DEPARTMENT: Early Childhood and Elementary Education  
COURSE NUMBER: SED 653  
CREDIT HOURS: 3

I. TITLE: Methods and Materials for Infants, Toddlers, and Preschoolers

II. CATALOG DESCRIPTION:
This course explores the importance of understanding the nature of young children (birth through five years) and how they learn. The course will emphasize adaptation of curriculum and intervention approaches. The course includes teaching strategies and materials selection and use.

III. PURPOSE:
The course is designed to familiarize students with methods and materials adaptations when teaching infants, toddlers and preschoolers in inclusive settings.

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, and enclosed in parentheses, are roman numerals, which reference the Kentucky IECE Teacher Standards (IECE) and the Kentucky Early Childhood Core Content (ECCC). As a result of participation in this course, the student will:

A. Correlate major learning characteristics of young children with disabilities with programming needs for growth and development. (IECE II, IV) {ECCC 1,4,5} 
B. Knowledge of methods of appropriately collaborating with, scheduling, and supervising teacher aides, volunteers, and paraprofessionals. (IECE I, VI) {ECCC 6} 
C. Knowledge of linked systems of intervention, including methods of monitoring student performance and reporting performance to teachers, parents, or students. (IECE IV, VIII) {ECCC 5} 
D. The ability to select and use a variety of instructional materials, strategies and techniques appropriate for infants and preschool children with disabilities. (IECE III) {ECCC 4} 
E. Create developmentally appropriate learning environments, including the ability to schedule and group children for instruction using different criteria such as levels of development, learning needs, and interest. (IECE I, II) {ECCC 4} 
F. Knowledge of Federal and state regulations regarding development of IFSP’s and IEP’s. (IECE IV) {ECCC 2,5,4} 
G. Knowledge of collaboration techniques for collaborating with and interacting with parents and other colleagues to ensure mutual respect and cooperation. (IECE VI, VII) {ECCC 6} 
H. The ability to operate, modify, and evaluate various technology and software programs, including public domain software, designed to assist in providing
instruction, record-keeping, etc. (IECE III, IX) {ECCC 3,4}

I. Knowledge of organization and management of adaptive technology for effective use in the classroom and or lab situation. (IECE III, IX) {ECCC 3}

The COE Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect on lesson plans they design and implement, outcomes of child assessments, and Professional Growth Plan.

The EPSB Themes of Diversity, Assessment, Literacy Education, and Closing the Achievement Gap are explored in the course through various chapters within the text and, more specifically, through students’ selection and implementation of intervention and methods for children with disabilities and for children at-risk, use of assessment within authentic settings, and development of family literacy activities.

V. COURSE CONTENT:
A. Overview of selected federal and state regulations
B. Family-centered practices
C. Home visiting
D. Natural environments
E. Infant/toddler environments
F. Preschool environments
G. Thematic units
H. Developmentally appropriate practices
I. Instructional strategies
J. Monitoring progress
K. Activity-based instruction
L. Dealing with challenging behaviors

VI. INSTRUCTIONAL ACTIVITIES:
The class is designed as an on-line course. On-line activities will include mini-lectures and discussion forums. Activities will be related to identified course objectives.

VII. FIELD AND CLINICAL EXPERIENCES: None

VIII. RESOURCES:
Resources include sources such as the COE Computer Lab, MSU Waterfield Library, COE Curriculum Materials Center, and Internet sites.

IX. GRADING PROCEDURES:
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
A. **Requirements:**
Students are expected to stay current with the on-line mini-lectures, to regularly participate in on-line discussions, and to **submit all assignments by due dates.** The following is a list of major assignments for the course. At times during the semester, there may be shorter assignments connected to the texts and other readings.

A reflection should accompany all required activities listed below:

1. Students will develop two thematic units (one thematic unit for a toddler group and one thematic unit for a preschool group) that would be taught for at least a one-week period. These units should include an age appropriate topic, curriculum web, goals for children’s learning, age appropriate activities for all appropriate learning centers, materials to be used, assessment activities, adaptations, technology (if applicable), and family activities. Activities should be linked to the Kentucky Early Childhood Standards. See more detailed information for units in Documents Area of Blackboard. (40 points for each thematic unit)

2. Students who teach all or part (at least 5 hours) of the activities developed for one of the thematic units and document through reflection of their own growth and their effect on children’s learning can earn an additional 20 points. If you are not currently teaching in a birth-kindergarten setting, you will need to work with an early childhood educator to implement the activities.

