

San Jose State University
Department of Special Education
EDSE 104 –Atypical Development in Young Children
Fall, 2015

Instructor: Dr. Peg Hughes

Office: SH 222

Tele # 408-924-3673

Email: peg.hughes@sjsu.edu

Office Hours: Monday 3-4, Wed 3-4 or by Appt.

Class Times/Days: Wed. 4:00 - 6:45

Classroom: SH 212

Prerequisite:

Child development course examining typical development birth through 8 years

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, the rights and role of the family, and service delivery models.

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 evidence best 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.

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 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.

Required Text(s)

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

Fadiman, A. (1997). *The spirit catches you and you fall down: A Hmong child, her American doctors and the collision of two cultures*. NYC, NY: FSG.

Recommended Text

Hanson, M. J., & Lynch, E. W. (2013). *Understanding families: Supportive approaches to diversity, disability and risk* (2 ed.), Baltimore, MD: Paul Brookes

Required Articles – In Canvas

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.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. 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/>.

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 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 is expected and will be reflected in your grade.

1. Individual Work: Program Observation – Details in Appendix

Each student will visit 1 program, either an Early Start program (birth-3 years), or 1 EC Special Education preschool program (3-5 years) that serves children with disabilities. Each student will present a written and brief verbal description of their observation to the class.(PS 15; ECSE 1, 2, 3,9; ECSEAA 4)

2. Individual Work: 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. The orientation is conducted bimonthly the 2nd Monday of each month 4-5 PM and 3rd Tuesday each month 10-11AM. Check the website under the link **Programs** then scroll down to **PHP Tours** for times and dates and attend one of them. You must register for one of the dates.For directions go to www.php.com or call 408-727-5775. (PS 2; ECSE 1, 3; ECSEAA 2)

3. Team Work: Disability/Risk Presentation.

Each group will choose a disability from the list of 6 provided and will prepare a 45 minute class presentation using powerpoint. 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 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).

4. Individual Work: Family System Theory Reflection:

Students will read the book and write a **3 page report**. The paper will discuss various aspects of family system theory that are presented in this book in relation to the main characters of book. (ECSE 2, 3; ECSEAA 2)

5. Project Connect Assignment – Module 4 –Family-Professional - Inclusion
See appendix for details (ECSE 2; ECSEAA 1)

6. Quizzes (N=3) – Three short answer quizzes will be given throughout the semester. See dates on schedule- Content to be announced by instructor. (PS 2; ECSE 1, 2; ECSEAA 1)

Grading Process

Class participation	6 pts
Program Observation	35 pts (inc. 5 pts sharing with class)
3 Quizzes	45 pts(15pts/each)
PHP Orientation/paper	15 pts.
Disability/Risk Presentation	35 pts.
Book Report	15 pts.
Proj. Con. 6 Activities/ 4pts. each	24 pts
Total	175 pts.

Grading Scale

A+= 175-169	A = 168-162	A- = 161-155
B+= 154 - 148	B= 147 – 141	B- = 140 - 134
C+ = 133 - 127	C= 126 - 120	C- = 119 - 113
D+ = 112 – 106	D = 105 – 99	D- = 98 - 92
Below 92 = F		

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.

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

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**.

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.cec.sped.org> The Council of Exceptional Children
<http://www.php.com> - Parents Helping Parents Family Resource Agency

Course Schedule		Readings
Wk 1 - 8/26	Course introduction, requirements & Team formation	
Wk 2 – 9/2	Foundations of ECSE, Eligibility & referral Evidence-based Practices in ECSE & Video Team Time	Ch. 1- 4
Wk 3 – 9/9	IEP/IFSP-Components and laws Review Observation articles	Ch. 6-8 2 Articles
Wk 4 – 9/16	ECSE Practices & Procedure, Foundations con't	
Wk 5 – 9/23	Quiz # 1 Team Time no lecture	
Wk 6 – 9/30	Family Systems Theory	Ch.5
Wk 7- 10/7	Families con't., Team Time Due: Book report	Ch. 10
Wk 8 – 10/14	No Class – Online Project Connect – Module 4 Family/Professional/Inclusion – See Appendix	
Wk 9 – 10/21	Quiz# 2 No lecture/Optional Team Time Due: Project Connect Assignment – 6 Activities	
Wk 10 – 10/28	Group One - Down Syndrome; Intellectual Disabilities	Ch. 13, 15
Wk 11 – 11/4	Group Two – Autism; Group Three - Prematurity & LBW	Ch. 9, 14
Wk 12 – 11/11	Campus Closed – Veterans Day	
Wk 13 –11/18	Group 4 - Cerebral Palsy Group 5 – Seizure Disorders AD/HD Due: PHP Assignment	Ch. 12
Wk 14 – 11/25	No Class - Thanksgiving	
Wk 15 – 12/2	Last Class - Low Incidence Disabilities	Ch. 11
	Due: Visitation & Individual Written/Share-out report	
Wk 16 – 12/16	Final Quiz# 3 4 PM in Class	

Appendix - Assignment Descriptions

Assignment 1

Visitation of EC Special Education program

Make arrangements to visit **1 program** serving young children with disabilities (0-5 years of age). You can visit:

- **One Infant/Toddler program** which serves children 0-3 with special needs or children at-risk for special needs (**not one with only typical children**)
OR
- **One Preschool Setting** which serves children 3-5 with special needs (e.g., special education preschools, Headstart, regular inclusive preschool classroom with both typical and atypical children)
- 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 the 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.

