Course and Contact Information

Instructor: Janel Astor
Telephone: (650) 483-8105
Email: janel.astor@sjsu.edu or janel_astor@yahoo.com
Office Hours: By appointment
Class Days/Time: Monday - 7:00-9:45
Classroom: Online

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.

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.

Course Learning Outcomes (CLO): California Commission on Teacher Credentialing (CCTC) Teacher Performance Expectations

This course addresses the following course learning outcomes (CLOs) to address the following CCTC Teacher Performance Expectations (TPEs) for Early Childhood Special Education (Items marked with “I” are introduced in this course; those with a “P” are practiced, and those with “A” are assessed: 1.1(I), 1.3(I), 1.5(P), 1.8(P), 1.11(P), 3.1(I), 3.4(I), 3.5(I), 3.7(I), 4.1(P), 4.2(P), 4.9(P), 4.13(I), 5.1(I), 5.2(I), 6.1(P), 6.7(P), 6.10(I)
Identify markers of atypical development in the major developmental areas outlined in IDEA and the characteristics of children with disabilities affecting these developmental areas.

2) Develop the ability to work with families to identify high-priority concerns for IFSP outcomes and IEP goals using routines-based interviews.

3) Describe natural environments for young children with and without disabilities.

4) Explain how contextual variables influence the instruction and care provided to young children with disabilities.

5) Connect intervention practices to areas of demonstrated need to embed instruction and intervention in natural environments.

6) Identify resources for parents and practitioners that support both understanding a child’s unique learning needs and developing intervention practices.

Required Texts/Readings

Textbooks


Choose One


Other Readings


Course Requirements and Assignments

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

More detailed descriptions and grading requirements for all assignments can be found on Canvas.
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Points</th>
<th>Percent</th>
<th>TPEs</th>
<th>CLOs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>California Early Childhood Online (CECO) Modules</strong></td>
<td>You will deepen your understanding of early childhood development and natural learning environments for infants/toddlers and preschoolers by completing assigned CECO Modules. Submit CECO module certificate of completion. You will complete seven (7) CECO Modules over the course of the semester.</td>
<td>5 pts * 7 modules = 35 pts</td>
<td>23.3%</td>
<td>ECSE 1.1</td>
<td>CLO 1, CLO 3</td>
</tr>
<tr>
<td><strong>Participation in class meetings</strong></td>
<td>Our class meetings will dig deeper into the content covered in the readings and learning modules. In each class session, you will be asked to participate in a variety of activities. Your participation in these activities will be graded, with the expectation that you are fully engaged and professional.</td>
<td>8 meetings * 5 pts = 40 pts</td>
<td>26.6%</td>
<td>all</td>
<td>all</td>
</tr>
<tr>
<td><strong>Systems Theory Reflection on either The Spirit Catches You and You Fall Down or What the Eyes Don’t See</strong></td>
<td>You will read the book of your choosing (of the two options given) and write a 2- to 3-page report. The paper will connect the book reviewed with systems theories (ecological and family), including addressing how issues of culture and power (macrosystem) ultimately influenced the development of young children (the individual).</td>
<td>20 pts</td>
<td>13.3%</td>
<td>ECSE 6.1</td>
<td>CLO 4</td>
</tr>
<tr>
<td><strong>EC Curricula Discussion</strong></td>
<td>As we discuss the domains of development of children within the context of natural environments, it is helpful to understand the types of child care and preschool placements they may experience. The purpose of this discussion is to help establish our understanding of different EC curricula and facilitate conversations regarding how we can support children’s development within classroom environments.</td>
<td>5 pts</td>
<td>3.3%</td>
<td>ECSE 3.7</td>
<td>CLO 3</td>
</tr>
<tr>
<td><strong>Practice RBI</strong></td>
<td>To gain practice with the routines-based interview, you will practice using the protocol with each other. You will then reflect on (1) the type of information gathered using the RBI and (2) the experience of conducting the interview.</td>
<td>10 pts</td>
<td>6.7%</td>
<td>ECSE 1.5</td>
<td>CLO 2</td>
</tr>
<tr>
<td>Assignment</td>
<td>Description</td>
<td>Points</td>
<td>Percent</td>
<td>TPEs</td>
<td>CLO</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------</td>
<td>---------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>Parents Helping Parents Agency Scavenger Hunt</td>
<td>You will complete a scavenger hunt of the Parents Helping Parents (PHP) website to gain an understanding of the types of resources available for parents of young children through this parent training and information (PTI) center. <strong>NOTE:</strong> if PHP begins to host their “Orientation and Overview” sessions again, you can elect to attend the orientation in place of completing the scavenger hunt. Tour schedules and directions can be found <a href="www.php.com">here</a>. Look for the “PHP Orientation and Overview” on the schedule of events.</td>
<td>10 pts</td>
<td>6.7%</td>
<td>ECSE 6.10</td>
<td>CLO 6</td>
</tr>
<tr>
<td>Final: Early Intervention Coaching Handouts</td>
<td>As a culminating activity, you will review a routines-based interview video. You will then generate three IFSP outcomes, justifying your choices based on the areas of need identified by the parents and your knowledge of child development. These outcomes will be written following the guidelines reviewed in class. Finally, you will create two handouts for parents describing how to address these IFSP outcomes in everyday activities. You will create an additional two handouts for child care providers describing how to address the same outcomes in their centers</td>
<td>30 pts</td>
<td>20%</td>
<td>ECSE 1.3, ECSE 1.5, ECSE 1.8, ECSE 1.11, ECSE 3.5, ECSE 4.2, ECSE 4.9, ECSE 4.13, ECSE 5.1, ECSE 5.2, ECSE 6.7</td>
<td>CLO 2, CLO 4, CLO 5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>150 pts</td>
<td>100%*</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Sum may not add to 100% due to rounding.

