

# **Sped 543: Methods and Materials in Teaching ECSE**

**Fall 2015**

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## **Course Description:**

A methods course in instruction of children from birth through age five that emphasizes best practices in instruction; curriculum development and implementation with ongoing assessment of children's progress.

This course will focus on the knowledge and skills needed to work effectively with young children between the ages of 3 to 8 years of age who have disabilities and special learning needs. Practices related to the itinerant teaching model in ECSE will also be a focus. Specifically, students will explore issues related to the impact that disability conditions have on young children's learning needs in all developmental domains, resulting curriculum goals and learning objectives, as well as assessment and intervention strategies used to effectively address these goals and objectives.

Students will examine the impact that the environment has on the acquisition, maintenance, and generalization of critical child skills and competencies, as well as a range of validated curriculum models designed to meet the special learning needs of young children with disabilities and their families. Students will examine the relationship between principles of developmentally appropriate practice and direct and indirect intervention. As part of this course, students will also examine issues related to the development and content of the IFSP (infants & toddlers, birth to age 3 in Part C programs) and the IEP (children ages 3-8 years, in Part B 619 and Part B programs), as well as appropriate transition planning from EI to ECSE and from preschool special education to kindergarten (general or special education).

**In order to complete course assignments, candidates are required to have access to an early childhood special education (preschool) classroom OR an infant or a toddler receiving EI (Part C) services. Candidates who are not currently teaching in an ECSE classroom or do not have access to an infant or a toddler receiving EI services should contact the course instructor.**

**Objectives:** (related to CEC ECSE teacher preparation standards)

1. Students will articulate the historical, philosophical, and legal basis of services for young children with and without special needs. (EC1S1; EC2S1; EC2S2; EC4S1)

2. Students will explain the potential benefit of early intervention programming for at risk and delayed children, their families and the community. (EC4S1; EC4S6; EC4S7; EC4S10; EC5S1)
3. Students will identify appropriate formal and informal general developmental assessment instruments and will describe the process and benefits of transdisciplinary assessment. (EC2S5; EC4S7; EC5S1; EC5S3; EC5S5; EC5S6)
4. Students will identify age-appropriate curriculum objectives for developmentally delayed infants and preschoolers in all developmental areas that are selected to match the needs and cultural characteristics of the child. (EC2S1; EC4S4; EC4S6; EC4S7; EC4S10; EC5S6; EC6S1; EC6S2; EC6S3)
5. Students will describe specific culturally sensitive teaching strategies, adaptive equipment and materials, child progress assessment methods and related instructional concerns in infant and preschool programs for children with disabilities. (EC1S3; EC4S3; EC4S4; EC4S6; EC4S7; EC5S1; EC5S3; EC5S5; EC5S6)
6. Students will describe social and play-based integration and intervention techniques. (EC1S3; EC6S3)
7. Students will describe appropriate culturally and linguistically sensitive parent engagement models. (EC2S4; EC4S2)
8. Students will identify the required components of an IEP and IFSP, including methods to ensure active monitoring of child progress. (EC3S7; EC3S8)
9. Students will demonstrate the ability to plan for and link current developmental and learning experiences and teaching strategies with those of the next educational setting. (EC3S10)

## **Required Texts and Additional Readings:**

Chen, D., Klein, M. D., Holloway, E., Myck-Wayne, J., Salcedo, P., & Snell, R. (2008). *Early intervention in action: Working across disciplines to support infants with multiple disabilities and their families*. Baltimore, MD: Paul Brookes Publishing.

Davis, C. A., & Brady, M. P. (1993). Expanding the utility of behavioral momentum with young children: Where we've been, where we need to go. *Journal of Early Intervention*, 17(3), 211-223.

Division for Early Childhood. (2014). *DEC recommended practices in early*

intervention/early childhood special education. Retrieved from <http://www.decspec.org/recommendedpractices> Division for Early Childhood. (2007). *Promoting positive outcomes for children with disabilities: Recommendations for curriculum assessment, and program evaluation*. Missoula, MT: Author.

