

SPED 523 Curriculum/Methods in Early Childhood Special Education Spring 2022	
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Class Location: Web based	Class Schedule: 5:00 – 7:30 p.m. CST (virtual meeting dates TBA)
Instructor's Office Hours: By appointment	

***Note:** This document and other class related materials are available at <https://blackboard.wku.edu>.

Course Description:

Selection/development of curricula materials for planning, implementation, and evaluation of intervention with children P-5 who have disabilities

Prerequisites:

IECE 521, IECE 522, IECE 523

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

1. Summarize and integrate assessment information into implications and recommendations for content and process of instruction. (I, IV)
2. Utilize instructional strategies that facilitate development, learning, and independence in infants, toddlers, and preschoolers in both home and center-based environments. (III)
3. Identify and use scope and sequence of developmental curricula for infants, toddlers, and preschoolers across all areas of development. (I, III)
4. Utilize methods for individual and group instruction through a variety of formats including play, daily routines, parent-mediated activities, and systematic instruction, including methods for language/communication, sensorimotor, cognitive, emotional, social, and motor development. (III)
5. Integrate knowledge and strategies from multiple disciplines in design and implementation of structured and unstructured instructional activities. (I, III)
6. Utilize methods for monitoring, summarizing, and evaluating the acquisition of child and family outcomes as outlined in the IEP/IFSP and/or lesson plans. (IV, V, VII, IX)
7. Apply health and safety procedures in home and group settings. (III)
8. Identify nutrition and feeding needs specific to populations of young children with special needs. (I, IV)
9. Identify appropriate adaptive equipment and prosthetic devices. (I, IV)
10. Use positioning and handling techniques with children with physical impairments. (III)
11. Understand and apply principles of behavior or support and management appropriate for young children. (II, III)
12. Use space, time, materials, peers, and adults in maximizing child performance in center and home settings. (I, II, III)

13. Function as a team member in an interdisciplinary/transdisciplinary setting, including sharing, consultation, joint goal setting, and planning. (VI)
14. Identify issues and procedures in confidentiality. (IV, VI)
15. Identify reporting and recordkeeping requirements and methods. (IV, V, IX)

Textbooks and Required Materials:

Copple, C. & Bredekamp, S. (Eds.) (2009). *Developmentally appropriate practice in early childhood programs* (3rd Edition). Washington DC: National Association for the Education of Young Children (NAEYC). ISBN: 978-1-928896-64-7

DEC recommended practices: Enhancing services to young children with disabilities and their families. (2015). ISBN: 978-0981932798

[KDE \(2003\). *Building a strong foundation for school success: Kentucky's Early Childhood Standards.* Frankfort, KY: KDE](#)

Wittmer, D.S., & Petersen, S. H. (2014). *Infant and toddler development and responsive program planning: A relationship-based approach.* Boston: Pearson. ISBN: 978-0-13-445009-4

Major Course Topics:

1. Planning child and family services
 - a. Developing lesson plans
 - b. Including IEP/IFSP outcomes into daily routines
 - c. Developing Standards Based Units
2. Delivery of instruction
 - a. Play
 - b. Home-based services/home visits
 - c. Integrating/facilitating instruction across content areas
 - d. Adapting instruction for children with disabilities
 - e. Identifying team roles and working with paraprofessionals
3. Evaluating instruction – Child and family outcomes
 - a. Recordkeeping
 - b. Performance assessment

Description of Course Requirements:

1. **Developmentally Appropriate Practice Position Statement (2020) Summary and Reflection**
The student shall prepare a written summary of this position statement. (100 points)
2. **Discussion Boards** Each requires an initial response by each student according to assignment instructions and requires response to at least 3 others' posts. (25 points each)
3. **Personal Early Intervention and Educator Philosophy** The student review assigned videos and Chapters 1 and 3 from the Wittmer text and will prepare a (minimum) two-page statement describing what your philosophy/practice for serving young children, 0 – 3 years and their

families. Include parent involvement, routines, natural environments, and other critical components to your practice. (50 points)

