



**San José State University
Department of Special Education
Lurie College of Education
EDSE 104, Section 2
Atypical Development in Young Children
Spring 2016**

Course and Contact Information

Instructor:	Andrea Golloher
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Office Hours:	Thursdays 2:00-4:00, or by appointment
Class Days/Time:	Tuesdays 7:00 pm – 9:45 pm
Classroom:	SH 315
Prerequisites:	Typical child development course (examining birth to age 8)

Technology Requirements

Successful completion of this course will require access to a computer or tablet device with internet connectivity. Assignments will be submitted online, via Canvas. Additionally, students will complete a Project CONNECT module (compatible with all common internet browsers).

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the [Canvas learning management system](http://sjsu.instructure.com) course website at <http://sjsu.instructure.com>. Announcements for the course will be posted regularly. You are responsible for checking Canvas and your email to learn of any updates.

College of Education Mission Statement

The mission of the College of Education at San Jose State University is to prepare educators who have the knowledge, skills, dispositions and ethics that ensure equity and excellence for all students in a culturally diverse, technologically complex, global community.

Department of Special Education Mission

The Department of Special Education prepares professionals to be effective educators, leaders in the field, and lifelong learners. We accomplish this goal in collaboration with other departments and community partners. Together we promote equity and excellence in our curricula by infusing evidence-based practices endorsed by national organizations in the field of Special Education.

Course Description

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

CCTC Standards (Learning Outcomes)

Program Standard 2: Professional, Legal and Ethical Practices

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

Program Standard 15: Field Experience in a Broad Range of Service Delivery Options

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

ECSE Standard 1: Theoretical, Philosophical, and Empirical Foundations

The program provides the candidate with an opportunity to demonstrate knowledge of the historical and contemporary theoretical, philosophical, legal, and empirical influences underlying evidence based practices in

the field of Early Intervention and Early Childhood Special Education and use this knowledge to shape his or her practice with infants, toddlers, preschoolers, families, administrators, community organizations and agencies.

ECSEAA Standard 1: Characteristics of Infants, Toddlers, and Preschoolers with IFSP and IEP's

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

ECSE Standard 2: Typical and Atypical Child Development

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

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

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

ECSE Standard 9: Low Incidence Disabilities in ECSE Programs

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

ECSEAA Standard 4: Experience in ECSE Programs

The program provides an opportunity for each candidate to document observations in a variety of settings from birth to pre-kindergarten. Additionally, each candidate has field experiences in early childhood settings with

families young children who have a range of abilities and needs including in home experiences with families of infants and toddlers with IFSPs and inclusive, developmentally appropriate center based preschool/pre-kindergarten settings that include children with IEPs. Each candidate demonstrates skill in working with young children individually and in small and whole group settings.

Learning Outcomes

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

1. Recognize features of early childhood classrooms and are supportive for children with exceptional needs, satisfied by visitations to ECE and ECSE classrooms (Assignment 1)
2. Identify local resources for parents of children with special needs, satisfied through participation in the Parents Helping Parents Orientation (Assignment 6) and team disability/risk presentations (Assignment 4)
3. Understand the impact of a variety of disability and risk categories on child development, satisfied through completion of the team disability/risk presentations (Assignment 4)
4. Understand the impact of family systems on child development, through completion of a book report on *The Spirit Catches You and You Fall Down* (Assignment 2)
5. Understand the role of the teacher in supporting families with children with special needs, through completion of the Project CONNECT module (Assignment 3)
6. Practice completing an IEP meeting to recognize the important part played by each member of the IEP team, through the completion of the Mock IEP Meeting (Assignment 7)

Required Texts

Bowe, F. (2007). *Early childhood special education: Birth to eight* (4th ed.). Albany, NY: Delmar.

Fadiman, A. (1997). *The spirit catches you and you fall down*. New York: Farrar, Strous and Giroux.

Required Readings (can be found on Canvas)

Cheatham, G. A., Hart, J. E., Malian, I. & McDonald, J. (2012). Six things to never say or hear during an IEP meeting. *Teaching Exceptional Children*, 44(3), 50-57.

