SJSU SAN JOSÉ STATE UNIVERSITY

Connie L Lurie College of Education · Special Education

Methods for Young Children with Disabilities Section 01

EDSE 221

Spring 2024 3 Unit(s) 01/24/2024 to 05/13/2024 Modified 01/08/2024

Contact Information

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Office Hours

By Appointment
SH 235 or via Zoom

Please reach out to schedule a meeting at a time that works best for you.

Course Description and Requisites

Examines the ways in which assessment and evaluation inform the development of curriculum and instruction for young children with disabilities. Focuses on the use of embedded instruction within ongoing routines and activities to address motor, adaptive, cognitive, communication, and social skills development while attending to multicultural/linguistic considerations.

Prerequisite(s): Department consent.

Letter Graded

Classroom Protocols

Course Format: Hybrid

This course will adopt a hybrid delivery format, including a mix of synchronous in-person meetings and asynchronous online learning modules.

Technology Requirements

Students will need access to a computer or tablet device with internet connectivity and video capability.

If you do not have access to a computer with the necessary features to participate in class, please look into the free equipment loaning program (https://www.sjsu.edu/it/services/academic-tech/equipment-loaning/index.php) offered by SJSU. There are computer labs for student use available in the Academic Success Center (http://www.sjsu.edu/at/asc) located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

All written work must be turned into Canvas using Microsoft Word (my computer *cannot* open Pages documents; submissions using Pages or other programs will be considered late). Microsoft Word is available to all students *for free* from the university. Please see Information Technology (https://www.sjsu.edu/it/services/applications/office.php) for information on how to download Word for your personal device.

Canvas Learning Management System

All course materials (announcements, syllabus, handouts, assignment instructions, lecture videos, etc.) will be available on Canvas. You are responsible for regularly checking both Canvas and your SJSU email (the one that ends with "sjsu.edu") to learn of any updates. For help with using Canvas see Canvas Student Resources page (http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources).

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7 requires students to obtain instructor's permission to record the course. The following criteria define expectations relating to recording a course.

- Course material developed by the instructor is the intellectual property of the instructor and ***cannot be shared publicly without approval***. You may not publicly share or upload instructor-generated material such as exam questions, lecture notes, or homework solutions without instructor consent. This prohibition includes sharing information with third parties and on websites, such as Course Hero, Chegg, etc.
- You must obtain the instructor's permission to make audio or video recordings in class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.
- Permission from the instructor, whether in writing or orally, may extend to either a single class or the entire semester.

- In classes where active participation of students or guests may be on the recording, permission of those students or guests must be obtained as well.

Program Information

LCOE Department of Special Education Mission

We prepare candidates to be transformative leaders in the field, and lifelong learners who respond to racism, ableism, bigotry, and prejudice in their schools and communities. To this end, we center anti-racist and anti-ableist policies and practices in our teaching, research, and service to disrupt systemic racism that has historically prevented full inclusion and equity for students with disabilities including our BIPOC (Black, Indigenous, People of Color) students, staff, and faculty. We engage culturally sustaining pedagogies and the principles of UDL in our coursework and fieldwork, partnering with our local districts to push for the success of students with disabilities in inclusive settings.

LCOE Department of Special Education Program Learning Outcomes

- PLO 1 Assess and identify the educational needs and strengths of students with disabilities from diverse socioeconomic, cultural and linguistic backgrounds.
- PLO 2 Critically evaluate pedagogy, curricula and instructional materials grounded in quality indicators of evidence-based practices for students with disabilities.
- PLO 3 Plan, design, implement, and monitor linguistically and culturally appropriate instruction that meets the unique needs of students with disabilities.
- PLO 4 Apply knowledge of the purpose, characteristics, and appropriate use of different types of assessments used for special education eligibility, placement, and service selection.
- PLO 5 Utilize research-based knowledge and theoretical, conceptual and evidence-based practices related to individuals with disabilities to improve services and instruction in the field.

Link to Education Specialist TPEs (pps 13 – 42) (https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45)

Course Goals

This course addresses instructional design for preschoolers and kindergartners with special needs and their families. The design of activity-based, embedded interventions in general education curricula along is the primary focus of the course. Collaborating with families in the development and implementation of IEPs is also emphasized.

Course Learning Outcomes (CLOs)

These course learning outcomes (CLOs) address the following CCTC Teacher Performance Expectations (TPEs) for Early Childhood Special Education: 1.1 (P), 1.3(P), 1.7(I), 1.9(I), 1.10(I), 1.11(I), 2.3(P), 3.2(I), 3.3(P), 3.6(I), 3.7(P), 3.8(I), 3.9(P), 4.2(P), 4.3(P), 4.4(I), 4.8(I), 4.9(P), 4.10(P), 5.6(I), 6.10(I), 6.12(I), 6.13(I). Items marked with "I" are introduced in this course; those with a "P" are practiced, and those with "A" are assessed.