Grisham-Brown, J., Hemmeter, M. L., & Pretti-Frontczak, K. (2005). *Blended practices for teaching young children in inclusive settings*. Baltimore, MD: Paul Brookes.

Jung, L.A. (2007). Writing SMART objectives and strategies that fit the ROUTINE. *Young Exceptional Children*, 39, 54-58.

Ostrosky, M. M., & Sandall, S. R. (Eds.). (2013). *Young Exceptional Children monograph no. 15: Addressing young children's challenging behavior*. Missoula, MT: Division for Early Childhood.

## **Grading Policy:**

Grading is on a percentage basis as follows:

92-100 = A

84-91 = B

76-83 = C

<76 = F

**Due dates are reflected in the schedule. The following late policy will be strictly adhered to:**

You are expected to submit all assignments and projects by the due dates published in the course schedule. In general, there is a 10 percent penalty for each week that an assignment is late. For example, if your assignment is due on Tuesday and you submit it on Wednesday, the highest possible grade you can earn is a B. If you submit it one week later, the highest possible grade is a C and so forth. Assignments may be submitted no more than three weeks late without prior approval from your professor.

No late work will be accepted after the end of term without an Incomplete Grade approval. Certain course activities may not be eligible for submission after the conclusion of the week or unit. These include, but are not limited to, discussion boards, seminars, quizzes, and exams.

We know that extenuating circumstances can interfere with timely submission of your work. Be sure to tell your professor and your Education Advisor right away if you are going to be late with a submission.

You may request an extension or alternative arrangement, preferably prior to the due date, but your request does not automatically result in a waiver of the due date or of the penalties for late submissions. Your professor will determine whether an exception to the SPED 543 Late Policy is appropriate. S/he may also require you to provide documentation of the reason. If your professor determines that an extension is warranted, s/he will provide you with the expectations for your submission or assignment in writing.

Extenuating circumstances include, but are not limited to, immediate personal/family member hospitalization, immediate family member death, a severe weather event, a natural disaster, and an active military assignment that prevents internet connectivity. Computer-related issues, Internet connectivity, and account blocks are generally not considered extenuating circumstances.

### **Course Schedule:**

Unit	Beginning Date	Initial Discussion Post Due	Date Ending
Unit One	August 25, 2015	August 28, 2015	August 31, 2015
Unit Two	September 1, 2015	September 4, 2015	September 6, 2015
Unit Three	September 8, 2015	September 11, 2015	September 14, 2015
Unit Four	September 15, 2015	September 18, 2015	September 21, 2015
Unit Five	September 22, 2015	September 25, 2015	September 28, 2015
Unit Six	September 29, 2015	October 2, 2015	October 5, 2015
Unit Seven	October 6, 2015	October 12, 2015	October 19, 2015
Unit Eight	October 20, 2015	October 23, 2015	October 26, 2015
Unit Nine	October 27, 2015	November 2, 2015	November 9, 2015
Unit Ten	November 10, 2015	November 13, 2015	November 16, 2015
Unit Eleven	November 17, 2015	November 20, 2015	November 23, 2015
Unit Twelve	November 24, 2015	November 30, 2015	December 7, 2015
Unit Thirteen	December 8, 2015	December 14, 2015	December 17, 2015

### **Netiquette:**

Interactions in an online classroom are in written form. Your comfort level with expressing ideas and feelings in writing will add to your success in an online course. The ability to write is necessary, but you also need to understand what is considered appropriate when communicating online.

The word "netiquette" is a portmanteau of "Internet" and "etiquette." Rules of netiquette have grown organically with the growth of the internet to help users act responsibly when they access or transmit information online. As a Minot State University student, you should be aware of the common rules of netiquette for the Web and employ a communication style that follows these guidelines.

- Wait to respond to a message that upsets you and be careful of what you say and how you say it.
- Be considerate. Rude or threatening language, inflammatory assertions (often referred to as "flaming"), personal attacks, and other inappropriate communication will not be tolerated.
- Never post a message that is in all capital letters -- it comes across to the reader as SHOUTING! Use boldface and italics sparingly, as they can denote sarcasm.
- Keep messages short and to the point.
- Always practice good grammar, punctuation, and composition. This shows that you've taken the time to craft your response and that you respect your classmates' work.
- Keep in mind that Discussion Boards are meant to be constructive exchanges. You may disagree with a classmates opinion, but must do so in a constructive and respectful manner.
- Be respectful and treat everyone as you would want to be treated yourself.
- Use spell check!

