

Murray State University
COMMON SYLLABUS

Revised Fall 2015

DEPARTMENT: ADOLESCENT, CAREER, AND SPECIAL EDUCATION

COURSE PREFIX: SED COURSE NUMBER: 626 CREDIT HOURS: 3

I. TITLE: Education of Young Children with Disabilities

II. COURSE DESCRIPTION AND PREREQUISITE(S):

Course provides information related to the study of young children with disabilities or who are at risk for disability in terms of their personal, family, and educational needs. Field experience required.

Prerequisite(s): none

III. COURSE OBJECTIVES:

Class activities will be centered on the attainment of the course objectives listed below. Following each objective, and enclosed in parentheses, are numbers that reference Certification the Kentucky IECE Teacher Standards for Preparation and Certification (IECE), the National Association for the Education of Young Children (NAEYC), the Council for Exceptional Children (CEC), and the Interstate Teacher Assessment and Support Consortium (InTASC) Standards addressed by that objective. Upon successful completion of this class, students will be able to

- A. develop an understanding of teaming for planning, designing, adapting, and implementing services in early intervention, preschool and kindergarten classrooms; (IECE VI, VII, VIII/NAEYC 1,2/CEC 7/InTASC 7);
- B. demonstrate the ability to adapt appropriate learning environments for young children with disabilities, including materials, assistive technology, and adaptive equipment; (IECE I, II, III, IX / NAEYC 4,5 / CEC 2,5 / InTASC 7);
- C. adapt and implement appropriate curriculum for young children with disabilities including materials, assistive technology, and adaptive equipment; (IECE I, II, III, IX / NAEYC 4,5 / CEC 3 / InTASC 7);
- D. discuss the issues and needs of families with children with disabilities and family-centered strategies to meet needs of families; (IECE VI, VIII / NAEYC 2 / CEC 7 / InTASC 10);
- E. discuss issues of collaboration both among team members and to meet needs identified by the family; (IECE II, III, VI, VIII / NAEYC 2 / CEC 7 / InTASC 10);
- F. develop an awareness of current educational approaches to behavioral intervention, developing communication, facilitating adaptive development skills; (IECE II, III / NAEYC 4,5 / CEC 5 / InTASC 7);
- G. develop skills in designing and implementing instructional programming to increase child's independence and development in self-care and daily living skills, communication skills, motor skills, and social skills; (IECE II, III / NAEYC 4,5 / NAEYC 3 / CEC 3 / InTASC 7);
- H. develop the ability to conduct a functional skills assessment of a young child with

- severe disabilities; (IECE IV / CEC 4 / InTASC 6);
- I. develop an appreciation of the value of including young children with disabilities into typical activities and routines of the classroom, family and community. (IECE I, II, III, IV / NAEYC 2 / CEC 2,7 / InTASC 2); and
 - J. write professionally for the field of education.

The College of Education Theme of Educator as a Reflective Decision-Maker is addressed in this course by requiring students to reflect on diversity reading and debate, activity matrix, IFSP experience, and the team developed and presented inservice session on a disability condition and functional assessment project.

The CAEP/EPBSB Themes of Diversity, Assessment, Literacy/Reading and Closing the Achievement Gap are explored in the course through various chapters in the text and other assigned readings and through course assignments such as the diversity reading and debate, inservice session on a disability condition, assistive technology activity, and functional assessment project.

Information is provided to students about school readiness from the Governor's Office of Early Childhood web site (College and Career Readiness).

IV. CONTENT OUTLINE:

- A. Early intervention/early childhood service delivery
- B. Activity based instruction
- C. Working with families from diverse backgrounds
- D. Teaming and collaboration.
- E. Characteristics of developmental delays and common disability conditions and intervention resources and strategies
- F. Legislative mandates.
- G. Research on effective early childhood special education practices
- H. Typical and atypical growth and development
- I. Assistive technology
- J. Research based teaching strategies

V. INSTRUCTIONAL ACTIVITIES:

A variety of instructional activities will be used in this class including lecture, small and large group discussions, case studies, web based activities, and performance events such as oral presentations and assigned in class and out of class activities.

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES: Students will be required to spend out of class time completing required activities with a young child with disabilities.

VII. TEXT(S) AND RESOURCES:

Howard, V., Williams, B., Miller, D, & E. Aiken (2014). *Very young children with special needs: A foundation for educators, families, and service providers* (5th ed.). Boston, MA: Pearson.

Early Childhood Web Resources

Division for Early Childhood, subdivision of Council for Exceptional Children

<http://www.dec-sped.org>

National Association for the Education of Young Children

<http://www.naeyc.org>

Zero to Three

<http://www.zerotothree.org>

Kentucky IECE Teacher Standards

<http://www.kyepsb.net/teacherprep/iecestandards.asp#std.1>

Building A Strong Foundation for School Success Kentucky Early Childhood Series

<http://www.kde.state.ky.us/KDE/Instructional+Resources/Early+Childhood+Development/Building+a+Strong+Foundation+for+School+Success+Series.htm>

College of Education computer labs. Assistive technology devices and materials, Waterfield Library, College of Education Curriculum Materials Center.