**Grading Information**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
<th>Grade</th>
<th>Percent</th>
<th>Grade</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A plus</td>
<td>97 or above</td>
<td>A</td>
<td>93 up to 97</td>
<td>A minus</td>
<td>90 up to 93</td>
</tr>
<tr>
<td>B plus</td>
<td>87 up to 90</td>
<td>B</td>
<td>83 up to 87</td>
<td>B minus</td>
<td>80 up to 83</td>
</tr>
<tr>
<td>C plus</td>
<td>77 up to 80</td>
<td>C</td>
<td>73 up to 77</td>
<td>C minus</td>
<td>70 up to 73</td>
</tr>
<tr>
<td>D plus</td>
<td>67 up to 70</td>
<td>D</td>
<td>63 up to 67</td>
<td>D minus</td>
<td>60 up to 63</td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Late Policy**

It is part of the ethos of the Department of Special Education to prepare students for the role of special education teacher. This role requires careful attention be paid to due dates (e.g., a late IEP meeting can - and has - lead to legal action). It is, therefore, important that you practice the skills necessary to manage your time as part of your coursework.

At the same time, it is important to practice grace. Therefore, students can drop ONE CECO module AND class participation grade with no penalty. For all other assignments, please contact me BEFORE the due date to make arrangements if you will not be able to submit the assignment on time. Otherwise, grades will automatically have a 10% deduction on the points earned for each week the assignment is turned in late. Additionally, assignments will close two weeks after the submission deadline. Students will need to request permission to submit an assignment more than two weeks late.

**California Commission on Teacher Credentialing Grading Policy**

The California Commission on Teacher Credentialing (CCTC) requires that students complete their credential coursework with a GPA of 3.0 or higher. Students planning on pursuing a teaching credential in ECSE should, therefore, strive to earn a grade of B or higher in all credential coursework.

**Departmental Incomplete Policy**

It is the policy of the Department of Special Education that students must have completed 80% of the course work assigned in order to qualify for an incomplete in the class. The final arrangements for making up the incomplete grade (i.e., the due date) will be negotiated between the student and faculty member.

**University Policies**

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

**Accommodations for Students with Disabilities**

[Presidential Directive 97-03](http://www.sjsu.edu/senate/docs/97-03.pdf) requires that students with disabilities requesting accommodations register with the [Accessible Education Center (AEC)](http://www.sjsu.edu/accessible/) to establish a record of their disability. AEC will contact the instructor with further details, if needed. If special arrangements are needed in cases of emergency or if the building must be evacuated, please make arrangements with the instructor.

**Consent for Recording of Class and Public Sharing of Instructor Material**

[University Policy S12-7](http://www.sjsu.edu/gup/syllabusinfo) requires students to obtain instructor’s permission to record the course. The following criteria define expectations relating to recording a course.

- Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without approval. You may not publicly share or upload instructor generated material such as exam questions, lecture notes, or homework solutions without instructor consent. This prohibition includes sharing information with third parties and on websites.
- You must obtain the instructor’s permission to make audio or video recordings in class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.
● Permission from the instructor, whether in writing or orally, may extend to either a single class or the entire semester.
● In classes where active participation of students or guests may be on the recording, permission of those students or guests must be obtained as well.

