

<b>IECE 423G Low Incidence Disabilities Syllabus</b>	
Instructor: Sylvia L. Dietrich, Ph.D.	
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Class Location: Web Based See Blackboard for any Zoom Meeting Days and Times	
Instructor's Office Hours: This course is delivered online therefor office hours will be based on student need	

**\*Note:** This document and other class related materials are available [on blackboard](#)

### **Course Description:**

Characteristics of children birth through five years with low incidence disabilities (e.g., autism, sensory impairment, physical impairments), as well as assessment and instructional strategies will be addressed. The role of the transdisciplinary team, including family members, in providing services will be emphasized. Field experience is required; students are responsible for their own transportation.

### **Prerequisites:**

Instructor permission

**Learning Outcomes:** Upon completing this course, students will be able to:

1. Develop an activity-based matrix for infants and young children with multiple, severe disabilities in natural environments.
2. Identify and apply teaching strategies for developing basic critical skills including systematic instruction.
3. Employ communication skills with families/caregivers/other practitioners regarding the student's needs in inclusive, natural environments.
4. Discuss strategies to address concerns of parents and families regarding parenting and life planning issues for children with multiple and severe disabilities.
5. Demonstrate knowledge of typical and atypical development of young children including motor disabilities, sensory impairments (hearing and vision), sensory integration, communication development (non-oral), oral motor, and behavior managements as it impacts programming and individual children's goals.

### **Textbooks and Required Materials**

Selected readings will be designated on course calendar and schedule

### **Major Course Topics:**

1. Specific low incidence disabilities (e.g., autism, sensory impairments, sensory integration disorders, severe mental retardation, physical and health impairments)
  - a. Etiology
  - b. Characteristics influencing learning and development
  - c. Learning profiles

2. Planning for, implementing, and evaluating evidence-based instruction.
  - a. Embedding instruction
  - b. Selecting curricula for children with low incidence disabilities
  - c. Adapting learning environments
  - d. Selecting and adapting curriculum materials
  - e. Implementing evidence-based instruction strategies (e.g., adult-directed teaching, differential reinforcement, visual supports, peer-mediated intervention)
  - f. Continuous assessment strategies, including functional behavioral assessment

### **Description of Course Assignments:**

1. Low Incidence Disability Report, Brochure, and Resources (150 points)  
Research a specific low incidence disability and prepare a written report, a brochure, and a resource page based on the chosen disability that would be helpful to professionals and/or families.
2. Student Profile (75 points)  
Develop a profile of a child with severe and/or multiple disabilities; gathering information from the child's family and other transdisciplinary team members based on field experience/observation within an approved environment.
3. Activity Based Matrix (75 points)  
Develop and implement an activity-based matrix that embeds IEP or IFSP goals/outcomes into a variety of routines and activities for a target child.
4. Environmental Supports Project (50 points)  
Develop one of two options related to supporting communication efforts of children with disabilities. .
5. Philosophical Framework (100 points each)  
Develop a philosophical framework in a 4-6-page paper based on how the student views disability and individuals from diverse cultures.
6. Discussion Boards 6 @ 10 points each (60 points)  
Each student will complete discussion boards as outlined on blackboard.
7. Field experience hours and reflection (40 points)  
Field experiences will be assigned by the instructor. Completion of field experience hours must be documented and a reflection submitted. Outline, expectations, and scoring rubric for the reflections will be provided by the instructor.
8. Quizzes 5@10 points each (50 points)
9. Course Final (100 points)

### **Course Grading and Evaluation:**

Assignment Name	Point Value	Due Date
Low Incidence Disability Report and Brochure	150	Due Dates Included on Blackboard
Student Profile	75	
Activity Based Matrix	75	
Environmental Supports Project	50	
Quizzes	50	
Field Experience	40	
Philosophical Framework	100	

Assignment Name	Point Value	Due Date
Discussion Board 6@10	60	
Course Final	100	
<b>Total</b>	<b>700</b>	

The following represents the grade equivalent for accumulated points:

A = 700-630

B = 629-560

C = 559-490

D = 489-420

F =  $\leq$  419

**Attendance and Participation Policy:** students are expected to attend zoom meetings regularly and participate in weekly modules and assignments.

**Student Disability Services:** In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. The phone number is 270.745.5004 [270.745.3030 V/TTY] or email at sarc@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

**Statement of Diversity:** We believe that diversity issues are of major import to student and school success. We fundamentally believe in and support the value of heterogeneous groups and the richness of benefits when students are involved with diverse populations, settings, and opinions. This course is designed on the basic assumption that learning is something we all actively engage in by choice and personal commitment. The format of this class will be a community of scholars, each with their rights and responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another's rights to differing opinions.

