Course and Contact Information

Instructor: Andrea Golloher
Office Location: SH 235
Telephone: (408) 924-5791
Email: andrea.golloher@sjsu.edu
Office Hours: Wednesdays, 2:00-4:00, or by appointment
Class Days/Time: Wednesday 7:00-9:45 pm
Classroom: SH 230
Prerequisites: Typical child development course (examining birth to age 8)

Course Format: Hybrid
This course will adopt a hybrid classroom delivery format. Students will need access to a computer or tablet device with internet connectivity.

Computer labs for student use are 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. Additional computer labs may be available in your department/college. 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 (http://www.sjsu.edu/at/ec/canvas/student_resources_new/index.html).

Course Description
The purpose of this course is to familiarize students who are preparing to be educational specialists or service providers for young children with disabilities and their families with information relating to the following: typical and atypical development of young children, disabilities, developmental risk factors including low incidence disorders, the rights and role of the family, and service delivery models.
CCTC Standards (Learning Outcomes)

Program Standard 2: Professional, Legal and Ethical Practices
Each program must provide instruction in the philosophy, history and legal requirements, and ethical practices of special education. This curriculum includes state and federal mandates, legal requirements for assessment, Individualized Family Service Program (IFSP), Individualized Education Program (IEP) development and monitoring, services, and instruction of students with disabilities. The program provides candidates information on laws and regulations as they pertain to promoting teacher behavior that is positive and self-regulatory as well as promoting safe educational environments. The program provides opportunities for demonstration of ethical standards, of teaching, of evidence based educational practices in relation to theories, research and regulations necessary to the provision of services to individuals with disabilities and their families.

Program Standard 15: Field Experience in a Broad Range of Service Delivery Options
The program will ensure that candidates have planned experiences and/or interactions with the full range of the service delivery system, the providers of such services, and parents and families, including experiences in general education. The experiences must reflect the full diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the specific credential authorization. The experiences are planned from the beginning of the program to include experiences in general education, experiences with parents and families, and experiences with a broad range of service delivery options leading to an extended culminating placement in which the candidate works toward assuming full responsibility for the provision of services in the specific credential authorization and is of sufficient duration for the candidate to demonstrate the teacher performance expectations for special educators. The culminating placement may be in any school, agency or program as defined in Education Code Sections 56031, 56360, and 56361 for the purpose of providing special education services.

ECSE Standard 1: Theoretical, Philosophical, and Empirical Foundations
The program provides the candidate with an opportunity to demonstrate knowledge of the historical and contemporary theoretical, philosophical, legal, and empirical influences underlying evidence based practices in the field of Early Intervention and Early Childhood Special Education and use this knowledge to shape his or her practice with infants, toddlers, preschoolers, families, administrators, community organizations and agencies.

ECSEAA Standard 1: Characteristics of Infants, Toddlers, and Preschoolers with IFSP and IEP’s
Each candidate demonstrates comprehensive knowledge of the developmental and learning characteristics, and evidence-based practices associated with young children (birth-pre K) with developmental delays, specific learning disabilities, mild/moderate intellectual disabilities, traumatic brain injury, other health impairment, autism spectrum disorders, moderate/severe mental retardation, emotional disturbance and low incidence and multiple disabilities. Each candidate demonstrates skill required to ensure that the intervention and/or instructional environments are appropriate to the child’s chronological, developmental differences and disability specific needs.

ECSE Standard 2: Typical and Atypical Child Development
The program provides opportunities for each candidate to demonstrate comprehensive knowledge of typical early childhood development from prenatal through pre-kindergarten including knowledge of early childhood developmental stages and their implications for learning. Each candidate demonstrates comprehensive knowledge of atypical development associated with various disabilities and risk conditions (e.g. visual impairment, autism spectrum disorders, cerebral palsy), resilience and protective factors (e.g. attachment, temperament), and their implications for learning. Each candidate demonstrates skill required to provide
information to family members regarding typical developmental expectations as well as the impact of the disability on developmental progress.