VIII. EVALUATION AND GRADING PROCEDURES:

A. **The following requirements must be completed by all students. A student's grade will be determined by their scores on graded assignments and other required activities.**

1. Class attendance and participation. Attendance is expected and students should come to class prepared to participate actively in discussion and projects. Several times during the semester students will earn participation points through involvement in class activities, online activities, projects or assignments. Participation points will be earned through both in-class and online activities. Students will be asked to work collaboratively with classmates frequently during the semester. **Instructor will determine points possible for each activity and determine what class activities/assignments will be worth additional points. In-class participation points may not be earned if student is absent from class when activity is completed.**
2. Students will be asked to read an assigned journal article and write a reaction paper to the views of the author. The reaction paper should be at least 2-3 pages in length and should be submitted to the instructor by Blackboard. (10 points). Students should be prepared to discuss the article in class and defend their viewpoints during a debate. Participation in debate worth an additional 5 points. (IECE Teacher Standards V, VI,VII,VIII) A reflection that describes what you learned from this experience and how this experience may help you grow as an early childhood professional should be submitted along with the reaction paper.
3. Teams of students will be responsible for an "in-service presentation" on a disability condition or syndrome. A list of disabilities and syndromes will be provided by the instructor. Presentations should be around 20-30 minutes in length. In addition to the presentation, teams should **turn in to the instructor an outline of topics covered during the team presentation one week before the presentation and list of resources used in developing and presenting the in-service topic.** Make your presentation interesting by talking with parents,

medical and health providers, therapists and teachers and by researching the topic in journals and on the internet. Utilize technology during your presentation (ex. PowerPoint presentation, video clips, assistive technology etc.). Inservice should provide information that would benefit teachers and therapists who would be working with the young child and the child's family. The presentation should include educational strategies and curriculum adaptations and modifications. Teams should post information on discussion board so that classmates have access to web links, resources and other information related to the disability topic. This activity is **worth 50 points** for each team member. This activity may be used by IECE students as an artifact for IECE Standard 6 in their Live Text portfolio. A reflection that discusses the collaboration process as well as what you learned in preparing for the inservice session should be submitted by all students.

Team members will be asked to share with the instructor whether all team members did their share in preparing for and presenting the inservice topic. (IECE Teacher Standards I, II, V, VI, VII, VIII, IX).

4. As part of **an in class activity**, students will develop an activity matrix for a toddler's day embedding IFSP goals and objectives into the natural activities of the child's day (based on a case study). In addition, students will develop a plan for teaching parents/caregivers how to work with the child during each of the naturally occurring opportunities identified. Matrix and teaching plan will include assistive technology as appropriate. (10 points) (IECE Teacher Standards I, II, III, IV, V, VI, VIII, IX)
5. As part of **an in class activity**, students will develop an activity matrix for a preschooler's day (attending a group setting) embedding IEP goals and objectives into natural activities of an early childhood program, including identification of teaching strategies and materials (to include any augmentative or assistive devices). (10 points) (IECE Teacher Standards I, II, III, IV, V, VI, VIII, IX)
6. As **an in class team activity** student teams will develop an IFSP. Case study of the child and family to be provided by instructor. You will use the Kentucky IFSP form in developing outcomes for the child and family. You should reflect on what you learned from this experience. (worth 15 points) (IECE Teacher Standards I, II, III, IV, V, VI, VIII, IX) IECE students may use this activity as an artifact for Standard 6 or Standard 3 in their Live Text portfolio.
7. Assistive technology activity: After exploring a variety of assistive technology devices and equipment in class, students will identify a natural activity or routine for a young child and describe how assistive technology can be used to help a child with disabilities participate in the activity. Information will be provided in class to guide this activity (worth 10 points). (IECE Teacher Standard II, III, VIII) IECE students may use this activity as an artifact for Standard 2 in their Live Text portfolio.
8. There will be 3 exams each worth 50 points. (IECE Teacher Standards I, II, III, IV, V, VI, VII, VIII, IX)
9. As a part of this course you will be asked to complete a series of activities with a young child and family in your local school, program, or community. In selecting

the child that you will be working with, focus on a child with moderate to severe disabilities. Age of the child may be anywhere from infancy to 6 years of age (kindergarten). Reflection is required for the overall activity. Tasks will include:

- a. Description and observation of the child. Requirements will be posted on Blackboard (15 points)
- b. Interview with the family. Requirements will be posted on Blackboard (15 points)
- c. Embedded skill instruction. Requirements will be posted on Blackboard (15 points) (IECE Teacher Standards I, II, III, IV, V, VI, VII, VIII, IX)

B. The following grading scale will be used for this course:

A=92-100% of total points

B=82-91% of total points

C=72-81% of total points

D=62-71% of total points

E=Below 61% of total points

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*.

Participation activities may not be made up in the event a student is absent.

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:

Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), [\(270\) 809-3361](tel:270-809-3361) (TDD).

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889 (TDD).

XII. FLAG SYSTEM/CONTINUOUS ASSESSMENT:

Student progress throughout the teacher preparation program is continually assessed. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to

Teacher Education Services and then presented to admissions committees. Negative flags are carefully reviewed to make determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student's progress toward program completion. **NEGATIVE FLAGS MAY BE GROUNDS FOR DENIAL OF ADMISSION TO TEACHER EDUCATION and/or STUDENT TEACHING/PRACTICUM, or REVERSAL OF ADMITTED STATUS.**