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: Mondays, 4:00-6:45
Classroom: SH 435

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. Curriculum and instruction, including theory and development
3. Issues in contemporary early intervention strategies
4. Transdisciplinary and multicultural skills
5. Evaluation of programs, environments, and services that provide services 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 Readings

For Purchase:


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

Purchase or Access Online


**Other readings as assigned on Canvas

Library Liaison
Diana Wu
Diana.Wu@sjsu.edu
408-808-2087
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.

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)

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.

5) IEP/ IFSP Foundations Assignment (ECSE 5)

From the developmental assessment summaries of the two children given to you, 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 Reading (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.

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)

Eight children are typical and four have disabilities as follows:
1. BC - Caucasian, monolingual, has autism and is nonverbal
2. NY - Hispanic, emergent bilingual (Spanish), is visually impaired with some residual vision
3. LA- African-American, monolingual/African American Vernacular English, and has Down syndrome
4. SF - Asian-American, emergent bilingual (Cantonese), has cerebral palsy and is non-ambulatory in a wheelchair.

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.
- **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. contain the following:
- **Activity by Goal Matrix**: Develop an individual matrix for each of the 4 children described above according to an activity/routine based approach. Total of 4 matrixes.
- **Evaluation**: Describe how you will document the children’s learning. What specific tool, checklist or matrix technique will you use to evaluate the skills you designed for each of the 4 children. 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). Lessons should include a mix of at least two (2) co-teaching methods (reviewed in class). 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 30 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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<tr>
<td>Family Interview/Routines</td>
<td>30</td>
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<tr>
<td>Team Method Presentation</td>
<td>30</td>
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<tr>
<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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Grading Scale

