Professional Education Unit
Department of Early Childhood, Elementary, and Special Education
Early Childhood Special Education (Hybrid)
EDSP 605-001
Spring 2012

INSTRUCTOR
Dr. Elizabeth McLaren
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OFFICE HOURS: Wednesday 1:30-4:00, Thursday 1:30-3:00. Alternate office hours are available by appointment (please contact me in class, by phone, or email)

Course Description:

EDSP 605 (3-1-3); I. An overview of early childhood special education services for preschool children with special needs. Emphasis on assessment, intervention planning, progress monitoring, inclusive practices, collaboration, and family involvement.

Required Field Experience Hours: EDSP 605 (none required although students will need to interact with preschoolers or kindergarteners in a classroom setting to complete course assignments)

Course meeting times and location:
LOCATION: 301 Ginger Hall
MEETING TIMES: Mondays 4:30-6:00 - We will meet 1.5 hours face to face each week and complete one written assignment that will be posted on Bb each week.

"Community Engagement: A Light to and from the Mountains"
The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

Student Learning Outcomes: By the end of this course, the candidate will be able to:
1) Describe the philosophy and legal mandates guiding inclusive preschool education.
2) Design the physical environment and materials to be included in a preschool classroom to meet the needs of all preschool children – including those with and without special needs.
3) Describe characteristics of and interventions for preschool children with a variety of special needs.
4) Develop activities which actively engage children in cooperative learning in multi-ability, multi-age groups to address the needs of children with and without disabilities.
5) Effectively use child assessment instruments in identifying specific needs and progress of a preschool child.

NCATE/ EPSB Accreditation Alignment of CFO's and SLO's:

Aligned with → **Assessment (point values) ↓**	**Kentucky IECE Teacher Standards (IECE)**	**Kentucky Core Academic Standards (KCAS)**	**Education Professional Standards Board (EPSB)**	**National Association for the Education of Young Children (NAEYC)**	**NCATE**
Participation (70 points) CFO: 3 SLO:	Standard 5			Standard 5. Becoming a Professional	NCATE: 1g
Bb assignments (10 points each, if needed) CFO: 1 SLO: 1, 2, 3, 4, 5	Standard 1, 2, 4, 8, 9:		1. Diversity, 2. Assessment, 4. Closing the achievement gap	Standard 1, 2, 3, 4.	NCATE: 1
Ecological assessment and planning form (50 points) CFO: 1,2 SLO: 2, 3, 4, 5	Standard 1, 4:		2. Assessment, 4. Closing the achievement gap	Standard 3, 4.	NCATE: 1d
AEPS Child assessment (50 points) CFO: 2 SLO: 5	Standard 4		2. Assessment	Standard 3, 4	NCATE: 1d
Goals & objectives (50 points) CFO:1, 2 SLO: 2, 3, 4	Standard 1	All ELA and Math anchors potentionally addressed	4. Closing the achievement gap	Standard 3, 4.	NCATE: 1b, 1d
Group Lesson Plan (30 points) CFO: 1,4 SLO: 2, 4	Standard 1, 2, 9:	Vocab acquisition and Use Integration of Knowledge and Ideas Conventions of Standard English Production and Distribution of Writing	1. Diversity, 2. Assessment, 4. Closing the achievement gap	Standard 1, 3, 4.	NCATE: 1b, 1c, 1d
Lesson Plans & Implementation (100 points each, 300 points) CFO: 1,4 SLO: 2, 4	Standard 1, 2, 9:	All ELA and Math anchors potentially addressed	1. Diversity, 2. Assessment, 4. Closing the achievement gap	Standard 1, 3, 4.	NCATE: 1b, 1c, 1d
IEP (50 points) CFO: 1, 4 SLO: 4, 5	Standard 1, 2, 4, 6:	Vocab acquisition and Use Integration of Knowledge and Ideas Conventions of Standard	4. Closing the achievement gap	Standard 1, 2, 4.	NCATE:1a, 1b, 1d