**Plagiarism:** To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. Students who commit plagiarism or any other act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program. Student work may be subject to review and checks using plagiarism detection software.

**Course Expectations & Student Conduct:** This section contains the policies and expectations that have been established for this course. Please read carefully and refer back to this when you have questions. These policies and expectations are intended to create a productive learning atmosphere for all. This class will be conducted in an atmosphere of mutual respect. Your active participation in class discussions is encouraged and expected. Each of us may have strong, differing opinions on the various topics of class discussions. The conflict of ideas is encouraged and welcomed as well as the orderly questioning of the ideas of others, including those of the instructor. However, the responsibility of the instructor will be exercised to manage the discussions so that ideas and arguments can proceed in an

orderly fashion. You should expect that if your conduct during class discussions seriously disrupts the atmosphere of mutual respect, you will not be permitted to participate further.

**University Policy for Field Experiences or Observations:** All students are required to complete 30 hours of field experience in this course. According to university policy, all students completing field experiences are required to have the following documents on file in the Office of Teacher Services, Room 1092 Gary Ransdell Hall: current TB test, current physical, current criminal background check (thumbprint). It is the student's responsibility to obtain the appropriate forms and submit the documents BEFORE beginning field experience directly to Teacher Services; questions should be directed to Wendy Delk.

Field experience hours must be documented. Failure to complete and document hours of field experience will result in an automatic grade of F for the course, regardless of point accumulations on assignments. Access the [tracking form](#), complete and turn your completed form in at the end of the semester to your instructor, I sign and will submit to Teacher Services.

In addition to this form, all hours should be documented on the [KFETS website](#)

For help you can view [these videos](#)

**THE LEARNING CENTER (TLC):** Should you require academic assistance with your WKU courses, The Learning Center (located in the Downing Student Union, 2141) provides free supplemental education programs for all currently enrolled WKU students. [The Learning Center](#) at Downing Student Union offers certified, one-on-one tutoring in over 200 subjects and eight academic skill areas by appointment or walk in. Online tutoring is offered to distance learners. TLC is also a quiet study area (with side rooms designated for peer-to-peer tutoring) and a computer lab to complete academic coursework. Please call TLC in the Downing Student Union at (270) 745-5065 for more information or to schedule a tutoring appointment.

#### **ADDITIONAL COURSE INFORMATION AND EXPERIENCE RELATED TO EDUCATION PREPARATION (EPSB Program Level Requirements)**

##### **Course Required P-12 Classroom Observation or Clinical Experiences:**

<b>EPSB Required Candidate Experience Types - 16 KAR 5:040 Section 3(3)</b>	
<b>(a) Engagement with diverse populations of students which include:</b>	
1. Students from a minimum of two (2) different ethnic or cultural groups of which the candidate would not be considered a member;	
2. English language learners;	x
3. Students with disabilities; and	x
4. Students from the following grade levels:	
• Elementary	x
• Middle School	
• Secondary	
<b>(b) Observation in schools and related agencies, including:</b>	
1. Family Resource Centers; or 2. Youth Service Centers	

EPSB Required Candidate Experience Types - 16 KAR 5:040 Section 3(3)	
(c) Student tutoring	
(d) Interaction with families of students;	x
(e) Attendance at school board and school-based council meetings;	
(f) Participation in a school-based professional learning community; and	
(g) Opportunities to assist teachers or other school professionals.	x

**Course Assignments and Experiences Related to:**

- **The Kentucky Early Childhood Standards (KYECS):**
  - Every teacher candidate must be fluent in the KYECS for his/her content area and must be able to deconstruct the standards into learning targets and create formative assessments.
    - How does the EPP ensure each candidate's knowledge/proficiency of the Kentucky Early Childhood Standards (KYECS)? How does the EPP measure the depth of knowledge of each candidate?

Course Assignment and Due Date	Measurement of Teacher Candidate's Depth of Knowledge/Proficiency
<b>Activity Based Matrix</b>	Each student will create activity-based matrix that embeds IEP or IFSP goals/outcomes into a variety of routines and activities for a target child. Each student will: <ul style="list-style-type: none"> <li>• Link the activity to specific KYECS standards, benchmarks, and continuum; and</li> <li>• Describe the assessment tool to be used to measure the IEP or IFSP goal/outcome</li> <li>• Implement activities designed with identified child</li> </ul>
<b>Low Incidence Disability Report</b>	Each student will research and compose a written report on an identified low incidence disability that will include: <ul style="list-style-type: none"> <li>• A definition; prevalence; diagnosis: when, how &amp; who; characteristics; how characteristics impact learning; how; characteristics impact development; research-based intervention strategies; and family friendly resources</li> </ul>

- **The Kentucky IECE Curriculum Framework and Assessment System (Building a Strong Foundation for School Success):**
  - Every early care and education provider, school staff, and community professional must work to promote and provide experiences that support growth and learning to ensure that all children enter school ready to learn. The identified five developmental areas for school readiness include: approaches to learning, health and physical well-being, language and communication development, social and emotional development, and cognitive and general knowledge.
  - Every early care and education provider, school staff, and community professional must work to prepare children to take advantage of learning opportunities in school depends on four school dimensions: child readiness, approaches to learning, school readiness, and family and community supports.