**ECSE Standard 3 and ECSEAA Standard 2: Role of Family in ECSE**

The program provides opportunities for each candidate to demonstrate knowledge of family systems (within the context of ethnicity, culture, life experiences, and language diversity) and the central role of families in facilitating healthy growth and development. Each candidate demonstrates skill required to engage families as collaborative partners, and applies relationship based, family-centered approaches in all components of early intervention and education for infants and young children with disabilities. Each candidate demonstrates understanding of the impact of the child’s disability on the family and is trained in the skills to sensitively elicit family’s concerns, priorities, and resources in relation to their child. Each candidate demonstrates skill required to implement routines-based interventions and assist families with embedding educational activities into family daily life.

**ECSE Standard 9: Low Incidence Disabilities in ECSE Programs**

The program provides the opportunity for each candidate to demonstrate skill required to identify developmental and learning characteristics associated with low incidence disabilities (e.g. visual impairment, hearing loss, motor disabilities, deaf-blindness). Each candidate has the knowledge of the impact of a specific low incidence disability on a child’s social, emotional, communication, and other areas of development, the family, and the interaction between the young child and members of the family, and peers. Each candidate has knowledge of specific educational, developmental, and health issues and community resources related to a particular low incidence disability and assists families in accessing local, state, and national resources for children with a specific low incidence disability. Each candidate consults and collaborates with appropriate specialists in implementing culturally, linguistically, and developmentally appropriate intervention plans for infants, toddlers, and preschoolers with low incidence disabilities and their families.

**ECSEAA Standard 4: Experience in ECSE Programs**

The program provides an opportunity for each candidate to document observations in a variety of settings from birth to pre-kindergarten. Additionally, each candidate has field experiences in early childhood settings with families of young children who have a range of abilities and needs including in home experiences with families of infants and toddlers with IFSPs and inclusive, developmentally appropriate center based preschool/pre-kindergarten settings that include children with IEPs. Each candidate demonstrates skill in working with young children individually and in small and whole group settings.

**Learning Outcomes**

Upon successful completion of this course, students will be able to:

1. Recognize features of early childhood classrooms and are supportive for children with exceptional needs, satisfied by visitations to ECE and ECSE classrooms and presentations on delays and disorders in different domains of development
2. Identify local resources for parents of children with special needs, satisfied through participation in the Parents Helping Parents Orientation and presentations on delays and disorders in different domains of development
3. Articulate the impact of a variety of disability and risk categories on child development, satisfied through completion of presentations on delays and disorders in different domains of development and reading quizzes
4. Articulate the impact of family systems on child development, through completion of a book report on *The Spirit Catches You and You Fall Down*

5. Explain the role of the teacher in supporting families with children with special needs, through completion of the Project CONNECT modules and presentations on delays and disorders in different domains of development

6. Develop knowledge of the California Early Childhood Framework and Foundations as demonstrated through completion of online learning modules and reading quizzes

**Required Texts/Readings (Required)**


**Required Readings (can be found on Canvas)**


**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 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf).

- Students are expected to complete all required assigned readings and assignments prior to class and be prepared to discuss them during class.
- Class participation is expected and will be reflected in your grade.

1. **Class Participation**: This class is comprised of 10 in-person class sessions. Full participation is expected during class. (Addresses All Standards) 10 session * 1 pt = 10 pts

2. **Reading/Module Quizzes**: Completing the reading and online modules is essential for the development of the foundational knowledge necessary to be an effective teacher in early childhood special education. For each online “week,” you will need to complete an online quiz over the material covered. 4 quizzes * 5 points = 20 points
3. **Family System Theory Reflection on The Spirit Catches You and You Fall Down:** Students will read the book and write a 2-3 page report. The paper will discuss various aspects of family system theory that are presented, including the way in which conflicts between cultures influenced the outcome for Lia and her family. (Addresses ECSE 2, 3; ECSEAA 2). **30 points**

