San José State University
Department of Special Education
EDSE 104- Atypical Development in Young Children- Section 01, Spring 2020

Course and Contact Information

Instructor: Vickey Perkins, MA ECSE
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Office Hours: By appointment (call, text or e-mail to set up a time to meet)
Class Days/Time: Hybrid Course- see course schedule
Classroom: SH 211
Prerequisites: CD 60 (or equivalent).

Course Description

Historical and philosophical background of intervention theories of learning related to young children with high risk development. Skills and techniques to promote optimal environments and appropriate methods for early intervention and stimulation of young children with special needs.

Knowledge Base

During the past thirty years, a remarkable number of accomplishments have occurred in the area of Early Childhood Special Education (ECSE). What was once a collection of nonintegrated activities and therapeutic approaches, is now a field of coherent, highly visible, and well-established programs providing services and supports for young children with disabilities and/or risks and their families. Currently, specific research-based practices and values are beginning to achieve consensus in this field. First, society is now accepting the responsibility of providing Early Childhood Special Education services to young children and their families. Second, the early years of a child’s life are being recognized as a unique opportunity for influencing a child’s development and supporting the family. Thirdly, ECSE services must center on the needs of the family, be based in the local community, and be provided by well-coordinated multiple disciplines.

Course Format: Technology Intensive, Hybrid, and Online Course

This course is technology intensive and runs in a hybrid format. There will be face to face sessions as well as online modules. Participants must have access to the internet, have mastered the use of CANVAS, and commit to using and checking SJSU e-mail regularly for updates.
Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on my faculty web page at http://www.sjsu.edu/people/firstname.lastname and/or on Canvas Learning Management System course login website at http://sjsu.instructure.com. You are responsible for regularly checking with the messaging system through MySJSU on Spartan App Portal http://one.sjsu.edu (or other communication system as indicated by the instructor) to learn of any updates. For help with using Canvas see Canvas Student Resources page (http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources)

Prog CCTC Standards

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 intellectual disability, 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 family’s 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.

Course Learning Outcomes (CLO)
Upon completion of this course (EDSE 154), students will be able to identify “red flags” in development and select the appropriate course of intervention to meet the unique needs of each and every child they encounter.
Required Texts/Readings

Textbook


Other readings as assigned during online weeks.

Recommended Journals
Exceptional Children, Infants and Young Children, Teaching Exceptional Young Children, Journal of Early Intervention (Division for Early Childhood), Journal of Visual Impairment and Blindness, Zero to Three.

Recommended Websites
http://www.cecsped.org - The Council for Exceptional Children


http://www.ida.org - Infant Development Association for California

Course Requirements and Assignments- Assignment details are noted in the Appendix
- Program Observations (PS 15; ECSE 1, 2, 3, 9; ECSEAA 4)
- Parents Helping Parents Agency Orientation (PS 2; ECSE 1, 3; ECSEAA)
- Team Work: Disability/Risk Presentation (ECSE 2; ECSEAA 1)
- Book Report (Individual Work): Family System Theory Reflection (ECSE 2, 3; ECSEAA 2)
- Project Connect Assignment – Module 4 – Family-Professional - Inclusion (ECSE 2; ECSEAA 1)
- Tests (N=2) (PS 2; ECSE 1, 2; ECSEAA 1)
- Canvas Reading and Reflection (N=1) (ECSEAA 1)
- Iris Modules- Early Intervention (N=4) (ECSE 1; ECSE 2)

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

Final Examination or Evaluation
The final exam will be given in class and will include a case study in which students will answer open ended questions about.

Grading Information-Assignments and Grading Policies
- Students are expected to complete all required assigned readings and assignments prior to class and be prepared to discuss them during class.
- Late assignments, including tests, will automatically lose ½ point for each late day 24/7. All assignments are due on the dates indicated in the syllabus. Please talk to the instructor before the due date if you anticipate problems completing the assignment on time.
- Class participation, including online weeks, is expected and will be reflected in your grade.
## Grading Process