Recording Zoom Classes

This course or portions of this course (i.e., lectures, discussions, student presentations) will be recorded for instructional or educational purposes. The recordings will only be shared with students enrolled in the class through Canvas. The recordings will be deleted at the end of the semester. If, however, you would prefer to remain anonymous during these recordings, then please speak with the instructor about possible accommodations (e.g., temporarily turning off identifying information from the Zoom session, including student name and picture, prior to recording).

Students are not allowed to record without instructor permission.

Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, etc.) are copyrighted by the instructor. This university policy (S12-7) is in place to protect the privacy of students in the course, as well as to maintain academic integrity through reducing the instances of cheating. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate university and state law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor.

Zoom Classroom Etiquette

● Mute Your Microphone: To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.
● Be Mindful of Background Noise and Distractions: Find a quiet place to “attend” class, to the greatest extent possible.
  ○ Avoid video setups where people may be walking behind you, people talking/making noise, etc.
  ○ Avoid activities that could create additional noise, such as shuffling papers, listening to music in the background, etc.
● Position Your Camera Properly: Be sure your webcam is in a stable position and focused at eye level.
● Limit Your Distractions/Avoid Multitasking: You can make it easier to focus on the meeting by turning off notifications, closing or minimizing running apps, and putting your smartphone away (unless you are using it to access Zoom)
● Use Appropriate Virtual Backgrounds: If using a virtual background, it should be appropriate and professional and should NOT suggest or include content that is objectively offensive or demeaning.

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. We also offer numerous workshops for students every semester.

To schedule an appointment or learn more information, visit the Counseling and Psychological Services website at http://www.sjsu.edu/counseling.
## EDSE 104, Atypical Development, Fall 2020 Course Schedule

*We will meet as a class on Zoom on the last date of the module (indicated with *)

*Note: Schedule subject to change. Updates will be announced on Canvas or discussed in class meetings.*

<table>
<thead>
<tr>
<th>Module</th>
<th>Dates</th>
<th>Topics</th>
<th>Readings</th>
<th>CLOs</th>
</tr>
</thead>
</table>
| 1      | 8/23        | Course introduction
Foundations of EI/ECSE
Eligibility & Referral: EI and ECSE | Chapter 1, 2 and 3                                                      | CLO 4          |
|        |             | **Module** 1: Early Intervention/Early Childhood Special Education (EI/ECSE) |                                                                         |               |
| 2      | 8/30 and *9/6 | Theory in EI/ECSE: Systems theories: ecological and family
Natural environments: CA Early
Learning Foundations and EC Curricula
Asset-based approach to development | Odom (2016)
Raab et al. (2016)
Chapters 4 and 5
**CECO Foundations and Frameworks Module due**
**EC Curricula Discussion due** | CLO 2
CLO 3
CLO 4          |
| 3      | 9/13 and *9/20 | Gross Motor Development
Fine Motor Development | Chapters 7
Begin reading book of choice, if you haven’t already
**CECO Modules due:**
*Infant/Toddler Perceptual & Motor
Preschool Physical Development* | CLO 1
CLO 4          |
| 4      | 9/27 and *10/4 | Self-Care
Cognitive Development | Chapter 14 and 17
**CECO Modules due:**
*Infant/Toddler Cognitive Development
Preschool Mathematics* | CLO 1
CLO 4
CLO 5          |
| 5      | 10/11 and *10/18 | Communication Development
Social and Emotional Development | Chapter 15 and 16
**CECO Modules due:**
*Infant/Toddler Language
Preschool Language and Literacy* | CLO 1
CLO 4
CLO 5          |
| 6      | 10/25 and *11/1 | Sensory Impairments (Hearing Impairment + Visual Impairment)
Review Practice RBI | Chapter 6
Wiley et al. (2016)
**Systems Theory Reflection due** | CLO 1
CLO 4
CLO 5          |
| 7      | 11/8 and *11/15 | Return to EI/ECSE
Routines-based interview
Practice RBI | Chapter 9
McWilliam et al. (2009)
Routines-based interview online module
**Practice routines-based interview** | CLO 2
CLO 6          |
| 8      | 11/22 and *11/29 | Moving from needs to outcomes and goals
EI services - coaching and developing
parent and practitioner handouts
*Thanksgiving Break (11/25)* | Chapter 10
Bradshaw (2013)
**PHP scavenger hunt due** | CLO 2
CLO 6          |
<table>
<thead>
<tr>
<th>Final</th>
<th>12/6</th>
<th>EI Handouts Sharing Session</th>
<th><em>Early Intervention Coaching Handouts due</em></th>
<th>CLOs 1-6</th>
</tr>
</thead>
</table>