4. **Project CONNECT Assignment – Module 4: Family-Professional Partnerships:** Students will complete the Project CONNECT module and submit documentation of this assignment. See appendix for details (ECSE 2; ECSEAA 1). **20 points**

5. **Committee Work: Delays/disorder presentations:** As we move through the material on disability/delays in each developmental domain, you will work in “committees” to build upon the material covered in the reading. Committees will rotate responsibilities. The following committees will be responsible for different aspects of the delay/disorder presentation: video/media committee, simulation committee, parent resource committee. See details below. (ECSE 1, 2, 3, 9; ECSEAA 1). **6 presentations * 10 points = 60 points**

6. **Program Observation:** Students will visit three programs, one Early Start program (0-3 years), one ECSE preschool program (3-5 years), and one inclusive general education kindergarten program. Each student will present a written and brief verbal description of their observations to the class. See attached description for details about this assignment. (PS 15; ECSE 1, 2, 3, 9; ECSEAA 4) **30 points**

7. **Parents Helping Parents Agency Orientation:** Students will attend an orientation of Parents Helping Parents. This is a family resource center located at 1400 Parkmoor Suite 100, San Jose 95126. Tour schedules and directions can be found here: at [www.php.com](http://www.php.com) or call 408-727-5775. Look for the “PHP Orientation and Overview” on the schedule of events. (PS 2; ECSE 1, 2, 3; ECSEAA 2) **30 points**

**Final Examination or Evaluation**

In lieu of a final exam, the final session will be used for the final committee presentation, as noted on the syllabus.

**Grading Policy**

All written assignments must meet standards of academic and professional quality as outlined in the APA manual for reporting on research. Unless so stated, all written assignments must be typed, double spaced, paginated, and free of spelling and grammatical errors. You must cite all referenced work.

Every member of a group will receive the same grade (unless a group member is absent – in which case that member will not receive points for the assignment). Be sure to check your group member’s contributions before submitting the assignment!

The quality of your work and adherence to these guidelines will be considered in your final grade.

**Late Assignments**

Due to the nature of the assignments, in class participation and committee work cannot be made up. With the exception of in class activities, late assignments will be reluctantly accepted.

Baring significant emergencies, due dates and times are listed on the syllabus and Canvas. Late assignments will be docked 10% if they are turned in one day late. After the first day, assignments will be docked 10% for each week late. Students must request special permission to submit assignments beyond one week late.

**Grading Information**

See appendix and Canvas for detailed assignment details and grading rubrics.
DETERMINATION OF GRADES

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
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<tr>
<td>In-class participation (10)</td>
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<td>Reading/module quizzes (4)</td>
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<tr>
<td>Project CONNECT module</td>
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<td>10%</td>
</tr>
<tr>
<td>Committee work (6)</td>
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<tr>
<td>Program observations</td>
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<tr>
<td>PHP orientation and report</td>
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GRADE RANGE CONVERSION

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<td>C+</td>
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<tr>
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DEPARTMENT GRADING POLICY

An “Incomplete” is given only at the discretion of the instructor.

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See University Policy F13-1 at http://www.sjsu.edu/senate/docs/F13-1.pdf for more details.

Classroom Protocol

1. Be on time
2. Laptops are fine for note taking or looking up content related to the class. Do not check email/social media or surf the Internet during lecture unless it is part of the class discussion. You will be asked to turn off your computer if you are found doing this during class time.
3. Feel free to bring food to class, but clean up your area before you leave.
4. Active participation is expected by all students during class.
5. Respect each other and be an active listener. This is part of being a teacher!
6. Contact the instructor if you are going to miss class. You are responsible for getting course notes from a classmate if you are absent.
7. If you need to communicate directly with the professor make an appointment or come in during office hours.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/”
## EDSE 104, Spring 2017 Course Schedule

