DEPARTMENT: ACS COURSE NUMBER: SED 526 CREDIT HOURS: 3

I. TITLE: Education of Young Children with Severe Disabilities

II. COURSE DESCRIPTION: Study of young children with disabilities or who are at risk for disability in terms of their personal, family, and educational needs.

III. PURPOSE: This course serves as an overview of education of young children with severe disabilities. The course covers teaming, educational and therapeutic strategies, family-centered practices and changes mandated by current legislation.

IV. COURSE OBJECTIVES:
The behaviors listed below are understood to be reflective of, but not limited to those behaviors advocated by the Kentucky Education Reform Act guidelines. Following each objective are numbers which reference the Kentucky IECE Teacher Standards (IECE) and Kentucky Early Childhood Core Competencies (ECCC). As a result of participation in this course, the student will:

A. Develop an understanding of the transdisciplinary teaming model and its process in planning, designing, adapting, and implementing services in early intervention, preschool and kindergarten classrooms. (IECE VI, VII, VIII) {ECCC 4, 6}

B. Demonstrate the ability to adapt appropriate learning environments for young children with severe disabilities, including materials, assistive technology, and adaptive equipment. (IECE I, II, III, IX) {ECCC 4}

C. Adapt and implement appropriate curriculum for young children with severe disabilities including materials, assistive technology, and adaptive equipment. (IECE I, II, III, IX) {ECCC 4,5,6}

D. Discuss the issues and needs of families with children with severe disabilities and family-centered strategies to meet needs of families. (IECE VI, VIII) {ECCC 6}

E. Discuss issues of collaboration both among team members and to meet needs identified by the family. (IECE II, III, VI, VIII) {ECCC 6,7}

F. Develop an awareness of current educational approaches to behavioral intervention, developing communication, facilitating adaptive development skills. (IECE II, III) (ECCC 4, 5,6)

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) (ECCC 4,5,6)

H. Develop the ability to conduct a functional skills assessment of a young child with severe disabilities. IECE IV) (ECCC 5)

I. Develop an appreciation of the value of including young children with severe disabilities into typical activities and routines of the classroom, family and community. (IECE I, II, III, IV) (ECCC 4,5,6)
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.

The EPSB 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 and inservice session on a disability condition.

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

VI. INSTRUCTIONAL ACTIVITIES: A variety of instructional activities will be used in this class including lecture, small and large group discussions, case studies, internet activities, and performance events such as tests, oral presentations, assigned in class and out of class activities. Graduate students will extend knowledge through additional assignments and group leadership expectations.

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

VIII. RESOURCES: College of Education computer labs, selected software and adaptive devices, Waterfield Library, College of Education Resource Room

IX. 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. Participation in web sessions is also expected. 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.**

**Reflections required for each of the following activities 2-7.**

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 may be emailed to the instructor (15 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)

3. Teams of students will be responsible for an “in-service presentation” on a disability condition or syndrome. Presentation topics must be approved 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, submit an integrated summary of research/information on the topic (using at least 3 journal or professional magazine articles), and list of resources used in developing and presenting the in-service topic.** Team members are asked to place web links for interesting resources on discussion board for classmates. 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. Power point presentation). Inservice should provide information that would benefit teachers, therapists who would be working with this child and should include educational strategies. Teams should post information on discussion so that classmates have access to web links, resources and other information. This activity is **worth 50 points** for each team member. Each team member should submit a reflection of this experience along with the required materials listed above to the instructor.

   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. Fellow classmates are asked to provide feedback to each team though email to one team contact person and to the university instructor. Feedback form will be posted on blackboard. (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. (15 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). (15 points) (IECE Teacher Standards I, II, III, IV, V, VI, VIII, IX)

6. As an in class team activity you 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)


7. There will be 2 exams each worth 75 points.

B. **Additional Requirement for Graduate Students in Dr. Robertson’s classes**

As a part of this course you will be asked to complete a series of activities with an individual child and family in your local school or program. In selecting the child that you will be working with, focus on a child with severe or multiple disabilities. Age of the child may be anywhere from infancy to 6 years of age (kindergarten). Reflection required for the overall activity. Tasks will include:

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

The following grading scale will be used for this course:

- A=90-100% of total points
- B=80-89% of total points
- C=70-79% of total points
- D=60-69% of total points
- E=Below 59% of total points

In grading assignments, there will be higher expectations for graduate students.

X. **ATTENDANCE POLICY:**

This class adheres to the attendance policy stated in the current MSU Undergraduate and Graduate Bulletins. In class participation activities may not be made up in the event a student is absent.

XI. **ACADEMIC HONESTY POLICY:**

This class adheres to the academic honesty stated in the current MSU Graduate and Undergraduate Bulletins.

XII. **TEXT AND REFERENCES:**

Text

Early Childhood Web Resources
Division for Early Childhood, subdivision of Council for Exceptional Children
XIII. **PREREQUISITES:** none

XIV. **NON-DISCRIMINATION 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 other 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 Director of Equal Opportunity, Murray State University, 103 Wells Hall, Murray, KY 42071-3318. Telephone: 270-809-3155 (voice), 270-809-3361 (TDD).

XV. **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 T.E.S. 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.**