## **Cheating Policy:**

Both the MSU catalog and Student Handbook identify procedures to deal with cheating. These procedures will be followed when necessary.

## **Weekly Requirements:**

### **Discussion Board**

Please post your initial response by the due date on the class schedule. Please note that there is a separate due date for your initial discussion board response and the end of the unit. Doing this allows us to have a great running conversation on the discussion board. Since this is an online class with only one seminar a week, the discussion board is the heart and soul of our class. Please enter the discussion board multiple times each unit as it is important for you to respond to classmates that comment on your post. Your discussion boards **MUST** reference the course materials. All the answers to the discussion boards are within the unit materials. You may use other resources, but they must be credible source. Your discussion boards must have both in text citations as well as a reference included at the bottom. All citations and references must be in APA formatting

When responding to your classmates discussion posts, a one liner is not enough. You need to make a quality post that is a minimum of 3-4 sentences. It is very important that you are continuing on with the discussion by asking questions. Just saying that you agree or disagree or like their post is not enough. You need to state why you agree or disagree and this must be done respectfully. If your responses are not lengthening the discussion points will be deducted.

If you submit a discussion board after the end of the unit, no participation points will be awarded.

### **Additional Assignments**

Each week you will be required to complete an additional assignment. Please reference each unit within the course blackboard to complete that assignment.

### **Projects:**

#### **Analysis of Learning Activities**

**Objective of Assignment:** The objective of this assignment is to determine 4 IFSP/IEP objectives of your student. For each of the four objectives, you will determine two activities/routines across the day that you will provide intervention. You will provide a rationale as to why you chose the activities.

Please see classroom assignment for additional instructions

#### **Inclusive Activity Plan**

**Objective of Assignment:** The objective of this assignment is to plan and implement group instruction in an inclusive early childhood environment. Please make sure that your activity plan focuses on at least two (2) children with language goals and objectives in their IEPs.

Please see classroom assignment for additional instructions.

#### **Progress Monitoring Plan**

**Objective of Assignment:** The objective of this assignment is to monitor a student's progress at least 5 times over a two week period. Upon completing your progress monitoring, you will complete a data analysis and intervention plan.

Please see classroom assignment for additional instructions

#### **Functional Behavior Assessment**

**Objective of Assignment:** The objective of this assignment is to complete a full Functional Behavior Assessment on a child who has been determined to have a developmental/behavioral disorder and is 3-5 years old.

Please see classroom assignment for additional instructions.

## Rubrics:

### Discussion Board

Maximum Points Possible 25 points	Discussion Board Criteria
Content 0-15 points	Clear connections to previous and/or current unit materials with career related examples, posts are on topic and contribute to the quality of the discussion.
Participation 0-5 points	Student answers all questions, meaningfully responds to classmates 2+ times and promotes continued discussion with responses to classmates that add value by advancing the group's discussion.
Mechanics 0-3 points	Response is written clearly using Standard American English including correct grammar, spelling, punctuation, and complete sentences. Primary post and participation posts meet minimum word requirements of 200 words.
References 0-2 points	Primary posts make at least one direct reference to the unit material, text, or other academic source and include the citation(s)/reference(s) to the source(s) using APA format.

### Application Question

Maximum Points	Application Question Grading Criteria
Content 0-30 points	Student is able accurately applies course materials to the real life situations/environments and shows a clear connection to the readings.
Mechanics 0-3	Response is written clearly in Standard American English including correct grammar, spelling, punctuation, and complete sentences. Meets minimum requirement of 2 pages in length double spaced
References 0-2	Response makes direct references to the unit materials and includes the citations(s)/reference(s) to the source(s) using APA format

### IEP Reflection

Maximum Points	Reflection Criteria
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1-10 points	Student posted reflection response addressing that was 3/4 of a page in response. Reflection stated what the student learned throughout the unit and how it could be applied to their professional life.
0 points	Student did not post learning journal response.