4. **Individual Project Plan** Each student will propose a plan for individual professional learning based on learning objectives from IECE 523 or SPED 523, or other courses with instructor approval. Each student will submit an individual plan that details an independent project, specific to the student's learning needs and interests. An individual plan form will be on the Assignments link of Blackboard. Plans must include goal and objective statements, activities, timeline and products to be submitted. Students should use the course objectives to determine individual goals for learning. Students are expected to generate the individual plan format on the computer as a table in landscape form. (No point value, however, no Individual Project will be accepted with instructor approval of the Individual Project Plan.)
5. **Child Development Stages and Milestones Chart** The student will create a developmental milestone chart for children birth 0 – 3 years, using information from assigned videos, the Kentucky Early Childhood Standards, Birth – Three Years and from chapters 6 – 10 of the Wittmer text. The chart should be detailed, easy to read, factual and aesthetically pleasing. (100 points)
6. **Infant/Toddler Curriculum and Individualization Summary and Impact Paper** The student will read the *Infant/Toddler Curriculum and Individualization* module and will prepare a written summary and impact on practice statement. (100 points)
7. **Early Intervention Overview** The student will review assigned videos and First Steps documents (found in Blackboard) then prepare a written overview of early intervention to inform those who are not familiar with early intervention. This overview should include parent involvement, routines, natural environments, and other critical components. (50 points)
8. **Embedded Instruction Learning Module** The student will complete the Connect Embedded Instruction online module. The workbook for the module can be found in Blackboard. (25 points will be awarded for active participation (via Zoom) in the discussion of this module. 25 points will be awarded for successful completion and products 1.13a and 1.14a)
9. **Field Experience** Complete a minimum of 30 clock hours of field experiences in a variety of settings. 22 hours of virtual field experience activities will be assigned by the instructor. For credit to be given for this course, the completed KFETS form and evidence of entry into the online KFETS must be submitted in accordance with the course calendar. Additional face-to-face activities will also be required and should be recorded in KFETS documentation/entry.
 - a. **Developmental Intervention Experience/Interview** You are required to observe and go on at least one home visit with a service coordinator, primary evaluator, or District Child Evaluation Specialist. A reflection paper will be written for this/these observations. AND/OR you will interview a developmental interventionist about her typical day as an interventionist, evaluation and assessment, intervention planning, progress monitoring, service provision, communication and relationship with families, role in transition, overall training, education and experience as a developmental interventionist. (50 points)
 - b. **Participation in Service Provision** In addition, you must attend and observe at least one of the following (for an infant or toddler): IFSP meeting, initial transition meeting from

First Steps to Preschool, primary level evaluation session, OT evaluation, PT evaluation, SLP evaluation etc. as the professional meets with the family. A reflection paper will be written. (50 points)

- 10. **Individual Project** Complete an individual project based on competencies/standards for this course. The individual project will be negotiated with the instructor on an individual basis. Because of the uniqueness of each project, a rubric is not provided. The project must reflect the products included on the individual plan. (100 points)
- 11. **Professionalism** Students are expected to attend class regularly, be prepared for class, stay focused during online class, be an active participant in class, submit assignments in a timely manner, correspond with instructor prior to class absence or late submission of assignment(s), demonstrate respect to instructor and classmates in all verbal and written communication and present as pre-professionals in class and field experiences through appropriate dress and hygiene. Final grades may be impacted by 10% based on student’s display (or lack thereof) of professionalism.

Due Dates/Late Policy Teaching is a profession that requires numerous due dates and strong time management skills. I will not preview your work, but will answer pertinent questions prior to due dates. I will list due dates and times on the course schedule. Work may be submitted early through Blackboard only. Work submitted via email will not be considered unless arrangements have been made with the course instructor. Late work is not accepted.