		English Production and Distribution of Writing			
Intervention Plan (50 points) CFO:1, 2 SLO: 2, 3, 4	Standard 1		4. Closing the achievement gap	Standard 3, 4.	NCATE: 1b, 1d
Final project (50 points) CFO: 3, 4 SLO: 3	Standard 7, 9:		1. Diversity, 4. Closing the achievement gap	Standard 1, 4	NCATE: 1b, 1e

Links to Websites for Alignment:
http://www.kyepsb.net/teacherprep/standards.asp This site contains the revised IECE KYS.
http://www.kyepsb.net/teacherprep/cart/themes6.asp This site lists the four themes of pre-service teacher preparation that are integrated within this course.
http://www.education.ky.gov/users/otl/POS/KentuckyCommonCore_ELA.pdf This file describes the Core Content Anchor Standards for K-5
http://208.118.177.216/faculty/pdf/2001.pdf This site describes the National Association for the Education of Young Children (NAEYC) standards for students seeking initial licensure in early childhood education

Assignments	Description
Attendance (5 points each session – 70 points total)	Attendance is expected and required for all class sessions. You are responsible for all material covered during absences. Attendance points will contribute to overall grades and will be deducted for absences or excessive tardiness. If you are more than 15 minutes late or leave early, attendance points for that class session may be reduced
Bb assignments (10 points each – as needed)	***The instructor reserves the right to use weekly written assignments to assist students in reviewing readings.*** *In the case that written assignments are used, assignments will be posted on Bb in a Word document. Students should type all answers and submit a hardcopy (printed on paper) at the beginning of class each week. If you will be absent, mail this assignment on the due date and the postmark must be no later than the due date. Assignments will NOT be accepted via email or after the due date and time unless otherwise arranged with the instructor.*
Ecological Assessment: Child Assessment Worksheet and Planning Worksheet II (50 points) Due 3/1	Each student will focus their classroom observations on one child with a disability or delay. The student will complete an ecological assessment for this child based on classroom observations. Results from this assessment will be used to create an individualized intervention plan. (*Use the Child Assessment Worksheet and the Planning Worksheet Section II located in the Appendix of Sandall & Schwartz*) This assignment is based on your field experience.
AEPS Child assessment (50 points) Due 3/1	Each student will focus their classroom observations on one child with a disability or delay. The student will complete a child assessment using the AEPS based on classroom observations and teacher interview. Results from this assessment will be used to create an individualized intervention plan. This assignment is based on your field experience.
Goals/objectives (50 points) Due 3/15	Each student will develop 3 IEP goals and 9 IEP objectives for their target student based on the ecological assessment and AEPS results. This assignment is based on your field experience.
Group Lesson Plan (30 points) Due 3/29	Students will work in groups to design one lesson plan to address an area of concern identified during the case study discussion. This lesson plan will address KY Early Childhood Learning Standards and include modifications and adaptations for the child in the case study. This will be completed as an in-class assignment.

Three lesson plans & implementation in field experience (100 points each, 300 points total) Due 4/12, 4/26, 5/10	Each student will create three lesson plans using the KY IECE lesson plan format for a preschool or kindergarten small group activity (minimum of 3 and maximum of 6 students) based on the children in his/her field experience. Once approved the student will implement these lessons in his/her field experience site and document the implementation via digital recording. The implementation should be documented via videotape/digital recording and submitted to the instructor on a DVD. Videotapes can be transferred to DVD format in the MSU library. Please contact the Learning Technology Lab in the library at 606-783-5106 for details. This assignment is based on your field experience. **The fourth and final lesson plan will be submitted on Folio 180 as a "critical performance" documenting student ability to plan and implement instruction in the classroom setting.**
IEP (50 points) Due 4/19	Students will work in small groups to create an IEP for a preschool child based on a case study. This will be completed as an in-class assignment.
Intervention plan (50 points) Due 5/3	Each student will create an intervention plan for the target child in their field experience based on their assessment data. This assignment is based on your field experience.
Final Project (100 points) Due 5/3	Students will identify three children with identified disabilities from the field experience site and describe modifications/adaptations and instructional strategies that would be beneficial to implement in the classroom. These strategies will be based on the Building Blocks model used throughout the semester and identify current and suggested strategies. Candidates will describe 1) the three target children and their delays, 2) DAP practices, 3) adaptations/modifications, 4) embedded learning opportunities, and 5) instructional strategies that would best support the target children.

