch all Lectures by Wed, June 1 by 11:59pm |

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| **Dates** | **Topic** | **Readings** | **Assignments & Due Date**  **Assignments, Quizzes, & Exams will close after due date and will NOT REOPEN** |
| **05/31 Tuesday**  **MODULE 3**  **EXAM 1 OPENS via CANVAS** | **Module 3**  **You must complete MODULES 1 & 2 before you take EXAM 1**  **EXAM 1 Opens May 31st Tuesday**  **EXAM 1 is Due June 2nd Thursday** | **Exam 1 covers Modules 1 & 2 and all material addressed**  **Complete EXAM 1 via CANVAS** | **DUE Thurs June 2nd by 11:59pm**  **Complete EXAM 1 via CANVAS**  **Exam 1 will close after due date and will NOT REOPEN.** |
| **06/01**  **Wed**  **MODULE 4** | **Module 4**  **Social Emotional Teaching Strategies**  Tucker Turtle relaxation technique.  Supporting peer partners   * Buddy System * Super Friend Cape * Social Emotional Problem Solving * Skills   Part C 1 Gracie Embedded Learning Opportunities Schedule  Part C 2 Gracie Embedded Learning Opportunities Lesson Plan  Part D Gracie Embedded Learning Opportunities Data Interpretation | **Readings in MODULE**  Building Positive Relationships  You've Got to Have Friends  Controlling Anger | **DUE Tues June 7th by 11:59pm**   * Quiz 6 * Graduate Students Article Review * Application Activity ELOs in Action * Application Activity Social Skills * Part C 1 Gracie Embedded Learning Opportunities Schedule * Part C 2 Gracie Embedded Learning Opportunities Lesson Plan * Part D Gracie Embedded Learning Opportunities Data Interpretation   **Participation Points**  Watch all Lectures by Tues. June 7th 11:59pm |

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| **Dates** | **Topic** | **Readings** | **Assignments & Due Date**  **Assignments, Quizzes, & Exams will close after due date and will NOT REOPEN** |
| **06/08**  **Wed**  **MODULE 5** | **Module 5**  **Blended Practices Ch 5, 6, 7**  Universal Design for Learning  Universal Instructional Practices  Environmental & Instructional Supports  Systematic Instructional Strategies  ELOs for Tier 2 and 3  Environmental Adaptations  **Differentiated Reading Ch 1-4**  Foundational Components  Differentiated Reading Instruction  Evaluating Reading Skills  English Language Standards  Segmenting Sounds  Phonological Awareness  Preschool Standards for reading & mathematics  Phonics & Word Recognition  Teaching Fluency and Comprehension  Teaching Vocabulary & Comprehension  Mathematics  English Language Learners  Literacy Practices | **Textbook:**  Blended Practices  Chapters 5, 6, 7  **Textbook:**  Blended Practices  Chapters 10 & 11  **Textbook:**  Differentiated Reading Instruction Chapters 1, 2, 3, 4 | **DUE June 18th Saturday by 11:59pm**   * Quiz 7 * Quiz 8 * Application Activity PAWR Instruction * Application Activity Preschool Standards * Application Activity Language & Communication ASD Part 1 * Application Activity Language & Communication ASD Part 2   **Participation Points**  Watch all Lectures by Saturday June 18th 11:59pm |
| **06/20**  **Monday**  **Holiday** |  |  |  |
| **06/21st**  **Tues**  **MODULE 6**  **EXAM 2 via CANVAS** | **Module 6:**  **EXAM 2**  **OPENS June 21st Tuesday**  **DUE June 22nd Wed. by 11:59pm** | **Exam 2 covers Modules 4 & 5 and all material addressed in those modules**  **Complete EXAM 2 via CANVAS** | **DUE June 22nd Wed. by 11:59pm**  **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, WEEKLY

DUE DATES

b) Take and pass all required exams,

c) Watch all class lectures each week by due date

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. Weekly Remote Recorded Material, Activities, etc. will be available in Asynchronous Sessions via Panopto/CANVAS.**

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 and by due dates.**

# Exams (600 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 and 2 (300 points), **Exam 2** will cover all information in Modules 4 and 5 (300 points).

# 2. Check for Understanding Quizzes (8 Quizzes, = 30 points each) Total Points = 240

There will be 8 online quizzes each worth **30 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 3 times. Your highest grade will be recorded. You should complete these quizzes individually with your answers representing your own work.**

# 3. Application Activities (12 Application Activities, See Evaluation for points) Total Points = 800

**There will be 12 Application Activities, See the Evaluation section for assigned 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 (600 points)

You are required to **WATCH 100% of ALL LECTURES** within each MODULE. There are 4 MODULES with multiple video lectures in each MODULE. Each MODULE is worth 150 points.