By the end of this course, students will be able to…

1. Use *Learning Foundations* or *California/Common Core State Standards* along with children's individualized education programs (IEPs) to identify priority learning targets
2. Use assessment data and knowledge of child development, to inform standards-based IEP goal development that can be addressed in naturalistic learning environments
3. Develop effective learning environments for young children with disabilities
4. Demonstrate ability to embed priority learning targets within naturalistic learning environments (e.g., preschool and kindergarten classroom experiences).
5. Develop a monthly curriculum unit based on content standards (*Preschool Learning Foundations* and *California/Common Core State Standards*) with embedded individual learning goals.
6. Using knowledge of typical and atypical child development, including the development of children from culturally and linguistically diverse backgrounds, modify and adapt standards-based curriculum (in ECSE and kindergarten) to develop lesson plans that address young children's learning needs in order to maximize learning.
7. Plan and implement complete learning opportunities within ongoing classroom activities
8. Develop practical progress-monitoring systems appropriate for student goals.
9. Develop as a professional in the field of early childhood special education.

Course Materials

For Purchase:

Sandall, S. R., Schwartz, I. S., Joseph, G. E., & Gauvreau, A. N. (2019). *Building blocks for teaching preschoolers with special needs* (3rd ed.). Brookes Publishing Co.

Building blocks for teaching preschoolers with special needs

Author: Sandall, S. R., Schwartz, I. S., Joseph, G. E., & Gauvreau, A. N.
Publisher: Brookes Publishing Co.
Edition: 3rd
ISBN: 978-1681253411
Availability: Campus Bookstore, Amazon,
Price: ~$45-50

Unfortunately, earlier editions do not include important content that will be used in this course.

Fortunately, however, I have heard from former students that this is a textbook they reuse after graduation as it has practical guidance on planning specialized instruction for early childhood programs.

Other Reading as Assigned on Canvas

Please check the weekly modules for information regarding required reading and links to additional readings for the course.

Course Requirements and Assignments

Assignment	Objectives	Points (Percent)	TPEs	CLOs
Class participation (Exit Tickets)	Engage in collaborative learning and reflection. Provide feedback and insight on peers and partners major projects (mini-lesson and final curriculum units). Demonstrate ability to self-reflect and self-evaluate personal understanding of the role of teachers in ECSE. Situate understanding of role of teachers within appropriate professional standards. *Submit at least 8 for full credit*	8*1.25 = 10 (6.7%)	*All*	*All*
ONLINE Standards-based IEP goals and progress monitoring plan module	Use assessment data to develop standards-based IEP goals Write observable and measurable IEP goals Develop appropriate strategies to monitor progress on IEP goals	10 (6.7%)	1.1, 1.7, 4.8, 5.6	CLO 1, 5, 6
ONLINE Embedded Instruction Module	Explain what is meant by embedded interventions Describe benefits of using embedded interventions in ECSE and in inclusive settings Use a decision-making process to help a child participate in an inclusive setting through embedded interventions	10 (6.7%)	1.1, 1.3, 1.7, 1.11, 3.8, 4.2, 4.3, 4.4, 4.9, 4.10	CLO 1, 2, 4

Assignment	Objectives	Points (Percent)	TPEs	CLOs
ONLINE Dialogic Reading Module + Discussion: Early literacy skills for children with disabilities	Describe dialogic reading practices Identify benefits of using dialogic reading with young children Use a decision-making process to determine whether dialogic reading will be beneficial for enhancing the language and literacy skills of young children in a particular context Define components of literacy as described in the NRP and NELP reports Discuss barriers and potential solutions to addressing components of early literacy/literacy for CWD	10 (6.7%)	1.3, 3.2, 3.3, 3.6, 3.7, 3.8, 3.9	CLO 3, 4
ONLINE Early math learning module + Discussion: Early mathematics instruction for CWD	Identify components of early mathematics learning Describe some evidence-based practices for teaching mathematics to SWD Describe effective classroom practices that promote and support the implementation of high-quality mathematics instruction Define components of early math development as described in the PFL and CCSS Discuss challenges to addressing components of early literacy/literacy for CWD	10 (6.7%)	1.3, 3.2, 3.3, 3.6, 3.7, 3.8, 3.9	CLO 3, 4
Mini-lesson, reflection, and critique	Design engaging activities to encourage child participation Monitor child's participation Use curriculum modifications and embed learning opportunities to address unique needs of young children with disabilities Demonstrate ability to use positive behavior support strategies to promote positive child behavior Reflect on instruction, identifying both strengths and areas for professional growth	50 (33.3%)	1.1, 1.7, 1.9, 1.10, 3.2, 3.6, 3.8, 3.9, 4.2, 4.4, 4.9, 4.10, 6.10	CLO 1, 2, 4, 5, 7