Ostrosky, M.M., & Kaiser, A.P. (1991). Preschool classroom environments that promote communication. *Teaching Exceptional Children*, 23(4), 6-10.

Whaley, K.T., & Bennett, T.C. (1991). Promoting engagement in early childhood special education. *Teaching Exceptional Children*, 23(4), 51-54.

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of **forty-five hours for each unit of credit (normally three hours per unit per week)**, including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

- Students are expected to complete all required assigned readings and assignments prior to class and be prepared to discuss them during class.

- Class participation is expected and will be reflected in your grade.
1. **Readings/Participation/Reflections:** This class is comprised of 15 class sessions. Complete weekly readings, assigned chapters from the course textbook, or other readings assigned by the instructor prior to the class seminar. **By the Saturday after class at midnight**, upload to Canvas a short write up in which you reflect upon the content covered in the text and in class. Note particular quotes that stood out for you, important themes you drew from the assigned reading, and questions or comments you have about the material. ***Addresses All Standards**
 2. **Family System Theory Reflection: The Spirit Catches You and You Fall Down:** Students will read the book and write a **2-3 page report**. The paper will discuss various aspects of family system theory that are presented, including the way in which conflicts between cultures influenced the outcome for Lia and her family. (ECSE 2, 3; ECSEAA 2)
 3. **Project Connect Assignment – Module 4: Family-Professional Partnerships:** See appendix for details (ECSE 2; ECSEAA 1)
 4. **Team Work: Disability/Risk Presentation:** Each group will choose a disability from the list of six provided and will prepare a 45-60 minute class presentation, including a Powerpoint or Prezi presentation and a simulation activity. The group will also provide each class member and instructor a PPT slide handout (6 slides/page). See attached description for format of assignment and conditions/disabilities to choose from. The group formation and due dates will be determined during the first class meeting. Each group presentation will be evaluated by both peers and the course instructor. Each participant in the group must present verbally using person first language and write a section of the presentation. (ECSE 2; ECSEAA 1).
 5. **Program Observation:** Students will visit three programs, **one Early Start program (0-3 years), one ECSE preschool program (3-5 years), and one inclusive general education kindergarten program**. Each student will present a written and brief verbal description of their observations to the class. See attached description for details about this assignment. (PS 15; ECSE 1, 2, 3, 9; ECSEAA 4)
 6. **Parents Helping Parents Agency Orientation:** Students will attend **an orientation of Parents Helping Parents**. This is a family resource center located at 1400 Parkmoor Suite 100, San Jose 95126. Tour schedules can be found here: <http://www.php.com/events?filter0=tour&filter2=now&op3=5&filter3=&op4=AND> For directions go to www.php.com or call 408-727-5775. (PS 2; ECSE 1, 3; ECSEAA 2)
 7. **Team Work: Mock IFSP/IEP Meetings:** In groups, students will stage mock IEP meetings. Participants in the groups will play the roles of: special education teacher, parent(s), administrator, general education teacher, and resource provider (SLP, OT, school psychologist, etc.). Classmates will grade each other on adherence to recommended practices for IEP meetings. (PS 2, ECSE 3, ECSEAA 2)

Late Assignments

With the exception of in class activities, late assignments will be reluctantly accepted. Assignments will be collected at the start of class on the specified due date and/or will be uploaded to Canvas by the start of class. Assignments turned in after the start of class on the same day will be reduced by 10%. Students must request special permission to submit assignments beyond one week late and will lose 10% of points for each week late.

Grading Policy

1. All written assignments must meet **standards of academic and professional quality as outlined in APA format for reporting on research**. Unless so stated, all written assignments must be **typed, double spaced, paginated, and free of spelling and grammatical errors. You must cite all work.**
2. Every member of a group will receive the same grade. Be sure to check your group member's contributions before submitting the assignment!

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

*Please contact your instructor for extra assistance, questions, or to discuss any issue concerning your professional preparation.

*If you would like to get feedback on any instruments or paper, you must allow reasonable turnaround time (at least one week).

*Use the writing center, librarian, or other support resources as needed.

