

Early Intervention for Children with Disabilities Section 01

EDSE 104

Fall 2023 3 Unit(s) 08/21/2023 to 12/06/2023 Modified 08/17/2023

Contact Information

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Office Hours

Tuesdays, 2:00-4:00 or by appointment

Course Description and Requisites

Introduction to the historical and theoretical roots of early intervention services for young children with or at risk for developing disabilities, including skills and techniques to promote learning while empowering families.

Prerequisite(s): CHAD 60 (or equivalent).

Letter Graded

* Classroom Protocols

Course Format: Primarily In-Person

This course will be taught fully in person, with sessions meeting on campus from 4:00 to 6:45pm. Pay careful attention to the course schedule for information regarding two sessions that will not meet in person.

Technology Requirements

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) (<https://www.sjsu.edu/it/services/applications/office.php>) for information on how to download Word for your personal device.

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/classroom-tech/equipment-loaning/) (<https://www.sjsu.edu/it/services/classroom-tech/equipment-loaning/>) offered by SJSU. Computer labs for student use are available in the [Academic Success Center](#) 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.

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 Canvas support, please review the [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 \(pps 13 – 42\) \(https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45\)](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45)

Course Goals

This course addresses the following course learning outcomes (CLOs) to address the following [CCTC Teacher Performance Expectations \(TPEs\) for Early Childhood Special Education](#) (Items marked with "I" are introduced in this course; those with a "P" are practiced, and those with "A" are assessed: 1.1(I), 1.3(I), 1.5(P), 1.8(I/P), 1.11(P), 2.1 (I), 3.1(I), 3.4(I), 3.5(I), 3.7(I), 4.1(P), 4.2(P), 4.5 (P), 4.9(P), 4.10 (I), 4.13(I), 5.1(I), 5.2(I), 6.1(P), 6.2 (P), 6.6 (P), 6.7(P)

Course Learning Outcomes (CLOs)

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

1. Identify markers of atypical development in the major developmental areas outlined in IDEA and the characteristics of children with disabilities affecting these developmental areas.
2. Develop the ability to work with families to identify high-priority concerns for IFSP outcomes and IEP goals using routines-based interviews.
3. Describe natural environments for young children with and without disabilities.
4. Explain how contextual variables influence the instruction and care provided to young children with disabilities.
5. Connect intervention practices to areas of demonstrated need to embed instruction and intervention in natural environments
6. Identify resources for parents and practitioners that support both understanding a child's unique learning needs and developing intervention practices.

Course Materials

Required Texts/Readings

Textbook

Hooper, S. R., & Umansky, W. (2014). *Young children with special needs* (6th ed.). Pearson.

Reference Materials (Free online)

(also available for purchase through the CA Dept of Ed)

[California Department of Education](https://www.cde.ca.gov/sp/cd/re/documents/itfoundations2009.pdf). (2009). *California infant/toddler learning & development foundations*. Author. <https://www.cde.ca.gov/sp/cd/re/documents/itfoundations2009.pdf>

[California Department of Education](https://www.cde.ca.gov/sp/cd/re/psfoundations.asp). (2009). *California preschool learning foundations* (Vols. 1-3). Author. <https://www.cde.ca.gov/sp/cd/re/psfoundations.asp>

Book Report Book (Choose one)

Fadiman, A. (1997). *The spirit catches you and you fall down*. Farrar, Strous and Giroux.

Grandin, T. (2006). *Thinking in Pictures: My Life with Autism*. Penguin Random House.

Hanna-Attisha, M. (2018). *What the eyes don't see: A story of crisis, resistance, and hope in an American City*. One World.

Other Readings (Posted on Canvas, no need to purchase)

Bradshaw, W. (2013). A framework for providing culturally responsive early intervention services. *Young Exceptional Children*, 16(1), 3-15. <https://doi.org/10.1177/1096250612451757>

[Division for Early Childhood](http://www.dec-sped.org/recommendedpractices). (2014). *DEC recommended practices in early intervention/early childhood special education 2014*. Author. <http://www.dec-sped.org/recommendedpractices>

McWilliam, R. A., Casey, A. M., & Sims, J. (2009). The routines-based interview: A method for gathering information and assessing needs. *Infants & Young Children*, 22(3), 224-233. <https://doi.org/10.1097/IYC.0b013e3181abe1dd>

Odom, S. L. (2016). The role of theory in early childhood special education and early intervention. In B. Reichow, B. A. Boyd, E. E. Barton, & S. L. Odom (Eds.), *Handbook of early childhood special education* (pp. 21-36). Springer. https://doi.org/10.1007/978-3-319-28492-7_2

Wiley, S., Parnell, L., & Belhorn, T. (2016). Promoting early identification and intervention for children who are deaf or hard of hearing, children with vision impairment, and children with DeafBlind conditions. *The Journal of Early Hearing Detection and Intervention*, 1(1), 26-33. <https://digitalcommons.usu.edu/cgi/viewcontent.cgi?article=1010&context=jehdi>

Raab, M., Dunst, C. J., & Hamby, D. W. (2016). Effectiveness of contrasting approaches to response-contingent learning among children with significant developmental delays and disabilities. *Research and Practice for Persons with Severe Disabilities*, 41(1), 36-51. <https://doi.org/10.1177/1540796915621189>

Snyder, P. A., Hemmeter, M. L., & Fox, L. (2015). Supporting implementation of evidence-based practices through practice-based coaching. *Topics in Early Childhood Special Education*, 35(3), 133-143. <https://doi.org/10.1177/0271121415594925>

☰ Course Requirements and Assignments

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course-related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

More detailed descriptions and grading requirements for all assignments can be found on Canvas.