Assignment	Objectives	Points (Percent)	TPEs	CLOs
Preschool Curriculum Project	Develop the components of a comprehensive ECSE curriculum, based on CA PFL or CCSS, designed to embed targeted intervention strategies for CWD within ongoing classroom activities. Components include: • Classroom layout (diagram) • Unit plan • Daily schedule • Activity-by-goal matrix • Lesson plans (Five, including at least one for math and literacy) • Evaluation plan/progress monitoring system	50 (33.3%)	All	CLO 1-6
Total		150		

Grading Information

This class contains a combination of formal and informal assignments. Informal assignments are graded for completion. Feedback for these assignments is generally given to the group, unless there is a need for individual consultation.

Formal assignments should meet academic and professional standards for quality and generally be free of spelling and grammar errors.

Unless otherwise stated, all assignments should be submitted on Canvas. Email or paper copies are not acceptable (expect them to get lost!). All written work must be turned into Canvas using Microsoft Word (my computer *cannot* open Pages documents; submissions using Pages or other programs will be considered late).

Final grades will be calculated using the following conversion table:

Grade	Percent	Grade	Percent	Grade	Percent
A+	97 or above	A	93 up to 97	A-	90 up to 93
B+	87 up to 90	B	83 up to 87	B-	80 up to 83
C+	77 up to 80	C	73 up to 77	C-	70 up to 73

Grade	Percent	Grade	Percent	Grade	Percent
D	60 up to 70				
F	Below 60				

Late Policy

It is part of the ethos of the Department of Special Education to prepare students for the role of special education teacher. This role requires careful attention be paid to due dates (e.g., a late IEP meeting can - and has - led to legal action). It is, therefore, important that you practice the skills necessary to manage your time as part of your coursework.

As professionals, however, we can anticipate challenges and request extensions within reason. Therefore, in order to encourage students to engage in proactive planning, I offer *no questions asked* extensions for requests made in writing (via email or using the Canvas messaging system) at least 48 hours in advance. These requests must include the following information:

- Clear subject line
  - *Requesting extension for [ASSIGNMENT]*
- The specific assignment for which you need an extension
  - *Dear Dr. Andy, I need an extension for [ASSIGNMENT] due on [DATE]*
- A proposal for the new due date, within 2 weeks of the existing due date
  - *I will be able to complete this assignment by [DATE - maximum of 2 weeks late]*
- A request for confirmation that this due date is satisfactory
  - *Will this revised due date work for you?*
- Sign off with your name, student ID number, and class
  - *Sincerely, Jane Doe (#########), EDSE 221*

Note, I will generally grant extensions for up to 2 weeks, BUT the activities in this class are sequenced to maximize learning and engagement. I may suggest an earlier submission date if I believe it would benefit your learning and completion of the rest of the assignments.

If I do not receive a request for an extension 48 or more hours in advance, grades will be reduced by 10% for each week late (e.g., days 1-7 late will be docked 10% of earned points, etc.). Late submissions, therefore, are preferable to *no* submission.

California Commission on Teacher Credentialing Grading Policy

The California Commission on Teacher Credentialing (CCTC) requires that students complete their credential coursework with a GPA of 3.0 or higher. Students planning on pursuing a teaching credential in ECSE should, therefore, strive to earn a grade of B or higher in all credential coursework.

Departmental Incomplete Policy

It is the policy of the Department of Special Education that students must have completed 80% of the coursework assigned in order to qualify for an incomplete in the class. The final arrangements for making up the incomplete grade (i.e., the due date) will be negotiated between the student and faculty member.

University Policies

Per University Policy S16-9 (PDF) (http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the Syllabus Information (https://www.sjsu.edu/curriculum/courses/syllabus-info.php) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

Note: Schedule subject to change. Updates will be announced on Canvas or discussed in class meetings.