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>10</td>
<td>5%</td>
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<tr>
<td>Canvas Reading &amp; Reflection</td>
<td>10</td>
<td>5%</td>
</tr>
<tr>
<td>Book Report</td>
<td>20</td>
<td>10%</td>
</tr>
<tr>
<td>Iris Modules 4 Activities/ 5 points each</td>
<td>20</td>
<td>10%</td>
</tr>
<tr>
<td>Project Connect Module 6 Activities/ 5pts. Each</td>
<td>30</td>
<td>15%</td>
</tr>
<tr>
<td>Disability/Risk Presentation</td>
<td>30</td>
<td>15%</td>
</tr>
<tr>
<td>PHP Orientation &amp; Paper</td>
<td>20</td>
<td>10%</td>
</tr>
<tr>
<td>Tests</td>
<td>40</td>
<td>20%</td>
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<tr>
<td>Midterm 20 points</td>
<td></td>
<td></td>
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<tr>
<td>Final 20 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Observations</td>
<td>20</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>200</td>
<td>100%</td>
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## Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Point Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>186-200</td>
<td>93%</td>
</tr>
<tr>
<td>A-</td>
<td>180-185</td>
<td>90%</td>
</tr>
<tr>
<td>B+</td>
<td>174-179</td>
<td>87%</td>
</tr>
<tr>
<td>B</td>
<td>166-173</td>
<td>83%</td>
</tr>
<tr>
<td>B-</td>
<td>160-165</td>
<td>80%</td>
</tr>
<tr>
<td>C+</td>
<td>154-159</td>
<td>77%</td>
</tr>
<tr>
<td>C</td>
<td>146-153</td>
<td>73%</td>
</tr>
<tr>
<td>C-</td>
<td>140-145</td>
<td>70%</td>
</tr>
<tr>
<td>D</td>
<td>120-139</td>
<td>60%</td>
</tr>
<tr>
<td>F</td>
<td>119 or below</td>
<td></td>
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Classroom Protocol

All candidates are expected to conduct themselves in a professional manner as members of this course. Preparation in this course reflects each candidate’s ability to become a successful special educator. At a minimum, candidates are expected to adhere to the following:

1. Attend all classes.
2. Arrive to class on time and stay until class ends.
3. **Keep cell phones put away during class.**
4. Use computers during class to take notes or access course materials only.
5. Respect others in class and show tolerances for viewpoints different than ones’ own.
6. Participate in class discussions and activities.

University Policies

Academic Integrity

- Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University’s Academic Integrity policy](http://www.sjsu.edu/senate/S07-2.htm), located at http://www.sjsu.edu/senate/S07-2.htm, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development.

- The [Student Conduct and Ethical Development website](http://www.sa.sjsu.edu/judicial_affairs/index.html) is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

- Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy S07-2 requires approval of instructors.

**Plagiarism and Recycled Papers**

San Jose State University policy forbids students to submit assignments in two different courses, except by permission of the instructor, and to plagiarize previously written material. If an instructor utilizes a plagiarism detection system (i.e., Turnitin.com), it is written in the green sheet.
## EDSE 104- Atypical Development in Young Children, Spring 2020

### Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Readings/Assignments Due</th>
</tr>
</thead>
</table>
| 1    | 1/27 | Course introduction  
Requirements  
Team formation | N/A |
| 2    | 2/3  | Online Week  
Project CONNECT module | Project Connect Online Module Due |
| 3    | 2/10 | Foundations of ECSE  
Eligibility  
Referral  
Atypical/ typical development  
Cultural influences on development | Ch. 1  
Ch. 2 |
| 4    | 2/17 | Online Week  
Canvas Reading and Reflection | Canvas Reading and Reflection Due |
| 5    | 2/24 | Family- based services  
Gross motor development | Ch. 3  
Ch. 4 |
| 6    | 3/2  | Online Week  
Iris Module | Iris Module Due |
| 7    | 3/9  | Fine motor development  
Self- care development | Ch. 5  
Ch. 6 |
| 8    | 3/16 | Online Week  
Iris module | Iris Module Due |
| 9    | 3/23 | Midterm Exam in Class @ 4:00pm | Study chapters 1-6 |
| 10   | 3/30 | Spring Break- No Class | N/A |
| 11   | 4/6  | Cognitive development  
Communication development | Ch. 7  
Ch. 8  
Book Report Due |
| 12   | 4/13 | Online Week  
Iris Module | Iris Module Due |
| 13   | 4/20 | Social- emotional development  
Group 1 Presents | Ch. 9 |
| 14   | 4/27 | Online Week  
Iris Module | Iris Module Due |
| 15   | 5/4  | Intervention  
Group 2 Presents | Ch.11  
Due: PHP Assignment |
| 16   | 5/11 | Group 3 Presents  
Program Observation Oral Report | Due: Program Observation Written Report |
| 17   | 5/18 | Final Exam in Class @ 5:15pm | Study chapters 7,8,9,11 |

The schedule is subject to change with fair notice and students will be notified via an announcement in CANVAS.