I. COURSE TITLE: Special Education Procedures and Strategies in Interdisciplinary Early Childhood Education. 3 credit hours

II. CATALOG DESCRIPTION:

Students will develop skills in writing Individual Education Programs and Individualized Family Service Plans. Students will be introduced to relevant special education legislation, laws and policies. Students will develop skills in matching intervention strategies to the strengths and needs of young children with disabilities and their families. Students will acquire skills in the development and implementation of the Individual Education Program and the Individualized Family Service Plan in a variety of settings. Prerequisites for undergraduate students are EDU 103, EDP 260, SED 300, FCS 310 and FCS 311 or instructor permission.

III. PURPOSE:

This course is designed to familiarize IECE students with development of individual education programs for young children with disabilities birth through 5 years of age and their families.

III. COURSE OBJECTIVES:

The behaviors indicated below are understood to be reflective of, but not limited to those behaviors advocated by the Kentucky Education Reform Act guidelines. Each objective references the Kentucky Interdisciplinary Early Childhood Education New Teacher Standards (IECE), the Kentucky Early Childhood Core Competencies (EC) and the College of Education student dispositions (D). As a result of participation in this course, students will:

A. Demonstrate knowledge of state and federal special education regulations related to assessment, development of an Individual Education Program (IEP) or Individualized Family Service Plan (IFSP), and ongoing evaluation of child and family progress. (IECE I, II, III, IV) (EC 5) (D 4)

B. Demonstrate the ability to summarize child and family strengths and needs identified on the IEP or IFSP. (IECE IV, VIII) (EC 4,5) (D4)

C. Demonstrate the ability to assess and redesign outcomes in order to meet the ever-changing needs of the child and family. (IECE I, IV, VIII) (EC 5) (D4)

D. Demonstrate the ability to make data-based decisions to modify child and family outcomes and intervention priorities and practices. (IECE I, III, IV, IX) (EC 5) (D4)

E. Demonstrate the ability to function as a member of a team for the selection of intervention priorities and determining child and family progress in each priority area. (IECE VI) (EC 6) (D4)

F. Demonstrate knowledge of state and federal special education policies and procedures as well as recommended best practices. (IECE III, IV, VII) (EC 5) (D4)

G. Demonstrate knowledge of the policy development process and contexts (laws, regulations) as well as key players at the federal, state and local levels. (IECE VII) (EC5) (D4)
H. Demonstrate knowledge of skills needed for working collaboratively within and across systems that deal with children and families and with professionals from diverse disciplines. (IECE VI, VIII) (EC 6) (D4)

I. Demonstrate the ability to design and implement child and family intervention plans in a variety of settings (home-based, child-care, Early Head Start, Head Start, public preschool and kindergarten). (IECE I, II, III, VI, VIII) (EC 4) (D4)

IV. COURSE OUTLINE:

A. Federal special education laws and regulations
B. State special education laws and regulations
C. State special education forms and procedures
D. Development of IEP and IFSP
E. Positive Behavioral Support Plan development
F. Monitoring child and family progress
G. Teaming and collaboration
H. Understand how policies are developed
I. Implementation of IEP/IFSP in diverse settings

V. INSTRUCTIONAL ACTIVITIES:

A. Online information via blackboard
B. Online Discussion
C. Case studies and simulations
D. Individually developed field experiences
E. Web-based research

VII. FIELD AND CLINICAL EXPERIENCES: Individually developed with instructor

VIII. RESOURCES: MSU Waterfield Library, Internet Sources, College of Education Computer Labs, COE Resource and Media Library

IX. GRADING PROCEDURES:

Student progress throughout the program is continuously 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 admission committees. Negative flags are carefully reviewed to make a determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student’s progress towards program completion. Negative flags may be grounds for denial of admission to Teacher Education and/or student teaching, or reversal of admitted status.

The following scale will be used for determining course grade:

A=90-100% of total points
B=89-80% of total points
C=79-70% of total points
D=69-60% of total points
E=below 59% of total points
Required Activities for Undergraduate Students

1. Observe an IEP or IFSP meeting. Write a reflection on the experience linking to what you have learned about the special education process. (25 points)
2. Interview and observe (if possible) an IECE teacher working in preschool or early intervention. Find out what methods the teacher uses to monitor children’s progress on IEP goals or IFSP outcomes. Also find out how the teacher involves the family in this process. If you are interviewing a preschool teacher ask how the teacher embeds IEP goals into daily activities and codes these on lesson plans. If you are interviewing an early intervention provider, ask how the provider works collaboratively with the family or child care provider so that the child has opportunities throughout the day to practice IFSP outcomes. Include a reflection of this experience describing what you have learned from the interview. (25 points)

Required Activities for Graduate Students:

1. Graduate students may design a pamphlet for families that explains their roles and rights under IDEA Part B (preschool and kindergarten) and a pamphlet for families that explains their roles and rights under IDEA Part C (birth-2 years). Students will give these pamphlets to at least 2 families for feedback as part of the draft process. (worth 50 points)
   OR
   Graduate students may develop materials to assist parents through transition from Part C to preschool Part B services. You may elect to develop a video tape or other instructor approved materials that will help prepare parents and children to transition from early intervention to preschool services. You should submit your materials to 2 parents for feedback as part of the draft process. (worth 50 points)
2. Complete one professional growth goal related to the focus of this class. This is an individually developed goal based on your skills and knowledge. For example, you might participate in a training on the new Kentucky IFSP form and process, develop and implement a behavioral support plan for a young child you work with, develop and implement naturalistic monitoring methods (ex portfolio). You need to submit your goal to the instructor for approval early in the semester. At the end of the semester you will submit documentation of progress toward your goal. (worth 25 points)

Additional Required Activities for all students:

1. Participate as a member of a virtual IEP team. Team members will be given a case study. Teams will take the virtual family through all steps of the special education process from referral to developing the IEP to reporting progress to the family. (worth 50 points)
2. Participate in all online activities. Periodically online activities will be worth participation points.

X. ATTENDANCE POLICY:
   Course adheres to the attendance policy found in the current MSU undergraduate and graduate bulletins. Students are expected to complete activities within the time lines posted on blackboard.

XI. ACADEMIC HONESTY POLICY:
   The Department adheres to the University Policy on Academic Honesty found in the current MSU undergraduate and graduate bulletin.

XII. TEXTS AND REFERENCES:


   Denver, CO: Division for Early Childhood.
Web Based Required References

IDEA regulations
http://www.idealpractices.org
http://www.copaa.net/content/IDEA97-04COMP.html
Information on IDEA reauthorization
http://www.casecec.org/

Early Childhood provisions of IDEA
http://www.nectac.org/default.asp

Kentucky Department of Education special education rules and regulations and approved forms
http://www.education.ky.gov/KDE/Instructional+Resources/Student+and+Family+Support/Exceptional+Children/default.htm

Kentucky Early Childhood Standards
http://www.education.ky.gov/KDE/Instructional+Resources/Early+Childhood+Development/Kentucky's+Early+Childhood+Standards.htm

Kentucky First Steps Early Intervention
http://www.chs.ky.gov/publichealth/firststeps%202004/

Special Education links
http://www.education.ky.gov/KDE/Instructional+Resources/Student+and+Family+Support/Exceptional+Children/Special+Education+Partners/Special+Education+Links.htm

XIII. PREREQUISITES: For undergraduate students are SED 300, FCS 310 and FCS 311 or instructor permission.