<b>Maximum Points</b>	<b>Analysis of Learning Opportunity</b>
Content 0-50	Determination of 4 IFSP/IEP objectives, each reflecting a different developmental domain Use of routines to embed instruction of the objectives Identification and rationale of 2 routines per objective
Mechanics 0-25	Spelling, Grammar checked Clear writing, smooth transitions Complete sentences (no sentence fragments, run-ons) Subject/Verb agreement, punctuation, capitalization, etc. 12 point font (Arial or Times New Roman)

<b>Maximum Points</b>	<b>Inclusive Activity Plan</b>
Content 0-100	Description of pay instructional materials and how those materials will challenge students Description of how these activities facilitate attainment of State Department of Education Early Learning Content Standards List one IEP objective for child children with special needs in the 5 developmental domains Description of adaptations of materials and instructional strategies Description of the match between the level of functioning of the children and the appropriateness of the activity Description of the role o the teacher and paraprofessionals (if applicable) Analyze the impact the activity has had on student learning
Mechanics 0-25	Spelling, Grammar checked Clear writing, smooth transitions Complete sentences (no sentence fragments, run-ons) Subject/Verb agreement, punctuation, capitalization, etc. 12 point font (Arial or Times New Roman)

<b>Maximum Points</b>	<b>Progress Monitoring</b>
Content 0-175	<b>Part A (100 points)</b>



	<p>Explanation of how IEP objectives relate to general curriculum for both students</p> <p>Explanation of how progress will be monitored for each objective</p> <p>Creation of specific data collection system and usage of that system for a minimum of 5 sessions over a two week period</p> <p>Rationale on why monitoring plan was selected</p> <p><b>Part B (75 points)</b></p> <p>Review of data collected</p> <p>Explanation of future instruction based on data collected</p>
<p>Mechanics</p> <p>0-25</p>	<p>Spelling, Grammar checked</p> <p>Clear writing, smooth transitions</p> <p>Complete sentences (no sentence fragments, run-ons)</p> <p>Subject/Verb agreement, punctuation, capitalization, etc.</p> <p>12 point font (Arial or Times New Roman)</p>

Maximum Points	Functional Behavior Assessment
<p>Content</p> <p>0-200</p>	<p><b>Part A (25 points)</b></p> <p>Detailed description of child</p> <p>Description of how behaviors are related to or impacted by disability</p> <p><b>Part B (75 points)</b></p> <p>Discussion of ABC model of target behaviors</p> <p>Explanation of hypothesis of why child is engaging in behaviors</p> <p><b>Part C (60 points)</b></p> <p>Detailed description of intervention plan with rationale of strategies</p> <p><b>Part D (40 points)</b></p> <p>Discussion of specific elements of data collection system</p>
<p>Mechanics</p> <p>0-25</p>	<p>Spelling, Grammar checked</p> <p>Clear writing, smooth transitions</p> <p>Complete sentences (no sentence fragments, run-ons)</p> <p>Subject/Verb agreement, punctuation, capitalization, etc.</p> <p>12 point font (Arial or Times New Roman)</p>

### Special Accommodations:

In coordination with the Disability Support Service, reasonable accommodations will be provided for qualified students with disabilities (LD, Orthopedic, Hearing, Visual, Speech, Psychological, ADD/ADHD, Health Related & Other). Please meet with the instructor during the first week of class to make arrangements. Accommodations and alternative format print materials (large print, audio, disk or Braille) are available through the Disability Support Service, located in the basement of Lura Manor, phone number 701-858-3371 or [evelyn.klimpel@minotstateu.edu](mailto:evelyn.klimpel@minotstateu.edu).

Minot State University does not discriminate on the basis of sex, religion, creed, national origin, race, age, disability, or any other basis prohibited by law. If you believe you have been discriminated against unlawfully, please bring this matter to the attention of your instructor or the MSU's Human Resource Office at 701-858-3352.