Course Grading and Evaluation:

Assignment	Point Value
DAP Position Statement Summary & Reflection	100
Discussion Boards (25 points x 2)	50
Personal Early Intervention & Educator Philosophy	50
Individual Project Plan (submitted for instructor approval)	0
Child Development Stages & Milestones Chart	100
I/T Curriculum & Individualization Summary & Impact Paper	100
Introduction/Overview of Early Intervention	50
Embedded Instruction Assignment	25
Embedded Instruction Discussion	25
Field Experience: Developmental Intervention Experience/Interview	50
Field Experience: Participation in Service Provision	50
Individual Project	100
Total	700

The following represents the grade equivalent for accumulated points:

- A = (93-100%)
- B = (85-92%)
- C = (77-84%)
- D = (70-76%)
- F = (<69%)

Course Policies:

1. Students are required to participate in all scheduled virtual class meetings. If absence is unavoidable, (a) students are expected to contact the instructor, prior to the class session or as soon thereafter as possible, and (b) students are expected to take responsibility for all missed material.
2. Active course participation based on professional experiences and assigned readings is expected of all students.
3. It is expected that all written assignments will be typed to conform to standards of documentation, organization, mechanics and legibility (i.e., adhere to APA format). Assignments not adhering to these standards will lose points on the grading scale.

Attendance and Participation Policy: Students are expected to attend class regularly and participate in all (virtual) class meetings, complete all assigned readings and submit assignments in accordance with the course schedule. An occasional absence may be unavoidable but should only occur due to an emergency related to self or immediate family member. If an absence is unavoidable, students are expected to contact the instructor, prior to the class session or as soon thereafter as possible. Students are responsible for all missed information and material. Informing the instructor of your absence does not exempt you from assignment due dates. Failure to submit assignments in a timely manner, based on the course calendar may result in the deduction of points for the assignments. Students must have access to Blackboard and Zoom to participate in this course. Some course content, communication with the instructor and other class members, and the ability to complete and submit course requirements will be conducted via Blackboard and/or university email. Students MUST regularly utilize the WKU email account provide by the University to receive communication from the instructor.

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. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@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 clearance from the Office of Professional Educator Services. For complete instructions for field experience clearance, including required forms, please view this video, <https://www.youtube.com/watch?v=10qaWoSmDCg>. It is the student’s responsibility to obtain clearance prior to entry to any school placement. Those students wishing to complete field hours within their own school/district must also complete this clearance process in the event placement outside the home school/district is required at a later date. For more information, please refer to https://www.wku.edu/educatorservices/field_exp/index.php. Additional questions should be directed to the Office of Professional Educator Services, 270-745-4300.

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. The form below is an example of what you will have individuals sign after each field experience visit: Keep these forms for your records. In addition to this form, all hours must be documented on the KFETS website. Follow the instructions at https://www.wku.edu/educatorservices/field_exp/kfets_videos.php to ensure your field hours are correctly reported. Questions should be directed to the Office of Professional Educator Services, 270-745-4300.

LAST NAME	FIRST NAME	WKU ID NUMBER	SEMESTER	YEAR		
RECORD OF FIELD EXPERIENCES FOR		(Insert Class Name / Number)				
		HOURS REQUIRED (Insert Number of Field Hours Required)				
MENTOR TEACHER	SCHOOL	INSTRUCTOR				
IMPORTANT: INSTRUCTIONS FOR COMPLETING THIS RECORD Record the DATE, KFETS CATEGORY, and LOCATION for each experience, as well as the time you BEGIN and END, and the total number of HOURS (rounded to the nearest quarter of an hour). Obtain the SIGNATURE of either your MENTOR TEACHER or your INSTRUCTOR for each experience listed.		KFETS CATEGORIES B Observations in Schools or Related Agencies C Student Tutoring D Interaction with Families of Students E Attendance at a School Board or SBDM Meeting F Participation in a School-Based PLC G Opportunities to Assist Teachers/School Professionals H Other				
DATE	KFETS CATEGORY (B-H)	SCHOOL/LOCATION (if online list website)	BEGIN TIME	END TIME	HOURS	MENTOR TEACHER SIGNATURE (if observation hours were completed at a school)
Please total all of your observation hours above and enter them in the sub-total box					*SUB-TOTAL (Required)	

