San José State University
Connie L. Lurie College of Education, Department of Special Education
EDSE 221: Intervention for Young Children with Disabilities & Delays, Fall 2018

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 and by appointment

**Class Days/Time:** Thursdays, 4:00-6:45

**Classroom:** SH 211

Course Format: Hybrid

This course will adopt a hybrid delivery format. Students will need access to a computer or tablet device with internet connectivity. Students are expected to complete the lecture and reading activities in the “online weeks” to be ready to engage in active activities in class.

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 (from SJSU Catalog)

Intervention strategies for young children with special needs and their families; theory and design of content; linkage between assessment, intervention, and evaluation; inclusion of motor, adaptive, cognitive, communication, and social skill development.

Course Goals and Knowledge Base

This course addresses the content and processes of intervention designs for infants, toddlers and preschoolers with special needs and their families. The design of family-focused curricular content and the application of family intervention strategies are emphasized.
The major themes of this course include:
1. Partnerships with parents
2. Contemporary early intervention strategies
3. Curriculum and instruction, including theory and development
4. Transdisciplinary and multicultural skills
5. Using evidence to evaluate the programs, environments, and services provided to young children with disabilities and their families.

**Program Learning Outcomes**

This course is designed to address the following departmental Program Learning Outcomes (PLOs).

- **PLO #2**: Graduates critically evaluate pedagogy, curricula, and instructional materials based on evidence-based practices for students with disabilities.
- **PLO #4**: Graduates develop Individual Education Programs (IEPs), Individual Family Service Plans (IFSP), and Individualized Transition Plans (ITP) with educational team members to meet the unique needs of students with disabilities from diverse linguistic and cultural backgrounds as appropriate to their credential.
- **PLO #5**: Graduates align instruction with general education curricula and/or preschool foundations in the Individual Education Program, Individual Family Service Plan, and/or Individual Transition Plan as appropriate to their credential.
- **PLO #6**: Graduates integrate cultural and familial perspective into all aspects of instruction, including assessment and intervention.

**Course Learning Outcomes (CLO): California Commission on Teacher Credentialing (CCTC) Standards**

Additionally, this course is intended to address the following CCTC Standards:

- **Program Standard 3: Educating Diverse Learners**
  - The program provides instruction in understanding and acceptance of differences in culture, cultural heritage, ethnicity, language, age, religion, social economic status, gender identity/expression, sexual orientation, and abilities and disabilities of individuals served. In addition, the program provides knowledge and application of pedagogical theories, development of academic language and principles/practices for English language usage leading to comprehensive literacy in English. The program ensures each candidate is able to demonstrate knowledge, skills and abilities to become proficient in implementing evidence based and multifaceted methodologies and strategies necessary in teaching and engaging students with disabilities from diverse populations.

- **Program Standard 9: Preparation to Teach Reading/Language Arts**
  - The preparation program provides substantive, research-based instruction that effectively prepares each candidate to teach reading/language arts. Candidates in Education Specialist credential programs will be prepared to deliver a comprehensive program of systematic instruction in reading, writing, listening, and speaking aligned to the state adopted Preschool and Infant Toddler Learning and Development Foundations. The program provides candidates with systematic, explicit instruction to meet the needs of the full range of learners including struggling readers, students with special needs, typologies of English language learners, speakers of non-standard English, students who have no communication/language system, and advanced learners who have varied reading levels and language backgrounds. The preparation program provides each candidate with experience in a classroom where reading is taught.

- **Program Standard 13: Curriculum and Instruction of Students with Disabilities**
  - The program provides opportunity for candidates to demonstrate the ability to develop, implement, adapt, modify, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson plans, that provide students with disabilities with equitable access to the content and experiences found in the state-approved core curriculum. Candidates acquire and demonstrate strategies and best practices to develop differentiated lessons and instructional sequences.
that are appropriate for individuals with diverse strengths and needs in a variety of educational environments. Candidates must be able to apply these skills as they pertain to their specific area of specialization and credential authorizations across age and grade levels.

- **ECSE Standard 3 ECSEAA 2: Role of Family in Early Childhood Special Education**
  - 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 5: Individualized Family Service Plan, Individualized Education Program and Transition**
  - Each program offers an opportunity for the candidate to demonstrate knowledge of the Individualized Family Service Plan (IFSP), Individualized Education Program (IEP), and transition processes. Each candidate demonstrates skills in the development, implementation, and monitoring of progress of the IFSP/IEP with the family and other members of the team. Each candidate demonstrates skill required to implement processes and strategies that support transitions among settings for infants and young children. These settings include hospital to home, home to center based, early intervention to preschool classroom, and preschool to kindergarten. Each candidate demonstrates knowledge of Infant/Toddler Learning and Development Foundations, Preschool Learning Foundations and Kindergarten standards and uses this knowledge when implementing effective IFSPs, IEPs, and transition.