Grading Scale:
There will be no grading curve used. Grades will be calculated as follows:
A = 90% - 100%
B = 80% - 89%
C = 70% - 79%
D = 60% - 69%
E = 59% and below

Required Textbooks:
Kilgo, J. L. (Ed.). (2006). *Transdisciplinary teaming in early intervention/early childhood special education: Navigating together with families and children.* Olney, MD: Association for Childhood Education International.
Grisham-Brown, J., Hemmeter, M. L., & Pretti-Frontczak, K. (2005). *Blended practices for teaching young children in inclusive settings.* Baltimore, MD: Paul H. Brookes.
Sandall, S. R., & Schwartz, I. S. (2002). *Building blocks for teaching preschoolers with special needs* (2nd ed.). Baltimore, MD: Paul H. Brookes.
Additional readings may be posted for students on electronic reserve and/or distributed in class.

Suggested Textbooks:
Gould, P., & Sullivan, J. (1999). *The inclusive early childhood classroom: Easy ways to adapt learning centers for all children.*

All students in this course are required to purchase a Folio 180 account.
To purchase Folio180 online or through the MSU Bookstore:
1. Purchase Folio180 at the MSU Bookstore and follow the instructions included with that purchase.
2. To purchase online, go to www.folio180.com/msuky/coe <http://www.folio180.com/msuky/coe>
3. Complete registration and payment information. Your login information will be emailed to you.

4. Note: if you have a Tk20 account, you will NOT need to purchase Folio180--we will provide your Folio180 account information to you via email. Announcements and instructions will also be made on the CoE Facebook page.
5. You will be able to continue using your Folio180 account through any graduate programs you might enroll in through MSU.
6. NOTE: students must have purchased or activated their Folio180 account by midterm or they will receive an "E" at midterm per TEP policy.

Course Evaluation:

Readings
All reading assignments should be completed prior to class and everyone will be expected to participate in class discussion.

Assignment Due Dates
All assignments must be submitted during or before class on the date specified in the course syllabus in paper format. 5% will be deducted from the assignment grade for each day an assignment is late. All assignments must be typed and double spaced unless otherwise noted by the instructor. Handwritten assignments will not be accepted.

Classroom Behavior
Class discussion and peer collaboration will play a vital role in this course. While it is your right to disagree from time-to-time, remember to treat others with respect at all times. Also, students should use person-first language (i.e. "a child with Down syndrome" as opposed to "the Down's child") during class discussion and for all written assignments.

Attendance Policy
Attendance and participation is expected and required for all class sessions. You are responsible for all material covered during absences. Attendance points will contribute to overall grades and will be deducted for absences or excessive tardiness. If you are more than 15 minutes late or leave early, attendance points for that class session may be reduced.

Academic Honesty
Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at
http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html

Americans with Disabilities Act (ADA)
In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/

Campus Safety Statement
Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at http://www.moreheadstate.edu/emergency

Note: Assignments with * are based on field experience. You will need to schedule your observations accordingly.

Date	Topic	Reading	Assignment Due
1/19	Introductions, review syllabus,	None	***Identify placement for 10 hours of field experience***