SUMMARY OF ASSIGNMENTS/GRADING

ASSIGNMENTS	POINTS	PERCENTAGE
Readings/Participation/Reflections	30	15%
Program Observations	50	25%
PHP Orientation/Paper	15	7.5%
Disability/Risk Presentation	30	15%
Book Report	15	7.5%
Project Connect Module	30	15%
Mock IFSP/IEP Meeting	30	15%
TOTAL	200	100%

GRADE RANGE CONVERSION

GRADE	POINT TOTAL	PERCENTATGE
A	186-200	93%
A-	180-185	90%
B+	174-179	87%
B	166-173	83%
B-	160-165	80%
C+	154-159	77%
C	146-153	73%
C-	140-145	70%
D	120-139	60%
F	119 or below	

DEPARTMENT GRADING POLICY

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

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

Classroom Protocol

1. Be on time!
2. All cell phones turned off on put away during class time.
3. Laptops are fine for note taking or looking up content related to the class. Do not check email/social media or surf the Internet for during lecture unless it is part of the class discussion. You will be asked to turn off your computer if you are found doing this during class time.

4. Feel free to bring food to class, but clean up your area before you leave.
5. Active participation is expected by all students during class.
6. No sleeping or completing other personal or professional work during class.
7. Respect each other and be an active listener. This is part of being a teacher!
8. Contact the instructor if you are going to miss class. You are responsible for getting course notes from a classmate if you are absent.
9. If you need to communicate directly with the professor make an appointment or come in during office hours.

University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. To learn important campus information, view [University Policy S90-5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at <http://www.sjsu.edu/senate/docs/S90-5.pdf> and SJSU current semester's [Policies and Procedures](http://info.sjsu.edu/static/catalog/policies.html), at <http://info.sjsu.edu/static/catalog/policies.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not address the issue, it is recommended that the student contact the Department Chair as the next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this 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.”
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> 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](#) is available at <http://www.sjsu.edu/studentconduct/>.

Campus Policy in Compliance with the American Disabilities Act

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](#) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](#) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](#) at <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.

SJSU Peer Connections

Peer Connections' free tutoring and mentoring is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. Peer Connections tutors are trained to provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group and individual tutoring are available. Peer Connections mentors are trained to provide support and resources in navigating the college experience. This support includes assistance in learning strategies and techniques on how to be a successful student. Peer Connections has a learning commons, desktop computers, and success workshops on a wide variety of topics. For more information on services, hours, locations, or a list of current workshops, please visit [Peer Connections website](#) at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](#) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

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>.

EDSE 102 Atypical Development in Young Children Spring 2016 Course Schedule

Week	Date	Topics	Readings/ Assignments Due
1	2/2/2016	Course introduction Requirements Team formation Writing in APA format	
2	2/9/2016	Foundations of ECSE Eligibility & Referral FAT City movie – <i>creating simulations for presentations</i>	Chapters 1, 2, 4
3	2/16/2016	Evidence-based practices in ECSE Inclusive Classroom Profile Review of Articles <i>Team Time</i>	Observation Articles Chapters 3, 6
4	2/23/2016	<i>No Class</i> Online Project CONNECT module	
5	3/1/2016	IEP/IFSP components and laws Generate questions for parent panel <i>Team Time</i>	Chapters 7, 8 Cheatham et al. (2012)
6	3/8/2016	Parent Panel Family Systems Theory	Chapter 5
7	3/15/2016	Family Systems Theory <i>Team Time</i>	Chapter 10 Book Report Due
8	3/22/2016	Technology in ECSE Prematurity and low birth weight	Chapter 9 Project CONNECT module due
9	3/29/2016	<i>SPRING BREAK – no class</i>	
10	4/5/2016	Group One – Down Syndrome Intellectual disability	Chapter 13
11	4/12/2016	Group Two – ASD Language disorders	Chapters 11, 14
12	4/19/2016	Group Three – TBI Group Four – Cerebral Palsy	Chapter 15
13	4/26/2016	Group 5 – ADD, ADHD FAS/FAE	Chapter 12
14	5/3/2016	Group 6 – Hearing Impairments Visual Impairments Seizure disorders	
15	5/10/2016		ECE/ECSE Program Observations due Mock IFSP/IEP meetings
Final	5/24/2016	7:45 pm	Mock IFSP/IEP meetings PHP Orientation due

Appendix - Assignment Descriptions

Assignment 1 – Readings/Participation/Reflections

2 point per week, 30 possible points

By the Saturday after class at midnight, upload to canvas a short write up in which you reflect upon the content covered in the text and in class. Note particular quotes that stood out for you, important themes you drew from the assigned reading, and questions or comments you have about the material. Points will be assigned for on the Canvas forum.

