I. TITLE: Special Education Procedures and Strategies in IECE

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: EDP 260, EDP 260, FCS 310, FCS 311, and SED 300 or permission of the instructor.

III. PURPOSE: The purpose of this course is to familiarize IECE students with development of individual education programs for young children with disabilities birth through 5 years of age and their families.

IV. 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) and the Kentucky Early Childhood Core Competencies (EC). 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)

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

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)

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)

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)

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

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) (EC 5)
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)

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)

The College of Education Theme of Educator as a Reflective Decision-Maker is addressed in this course by requiring students to reflect on strategies for helping young children with disabilities make progress on the early childhood standards and early childhood curriculum, reflect on diversity through readings and discussions related to family centered services, IEP experience, and reflect on assessment methods through class assignments and readings.

The EPSB Themes of Diversity, Assessment, and Closing the Achievement Gap are explored through readings, web sites, discussion board, and course assignments.

V. 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

VI. INSTRUCTIONAL ACTIVITIES:
    A variety of instructional activities will be used in this course including online discussion, case studies and simulations, individually developed goals and activities, internet activities, assigned in and out of class activities. Graduate students will extend knowledge through additional assignments and group leadership expectations.

VII. FIELD, CLINICAL AND/OR LABORATORY EXPERIENCES: None

VIII. RESOURCES:
    A. College of Education Resource and Media Center
    B. Online web resources
    C. MSU Waterfield Library.

IX. GRADING PROCEDURES:
    The following scale will be used for determining course grade:
    A=92-100% of total points  D=73-65% of total points
    B=91-83% of total points  E=below 64% of total points
    C=82-74% of total points
Required Activities for Undergraduate Students
A. Observe an IEP or IFSP meeting. Write a reflection on this experience linking what you observed to what you have learned about the special education process. (25 points)
B. Interview and observe 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 planned activities and how he/she codes these on lesson plans. If you are interviewing an early intervention provider, ask how the early intervention 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 and observation. (25 points)

Required Activities for Graduate Students:
A. 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
B. 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)
C. 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 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:
A. 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)
B. Participate in all online activities. Periodically required online activities will be worth participation points.
C. There will be 3 exams each worth 50 points.

X. ATTENDANCE POLICY:
This course adheres to the attendance policy published in the current *MSU Undergraduate and Graduate Bulletins*. Students are expected to complete activities within the time lines posted on blackboard in order to receive credit for the activity.

**XI. ACADEMIC HONESTY POLICY:**
This course adheres to the Academic Honesty stated in the current *MSU Undergraduate and Graduate Bulletins*.

**XII. TEXTS AND REFERENCES:**


Web Based Required References
IDEA regulations  [http://www.ideapractices.org](http://www.ideapractices.org)
Information on IDEA reauthorization  [http://www.casecec.org/](http://www.casecec.org/)
Head Start  [http://www2.acf.dhhs.gov/programs/hsb/](http://www2.acf.dhhs.gov/programs/hsb/)
Kentucky Department of Education Special Education  [http://www.education.ky.gov/KDE/Instructional+Resources/Student+and+Family+Support/Exceptional+Children/Forms+and+Documents/State+Approved+Special+Education+Forms.htm](http://www.education.ky.gov/KDE/Instructional+Resources/Student+and+Family+Support/Exceptional+Children/Forms+and+Documents/State+Approved+Special+Education+Forms.htm)
Kentucky IECE Teacher Standards  [http://www.education.ky.gov/KDE/Instructional+Resources/Preschool/Professional+Development+and+Certification/default.htm](http://www.education.ky.gov/KDE/Instructional+Resources/Preschool/Professional+Development+and+Certification/default.htm)
Kentucky First Steps Early Intervention  [http://chfs.ky.gov/dph/firststeps.htm](http://chfs.ky.gov/dph/firststeps.htm)

**XIII. PREREQUISITES:**
Prerequisites: EDP 260, EDP 260, FCS 310, FCS 311, and SED 300 or permission of the instructor.

**XIV. STATEMENT OF AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY:**
Murray State University does not discriminate on the basis of race, color, national origin, sex, religion, marital status, age, or disability in employment, admission, or the provision of services, educational programs and activities, and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities. For
information regarding nondiscrimination policies contact the Office of Equal Opportunity, 270-809-3155.

XV. **FLAG SYSTEM/ CONTINUOUS ASSESSMENT:**
Student progress is continuously assessed throughout the teacher preparation program. Appropriate professional characteristics and demeanors, 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 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.**