Participation points are earned by watching 100% of each lecture and by watching all of the lectures in each MODULE. CANVAS. **Panopto statistics record individual views and the viewing length times for each lecture. Lectures must be watched by the due date indicated in the syllabus.**

**5. Embedded Learning Opportunities Plan (Parts A-D) (400 points)**

**You will use provided case studies to develop an embedded learning opportunities plan (ELO Plan). You will complete a four-part ELO Plan.** The ELO four parts include the following: (a) Part A: Student Background, (b) Part B: Data Driven Planning (What to teach); (c) Part C: Materials, Settings, and Implementation (With what, where, and how to teach); and (d) Part D: Data Progress Monitoring, Graphing, and Interpretation (Data-driven decision-making).

**Graduate Student ELO Article Review**

**Graduate Students will read empirical work pertaining to developing ELO supports and synthesize results through completing discussion questions.**

**7. 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**  **% grade** |
| **Check for Understanding Quizzes (8)** | 30 | 240 | 9.1% |
| **Application Activities (12)** |  | 800 | 30.3% |
| Application Activity Frameworks | 50 |  |  |
| Application Activity ELOs in Early Childhood Settings | 50 |  |  |
| Application Activity Prompting & Error Correction | 50 |
| Application Activity Language & Communication ASD | 100 |
| Application Activity ELOs in Action | 50 |
| Application Activity IEP Development | 50 |
| Application Activity ELO for Sammy | 150 |
| Application Activity Social Stories | 50 |
| Application Activity PAWR Instruction | 100 |
| Application Activity Preschool Standards | 50 |
| Application Activity Language & Communication ASD Part 1 | 80 |
| Application Activity Language & Communication ASD Part 2 | 20 |
| **Participation Points Watch All Lectures (4 MODULES)** | 150 | 600 | 22.7% |
| Gracie Embedded Learning Opportunity Plan Parts A through B Graduate Students Article Review | 400 | 400 | 15.2% |
| **Exams (2)** |  | 600 | 22.7% |
| Exam 1 | 300 |  |  |
| Exam 2 | 300 |  |  |
| **Total Points** |  | **2,640** | **100%** |

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

# Total Possible Points = 2,640

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| **Letter Grade** | **Percentage** |
| **A** | **90 – 100%** |
| **B** | **80- 89%** |
| **C** | **70-79%** |
| **D** | **65-69%** |
| **F** | **64 and below%** |

**8. 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.**

**ACADEMIC INTEGRITY**

Auburn University has adopted an Honor System proposed by its students and faculty to promote academic integrity and has enacted the following code:

“We, the faculty, instructors, and students of the (University course here) pledge to fulfill our mutual responsibilities to each other and the academic community at large with honor and integrity in order to build and maintain a climate of respect and trust that will enhance our research, teaching, and learning. We will support the Honor System of the School, and will not tolerate activities that undermine academic integrity.”

Academic dishonesty is an offense that will be reported to the Academic Honesty Committee. Please refer to the following document for further information regarding academic honesty: [Auburn University Student Academic Honesty Code](https://sites.auburn.edu/admin/universitypolicies/policies/academichonestycode.pdf)

**Academic Honesty Policy**: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

**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.

**POLICY STATEMENTS**

**Excused Absences: Please also please read the Covid-19 policy information located within this syllabus.** Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please consult the Student Policy eHandbook for more information on excused absences.

**Make-Up Policy**: Arrangement to make up a missed major examination (e.g.: hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

**Accommodations**: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

***Assignments:*** All written assignments are expected to use 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 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.

***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: “**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, telephone, 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*).

***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.

**READ COVID-19 Auburn University Policy via the COVID-19 Resource Center Website** <https://auburn.edu/covid-resource-center/>

**Mental Health**

If you are experiencing stress that feels unmanageable (personal or academic) during the semester, Auburn University’s Student Counseling & Psychological Services (SCPS) offers a variety of services to support you. The mission of SCPS is to provide comprehensive preventative and clinical mental health services to enhance the psychological well-being of individual students, as well as the broader campus culture. As an instructor, I am available to speak with you regarding stresses related to your work in this course, and I can assist in connecting you with the SCPS network of care. You can schedule an appointment yourself with the SCPS by calling [(334)844-5123](tel:+13348445123) or by stopping by their offices on the bottom floor of Haley Center or the second floor of the [Auburn University Medical Clinic.](http://auburn.edu/map/?id=150)

If you or someone you know needs to speak with a professional counselor immediately, the SCPS offers counseling during both summer term as well as the traditional academic year. Students may come directly to the SCPS and be seen by the counselor on call, or you may call [334.844.5123](tel:+13348445123) to speak with someone. Additional information can be found at [http://wp.auburn.edu/scs](http://wp.auburn.edu/scs/).