***Note: Syllabus subject to change. All changes will be noted in class and on Canvas.***

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Readings/Assignments Due</th>
</tr>
</thead>
</table>
| 1    | 2/1/2017 | Course introduction  
Requirements  
Team formation                                |                                                              |
| 2    | 2/8/2017 | Foundations of ECSE  
Eligibility & Referral  
Disability simulations – examples for group presentations   | Chapters 1, 2                                                |
| 3    | 2/15/2017 | Evidence-based practices in ECSE  
Review of articles  
High quality early childhood programs       | Dennis & Stockall (2015)  
Lane et al. (2015)  
Ostrosky & Kaiser (1991)  
Whaley & Bennett (1991)  
Chapter 10                                  |
| 4    | 2/22/2017 | Online Week –  
Online Project CONNECT module                        | Begin reading The Spirit Catches You if you haven’t already   |
| 5    | 3/1/2017  | Family Systems Theory                                            | Chapter 11                                                  |
| 6    | 3/8/2017   | Family Systems Theory  
IEP/IFSP components and laws                              | Chapter 3                                                   |
| 7    | 3/15/2017  | Technology in ECSE                                               | Book Report Due                                             |
| 8    | 3/22/2017  | Online Week –  
CA Early Childhood Modules:  
Infant/Toddler Perceptual Motor Preschool  
Physical Development                       | Chapters 4 & 5  
Reading and Module Quiz                        |
| 9    | 3/29/2017  | SPRING BREAK – no class                                           |                                                              |
| 10   | 4/5/2017   | Presentations:  
Fine Motor  
Gross Motor                                              | Chapters 6 & 7  
Reading and Module Quiz                          |
| 11   | 4/12/2017  | Online Week –  
CA Early Childhood Modules:  
Infant/Toddler Cognitive Development  
Preschool English-Language Development  
Preschool Mathematical Development          |                                                              |
| 12   | 4/19/2017  | Presentations:  
Self-Care  
Cognitive Development                                   |                                                              |
| 13   | 4/26/2017  | Online Week –  
CA Early Childhood Modules:  
Infant/Toddler Language  
Preschool Language and Literacy                   | Chapter 8  
Reading and Module Quiz                          |
| 14   | 5/3/2017   | Presentation:  
Language and literacy                                        |                                                              |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Readings/ Assignments Due</th>
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</thead>
<tbody>
<tr>
<td>15</td>
<td>5/10/2017</td>
<td><em>Online Week</em> – CA Early Childhood Modules:</td>
<td>Chapter 9</td>
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<tr>
<td></td>
<td></td>
<td>Infant/Toddler Social Emotional Development</td>
<td><em>Reading and Module Quiz</em></td>
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<tr>
<td></td>
<td></td>
<td>Preschool Social Emotional Development</td>
<td><em>ECE/ECSE Program</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>Observations due</em></td>
</tr>
<tr>
<td></td>
<td>Final</td>
<td>5/24/2017 7:45 pm</td>
<td><em>PHP Orientation due</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Presentation:</em> Social-Emotional Development</td>
<td></td>
</tr>
</tbody>
</table>
Appendix - Assignment Descriptions

Assignment 1 – In-Class Participation

1 point per in-class session, 10 possible points

Assignment 2 – Reading/Module Quizzes

5 points each, 20 possible points. Due the Tuesday before class.
Quizzes will be administered via Canvas. They will cover the material in the book and module.