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<thead>
<tr>
<th>Grade Level</th>
<th>Grade Range 1</th>
<th>Grade Range 2</th>
<th>Grade Range 3</th>
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<tbody>
<tr>
<td>A-level</td>
<td>A+ = 200-194</td>
<td>A = 193-186</td>
<td>A- = 185-180</td>
</tr>
<tr>
<td>B-level</td>
<td>B+ = 179-174</td>
<td>B = 173-166</td>
<td>B- = 165-160</td>
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<tr>
<td>C-level</td>
<td>C+ = 159-154</td>
<td>C = 153-146</td>
<td>C- = 145-150</td>
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<tr>
<td>D-level</td>
<td>D = 149-120</td>
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<tr>
<td>F-level</td>
<td>119 or below</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; an assignment turned in between 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, 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](http://www.sjsu.edu/gup/syllabusinfo/) at http://www.sjsu.edu/gup/syllabusinfo/
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Readings and Assignments</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>8/27</td>
<td>In person&lt;br&gt;Course introduction&lt;br&gt;Assumptions of student knowledge base&lt;br&gt;Introduction to <em>Recommended Practices</em>&lt;br&gt;Standards review</td>
<td>DEC Recommended Practices (download)&lt;br&gt;Exit Ticket: Teaching philosophy paragraph</td>
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<td>2</td>
<td>9/3</td>
<td>LABOR DAY – NO CLASS</td>
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<td>3</td>
<td>9/10</td>
<td>Online&lt;br&gt;Early Childhood Special Education Foundations&lt;br&gt;IFSP &amp; IEP Overview</td>
<td>Bricker (2018)&lt;br&gt;Cook, Richardson-Gibbs, &amp; Dotson (2018), Ch 1&lt;br&gt;Online group work &amp; quiz</td>
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<tr>
<td>4</td>
<td>9/17</td>
<td>In person&lt;br&gt;IFSP and IEP Practices&lt;br&gt;Developing Goals and Outcomes&lt;br&gt;Teaching skills to young children: Assessment and identifying goals</td>
<td>Cook, Richardson-Gibbs, &amp; Dotson (2018), Ch 6&lt;br&gt;Review and bring to class: CA Foundations (digital copy is fine)&lt;br&gt;Carolina Curriculum</td>
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<tr>
<td>5</td>
<td>9/24</td>
<td>In person&lt;br&gt;Working with families&lt;br&gt;Routines-based interviews&lt;br&gt;Home visiting; guest speaker, Vicky Perkins&lt;br&gt;Review Family Interview and develop interview questions</td>
<td>Cook, Richardson-Gibbs, &amp; Dotson (2018), Ch 14&lt;br&gt;Jennings, Hanline, &amp; Woods (2012)</td>
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<td>6</td>
<td>10/1</td>
<td>Online&lt;br&gt;IRIS Module: Dual language learners:&lt;br&gt;Supporting young children in the classroom</td>
<td>Restrepo, Morgan, &amp; Thompson (2013)&lt;br&gt;IRIS Assessment questions</td>
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<td>7</td>
<td>10/8</td>
<td>In person&lt;br&gt;Instructional Strategies in Early Childhood:&lt;br&gt;Considerations and a hierarchy of support&lt;br&gt;Co-Teaching Methods Lesson Formation</td>
<td>Cook, Richardson-Gibbs, &amp; Dotson (2018), Ch 2-4&lt;br&gt;Review Chazin &amp; Ledford (2016) website: Evidence-based instructional practices (<a href="https://vkc.mc.vanderbilt.edu/ebip/">https://vkc.mc.vanderbilt.edu/ebip/</a>)</td>
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<td>8</td>
<td>10/15</td>
<td>Online&lt;br&gt;Project Connect – Embedded Interventions</td>
<td>Project Connect: Submit digital copies of worksheets (described in appendix)</td>
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<tr>
<td>9</td>
<td>10/22</td>
<td>In person&lt;br&gt;Activity-based approaches to instruction&lt;br&gt;Activity matrices, lesson plans; monitoring child progress&lt;br&gt;Review curriculum unit lesson</td>
<td>Cook, Richardson-Gibbs, &amp; Dotson (2018) Ch 6&lt;br&gt;IEP/IFSP Foundations Assignment&lt;br&gt;Finalize themes for final project</td>
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<td>Week</td>
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<td>Topics</td>
<td>Readings and Assignments</td>
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<td>10</td>
<td>10/29</td>
<td>Language and Literacy Project Connect – Dialogic Reading</td>
<td>Dynia &amp; Justice (2014)</td>
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<td>Browder, Mims, Spooner, Ahlgrim-Delzell, &amp; Lee (2008)</td>
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<td>Cook, Richardson-Gibbs, &amp; Dotson (2018), Ch 13</td>
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<td><strong>Project Connect:</strong> Submit digital copies of worksheets (described in appendix)**</td>
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<td>11</td>
<td>11/5</td>
<td>Learning environments: Arrival, departure, and transitions; Circle</td>
<td>Cook, Richardson-Gibbs, &amp; Dotson (2018), Ch 7, Ch 9</td>
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<td>In person</td>
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<td>Co-Teaching: Prompting</td>
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<td>Co-Teaching: Reinforcement</td>
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<td>Review Dialogic reading/adapted shared reading book presentation</td>
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<td>12</td>
<td>11/12</td>
<td><strong>VETERAN’S DAY (OBSERVED) – NO CLASS</strong></td>
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<tr>
<td>13</td>
<td>11/19</td>
<td>Learning environments: Free play; Table top activities</td>
<td>Cook, Richardson-Gibbs, &amp; Dotson (2018) Ch 8, Ch 10</td>
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<td>Co-Teaching: Communication strategies</td>
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<td>Co-Teaching: Peer-mediated interventions</td>
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<td>Online</td>
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<td>15</td>
<td>12/3</td>
<td>Learning environments: Outside; Meals</td>
<td>Cook, Richardson-Gibbs, &amp; Dotson (2018) Ch 11-12</td>
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<td>Co-Teaching: Outside</td>
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<td>Co-Teaching: Mealtime</td>
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<td>16</td>
<td>12/10</td>
<td>Toileting</td>
<td>Kroeger &amp; Sorensen-Burnworth (2009)</td>
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<td>In person</td>
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<td><strong>Exit Ticket:</strong> Teaching Philosophy Paragraph</td>
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<td>Course wrap up</td>
<td>Family Interview</td>
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<tr>
<td>Final</td>
<td>12/17</td>
<td>Share thematic unit, daily schedule, and one lesson with accommodations/modifications for identified students</td>
<td>Curriculum Project (bring enough copies to share with class)</td>
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<tr>
<td></td>
<td>At 5:15 pm</td>
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<td>Dialogic reading book presentations</td>
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**Subject to change – all changes will be posted on Canvas**
Appendix

Project Connect-Module 1-Embedded Interventions

Directions: Update your QuickTime for videos and Adobe software for handouts in pdf. You can type on the pdf files. Use navigation bar on left or hit the **Next Button** on bottom right to move through pages in the 5 learning cycles.