- **ECSE Standard 6: Intervention and Instructional Strategies: Birth through Pre-Kindergarten**
  - Each program provides opportunities for candidates to demonstrate skill required to design and implement intervention and instructional strategies that address specific learning needs, are developmentally, culturally, and individually appropriate, and reflect family’s concerns and priorities. Each candidate demonstrates knowledge of the role of social-emotional relationships as the foundation for early learning. Each candidate demonstrates skill required to utilize strengths-based, relationship-based approaches to early intervention, and to embed specific interventions within daily routines and natural environments (particularly in-home strategies) with the child’s family and peers. Each candidate demonstrates skill required to implement evidence-based practices embedded in activities to support language, cognition, social-emotional development and emergent literacy for all learners, including English language learners.

- **ECSEAA Standard 3: Assessment and Intervention/Instructional Strategies: Birth-Pre-Kindergarten**
  - Each candidate demonstrates skill in assessment that leads to appropriate interventions and reflects an understanding of the range of authentic, appropriate formal and informal assessment approaches and strategies, the impact of the cultural and linguistic differences, the influence of specific disabilities on development and learning and the role of the interdisciplinary team. Each candidate demonstrates skill required designing and implementing intervention and instructional strategies that address specific learning needs, are developmentally, culturally and individually appropriate and reflect family concerns and priorities. Each candidate demonstrates skill required to implement evidence-based practices embedded in activities to support language, cognition, social-emotional development and emergent literacy for all children including EL. Each candidate demonstrates skill required to utilize a broad repertoire of developmentally appropriate strategies within the daily routines, adaptations, assistive technologies, and other supports that minimize the effects of the child’s disability and maximize the child’s learning potential and family outcomes.
ECSE Standard 8: Collaboration and Teaming

- The program provides each candidate opportunities to demonstrate the knowledge and skills required to consult and collaborate with other professionals, paraprofessionals, families, caregivers, and community agency personnel (e.g., child development specialists) in a range of settings to meet the individualized needs of infants and young children who have or are at risk for developmental delays and disabilities. Each candidate demonstrates knowledge of interagency collaboration and service coordination, including interagency agreements, referral, and consultation. Each candidate demonstrates skill required participating as a team member, to identify and enhance team roles, communicate, and problem solve, including recognizing the scope of practice parameters of ECSE and roles and expertise of other professionals and disciplines. Each candidate demonstrates skill required to consult, collaborate and/or co-teach with colleagues in general education (e.g., Head Start, typical preschool environments).

Required Texts/Readings

For Purchase:


**NOTE: The 3rd edition of this text was published this year – either is acceptable. You may want to order the 3rd edition instead of the 2nd, as it includes materials via web instead of a CD-ROM.**

**Children’s Book of Your Choosing– Dialogic reading assignment**

Purchase or Access Online:


**Other readings as assigned on Canvas**

Library Liaison

DecAnn Tran
(408) 808-2476
decann.tran@sjsu.edu
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.

1) **Teaching philosophy paragraphs – Exit Tickets (PS 13)**
   In this class, you will be developing your teaching philosophy. Teaching philosophy statements can help guide teachers in developing their lessons (and are often requested as part of job applications!). In order to see your growth over the semester, you will be asked to write your teaching philosophy twice: once in the first week and once in the last. You will get to compare your impromptu statements to see how you have grown over the semester.
   *Graded for completion*

2) **Foundations of Early Childhood Special Education Online Group Work (ECSE S3, S5, S8; ECSEAA2)**
   In the third week of class, you will complete an online module on the foundations of early childhood special education along with an overview of IFSPs and IEPs. As part of this overview, you will engage in online discussions in groups (established by me). You will designate a person to share out the results of your discussion in a discussion for the entire class. (Step-by-step instructions will be included in the module – don’t worry if this sounds confusing now!)
   *All group members will earn the same grade.*

3) **IRIS Modules – Online Work (PS 3, 13; ECSE S3, S6, S8; ECSEAA 2, 3)**
   In this course, you will be asked to complete two IRIS Modules:
   - Dual language learners with disabilities: Supporting young children in the classroom
   - Early Childhood Behavior Management: Developing and Teaching Rules

   Instructions for completion of these modules can be found on Canvas.