To access the assigned CA Early Childhood Online Modules on Preschool Foundations and Framework Modules, follow these instructions:

Before you begin:
• Watch the tutorial here: www.caearlychildhoodonline.org/story.html

Step One: Register for your account
• Navigate to caearlychildhoodonline.org
• Click on “New User” to create an account
• Fill in all relevant information
  o Note: Completion of some of the CA Early Childhood Online modules can count toward continuing education credits for Child Development Permits

Step Two: Complete Overview Foundations Module and Quiz (~1 hour)
• Before you can complete any content modules, you must complete the Overview Foundations and Frameworks Module (http://www.caelds.org/) and pass a 5 question quiz
• After you pass this quiz, you will get an “enrollment key” to unlock the remaining modules
• To complete the Overview Foundations and Frameworks Module (http://www.caelds.org/):
  o Click on the link to the Overview Foundations and Frameworks module
  o Select “Enroll me”
  o Watch the module, answer questions along the way. You MUST let the audio complete before you can move forward
  o When you are done, exit the module and return to “Overview”
  o Choose “Complete the quiz”
    ▪ When the quiz is completed, you will receive an enrollment key to access the remaining modules.

Step Three: Enroll in and complete California Early Learning Foundations and Curriculum Frameworks Modules
• Copy the enrollment key you received from completing the quiz to enroll in the assigned modules
• From CA Early Childhood Online (caearlychildhoodonline.org), select “California Early Learning Foundations and Curriculum Frameworks”
• On the right-hand toolbar, you can select “IT Foundations and Framework” for Infant/Toddler modules and “PS Foundations and Framework” for Preschool modules.
• After clicking on “IT Foundations and Framework” or “PS Foundations and Framework,” you will be brought to a new page. Scroll down to select “Infants and Toddlers” or “Preschool” modules again.
• After selecting “Infants and Toddlers” or “Preschool,” you will need to select “Enroll me” and enter the enrollment key
• Complete the assigned modules. Some modules have quizzes. Make sure you “check off” all boxes.
• Take a screen shot of your “completed” module to submit along with your reading and module quiz.
Assignment 3 – *Family System Theory Reflection on The Spirit Catches You and You Fall Down*

30 points, due 3/15/2017 on Canvas

Write and submit a 2-3 page paper on the following aspects of this book:

1. Briefly outline the main conflicts that arose between the Lee family and the various service providers on Lia’s team.
2. Describe how similar conflicts may arise in the context of early childhood special education programs.
3. Reflect upon the role of the interventionist in supporting the family, and discuss the value of addressing family systems as part of early intervention.

**Rubric:**

<table>
<thead>
<tr>
<th>Score</th>
<th>Excellent</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outline main conflicts 10 pts</td>
<td>10 Main conflicts articulated identified in an organized manner, using APA format, free of typos and grammatical errors</td>
<td>1 Does not identify main conflicts</td>
</tr>
<tr>
<td>Relate conflicts to ECSE 10 pts</td>
<td>10 Relationship to ECSE clearly stated in an organized manner, using APA format, free of typos and grammatical errors</td>
<td>1 Does not discuss relationship of book to ECSE</td>
</tr>
<tr>
<td>Reflection on role of EI 10 pts</td>
<td>10 Reflection articulate and well thought out in an organized manner, using APA format, free of typos and grammatical errors</td>
<td>1 Does not reflect on role of EI</td>
</tr>
</tbody>
</table>
Assignment 4 – Project CONNECT – Module 4

Due 3/1/2017, 20 points – Submit hard copy in class or digital copy to Canvas by start of class

Directions: Update your Quick Time for videos and Adobe software for activity handouts in pdf (you can actually type on these pdf files). You can use the navigation bar on the left or the hit the Next Button on Bottom Right to Move through pages in the 5 learning cycles.