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. www.wku.edu/tlc

Writing Center Assistance: *The Writing Center on the Bowling Green campus is offering **only** remote assistance to writers during the covid-19 pandemic.* WKU students may request feedback on their writing via email or arrange a real-time Zoom conference to discuss a paper. See instructions and how-to videos on the website (www.wku.edu/writingcenter) for making online synchronous (Zoom) or asynchronous (email) appointments. Students may also get short writing questions answered via email; just put “Quick question” in the subject line to (writingcenter@wku.edu). *The WKU Glasgow START Center/Writing Center will be offering writing tutoring sessions in synchronous online format as well as in person, by appointment only.* More information on how to make appointments and what to expect from your appointment will continue to be posted at <https://www.wku.edu/startcenter/>

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

Course Required P-12 Classroom Observation or Clinical Experiences:

Total Number of Hours: 30	
EPSB Required Candidate Experience Types - 16 KAR 5:040 Section 3(3)	
(a) Engagement with diverse populations of students which include:	
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;	
3. Students with disabilities; and	x
4. Students from the following grade levels:	
• Elementary	
• Middle School	
• Secondary	
(b) Observation in schools and related agencies, including:	
1. Family Resource Centers; or 2. Youth Service Centers	
(c) Student tutoring	x
(d) Interaction with families of students;	
(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.	

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
Child Development Stages and Milestone Chart	The student will create a developmental milestone chart for children birth 0 – 3 years that will be detailed, factual and aesthetically pleasing.

- **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
Field Experience	Students participate in 30 field hours of field work and complete the following: (a) child assessment, (b) identification of family resources, priorities, and concerns, (c) IEP or IFSP development, (d) planning, implementation, and evaluation of individual, small group and large group instruction, (e) adaptation of materials and equipment, (f) adaptation of space and time, (g) development of an inclusion matrix.

- **Candidates Using the KYECS Framework in Lesson Planning**

Course Assignment and Due Date	Measurement of Teacher Candidate’s Depth of Knowledge/Proficiency
Field Experience	Students participate in 30 field hours of field work and complete the following: (a) child assessment, (b) identification of family resources, priorities, and concerns, (c) IEP or IFSP development, (d) planning, implementation, and evaluation of individual, small group and large

	group instruction, (e) adaptation of materials and equipment, (f) adaptation of space and time, (g) development of an inclusion matrix.
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- **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	A: Learning Goals & Pre/Post Assessment B: Analysis of Student Learning
6: Candidate Ability to Diagnose and Prescribe for Personalized Student Learning	Design for Instruction
7: Application of Content Knowledge/Pedagogical Skills (Instructional Practice)	
8: Assessment of Literacy Outcomes	
9: Dispositions	Dispositions Form

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

NAEYC Professional Prep Standards	Course Experiences and Assessments
Standard 1: Promoting Child Development and Learning 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.	<ul style="list-style-type: none"> • Child Development Stages & Milestones Chart • Alignment of KECS, DAP and DEC Recommended Practices
Standard 2: Building Family and Community Relationships 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	<ul style="list-style-type: none"> • Field Experience

<p>create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning.</p>	
<p>Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families 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>	<ul style="list-style-type: none"> • Field Experience
<p>Standard 4: Using Developmentally Effective Approaches to Connect with Children and Families 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>	
<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>	<ul style="list-style-type: none"> • Field Experience
<p>Standard 6: Becoming a Professional 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"> • Field Experience

<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"> • Field experience and products
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Initial CEC Special Education Early Childhood Specialist Set	Course Experiences and Assessments
<p>Standard 1: Learner Development & 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"> • Discussion Boards
<p>Standard 1: Learner Development & 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>	
<p>Standard 3: Curricular Content Knowledge</p> <p>Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities</p>	<ul style="list-style-type: none"> • Curricula Investigation
<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"> • Field Experience
<p>Standard 5: Instructional Planning</p> <p>Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</p>	<ul style="list-style-type: none"> • Field Experience
<p>Standard 6: Professional Learning & Ethical Practice</p> <p>Beginning special education professionals use foundational knowledge of 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.</p>	<ul style="list-style-type: none"> • Field Experience
<p>Standard 7: Collaboration</p>	<ul style="list-style-type: none"> • Field Experience

<p>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.</p>	
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