	overview of course and assignments		
1/26	Philosophy, law, and history of ECSE Inclusion	▪ *"Introduction to Working with Infants, Toddlers, Preschoolers, and Primary Aged Students with Special Needs"* (Raver) (posted as PDF on Bb) ▪ Watch "Including Samuel" video that is available at the MSU library. ▪ Be mindful that others need to view the video and consider watching it in the library or planning a group time to view.	
2/2	Curriculum approaches, DAP and Recommended Practices	▪ Blended Practices (p. 164-179) ▪ Blended Practices Ch 2 ▪ Building Blocks ch. 2 (pp. 9-20) ▪ Copple & Bredekamp (2006) pp. 3-21 (available on Bb)	
2/9	Teaming, transdisciplinary model & working with families	▪ Blended Practices Ch 3 ▪ Kilgo Ch. 1-9 ▪ Fialka (2001) (available on Bb)	
2/16	Assessment	• Blended Practices Ch. 4 • Print and bring to class the AEPS scoring form available on Bb	***We will practice using the AEPS assessment in class. After this class session you will need to observe a child in your field experience for 1 hour to complete your assessment assignment.***
2/23	Ecological assessment & progress monitoring	▪ Blended Practices Ch. 5 ▪ Building Blocks ch. 4 (focus on steps 3 & 4)	***We will practice ecological assessment (called "child assessment worksheet" in your textbook") in class. After this class session you will need to observe a child in your field experience for 1/2 hour to complete your ecological assessment assignment.***
3/1	Selecting and writing IEP goals/objectives Transitions	▪ Case study "Shaping Ben's Future" available on Bb (read and bring to class) ▪ Bring copy of KY IEP form to class (available on Bb) ▪ Blended Practices (pp. 158-164 only) ▪ Noonan (pp. 66-73) (available on Bb) ▪ Noonan Ch. 14 (available on Bb) (transition)	***Ecological Assessment: Child Assessment Worksheet and Planning Worksheet II and AEPS due****

3/8	Instructional methods Environment and embedded instruction	▪ Blended Practices Ch. 7 ▪ Building Blocks Ch. 5 (read pp. 45-51, browse pp. 52-127) ▪ Building Blocks Ch. 6	***I will return your assessment data today. Use the AEPS and ecological assessment to create the goals/objectives that are due next week.***
3/15	Instructional methods cont. Child-focused instruction	▪ Blended Practices Ch. 8 ▪ Building Blocks Ch. 7 ▪ Watch Out of Sync Child on reserve at MSU library	***Goals/objectives based on field experience due****
3/22	NO CLASS	NO CLASS – SPRING BREAK	
3/29	Standards and lesson planning	▪ Review case study and bring the objectives you wrote for Ben earlier in the semester ▪ KY EC standards (review on-line) ▪ KCAS standards (review on-line) ▪ Download KY IECE lesson planning form from Bb and bring to class	***You will complete the group lesson planning assignment in groups during class. The lesson plan will be based on Ben's case study and goals/objectives. If you are absent, you are responsible for completing this assignment independently.***
4/5	Lesson planning for field experience	***Bring two lesson plans to class for discussion/review/editing*** ***You will be implementing these lessons in the next two weeks in your field experience*** ***<u>Your lesson plan must be approved by the instructor before you can implement/videorecord!</u>***	
4/12	Intervention planning	No assigned reading for today. Handouts to print and bring to class will be posted on Bb.	***1st lesson plan and DVD of implementation due****
4/19	Write IEP in groups	No readings for this week. Review and be familiar with case study about Ben.	***You will write an IEP during class in groups. If you are absent, you are responsible for writing the IEP independently and submitting by the next class session.***
4/26	Lesson planning review ***We will not meet face-to-face for this session***	We will not meet for class this session. Use this time to implement your third lesson plan in your field experience. Instructor available for consultation on third lesson plan.	***2nd lesson plan and DVD of implementation due** (submit to my mailbox by 3:00 today)***
5/3	Diversity	▪ Derman-Sparks (2003) (available on Bb) ▪ Derman-Sparks & Ramsey (2005) (available on Bb)	***Intervention Plan due**** ***Final Project due****
5/10	FINALS WEEK ***We will not meet face-to-face for***	Final lesson plan and DVD documenting implementation due ("critical performance" for IECE programs)	***3rd lesson plan and DVD of implementation due****

	this session		***(will be submitted in hardcopy to instructor and lesson plan uploaded to Folio 180 as a critical performance)***

This schedule is subject to change.