Steps

1. Go to URL: http://community.fpg.unc.edu/ (put in your favorites)
2. Click on “5 step learning cycle” – Watch video for Introduction
3. click on “Go To Modules” button
4. Read Introduction – Hit Next button

5. Scroll to Module 4 – Click on Introduction – Watch Video
   a. Click on Step 1: Dilemma, Watch Videos 4.1, 4.2
      i. Complete Activity 4.1a on pdf handout
   b. Click on Step 2: Read page and “answerable question” at bottom
   c. Click on Step 3: Evidence – Read over 4 sections – Hit Next
   d. Click on A: Definitions – Watch 4.3 Video – Dr. Turnbull
      i. Click on Next at bottom of page
      ii. Read Handout 4.1
      iii. Complete Activity 4.3a on pdf handout
      iv. Watch Videos 4.4 and 4.5
      v. Read Handout 4.2 (might want to print this out for use)
      vi. Watch video 4.6 and hit Next
      vii. Watch video 4.7 – Hit Next
      viii. Using Handout 4.2, Complete Activity 4.7a
   e. Click on B: Research
      i. Watch Video 4.1 – Dr. Harry
      ii. Read Handout – Research Summary 4.4
   f. Click on C: Policy
      i. Read Handout 4.5 –Headstart and IDEA Laws w/Part C and B
      ii. Complete Activity 4.9a using Handout 4.5 for reference
   g. Click on D: Experience based Knowledge
      i. Watch Videos 4.1,4.2,4.3,4.4,4.5,4.6 & Complete Activity 4.10a
   h. Click on Step 4: Decision – Read page and hit Next
      i. Watch 4.7, 4.8 videos and Complete Activity 4.11 while watching
      ii. Read Sections B and C – Hit Next
   i. Click on Step 5: Evaluation
      i. Read information in Step 5 A-C
      ii. Peruse Handouts 4.6, 4.7, 4.8, Make copies for your own professional use if you like.
   j. Click on Summary and Wrap Up – Read Steps 1-5
   k. Last: Turn in 6 Activity Sheets in hardcopy or via Canvas: 4.1a, 4.3a, 4.7a, 4.9a, 4.10a, 4.11a
Assignment 5 – Committee Work

4/5/2017, 4/19/2017, 5/3/2017, and 5/24/2017, 15 points each, 90 points total

Students will be assigned to “committees” to create material for group presentations about delays and disabilities in different developmental domains: fine motor, gross motor, self-care, cognitive development, language and literacy, and social-emotional development. Committees will be in charge of the following activities:

1. Video/media committee (15 minutes)
   a. This committee will identify a video (or other piece of media, e.g., podcast, short reading, etc.) that they will share with the class. This media should highlight challenges young children (birth-8) or their families experience if they have a delay/disability in the assigned domain.
   b. The video/media should last no longer than 8 minutes. All materials shared must be accessible (e.g., videos must be closed-captioned with accurate captions)
   c. The video/media committee will then lead a discussion related to the video shared
   d. Points: 10 points for video/media; 5 points for discussion

2. Simulation committee (15 minutes)
   a. This committee will develop a simulation activity for the class to engage in (examples will be given in class). The simulation should help students understand the types of challenges an individual with a delay/disability in the target domain experiences.
   b. There must be enough materials for the class to engage in the simulation in small groups (~4 students).
   c. The simulation committee will then lead a discussion related to the simulation activity
   d. Points: 10 points for simulation activity; 5 points for discussion

3. Delays/disorders committee (10 minutes)
   a. This committee will review the range of challenges individuals with delays/disabilities in the target domain experience. While there are similarities across diagnoses, what is the range of impairment?
   b. This committee will present a short presentation (PowerPoint or Prezi)
   c. The presentation must be sent to me prior to class (points will be deducted if not sent prior to class)
   d. Points: 15 points for professional presentation

4. Intervention committee (10 minutes)
   a. This committee will review the main interventions used to target delays/disabilities in this domain.
   b. This committee will present a short presentation (PowerPoint or Prezi)
   c. The presentation must be sent to me prior to class (points will be deducted if not sent prior to class)
   d. Points: 15 points for professional presentation

5. Parent resource committee (10 minutes)
   a. This committee will research resources for parents who have children with delay/disabilities in the target domain.
   b. The committee should be prepared to share handouts of the resources with the class (enough handouts for everyone). These can include student-generated materials or materials available from an agency/organization (e.g., PHP)
   c. Points: 10 points for resources identified; 5 points for handouts