3. Students will develop a parent-child literacy activity for toddlers **and** a parent-child literacy activity for preschoolers that families can carry out as part of their natural day to day activities. Activities should be written in “family friendly” terms and should be linked to the Kentucky Early Childhood Standards. (20 points)

4. Students will monitor a child’s progress through systematic observation for at least two weeks on at least 2 curriculum goals, IFSP outcomes, or IEP goals/objectives. (Suggestions for observing and a list of systematic observation recording methods can be found in the text and at the KY Early Childhood Continuous Assessment Guide—pg. 4 of Classroom/Instructıonal section. [http://www.education.ky.gov/KDE/Instructional+Resources/Early+Childhood+Development/Building+a+Strong+Foundation+for+School+Success+Series.htm](http://www.education.ky.gov/KDE/Instructional+Resources/Early+Childhood+Development/Building+a+Strong+Foundation+for+School+Success+Series.htm)

   a. Write a report briefly describing the observed child, explaining your process for observing and monitoring, and your conclusions about the child’s progress. (20 points)
   
   b. Develop an activity matrix for this child’s day embedding the IFSP outcomes/IEP objectives into natural activities of the child’s day. (20 points)
   
   c. Develop a plan to teach parents/caregivers how to work with the child during the naturally occurring opportunities in his/her day. (20 points)
5. Students will complete a Professional Growth Plan identifying one goal for growth this semester. Goal should be related to course topic and connected to IECE Teacher Standards. Ideas for the goal include developing activities to encourage early literacy at home, school or both, developing family materials for parents for whom English is a second language, implementing behavior management strategies, or documenting a child’s progress. Early in the semester students should submit a draft of their projected goals to the instructor for approval. Documentation that approved goals were accomplished should be submitted along with a copy of the Professional Growth Plan near the end of the semester. (20 points)

6. Students will participate in on-line discussions (worth 20 points).

X. ATTENDANCE POLICY:
This class adheres to the University Attendance Policy found in the current MSU graduate bulletin. Students are expected to keep current with assignments on Blackboard and participate in discussions on Blackboard.

XI. ACADEMIC HONESTY POLICY:
The Department adheres to the University Policy on Academic Honesty found in the current MSU graduate bulletin. Note: Faculty reserve the right to invalidate any examination or other evaluative measures if substantial evidence exists that the integrity of the examination has been compromised.

XII. TEXT:


Web Resources
Kentucky Early Childhood Standards http://www.education.ky.gov/KDE/Instructional+Resources/Early+Childhood+Development/Kentucky%27s+Early+Childhood+Standards.htm
Division for Early Childhood http://www.dec-sped.org/
DEC Self Assessment for Child-Focused Intervention http://www.dec-sped.org/recommendedpractices.html#reproducibleChecklist
NICHY http://www.nichcy.org/
Zero to Three http://www.zerotothree.org/
KY IECE Teacher Standards http://www.kyepsb.net/teacherprep/iecestandards.asp
Head Start http://www2.acf.dhhs.gov/programs/hsb/
IDEA http://www.idealpractices.org/
XIII. PREREQUISITES: None

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 through the 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 the admissions committees for those IECE graduate students working on initial certification. Negative flags are 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 toward program completion. Negative flags may be grounds for denial of admission to Teacher Education and/or practicum, or reversal of admitted status.

THIS SYLLABUS MAY BE CHANGED BASED ON DISCRETION OF THE INSTRUCTOR.
CLASS SCHEDULE
SED 653

Week of August 23  Introductions

Week of August 28  IECE Teacher Standards/KY ECE Core Content
Self-Assessment due by September 1

Week of September 5  Ch. 1 from Cook, Klein, & Tessier book and article
on Waterfield library e-reserve by Diane Bricker:
The Challenge of Inclusion

Week of September 11  Ch. 1, 2, & 3 from Pretti-Frontczak & Bricker book:
Overview of Activity-Based Approach
Early Childhood Standards/Head Start Outcomes

Week of September 18  Ch. 2 from Cook, et.al.: Family Involvement

Week of September 25  Ch. 3 from Cook, et.al.: Monitoring Progress
DRAFT of Professional Growth Plan (see course
requirement activity #5) due by SEPT. 29