Assignment 2 – Book Report/Family Systems Theory Reflection

Due 3/15/2016, 15 points – submit to Canvas by the beginning of class

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

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

Name:

Score: /15

Objective	Score			
Outline main conflicts 4 pts	4 Main conflicts articulately identified	3 Main conflicts identified	2 Unclear writing makes conflicts difficult to identify	1 Does not identify main conflicts
Relate conflicts to ECSE 4 pts	4 Relationship to ECSE clearly stated	3 Relationship to ECSE touched upon very briefly, but clearly	2 Unclear relationship between book and ESCE	1 Does not discuss relationship of book to ECSE
Reflection on role of EI 4 pts	4 Reflection articulate and well thought out	3 Brief, but clear, reflection	2 Reflection unclear	1 Does not reflect on role of EI
Written Language: Grammar, Sentence Structure, Punctuation and Spelling 2 pts	1-3 Errors: Spelling and Punctuation		4 + Errors: Spelling and Punctuation	
	4-6 Errors: Grammar or Sentence Structure		7 + Errors: Grammar or Sentence Structure	
	2		1	

Assignment 3 – Project Connect – Module 4

Due 3/22/2016, 30 points – Submit hard copy in class or digital copy to Canvas by start of class

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

Steps

Go to URL: <http://community.fpg.unc.edu/> (put in your favorites)

Click on 5 step learning cycle – Watch video for Introduction

Click on “Go To Modules” button

Read Introduction – Hit Next button

Scroll to Module 4 – Click on Introduction – Watch Video

Click on Step 1: Dilemma, Watch Videos 4.1, 4.2

- a. Complete Activity 4.1a on pdf handout

Click on Step 2: Read page and “answerable question” at bottom

Click on Step 3: Evidence – Read over 4 sections – Hit Next

Click on A: Definitions – Watch 4.3 Video – Dr. Turnbull

- a. Click on Next at bottom of page
- b. Read Handout 4.1
- c. Complete Activity 4.3a on pdf handout
- d. Watch Videos 4.4 and 4.5
- e. Read Handout 4.2 (might want to print this out for use)
- f. Watch video 4.6 and hit Next
- g. Watch video 4.7 – Hit Next
- h. Using Handout 4.2, Complete Activity 4.7a

Click on B: Research

Watch Video 4.1 – Dr. Harry

Read Handout – Research Summary 4.4

Click on C: Policy

Read Handout 4.5 –Headstart and IDEA Laws w/Part C and B

Complete Activity 4.9a using Handout 4.5 for reference

Click on D: Experience based Knowledge

Watch Videos 4.1,4.2,4.3,4.4,4.5,4.6 & Complete Activity 4.10a

Click on Step 4: Decision – Read page and hit Next

Watch 4.7, 4.8 videos and Complete Activity 4.11 while watching

Read Sections B and C – Hit Next

Click on Step 5: Evaluation

Read information in Step 5 A-C

Peruse Handouts 4.6, 4.7, 4.8, Make copies for your own professional use if you like.

Click on Summary and Wrap Up – Read Steps 1-5

Last: Turn in 6 Activity Sheets in Hardcopy – Do not send electronically

4.1a, 4.3a, 4.7a, 4.9a, 4.10a, 4.11a

Assignment 4 - Team Disability/Risk Presentation

Due dates differ for groups, 30 points – send slides to Dr. Golloher a day before class

Each member of the team will be responsible for a portion of the class presentation. Please clearly identify and assign a member who is responsible for each section.

Please use your own words in describing the condition for your presentation. Try not to read directly from your paper.

1. Introduction

- a. Describe or define the disability.
- b. Describe how the disability occurs or is caused.
- c. Define the incidence rate of occurrence.
- d. Describe how the disability is detected /diagnosed.
- e. If it is possible to prevent the disability, describe this.