6. Teacher resource committee (10 minutes)
   a. This committee will research resources for teachers who have preschoolers with delay/disabilities in the target domain in their classrooms.
b. The committee should be ready to share how to address challenges a preschooler with the delay/disability within a developmentally appropriate preschool activity.
c. The committee should have handouts to share with the class (e.g., a lesson plan with adaptations highlighted)
d. Points: 10 points for presentation; 5 points for handouts

Assignment 6 – Visitation of ECSE programs

Due 5/10/2017, 30 points
Make arrangements to visit three programs serving young children with disabilities (0-5 years of age). You must visit:

1. One infant/toddler program which serves children 0-3 with special needs or children at-risk for special needs (can be inclusive; should have at least one child at risk/identified with a diagnosis)
2. One preschool setting which serves children 3-5 with special needs (e.g., special education preschools, Head Start, regular inclusive preschool classroom with both typical and atypical children)
3. One general education kindergarten classroom (ideally inclusive, but may only serve children without identified needs)

If you wish to observe in a school where you are not known, you must contact the principal/director to get permission. If you are known in the school, you may wish to contact the teacher directly and then let the principal/director know of your plans. In either event, it is important that the principal/director know when and where you will be observing. Classroom visitations take several weeks to arrange. Setting up a visit time several weeks in advance is recommended as late papers will cost you points.

Each observation should be for approximately 2 hours and should occur during instructional periods, not rest period. Check with the professor if you are not sure about the program you have chosen or need help identifying one.

Read these articles before you do any observations:

After your visit write a brief report of 6-8 pages for all 3 programs (typed, 12-point font, and double spaced) describing your observations and visit for following the outline below.

Written report contents for each site. Please use this format in your write-up.

Part 1: Classroom Observation (approximately 1.5 hours of 2 hour visit)
- Name of school and teacher observed.
• Description of pupils – age, sex, types of disabilities observed
• **BRIEF** description of the physical environment – describe the classroom set-up, types of materials and equipment, accessibility of materials, etc.
• **BRIEF** description of the social environment – daily schedule, ratio of adults to children, sequence of activities, transitions, etc.
• Description of the instructional practices – preparation of activities and materials, appropriateness of language and behavior models, responsiveness of teachers, teacher aide and other professionals, reinforcement of appropriate or desired behaviors, etc.
• Description of family-involvement in the program – family members working with child, parent groups, etc.

Part 2: Child Observation (approximately 1/2 hour in each program)

• Select and observe one specific child who has been identified with a disability in each program for a total of 3 children/3 programs.
• How does the child's disability or manifest itself e.g., characteristics & behaviors? OR if typical describe child’s personality.
• How does this affect performance and interactions with adults and/or peers? Include structured interactions (e.g., participating in circle) and unstructured interactions (e.g., play; talking with peers).
• What kind of help and supervision does this child need from adults?
• Is this child successful in getting needs met?
• How does this child communicate their needs to adults and other children, and how do they respond?

Part 3: Comparison of programs

• Describe how the skill levels of the children are different from one program to the next.
• Describe differences and similarities in the physical set-up of the classrooms. Discuss briefly how these are appropriate (or inappropriate) for the developmental level of the children in the class.
• Describe any teaching strategies that are similar and different amongst the programs. (Pay careful attention to the classrooms with a special education focus and how they elicit responses from children).

