WKU	**IECE 423/423G** **Interdisciplinary Services for Young Children with Low-incidence Disabilities** Summer 2022 Syllabus
Instructor:	Dr. John Wright
Class Location: online	
Instructor's Office Hours: By appointment via zoom	

*Note: This document and other class related materials are available
on our course site at https://wku.blackboard.edu.

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Course Description:

Characteristics of children birth through five years with low incidence disabilities (e.g. autism, sensory impairment, physical impairments), as well as instructional strategies will be addressed. The role of the transdisciplinary team, including family members, in providing services will be emphasized. There will be

<mark>Prerequisites:</mark> Instructor's approval

<mark>**Textbooks and Required Materials**</mark>**:**

All required material will be posted on Blackboard under *Weekly Content.*

<mark>**Major Course Topics:**</mark>
- Characteristics of low-incidence disabilities
- Evidence-based instructional strategies
- Interdisciplinary relationships
- Adapting learning environments
- Early childhood interventions

<mark>**Course Objectives:**</mark>
1. Develop instruction 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 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 behavioral managements as it impacts programming individual children's goals.

<mark>**Description of Course Assessments**</mark>**:**

Week 1 – Due 5/15 on Blackboard by midnight CST
1. AFRIM module: You will complete the module for the evidence-based practice of Structured Play Groups. When you complete the module, upload your completion certificate on Blackboard.
2. Low-incidence Disabilities (LID) Infographic: You will create an infographic on the topic of low-incidence disabilities for an audience of novice elementary education teachers. Assignment description and rubric posted on Blackboard.
3. Quiz 1: This quiz is based on the materials for this week and your personal experiences.

Week 2 – Due 5/22 on Blackboard by midnight CST
1. Terminology Matrix: Using the template provided, you will create a personalized matrix with examples that directly impact your classroom or the classroom you hope to have one day.
2. Quiz 2: This quiz is based on the materials for this week and your personal experiences.

Week 3 – Due 5/29 on Blackboard by midnight CST
1. AFRIM module: You will complete the module for the evidence-based practice of Augmentative and Alternative Communication (AAC). When you complete the module, upload your completion certificate on Blackboard.
2. Classroom Scenario: Based on our readings for the week, you will respond to specific questions regarding early childhood special education.
3. Quiz 3: This quiz is based on the materials for this week and your personal experiences.

Week 4 – Due 6/5 on Blackboard by midnight CST
1. You will choose a low-incidence disability and become an 'expert.' You will create either: (a) an informational brochure, (b) a screencast presentation, or (c) an executive summary paper (no more than 2 pages). Your project will create an overview of the characteristics of the disability and outline evidence-

based instructional practices that teachers should consider when supporting students in this disability category.
2. Upload KFETS hours (accomplished via online modules).

Course Grading and Evaluation:

Assessment Name	Point Value
AFIRM Module – Structured Play Groups	50
AFIRM Module - AAC	50
LID Infographic	100
Terminology Matrix	100
Classroom Scenario	100
LID Expert Project	100
Quiz 1	50
Quiz 2	50
Quiz 3	50
Total Points	**650**

The following represents the grade equivalent for accumulated points and percentage expectations:

Grading Scale:

Grading Scale	
Grade	**Percent**
A	**90-100%**
B	**80-89.9%**
C	**70-79.9%**
D	**60-69.9%**
F	**<60%**

Attendance and Participation Policy:

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.

Sexual Misconduct/Assault Policy:

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf and

Discrimination and Harassment Policy (#0.2040) at https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

*Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and **MUST** report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.*

For further information and support you may choose to go to the Student Accessibility Resource Center: https://www.wku.edu/sarc/

Statement of Diversity:

Western Kentucky University is committed to empowering its campus community to embrace diversity by building equitable and inclusive learning, working, and living environments. At the heart of our mission, we seek to provide holistic education and employment experiences that prepare students, faculty, and staff to become effective scholars, contributors, and leaders in our diverse and evolving communities. To that end, this classroom is an inclusive space where all participants are welcomed and treated with respect, dignity, and acceptance. Immoral, illegal, or unethical behavior and/or communication will not be tolerated.

While the majority of students are comfortable with the pronoun sets "he/him" or "she/her," there is a growing population who prefer "they/them" pronouns, or another pronoun sets like ze/zir, per/pers, ey/em, or xe/xem, to avoid binary gender association. Participants in this course may choose to go by the pronoun sets with which they identify and are most comfortable. In addition to pronouns, all students have the right to indicate their preferred first name on TOPNET; this will appear on class rosters. If you did not specify your preferred name on TOPNET, please let me know what name and pronouns I should use for you. Student's chosen names and pronouns will be respected at all times in the classroom.