- Every early care and education provider, school staff, and community professional must be familiar with recommended guidelines and standards in all areas of assessment (e.g., screening, diagnostic, classroom/instructional and program evaluation).

Course Assignment and Due Date	Measurement of Teacher Candidate's Depth of Knowledge/Proficiency
N/A	N/A

- **Candidates Using the KAS Framework in Lesson Planning**  
N/A
- **Candidates Using Formative and Summative Assessments Related to Kentucky P-12 Curriculum Framework**  
N/A

**Course Assignments Serving as an Education Preparation Program “Key Assessment”:**

Key Assessment Areas	Assessment Name
1: Content Assessment	
2: Other Assessment of Content Knowledge	
3: Assessment of Professional Capabilities	
4: Clinical Experiences Measure of Teaching Proficiency	
5: Measure of Candidate Assessment Proficiencies	
6: Candidate Ability to Diagnose and Prescribe for Personalized Student Learning	
7: Application of Content Knowledge/Pedagogical Skills (Instructional Practice)	
8: Assessment of Literacy Outcomes	
9: Dispositions	

**Course Experiences and Assessments Addressing Learned Society (SPA) Standards:**

NAEYC Professional Prep Standards	Course Experiences and Assessments
<p>Standard 1: Promoting Child Development and Learning</p> <p>Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.</p>	<ul style="list-style-type: none"> <li>• Activity based matrix</li> <li>• Discussion boards</li> <li>• Student profile</li> <li>• Quizzes</li> </ul>
Standard 2: Building Family and Community Relationships	<ul style="list-style-type: none"> <li>• Activity based matrix</li> <li>• Philosophical framework</li> </ul>

NAEYC Professional Prep Standards	Course Experiences and Assessments
<p>Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.</p>	<ul style="list-style-type: none"> <li>• Discussion boards</li> <li>• Quizzes</li> </ul>
<p>Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families</p> <p>Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.</p>	Field experience
<p>Standard 4: Using Developmentally Effective Approaches to Connect with Children and Families</p> <p>Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.</p>	Activity based matrix
<p>Standard 5: Using content knowledge to build meaningful curriculum. Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.</p>	
Standard 6: Growing as a Professional	<ul style="list-style-type: none"> <li>• Philosophical framework</li> </ul>

NAEYC Professional Prep Standards	Course Experiences and Assessments
<p>Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.</p>	<ul style="list-style-type: none"> <li>• Discussion boards</li> <li>• Low incidence disability report</li> </ul>
<p>Standard 7: Early Childhood Field Experiences</p> <p>Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8 years) and in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs).</p>	<ul style="list-style-type: none"> <li>• Field experience</li> </ul>

Initial CEC Special Education Early Childhood Specialist Set	Course Experiences and Assessments
<p>Standard 1: Learner Development &amp; Individual Learning Differences</p> <p>Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities</p>	<ul style="list-style-type: none"> <li>• Low incidence disability report</li> <li>• Philosophical framework</li> <li>• Discussion boards</li> </ul>
<p>Standard 2: Learning Environments</p> <p>Beginning special education professional create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.</p>	<ul style="list-style-type: none"> <li>• Low incidence-disability report</li> <li>• Activity based matrix</li> <li>• Discussion boards</li> <li>• Student profile</li> </ul>
<p>Standard 3: Curricular Content Knowledge</p> <p>Beginning special education professionals use knowledge to general and specialized curricula to individualize learning for individuals with exceptionalities</p>	
<p>Standard 4: Assessment</p> <p>Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.</p>	<ul style="list-style-type: none"> <li>• Low incidence disability report</li> <li>• Philosophical framework</li> <li>• Discussion boards</li> </ul>
<p>Standard 5: Instructional Planning</p>	<ul style="list-style-type: none"> <li>• Low incidence-disability report</li> <li>• Activity based matrix</li> </ul>



Initial CEC Special Education Early Childhood Specialist Set	Course Experiences and Assessments
Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.	<ul style="list-style-type: none"> <li>• Discussion boards</li> </ul> Student profile
Standard 6: Professional Learning & Ethical Practice Beginning special education professionals use foundational knowledge for the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.	<ul style="list-style-type: none"> <li>• Implementation and interpretation of assessments</li> </ul>
Standard 7: Collaboration Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.	<ul style="list-style-type: none"> <li>• Implementation of assessments and written report</li> </ul>