**DO NOT VISIT ANY PROGRAMS/CLASSES WITHOUT AN APPOINTMENT.**
<table>
<thead>
<tr>
<th>Rubric:</th>
<th>Exemplary</th>
<th>0 Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Classroom Observations 10 pts</strong></td>
<td>In all 3 Programs, Description of School and Children</td>
<td>Description in 1 program</td>
</tr>
<tr>
<td></td>
<td>In all 3 Programs, Description of Physical Environment</td>
<td>Description in 1 program</td>
</tr>
<tr>
<td></td>
<td>In all 3 Programs, Description of Social Environment</td>
<td>Description in 1 program</td>
</tr>
<tr>
<td></td>
<td>In all 3 Programs, Description of Instructional Strategies</td>
<td>Description in 1 program</td>
</tr>
<tr>
<td></td>
<td>In all 3 Programs, Description of Parental Involvement</td>
<td>Description in 1 program</td>
</tr>
<tr>
<td><strong>Three Child Observations 10 pts</strong></td>
<td>Description of 3 children with disability/risk</td>
<td>Description of 1 child with disability/risk</td>
</tr>
<tr>
<td></td>
<td>Description of how each child’s disability manifests itself in behavior(s)</td>
<td>Description of how one child’s disability manifests itself in behavior(s)</td>
</tr>
<tr>
<td></td>
<td>Description of how each child interacts with adults and peer</td>
<td>Description of how one child interacts with adults and peer</td>
</tr>
<tr>
<td></td>
<td>Description of type of help, assistance and supervision needs from adults for each child</td>
<td>Description of type of help, assistance and supervision needs from adults for one child</td>
</tr>
<tr>
<td></td>
<td>Description of how each child gets needs met, communicates needs, &amp; how others respond to communication bids.</td>
<td>Description of how one child gets needs met, communicates needs, &amp; how others respond to communication bids.</td>
</tr>
<tr>
<td><strong>Comparison of 3 Programs 10 pts</strong></td>
<td>All 3 Programs: Description includes similarities and differences of the physical set-up</td>
<td>Unclear description of similarities and differences of the physical set-up of the programs</td>
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<tr>
<td></td>
<td>All 3 Programs: Description includes similarities and differences of the general skill levels of the children</td>
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<tr>
<td></td>
<td>All 3 Programs: Description includes similarities and differences of teaching strategies</td>
<td>Unclear description of similarities and differences of teaching strategies</td>
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Assignment 7 – Parents Helping Parents Agency Orientation

Due 5/24/20167, 30 points – Submit to Canvas by start of class

All students must participate in the orientation of Parents Helping Parents. PHP is a family resource center located at 1400 Parkmoor Suite 100, San Jose 95126. Parking in the front is limited, but there is ample parking in the back. PHP can also be easily reached by light rail. For directions go to www.php.com or call 408-727-5775.

Paper Requirements:
- Attend the orientation at PHP. Participation is mandatory. All students must sign in at the orientation so that participation can be confirmed. Five grade points will automatically be lost for non-attendance.
- Explore the PHP website (www.php.com).
- Write a 2-3 page paper describing the resources provided by PHP, how the orientation went, and what you found on the website. Pay careful attention to the resources available for families and highlight resources you would want parents to seek out.

Rubric:

<table>
<thead>
<tr>
<th>Objective</th>
<th>Score</th>
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<tbody>
<tr>
<td>Attend meeting</td>
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<tr>
<td>5 pts</td>
<td></td>
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<tr>
<td>Signed in to meeting</td>
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</tr>
<tr>
<td>Did not sign in to meeting</td>
<td></td>
</tr>
<tr>
<td>Description of resources available in person and online</td>
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<tr>
<td>Comprehensive description of the resources available both online and in person.</td>
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<tr>
<td>Does not adequately describe the resources available</td>
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<tr>
<td>Description of orientation experience</td>
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</tr>
<tr>
<td>Reflection of the orientation clear and descriptive.</td>
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<tr>
<td>Does not reflect on orientation</td>
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<tr>
<td>Reflection on available resources for parents</td>
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</tr>
<tr>
<td>Considers the needs of parents seeking out information for their child. Is the website helpful? What about the orientation? Resources that are available in person?</td>
<td>1</td>
</tr>
<tr>
<td>Does not consider the needs of parents.</td>
<td></td>
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</tbody>
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