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 the student's own. One must give any author credit for source material borrowed from another. 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.
For more information about the Process for Academic Dishonesty

Kentucky Teacher Performance Standards: (Link to the standards and all 174 indicators)

Teacher Standards for Educator Preparation and Certification established June 30, 2018. These standards shall be used in the evaluation and assessment of a teacher for initial or advanced certification and for the accreditation of educator preparation providers.

KTPS with INTASC Details/Indicators	
Standard 1. Learner Development: The teacher shall understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and shall design and shall implement developmentally appropriate and challenging learning experiences.	Course Modules

Standard 2. Learning differences: The teacher shall use the understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	Final Project
Standard 3.Learning environments: The teacher shall work with others to create environments that: Support individual and collaborative learning; and Encourage positive social interaction, active engagement in learning, and self-motivation.	Class formative assessments, Quizzes
Standard 4. Content knowledge: The teacher shall: Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	Final Project
Standard 5. Application of content: The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	Class formative assessments, Quizzes
Standard 6. Assessment: The teacher shall understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator's and learner's decision making.	Final Project, Class formative assessments
Standard 7. Planning for Instruction: The teacher shall plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	Final Project
Standard 8. Instructional strategies: The teacher shall understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.	All activities
Standard 9. Professional learning and ethical practice: The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner.	Course Modules
Standard 10. Leadership and collaboration: The teacher shall seek appropriate leadership roles and opportunities to: Take responsibility for student learning; Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and Advance the profession.	Class formative assessments, Quizzes

Student Learning Outcomes: *(list the courses in your program pathway in the far left column)*

	School of Teacher Education Student Learning Outcomes							
	Graduates of the WKU School of Teacher Education Initial Preparation Programs are able to:							
Courses	1. Demonstrate content knowledge in the academic disciplines	2. Apply the foundational principles of learning and teaching	3. Exhibit teaching competence in a clinical environment	4. Select, administer, and analyze results of formative and summative assessments	5. Identify, evaluate, and implement individualized instruction	6. Apply content knowledge, pedagogical skills, and technology to instructional practice	7. Identify, evaluate, and implement literacy practices	8. Display the dispositions of a professional educator
EDU 250		I (assess)		I	I	I	I	I
EDU 260		I		R (assess)	I	I (assess)	I	I
PSY 310		I (assess)					I	I
EDU 350		I		R/D	R (assess)	R	I (assess)	I (assess)
EDU 360		I (assess)		R/D	R	R	R	R

I - Initial, R-Reinforced, D-Demonstrated, M-Mastered

Major Course Assessments Aligned with Standards:

Major Course Assessments	Course Objectives	SPA Standard(s): CAEP/ELED	KY Teacher Performance Standards/INTASC	Overall Core Program Student Learning Outcomes (number)
Clinical Experiences and Assessments				
Title: Fieldwork ☐Clinical; __7_hours	1, 3, 4		1, 2, 3, 4	1, 8
Course Experiences and Assessments				
Title Midterm/Final ☐Clinical; ___hours	1,2, 3, 4		4, 5	1, 2, 6

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

Course Required P-12 Classroom Observation or Clinical Experiences and Assessments:

(List assessment or experience if this course includes the criteria. If none, put "N/A" and delete the table below. For others, use the table below to provide the number of observation hours and check each type of experiences

candidates have during those hours. Note: The table categories are those that the KY EPSB requires each program to have as outlined by **16 KAR 5:040 Section 5(3)**.)

Total Number of Hours: minimum of 40	
EPSB Required Candidate Experience Types - 16 KAR 5:040 Section 5(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	7
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	
(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 Assessments Related to Standards:

- **The Kentucky Academic Standards (KAS)**
- **The Kentucky P-12 Curriculum Framework**
- **P-12 Assessment System to Guide Instruction**

Prior to graduation, every teacher candidate must be fluent in the Kentucky Academic Standards (KAS) for their content area and for literacy, must be able to deconstruct the standards into learning targets, and must be able to create formative assessments. (See Common Lesson Planning Template at end of document.) Provide descriptive evidence of meeting the following expectations of EPSB:

EPSB Questions to Address regarding: ● **KAS/KECS** ● **KY P-12 Curriculum Framework** ● **P-12 Assessment System to Guide Instruction**	Course Assessment and HOW Assessed -- Include Criteria Demonstrating Depth of Knowledge of Candidate
1. How does the EPP measure a candidate's knowledge and understanding of the Kentucky Academic Standards? How does the candidate demonstrate a deep understanding of a system-wide process for designing curriculum aligned to the KAS at the school or district level?	
2. Briefly describe how candidates use the Kentucky Academic Standards and appropriate assessment data to guide instruction.)	
3. Describe how candidates use the Kentucky Academic Standards in lesson plans? (To what extent did the EPP provide evidence of candidates' use of the KAS framework in lesson plans?)	

4. Provide evidence of candidate's abilities to create and use formative and summative assessments to guide instruction toward P12 student mastery of the Kentucky Academic Standards.	
5. How does the candidate demonstrate understanding of how a school/district implements the curriculum at the school and classroom level?	
6. How do candidates learn about the state's assessment system for student learning and how that influences their instruction and assessment of their students?	

Lesson Plan Template

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Name _____   **Date of Observation** _____

Ages/Grades of Students_____   **#Number of Students in Class** _____

# of Students having IEP/504 _____   **# of Gifted Students** _____   **# of Students having LEP** _____

Lesson Title: _____

1. **Context: Describe the Students for which this Lesson is Designed**
   Identify your students' backgrounds, special needs, cultural differences, interests, and language proficiencies. *Use student initials for specific information about students in terms of learning strategies, behavior strategies. Give examples of what you know about students' interests, outside activities, etc., which could be incorporated into lesson plan. Also, be specific about student skills and knowledge. Describe racial, economic diversity in class.*

2. **Learning Target(s)/Objectives** *Provide 1-2 learning targets/objectives and 1-2 connected Kentucky Early Childhood Standards and Benchmarks for each component listed in this section.*
   a. Previous lesson's learning target(s)/objective(s); connect each target/objective to the appropriate state curriculum/content area standard(s) and benchmark(s) AND to the appropriate NCTM, NGSS or NAAEE standard(s)
   b. Current lesson's learning target(s)/objective(s); connect each target/objective to the appropriate state curriculum/content area standard(s) and benchmark(s) AND to the appropriate NCTM, NGSS or NAAEE standard(s)
   c. Next lesson's learning target(s)/objective(s); connect each target/objective to the appropriate state curriculum/content area standard(s) and benchmark(s) AND to the appropriate NCTM, NGSS or NAAEE standard(s)

3. **Students' Baseline Knowledge and Skills**
   Describe and include the pre-assessment(s), including the developmental continuum used to establish students' baseline knowledge and skills for this lesson.

4. **Formative Assessment**
   Describe and include the formative assessment(s) and developmental continuum(s) to be used to measure student performance during this lesson. *The formative assessment(s) and developmental continuum(s) should be directly connected to the current learning target/objective. The description should include the method used for collecting data.*

5. **Resources**
   Identify the resources and assistance available to support your instruction and facilitate students' learning. This includes links to technology, homework, exit or bell ringer slips, readings, etc. Be specific if there is an aide in the classroom and their role.

6. **Lesson Procedures**
   Describe the sequence of strategies/activities and/or assessments will be used to scaffold instruction, engage your students. facilitate attainment of the lesson objective(s), and promote higher order thinking.

	Within this sequence, be sure to describe how the instruction will be differentiated to meet your students' needs, interests, and abilities. *Components of this section should include: 1. Connection to prior learning, 2. Frontloading of expected learning/outcomes, 3. Introduction of new materials or new ways of using materials, 4. Step by step instructions on lesson implementation, 5. The role of other adults involved in the lesson, 6. Scaffolded and/or differentiated instruction to meet the needs, interests and abilities of all students, 7. Detailed script of teacher talk and questioning embedded throughout the procedures, 8. Plan for providing feedback to students, 9. Closure of what took place, what was learned and next steps to connect to next lesson's learning.*
7.	**Reference** Identify the evidenced based resource(s) this activity was retrieved from using APA format.
8.	**Watch for -----** Identify anything that you would like specifically observed during this lesson. *What area(s) are you eeking specific feedback on for teacher performance as to improve student outcomes? (i.e. including all students, engaging students, promoting higher order thinking, higher level questioning, collecting assessment data, managing transitions, connecting to prior learning, etc.)*