4) **Project Connect - Online Work (PS 3, 13; ECSE S6, ECSEAA3)**
   In this course, you will be asked to complete two Project Connect Modules:
   b. **Module 6 – Dialogic Reading**: Follow step-by-step directions for modules (in Appendix). Be prepared to read a child’s book in class to the class as an assignment using Dialogic Reading.

   Instructions for completion of these modules can be found on Canvas.

5) **IEP/ IFSP Foundations Assignment (ECSE 5)**
   In this assignment, you will be given developmental assessment summaries for two children. Using this information, you will develop three (3) annual goals for the IEP and three (3) Outcomes for the IFSP and list the appropriate foundation(s) for each goal and each outcome.

6) **Dialogic Book Adaptation (PS 3, 13; ECSE S6, ECSEAA3)**
   Following the instructions from Project CONNECT and reviewed in class, each student will prepare and present a dialogic book reading lesson, including a brief lesson plan to accompany their book.
7) **Family Interview (PS 3; ECSE S 3, 8; ECSEAA S 2)**

Each student is required to complete a family interview with a family with a young child (aged birth – 5 years) with a disability and currently served on an IEP or IFSP. **The family must be one that has a different cultural and/or ethnic background from yourself and/or whose native language is not English.** The purpose of your interview is to obtain some basic information about the following:

1. Daily and weekend family routines
2. Family priorities and concerns for their child
3. Expectations of their child in terms of developmental and educational goals (IEP/IFSP), including early literacy expectations, their child-rearing practices e.g., feeding, sleeping, discipline, types of support systems they utilize, and any type of accommodation (s) they have had to make because of the special needs of their child.

**Part 1: Written Preparation**

Identify the family you will be interviewing. The interview should be approximately 45-60 minutes. Given the sample questions from class (will develop in class as group) rewrite them in your conversational language and only ask one idea per question. Try to schedule the interview in a family preferred settings (e.g., home). Put individual questions on 3 x 5 cards, if you like. These are easier to read and refer to than all the questions on one piece of paper. Listen carefully and write down key comments immediately after you leave. Remember to call the family the night before to confirm time and place.

**Part 2: Interview and Written Evaluation**

1. Briefly describe the members of the family and their child including their cultural and linguistic background.
2. Summarize the answers to your questions.
3. Compare and/or contrast this to your cultural values and beliefs.
4. Comment in writing your overall impressions of this family in terms of openness, responsiveness, etc. In other words, was this a valid and reliable interview?
5. Evaluate yourself in the following areas:
   a. Level of preparation
   b. Language - evaluation of your questions, explanations, and responses. Did your questions help you get the information you needed?
   c. Tone, sequence, flow - were you nervous, rushed, too slow, etc.?
   d. Suggestions to yourself - what would you change? What did you like?
   e. Your strengths and weaknesses as a listener and interviewer.
6. Using the knowledge you gained from the interview, develop three (3) activities for this family and their child with disabilities. That is, specifically identify three (3) **relevant daily routines for this family** (e.g., bath time, car time, etc.). Each activity should be culturally/linguistically sensitive to the background of the family and one they actually do. Include the following information using family friendly language.
   a. Identify three (3) daily routine (s) and give two (2) specific ways for family members to work on the specific developmental skill(s) in their child’s IEP/IFSP for each of these 3 routines. In short, 2 suggestions per activity
   b. Briefly describe to parents how they can informally evaluate whether their child is learning the skills they are working for each of the three (3) routines.

8) **Final Evaluation: Curriculum Project: (PS 3, 13; ECSE 5, 6, 8; ECSEAA 3)**

Each student will develop a set of theme-based lessons using a Routine-Based Approach (also called Activity/Embedded lessons) for children in preschool ages 3-5 and design a curriculum project for 12 children in an inclusive preschool. We will be working on this throughout the semester, with the final Curriculum Unit submitted as the final project.
To develop a **compendium of resources** for you to take into the field with you, each student should choose a *different theme*! (be sure to check with Dr. Andy before finalizing your theme)

You will prepare your lessons for an inclusive classroom with 12 children: eight children are typically developing and four have disabilities. Case studies for these students will be shared on Canvas.