2. Simulation

- a. Consider how the disability would impact the child's participation in activities. Create a simulation activity (Google to find suggestions) for the class to participate in.

3. Impact on Development

- a. Follow up your simulation with a description of how this disability commonly effects the growth and development (cognition, language, motor, social and interpersonal interactions, etc.) of the child in the early years.
- b. Describe any other challenges commonly associated with this disability (such as medical, behavioral, etc.)

4. Intervention possibilities

- a. What types of services are generally recommended to assist the family and child in order to maximize their growth and development? Describe the services and why it would generally be recommended.
- b. Using the personal expertise in your group, briefly describe what assistance your team would recommend for this child and family
- c. Describe what other professionals or agencies could possibly be of assistance to the child and family.

List of Disabilities, Conditions to choose from

Group 1. Down Syndrome

Group 2. Autism

Group 3. Traumatic Brain Injury (TBI)

Group 4. Cerebral palsy

Group 5. Fetal Alcohol Syndrome and Effects

Group 6. ADD/ADHD

Assignment 4 - Team Disability/Risk Presentation Rubric

Group members: _____

Points: ___/30

1. Introduction

- a. Describe or define the disability.
- b. Describe how the disability occurs or is caused.
- c. Define the incidence rate of occurrence.
- d. Describe how the disability is detected /diagnosed.
- e. If it is possible to prevent the disability, describe this.

___/5 pts

2. Simulation

___/10 pts

- a. Simulation activity helps class understand the impact of the diagnosis on early childhood development and participation in school
- 3. **Impact on Development** ___/5 pts
 - a. Follow up your simulation with a description of how this disability commonly effects the growth and development (cognition, language, motor, social and interpersonal interactions, etc.) of the child in the early years.
 - b. Describe any other challenges commonly associated with this disability (such as medical, behavioral, etc.)
- 4. **Intervention possibilities** ___/5 pts
 - a. What types of services are generally recommended to assist the family and child in order to maximize their growth and development? Describe the services and why it would generally be recommended.
 - b. Using the personal expertise in your group, briefly describe what assistance your team would recommend for this child and family
 - c. Describe what other professionals or agencies could possibly be of assistance to the child and family.
- 5. **Professional Presentation** ___/5 pts
 - a. Group members are prepared to speak
 - i. Not reading directly off cards
 - ii. No confusion regarding order, who's doing what, etc.
 - b. Group members speak loudly enough for class to hear
 - c. Group members are dressed for a professional presentation

Assignment 5 – Visitation of ECSE programs

Due 5/10/2016, 50 points

Make arrangements to visit **three programs** serving young children with disabilities (0-5 years of age). You must visit:

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

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

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

Read these articles before you do any observations:

- Ostrosky, M.M., & Kaiser, A.P. (1991). Preschool classroom environments that promote communication. *Teaching Exceptional Children, 23*(4), 6-10.
- Whaley, K.T., & Bennett, T.C. (1991). Promoting engagement in early childhood special education. *Teaching Exceptional Children, 23*(4), 51-54.

After your visit write a brief report of 6-8 pages for all 3 programs (typed, 12 point font, and double spaced) describing your observations and visit for **following the outline below**. You will be expected to briefly discuss your visitation of the programs which will count as 5 points towards your total grade points for this assignment.

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

Part 1: Classroom Observation (approximately 1.5 hours of 2 hour visit)

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

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

Select and observe one specific child who has been identified with a disability in each program for a **total of 3 children/3 programs.**

- How does the child's disability or manifest itself e.g., characteristics & behaviors? OR if typical describe child's personality.
- How does this affect performance and interactions with adults and/or peers? Include structured interactions (e.g., participating in circle) and unstructured interactions (e.g., play; talking with peers).
- What kind of help and supervision does this child need from adults?
- Is this child successful in getting needs met?
- How does this child communicate their needs to adults and other children, and how do they respond?

Part 3: Comparison of programs

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

DO NOT VISIT ANY PROGRAMS/CLASSES WITHOUT AN APPOINTMENT.