Week	Date & Location	Topics	Readings	Assignments due
1	1/30 In Person	• Course introduction • What to teach and how to teach it: *Recommended Practices, Foundations,* and *Standards* overview • Developing as professional educators • Continuum of services • Importance of social-emotional learning and communication in early learning	• DEC (2014) • CDE (2012) • OSERS (2017, January 9)	Exit Ticket: Teaching philosophy paragraph
2	2/6 Online	• Embedded interventions: Planning for generalization by teaching in the natural environment	• Sandall et al. (2019), Ch 1, 2, & 4 • Gulboy (2023)	**Embedded Instruction Module**

Week	Date & Location	Topics	Readings	Assignments due
3	2/13 In Person	Embedded Instruction: *What to Teach & How to Evaluate* • Embedded Instruction, CA: *Learn More, What to Teach* and *Writing Priority Learning Targets* • Tracking children's progress	• Alberto & Troutman (2012) • Practice Improvement Tools: Assessment (on Canvas)	Exit Ticket: Priority Learning Targets + Building Blocks Learning Activity 1 - Data Collection Methods +
4	2/20 Online	Embedded Instruction: *What to Teach & When to Teach* • Setting the stage for learning • Review of the domains of the Learning Foundations and State Standards for preschool, TK, and K • Teacher choices: child-led vs teacher-directed activities • Introduction of the curriculum unit: daily schedule, classroom layout	• Hemmeter et al. (2008) • NC Early Learning Network (2016) • Pyle & Daniels (2017)	Online Module
5	2/27 In Person	Embedded Instruction: *When to Teach & How to Evaluate* • Making use of different learning environments • Writing lesson and activity plans • Planning for SEL and communication throughout the day • Planning to evaluate instructional effectiveness • Curriculum unit: Introduce unit plans	• Sandall et al. (2019), Ch 5, *Curriculum modifications by activity*	Exit Ticket: Daily schedule and classroom layout discussion; Identify unit theme

Week	Date & Location	Topics	Readings	Assignments due
6	3/5 Online	Embedded Instruction: *What to Teach & How to Evaluate* • Standards-based IEPs: Connecting student learning needs (assessment data) to IEP goals through the *CA Preschool Foundations* and *Kindergarten Standards* • Progress monitoring: Strategies for tracking progress on goals	• Alberto & Troutman (2012) • For reference: CDE (2012)	Standards-based IEP Goals and Progress Monitoring Plan
7	3/12 In Person	Embedded Instruction: *How to Teach* • Curriculum modifications, embedded learning opportunities, and child-focused instructional strategies: putting together the Building Blocks • Understanding complete learning trials ◦ Using instructional strategies for ELO/CFIS: prompting, time delay, chaining, shaping • Putting it all together: The activity-by-goal matrix	• Bricker et al. (2018) • Sandall et al. (2019), 6, 7 For review: • National Professional Development Center on ASD (2015) – step-by-step guides and response diagrams • Dalphonse (n.d.)	Exit Ticket: CM, ELO, CFIS examples; develop activity-by-goal matrix for Tamiya
8	3/19 Online	Embedded Instruction: *What to Teach* • Components of early literacy development: Sesame Street Raising a Reader Unit 3 • Connect Module: Dialogic Reading • Curriculum unit: introduce lesson plan requirements	• Browder et al. (2006) • Urbani (2020)	Module worksheets Discussion: Early literacy skills for children with disabilities

Week	Date & Location	Topics	Readings	Assignments due
9	3/26 In Person	Embedded Instruction: *When to Teach & How to Teach* • Considerations related to language and literacy instruction for young children with disabilities	• Sandall et al. (2019), Ch 9 Used in class: • PLF Language and Literacy • CCSS ELA • CDE (2012) – *Literacy PFL and CCSS*	Exit Ticket: Review/comments on dialogic reading lesson plan
10	4/2 No Class	Spring Break		
11	4/9 In Person	Embedded Instruction: *What to Teach* • Components of early mathematics development	• Browder et al. (2008)	Early childhood math modules worksheets Discussion: Early math skills for children with disabilities
12	4/16 Online	Embedded Instruction: *When to Teach & How to Teach* • Planning for math instruction for young children with disabilities • Overview of mini-lesson assignment	• Sandall et al. (2019), Ch 9 Review (used in class): • PFL Mathematics • CCSS Mathematics • CDE (2012) – *Mathematics PFL and CCSS*	Exit Ticket: Develop ELO plan using Building Blocks model; review curriculum unit plan

Week	Date & Location	Topics	Readings	Assignments due
13	4/23 In Person Work Week	Work week: • Mini-lesson demonstration development - topic/content assigned by Dr. Andy • Curriculum unit		Exit Ticket: Mini-lesson review/approval
14	4/30 Online	Mini-lesson share and critique		Mini-lesson, reflection, and critique
15	5/7 In Person	• Featured discussion: Toileting • Developing as professionals: Teacher Panel	• Kaerts et al. (2012) • de Carvalho Mrad et al. (2021)	Exit Ticket: Teaching philosophy paragraph #2
Final	5/14 In Person	Class starts at 7:45 pm • Curriculum unit + share due		