Complete the following components of a preschool curriculum, following the examples shared in class and on Canvas:

- **Unit Plan**: Identify a specific theme (e.g., farm), and develop a monthly plan (4 weeks) w/subtheme each week (e.g. animals, crops, etc.). Add a list of songs and books you will use for these themes.
- **Daily Schedule**: Develop one daily plan/schedule with general skills taught during each activity.
- **Activity by Goal Matrix**: Develop an individual matrix for each of the 4 children with disabilities above according to an activity/routine based approach. Total of 4 matrixes.
- **Lesson Plans**: For one day, develop five (5) lesson plans for each of the following time-periods: free play, circle, snack, two centers (e.g., math, science, literacy, art, etc.)
  - The plan should follow the template reviewed in class and found on Canvas.
- **Evaluation**: For each lesson plan, include a description of how you will document the children’s learning. What specific tool, checklist or matrix technique will you use to evaluate the skills you are monitoring for each of the 4 children in that lesson? In other words, how will you know each child mastered their specific goals/skills?

8) **Team Methods Lessons (PS 13; ECSE S6)**

Teams will teach the class about a method of instruction in early childhood (topics to be determined by instructor). The presentation should provide a thorough description and/or demonstration of the method, with a discussion of the theoretical background of the method; research evaluating the efficacy of method (i.e., any research data or clinical practice data proving this works); and specific procedures for use. Each team is expected to teach for 20 minutes.

**Grading Information**

*All grading rubrics can be found on Canvas*

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
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<tbody>
<tr>
<td>Teaching Philosophy (2*5 pts)</td>
<td>10</td>
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<tr>
<td>Online Group Work</td>
<td>10</td>
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<tr>
<td>IRIS Modules (2*10 pts)</td>
<td>20</td>
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<tr>
<td>Project Connect (2*15 pts)</td>
<td>30</td>
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<tr>
<td>IEP/IFSP Goals/Outcomes</td>
<td>10</td>
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<td>Dialogic book reading</td>
<td>10</td>
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<td>Family Interview/Routines</td>
<td>30</td>
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<td>Team Method Presentation</td>
<td>30</td>
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<td>Individual Curriculum Project + Final Share</td>
<td>50</td>
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<tr>
<td><strong>Total Points</strong></td>
<td><strong>200 points</strong></td>
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</table>
Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>A+ = 200-194</th>
<th>A = 193-186</th>
<th>A- = 185-180</th>
</tr>
</thead>
<tbody>
<tr>
<td>B+</td>
<td>B = 173-166</td>
<td>B- = 165-160</td>
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<tr>
<td>C+</td>
<td>C = 153-146</td>
<td>C- = 145-150</td>
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<td>D</td>
<td>D = 149-120</td>
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NOTE: I will use standard rounding rules when assigning final grades (e.g., 193.5 will round up to 194; 193.4 will round down to 193).

In order to qualify for a credential, candidates must maintain an average GPA of 3.0 or above. Earning a B- or below will result in a warning letter from the department. Students with multiple B- (or lower) grades will be submitted for review by the Student Review Committee to develop an Improvement Plan to ensure their preparation is satisfactory for the remainder of the program.

Late Policy

In order to keep up with the pace of the class, turning in assignments late is strongly discouraged. Late work will not be accepted for any online discussions or in-class activities. All other assignments will accrue a 10% penalty for each week past the due date they are submitted (e.g., an assignment turned in between 1 and 6 days late will be deducted 10% of the earned points; 7 and 13 days late will be deducted 20% of the earned points, etc.). You must alert the professor if you anticipate turning in an assignment more than a week late.

If you have a significant emergency (e.g., illness, house flooding, etc.), please let me know as soon as possible so we can make arrangements.

University Policies

Per University Policy S16-9, relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/. Make sure to visit this page, review and be familiar with these university policies and resources.

Writing Support

Please make use of the writing support available through the university. Resources available on campus include:

1) LCOE Writing Tutor (http://www.sjsu.edu/education/students/Writing%20Tutor%20Summer%202017.pdf)
2) SJSU Writing Center (http://www.sjsu.edu/writingcenter/)
3) Peer Connections (http://peerconnections.sjsu.edu/)

Accessible Education Center

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) to establish a record of their disability.