Assignment	Description	Points	%	TPEs	CLOs
<i>California Early Childhood Online (CECO) Module</i>	You will deepen your understanding of early childhood development and natural learning environments for infants/toddlers and preschoolers by completing assigned CECO Modules. Submit CECO module certificate of completion.	10 pts	5%	ECSE 1.1, 3.1, 3.4	3
<i>Participation in class meetings</i>	Our class meetings will dig deeper into the content covered in the readings and learning modules. In each class session, you will be asked to participate in a variety of activities. Your participation in these activities will be graded, with the expectation that you are fully engaged as a developing professional.	<i>12/14 meetings * 2.5 pts = 30 pts</i>	15%	<i>all</i>	<i>all</i>
<i>Book Report: Systems Theory Reflection on book of your choosing</i>	You will read the book of your choosing (of the two options given) and write a 2- to 3-page report or create a 5- to 10-minute video presentation. The paper will connect the book reviewed with systems theories (ecological and family), including addressing how issues of culture and power (macrosystem) ultimately influenced the development of young children (the individual).	20 pts	10%	ECSE 1.5, 6.1	4

<i>ECE Program Observation Report</i>	You will observe three early childhood environments: one for infants/toddlers, one for preschoolers/TK, and one for kindergarten. You will report on both the environment and the children in the environment, and then reflect on the similarities and differences between the programs. <i>More details on Canvas.</i>	50 pts	25%	ECSE 1.1, 1.8, 2.1, 3.7	3, 4
<i>Practice RBI</i>	To gain practice with the routines-based interview, you will practice using the RBI protocol using a video of an RBI. You will then reflect on (1) the type of information gathered using the RBI and (2) the experience of conducting the interview.	20 pts	10%	ECSE 1.5, 1.11, 2.1, 3.5, 4.5, 5.1, 5.2, 6.2	2
<i>Early Identification and Intervention Test</i>	This test will cover the domains of development reviewed in class, along with the disabilities/delays associated with different domains of development and recommendations for supporting children's development within and across domains. <i>Open note, in-class exam</i>	40 pts	20%	ECSE 1.1, 1.3, 1.8, 3.4, 4.1, 5.1, 5.2, 6.6	1
<i>Final: Early Intervention Coaching Handouts</i>	As a culminating activity, you will review a routines-based interview video. You will then generate three IFSP outcomes, justifying your choices based on the areas of need identified by the parents and your knowledge of child development. These outcomes will be written following the guidelines reviewed in class. Finally, you will create two handouts <i>for parents</i> describing how to address these IFSP outcomes in everyday activities. You will create an additional two handouts <i>for child care providers</i> describing how to address the same outcomes in their centers	30 pts	15%	ECSE 1.1, 1.3, 1.5, 1.8, 1.11, 2.1, 3.5, 4.1, 4.2, 4.9, 4.10, 4.13, 5.1, 5.2, 6.2, 6.7	2, 4, 5, 6
<i>Total</i>		200	100%		

✓ 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 plus	97 or above	A	93 up to 97	A minus	90 up to 93
B plus	87 up to 90	B	83 up to 87	B minus	80 up to 83
C plus	77 up to 80	C	73 up to 77	C minus	70 up to 73
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 104*

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.

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/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) (<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	Topics	Readings & Assignments Due	CLOs
1	8/22	Course introduction Foundations of EI/ECSE Eligibility & Referral: EI and ECSE		4
2	8/29	ONLINE California Foundations and Frameworks for Infants, Toddlers, and Preschoolers	Chapter 1 <i>CECO Foundations and Frameworks Module</i>	3
3	9/5	Theory in EI/ECSE: Systems theories: ecological and family Introduction to Parents Helping Parents <i>Review Book Report</i>	Chapter 2 Odom (2016) <i>Begin reading book of choice, if you haven't already</i>	2, 4
4	9/12	Learning in natural environments: CA Early Learning Foundations and EC Curricula Asset-based approach to development <i>Review ECE program observation assignment</i>	Chapter 3 Raab et al. (2016)	3
5	9/19	Gross and Fine Motor Development	Chapters 4 & 5	1, 4, 5
6	9/26	Self-Care/Adaptive Behavior Development	Chapter 6 <i>Book Report Due</i>	1, 4, 5
7	10/3	Cognitive Development	Chapter 7	1, 4, 5
8	10/10	Communication Development	Chapter 8	1, 4, 5
9	10/17	Social and Emotional Development	Chapter 9	1, 4, 5

10	10/24	Sensory Impairments (Hearing Impairment + Visual Impairment) Review Practice RBI	Wiley et al. (2016)	1, 4, 5
11	10/31	<i>WORK WEEK: Program Observation Assignment & prepare for test</i>	<i>Program Observation Assignment</i>	1, 3, 4
12	11/7	Domains of development test	<i>Domains of Development Test</i>	1, 4, 5
13	11/14	Return to EI/ECSE Routines-based interviews and activity-based interventions	McWilliam et al. (2009) Routines-based interview online module	2, 6
14	11/21	Practice Routines-based Interview <i>Contrast to activity-based intervention planning</i>	<i>Practice routines-based interview+ reflection</i>	2
15	11/28	Moving from needs to outcomes and goals EI services, using the family's perspective Culturally responsive services	Bradshaw (2013)	1, 4, 6
16	12/5	Coaching families and paraprofessionals Using and developing parent and practitioner handouts	Snyder et al. (2015)	4, 6
Final	12/12	EI Handouts Sharing Session	<i>Early Intervention Coaching Handouts</i>	1-6