Week of October 2  Ch. 4 from Cook, et.al.: Developing the IFSP and IEP

Week of October 9  Ch. 5 from Cook, et.al.: Instructional Strategies
Ch. 4 from Pretti-Frontczak & Bricker: Structure of
Activity-Based Approach
ECE Environments

Week of October 16  Work on Required Course Activities

Week of October 23  Ch. 9 from Cook, et.al.: Cognitive Skills/Literacy
All parts of Systematic Observations (see course
requirement activity #4) due by OCT. 27

Week of October 30  Ch. 8 from Cook, et.al.: Communication Skills

Week of November 6  Work on Required Course Activities

Week of November 13  Ch. 6 from Cook, et.al.: Social/Emotional Development
Family Literacy activities for Toddlers and
Preschoolers (see course requirement activity #3) due
by NOV. 17

Week of November 20  Thanksgiving
Week of November 27  Con. Social/Emotional Development  *Thematic units for Toddlers and for Preschoolers (see course requirement activity #1) due by DEC. 1*

Week of December 4  Work on Required Course Activities  *FINAL Professional Growth Plan (see course requirement activity #5) due by DEC. 8  Reflection of Week of Teaching Thematic Unit (see course requirement activity #2) due by DEC. 8*

Modified Fall, 2006
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Text Readings (Find required articles in assignment section of BB)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week of August 23</td>
<td>Introductions</td>
<td>Getting to Know You Profiles</td>
</tr>
<tr>
<td>Week of August 28</td>
<td>IECE Teacher Standards/KY ECE Core Content</td>
<td>Self-Assessment due by September 1</td>
</tr>
<tr>
<td>Week of September 5</td>
<td>The Challenge</td>
<td>Ch. 1 from Cook, Klein, &amp; Tessier book</td>
</tr>
<tr>
<td>Week of September 11</td>
<td>Overview of Activity-Based Approach Early Childhood Standards/Head Start Outcomes</td>
<td>Ch. 1, 2, &amp; 3 from Pretti-Frontczak &amp; Bricker book</td>
</tr>
<tr>
<td>Week of September 18</td>
<td>Family Involvement</td>
<td>Ch. 2 from Cook, et al.</td>
</tr>
<tr>
<td>Week of September 25</td>
<td>Monitoring Progress</td>
<td>Ch. 3 from Cook, et al. [DRAFT of Professional Growth Plan (see course requirement activity #5) due by SEPT. 29]</td>
</tr>
<tr>
<td>Week of October 2</td>
<td>Developing the IFSP and IEP</td>
<td>Ch. 4 from Cook, et al.</td>
</tr>
<tr>
<td>Week of October 9</td>
<td>Instructional Strategies</td>
<td>Ch. 5 from Cook, et al. Ch. 4 from Pretti-Frontczak &amp; Bricker</td>
</tr>
<tr>
<td>Week of October 16</td>
<td>Work on Required Course Activities</td>
<td></td>
</tr>
<tr>
<td>Week of October 23</td>
<td>Cognitive Skills/Literacy</td>
<td>Ch. 9 from Cook, et al. [All parts of Systematic Observations (see course requirement activity #4) due by OCT. 27]</td>
</tr>
<tr>
<td>Week of October 30</td>
<td>Communication Skills</td>
<td>Ch. 8 from Cook, et al.</td>
</tr>
<tr>
<td>Week of November 6</td>
<td>Work on Required Course Activities</td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>-----------------------------------</td>
<td></td>
</tr>
<tr>
<td>Week of November 13</td>
<td>Social/Emotional Development</td>
<td>Ch. 6 from Cook, et al. <em>Family Literacy activities for Toddlers and Preschoolers</em> (see course requirement activity #3) due by NOV. 17</td>
</tr>
<tr>
<td>Week of November 20</td>
<td>Thanksgiving</td>
<td></td>
</tr>
<tr>
<td>Week of November 27</td>
<td>Con. Social/Emotional Development</td>
<td><em>Thematic units for Toddlers and for Preschoolers</em> (see course requirement activity #1) due by DEC. 1</td>
</tr>
</tbody>
</table>
| Week of December 4 | Work on Required Course Activities | *FINAL Professional Growth Plan* (see course requirement activity #5) due by DEC. 8  
Reflection of Week of Teaching Thematic Unit (see course requirement activity # 2) due by DEC. 8 |