Steps:
- Go to url: [http://community.fpg.unc.edu/connect](http://community.fpg.unc.edu/connect). Click on 5 step learning cycle. Watch video (Connect modules 5 step learning cycle).
- Click on Modules on top navigation bar. Click on Module 1. Click on Step 1 Dilemma, watch videos 1.1 (teacher viewpoint), & 1.2 (parent viewpoint).
  - Complete activity **1.1a on top right. Complete activity.**
- Click on Step 2, read page and “view answerable question” at bottom.
- Click on Step 3: Evidence. Read over 4 sections using navigation bar on left side.
- Click on A: Practice Definition-watch videos 1.3-1.7
- Click on Environmental Modifications-watch videos 1.8 & 1.9
  - Complete activity **1.3a (top right)**
- Read handout 1.1, Examples of environmental modifications. Print out if you like.
- Click on Peer Support-watch videos 1.10-1.13
  - Complete activity **1.4a**
- Read handout 1.2 Examples of peer support. Print out if you like.
- Click on Combining Embedded Interventions
  - Complete activities **1.5a, 1.6a, & 1.7a** while watching videos 1.14-1.17.
- Click on B: Research. Read handout 1.3 Research Summary
- Click on C: Policies, click policies again on bottom right. Read page and listen to Audio 1.1 interview with Rud Turnbull.
- Read handout 1.4 on Policy and print out for your reference
- Click on Professional Guidelines. Read page and note in DEC handbook.
- Click on D: Experience based knowledge. Read page, read handouts 1.5 & 1.6. Watch video 1.18.
  - Complete Activity **11.a**
- Click on Step 4: Decision. Read page & listen to audio clips 1.2-1.5.
  - Complete activity **1.12a while watching**
- Read section B & C. Read handouts 1.7-1.10
- Watch videos 1.19 & 1.20
- Click on Step 5: Evaluation
- Read information in Step 5 A-C
- Look over handouts 1.13 & 1.14 Observation form. Can make copies for your own professional use if you like.
- Click on Summary & Wrap Up. Read steps 1-5 & watch videos.
- Turn in 8 activity sheets (online) on **10/15**.
  - 1.1a, 1.3a, 1.4a, 1.5a, 1.6a, 1.7a, 1.11a, 1.12a
Project Connect Module 6: Dialogic Reading

Steps:
- Click on Step 1: Dilemma, watch video 6.1
  - Complete activity 6.1a
- Click on Step 2: Read page and “view answerable question” at bottom
- Click on step 3: Evidence, read over 4 sections.
- Click on A: Research
- Watch video 6.2 Dr. Lonigan
- Read Handout 6.1 (8 pages)
  - Complete Activity 6.3 Research Summary
- Click on B: Definition
- Watch Video 6.3 Definition of DR
- Read Handout 6.2 on Book Selection
  - Complete Activity 6.4
- Click on bottom link Planning-
- Watch video 6.4-6.6
- Read handout 6.3
  - Complete Activity 6.5
- Click link: Determining How To Use Prompts
- Read Peer Sequence: Prompt, Evaluation, Expansion, Repetition
- Read Handout 6.4
- Click link: Conducting DR
- Print Activity 6.6a & Follow Instructions for Steps 1-6
  - Complete Activity 6.6a
- Click on: Policies
  - Read & Complete Activity 6.7a
- Click on Link: Experiences
  - Print out Activity 6.8 & Complete While Listening to Audio Clips 6.1-6.3
- Click on Step 4: Decision
- Click on Link A-Consider Perspectives
- Listen to audio 6.4 Tenisha
- Click on Link B-Read
- Click on Link C and read
  - Complete activity 6.11a
- Click on Step 5: Evaluation
- Read Information
- Peruse Handouts 6.5 & 6.7 Observation Forms. Makes copies for your student teaching placement
- Click on Summary & Wrap Up-Read Steps 1-5 & Watch Video
- Last: Turn In 8 Activity Sheets (online) on 11/19.
  - 6.1a, 6.3a, 6.4a, 6.5a, 6.6a, 6.7a, 6.8a, 6.11a