SJSU Counseling and Psychological Services

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling and Psychological Services website at http://www.sjsu.edu/counseling
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Location</th>
<th>Topics</th>
<th>Readings and Assignments</th>
<th>Assignments due</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>8/22</td>
<td>In person</td>
<td>Course introduction</td>
<td>DEC Recommended Practices (download)</td>
<td>Exit Ticket: Teaching philosophy paragraph</td>
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<td>Introduction to <em>Recommended Practices</em> Standards review</td>
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<td>2</td>
<td>8/29</td>
<td>In person</td>
<td>IFSP and IEP Practices</td>
<td>Cook et al. (2018), Ch 6</td>
<td>IEP/IFSP Foundations Assignment will begin this in class</td>
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<td>Teaching skills to young children: Assessment and identifying goals and outcomes</td>
<td>Review and bring to class: CA Foundations (digital copy is fine)</td>
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<td>3</td>
<td>9/5</td>
<td>Online</td>
<td>Early Childhood Special Education Foundations</td>
<td>Bricker (2018)</td>
<td>Online group work &amp; quiz</td>
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<td>IFSP &amp; IEP Overview</td>
<td>Cook et al. (2018), Ch 1</td>
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<td>4</td>
<td>9/12</td>
<td>In person</td>
<td>Working with families</td>
<td>Cook et al. (2018), Ch 14</td>
<td>IEP/IFSP Foundations Assignment if not completed in class previous week</td>
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<td>Routines-based interviews</td>
<td>Jennings, Hanline, &amp; Woods (2012)</td>
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<td>Review Family Interview assignment</td>
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<td>5</td>
<td>9/19</td>
<td>In person</td>
<td>Instruction in early intervention: Goals of EI</td>
<td>Bruder (2010)</td>
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<td>Zwaigenbaum et al. (2015)</td>
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<td>6</td>
<td>9/26</td>
<td>In person</td>
<td>Instructional Strategies in Early Childhood: Considerations and a hierarchy of support</td>
<td>Cook et al. (2018), Ch 2-4</td>
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<td>Child-focused instructional strategies</td>
<td>Sandall et al. (2002/2019), Ch 5 – <em>Curriculum modifications by type</em></td>
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<td>Methods Lesson Pair Formation</td>
<td>Sandall et al. (2002/2019), Ch 7</td>
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<td>7</td>
<td>10/3</td>
<td>Online</td>
<td>Project Connect – Embedded Interventions</td>
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<td>8</td>
<td>10/10</td>
<td>In person</td>
<td>Activity-based approaches to instruction: Developing activity-by-goal matrices</td>
<td>Sandall et al. (2002/2019), Ch 1-4, Ch 6</td>
<td>Finalize themes for curriculum project</td>
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<td>9 10/17 In person</td>
<td>Learning environments: Arrival, departure, and transitions; Circle Methods lesson: Prompting Methods lesson: Consequences/Reinforcement</td>
<td>Arrival, departure, and transitions readings: Cook et al. (2018), Ch 7 Sandall et al. (2002/2019), Ch 5, Curriculum modifications by activity – arrival and departure; transitions; clean up Circle readings: Cook et al. (2018), Ch 9 Sandall et al. (2002/2019), Ch 5, Curriculum modifications by activity – circle time; music and movement; small group</td>
<td>Daily schedule due Lesson plan for circle due</td>
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<tr>
<td>10 10/24 In person</td>
<td>Learning environments: Free play; Table top activities Methods lesson: Communication strategies Methods lesson: Peer-mediated interventions</td>
<td>Free play readings: Cook et al. (2018), Ch 8 Sandall et al. (2002/2019), Ch 5, Curriculum modifications by activity – blocks, dramatic play Table top activities readings: Cook et al. (2018), Ch 10 Sandall et al. (2002/2019), Ch 5, Curriculum modifications by activity – art center, manipulatives, sensory table</td>
<td>Lesson plan for free play due</td>
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<td>11 10/31 Online</td>
<td>IRIS Module: Early Childhood Behavior Management: Developing and Teaching Rules</td>
<td>Cook et al. (2018), Ch 5 Sandall et al. (2002), Ch 9 OR Sandall et al. (2019), Ch 11</td>
<td>IRIS Assessment questions</td>
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<tr>
<td>Week Date Location</td>
<td>Topics</td>
<td>Readings and Assignments</td>
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| 13 11/21 In person | Learning environments: Outside; Meals | **Outside readings:** Cook et al. (2018), Ch 11 Sandall et al. (2002/2019), Ch 5, *Curriculum modifications by activity – outdoor time*  
**Mealtimes readings:** Cook et al. (2018), Ch 12 Sandall et al. (2002/2019), Ch 5, *Curriculum modifications by activity – cooking, snacks and meals* | Lesson plan for snack due |
| 15 NO CLASS THANKSGIVING | | | |
| 16 12/5 In person | Toileting  
Course wrap up | Chazin & Ledford (2016) website: [Evidence-based instructional practices](http://ebip.vkcsites.org/) – Toileting  
Kroeger & Sorensen-Burnworth (2009) | Exit Ticket: Teaching Philosophy Paragraph  
Family Interview |
| Final 12/12 At 5:15 pm In person | **Curriculum Project** (share on Drive; bring one copy to class)  
**Dialogic reading assignment** | | |