Assignment 5 - Observation of Programs Grading Rubric

Student Name _____ Total Pts. _____/45 + _____/5 (classroom presentation) = _____/50

Content	3 Exemplary	2 Developing	1 Unacceptable
Points	Clear and organized writing	Somewhat clear writing	Writing unclear, unorganized
Classroom Observations 15 pts	In all 3 Programs, Description of School and Children	Description in 2 programs	Description in 1 program
	In all 3 Programs, Description of Physical Environment	Description in 2 programs	Description in 1 program
	In all 3 Programs, Description of Social Environment	Description in 2 programs	Description in 1 program
	In all 3 Programs, Description of Instructional Strategies	Description in 2 programs	Description in 1 program
	In all 3 Programs, Description of Parental Involvement	Description in 2 programs	Description in 1 program
Three Child Observations 15 pts	Description of 3 children with disability/risk	Description of 2 children with disability/risk	Description of 1 child with disability/risk
	Description of how each child's disability manifests itself in behavior(s)	Description of how two children's disability manifests itself in behavior(s)	Description of how one child's disability manifests itself in behavior(s)
	Description of how each child interacts with adults and peer	Description of how two children interacts with adults and peer	Description of how one child interacts with adults and peer
	Description of type of help, assistance and supervision needs from adults for each child	Description of type of help, assistance and supervision needs from adults for two children	Description of type of help, assistance and supervision needs from adults for one child

	Description of how each child gets needs met, communicates needs, & how others respond to communication bids.	Description of how two children gets needs met, communicates needs, & how others respond to communication bids.	Description of how one child gets needs met, communicates needs, & how others respond to communication bids.
Comparison of 3 Programs 9 pts	All 3 Programs: Description includes similarities and differences of the physical set-up	Clear description of similarities and differences of the physical set-up of 2 programs	Unclear description of similarities and differences of the physical set-up of the programs
	All 3 Programs: Description includes similarities and differences of the general skill levels of the children		
	All 3 Programs: Description includes similarities and differences of teaching strategies .	Clear description of similarities and differences of teaching strategies in 2 programs .	Unclear description of similarities and differences of teaching strategies
Written Language: Grammar, Sentence Structure, Punctuation and Spelling 6 pts	No Errors: Spelling and Punctuation 1-3 Errors: Grammar or Sentence Structure	1-3 Errors: Spelling and Punctuation 4-6 Errors: Grammar or Sentence Structure	4 + Errors: Spelling and Punctuation 7 + Errors: Grammar or Sentence Structure

Assignment 6 – Parents Helping Parents Agency Orientation

Due 5/24/2016, 15 points – Submit to Canvas by start of class

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

Tour schedules can be found here:

<http://www.php.com/events?filter0=tour&filter2=now&op3=5&filter3=&op4=AND>

Paper Requirements:

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

Assignment 6 – Parents Helping Parents Agency Orientation Rubric

Name:

Score: /15

Objective	Score				
Attend meeting 5 pts	5	Signed in to meeting			0 Did not sign in to meeting
Description of resources on web and in person 4 pts	4	3	2	1	
	Description of resources clear and thorough	Description of resources perfunctory	Description of resources vague or unclear	Does not discuss describe resources available at PHP or online	
Reflection of the orientation 4 pts	4	3	2	1	
	Reflection of the orientation clear and descriptive	Reflection of the orientation perfunctory	Reflection unclear	Does not reflect on orientation	
Written Language: Grammar, Sentence Structure, Punctuation and Spelling 2 pts	1-3 Errors: Spelling and Punctuation	4 + Errors: Spelling and Punctuation			
	4-6 Errors: Grammar or Sentence Structure	7 + Errors: Grammar or Sentence Structure			
	2	1			

Assignment 7 – Team Work: Mock IEP Meeting

Due 5/10/2016 OR 5/24/2016, 30 points

In order to gain a deeper understanding of the IEP process, the roles of all members of the IEP team, and the components of an IEP, as well as become more comfortable in leading an IEP meeting, students will work with their teammates to conduct mock IEP meetings. Each meeting will be evaluated for the following by the instructor as well as the peers. Remember: TEAMS WILL RECEIVE A GROUP GRADE – be sure to collaborate with your teammates to ensure all of the essential parts of the IEP are completed correctly.

The presentation needs a minimum of 11 elements:

- Introduction of all team members
 - Must include: special educator teacher, general education teacher, parent(s), school psychologist, a resource provider
- The purpose of the meeting [Annual (1 yr.), Triennial (3 yr.), Amendment (When you're making changes)]
- Request for input from parent(s)
 - Offer parents Parent's Rights
 - Ask parent about child's strengths
 - Ask parent about goals for child
- School psychologist
 - Summarize "assessment report" – describe the child's diagnosis and how it generally impacts development
 - Indicate eligibility category(ies) on IEP form
- Review Special Factors page
 - This may be done by school psychologist or special ed teacher
- General education teacher
 - Report on classroom expectations for child of similar age (e.g., "In our class we do XXX, and children generally do YYY")
 - Report on impressions of child and their ability to participate in classroom activities
- Special education teacher
 - Report on child's strengths
 - Report on child's areas of need, how disability impacts child's ability to engage in classroom activities (described by gen ed teacher)
 - Propose goals aligned with parent and teacher goals
- Resource provider: *Choose a resource provider (SLP, OT, PT, O/M, etc.) that would usually provide services for a student with the diagnosis you are covering*
 - Report on child's strengths
 - Report on child's areas of need, how disability impacts child's ability to engage in classroom activities (described by gen ed teacher)
 - Propose goals aligned with parent and teacher goals
- Review Supplementary Aids and Services
- Offer of FAPE
 - Discuss different programs the district may offer (MUST INCLUDE DISCUSSION OF AN INCLUSIVE PLACEMENT)
 - Solicit feedback from parents on which placement they think would be most successful for their child
 - Have group discussion on the pros and cons of different placements
 - Offer FAPE, including minutes provided by resource provider
 - Discuss extended school year (ESY) services
 - How is it determined that the child will need ESY?

- Fill out educational setting page
- Offer parents the opportunity to sign the IEP forms

Assignment 7 – Mock IEP Meeting Rubric

Group Members: _____

Points: _____/30 pts

- Introduction of all team members, purpose of meeting _____/3 pts
 - All participants introduced
 - The purpose of the meeting is clear
- Request for input from parent(s) _____/3 pts
 - Offer parents Parent’s Rights
 - Ask parent about child’s strengths
 - Ask parent about goals for child
- School psychologist _____/3 pts
 - Summarize “assessment report” – describe the child’s diagnosis and how it generally impacts development
 - Indicate eligibility category(ies) on IEP form
- Review Special Factors page _____/3 pts
 - Discuss whether accommodations to be made
- General education teacher _____/3 pts
 - Report on classroom expectations for child of similar age
 - Report on impressions of child and their ability to participate in classroom activities
- Special education teacher _____/3 pts
 - Report on child’s strengths
 - Report on child’s areas of need, how disability impacts child’s ability to engage in classroom activities (described by gen ed teacher)
 - Propose goals aligned with parent and teacher goals
- Resource provider _____/3 pts
 - Report on child’s strengths
 - Report on child’s areas of need, how disability impacts child’s ability to engage in classroom activities (described by gen ed teacher)
 - Propose goals aligned with parent and teacher goals
- Review Supplementary Aids and Services _____/3 pts
 - Supplementary aids and services suggested and documented as appropriate
- Offer of FAPE _____/3 pts
 - Discuss different programs the district may offer (MUST INCLUDE DISCUSSION OF AN INCLUSIVE PLACEMENT)
 - Solicit feedback from parents on which placement they think would be most successful for their child
 - Have group discussion on the pros and cons of different placements
 - Offer FAPE, including minutes provided by resource provider
 - Discuss extended school year (ESY) services
 - How is it determined that the child will need ESY?
 - Fill out educational setting page
 - Offer parents the opportunity to sign the IEP forms
- Professional presentation _____/3 pts
 - Group members are prepared to speak
 - Not reading directly off cards
 - No confusion regarding order, who’s doing what, etc.
 - Group members speak loudly enough for class to hear
 - Group members are dressed for a professional presentation