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. **DO NOT VISIT ANY PROGRAMS/CLASSES WITHOUT AN APPOINTMENT**

After your visit write a brief report of 3-4 pages about the program, typed double space describing your observations and visit for **the program as outlined in Parts I – 3.** You will be expected to briefly discuss your visitation the last day of class.

Written report contents. 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-based Involvement in the program e.g., family members working with child, parent groups, etc.

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

Select and observe one specific **child with a disability or at risk**.

- How does the child's disability or manifest itself e.g., characteristics & behaviors? How does this affect performance and interactions with adults and/or peers? Observe play.
- 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 – Special Education with General Education Preschool or Daycare Programs

- Compare the physical set –up of the classrooms and describe differences and similarities.
- Describe how the skill levels of the children are different from one program to the next.
- Describe any teaching strategies that are similar and different amongst the programs. (Pay close attention to the classrooms with a special education focus and how they elicit responses from children).

Assignment 2 *

Parents Helping Parents (PHP) Agency Orientation

All students must participate in an **orientation/tour at Parents Helping Parents. Tours are one hour long 2nd Monday of each month from 4-5 PM and 3rd Tuesday 10-11AM of each month.** You must register for your tour date/time online.

This is a family resource center (FRC) and is 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 408-727-5775.

Paper Requirements:

- Register and attend a Tour at PHP.
- In addition to the tour view the PHP website and describe it in the write-up.
- Write a 2-3 page paper describing the orientation and PHP as an organization including website information and your opinion of this family resource center.

***Discuss with instructor is you wish to visit a FRC in your area.**

Assignment 3 - Team Disability/Risk Presentation

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.

1. Introduction – 10pts

- Describe or define the disability.
- Describe how the disability occurs or is caused.
- Define the incidence rate of occurrence.
- Describe how the disability is detected /diagnosed.
- Describe how the disability be prevented, if so.

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

2. Impact on Development- 20 pts

- Describe how this disability commonly effects the growth and development (cognition, language, motor, social and interpersonal interactions, etc.) of the child in the early years.
- Describe any other problems commonly associated with this disability (such as medical, behavioral, etc.)

3. Intervention possibilities – 5 pts.

- What types of services are generally recommended to assist the family and child in order to maximize their growth and development? Please describe the services and why it would generally be recommended.
- 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. Prematurity and Low Birth Weight

Group 4. Cerebral palsy

Group 5 Seizure Disorder

Assignment 4 - Book Report/Family Systems Theory Reflection

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

1. Briefly describe the members of the Lee family and their relationship to each other in terms of caregiving, discipline, attachment/bonding, and support/nonsupport. Also describe 4 important cultural values and beliefs(4 pts)
2. Briefly describe the general values and beliefs of the western medical profession, i.e., doctors. (3pts)
3. Briefly describe 3 “collisions or clashes” between the western medical professionals and the Lee family. (3 pts)

Assignment 5 – Project Connect – Module 4

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

Steps

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

Scroll to Module 4 – Family and Professional Partnership

Click on Begin Module and read through

Click on Learning cycle at bottom right link

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 “View Answerable Question” at bottom

Click on Step 3: Evidence – Read over 4 sections

- a. Click on Link bottom right corner “ **Definitions**”:
- b. Watch 4.3 Video – Dr. Turnbull
- c. Click on Link bottom right corner “ examples..practices”:
- d. Complete Activity 4.3a on pdf handout, then
- e. Click on bottom right corner ‘Developing an initial..’
- f. Read Handout 4.2 (might want to print this out for use)
- g. Watch videos 4.4, 4.5,
- h. Click on “middle ground...”
- i. Watch video 4.6,
- j. Click on “challenging issues..”
- k. Watch video 4.7
- l. Complete Handout 4.2 (Libby and Kim only) and self check your answers with the Key

Click on B: Research

- a. Watch Video 4.1 – Dr. Harry
- b. Read Handout – Research Summary 4.4
- c. Complete Activity 4.8a

Click on C: Policy

- a. Click on Bottom rt corner “policies..”
- b. Read Handout 4.5 –Headstart and IDEA Laws w/Part C and B
- c. Click on “professional guidelines..”
- d. Complete Activity 4.9a using Handout 4.5 for reference

Click on D: Experience based Knowledge

- a. Click on bottom right corner “Read about families..”
- b. Read about the families and Watch 5 Videos: 4.2, 4.3, 4.4, 4.5, 4.6
- c. Complete Activity 4.10a

Click on Step 4: Decision

- a. Click on bottom right corner “consider perspectives ...”
- b. Watch 4.7, 4.8 videos and Complete Activity 4.11a while watching
- c. Read Sections B and C

Click on Step 5: Evaluation

- a. Read information in Step 5 A-C
- b. 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 4.1a, 4.3a, 4.8a, 4.9a, 4.10a, 4.11a

Observation of EC Special Education Program - Grading Rubric

Student Name _____ Total Pts. _____/35

Part 1 – Classroom Observation - 15 Pts.

Content/Points	3 Exemplary	2 Proficient	1 Developing	0 Unacceptable
Written Report	Description of School and Children in each program; Clear and Organized	Description of program; Somewhat Clear	Description Not Clear and Unorganized	Missing no descriptions
	Description of Physical Environment; Clear and well-organized	Description Somewhat Clear	Description Not Clear and Unorganized	Missing no description
	Description of Social Environment; Clear and well-organized	Description Somewhat Clear	Description Not Clear and Unorganized	Missing, no description
	Description of Instructional Strategies; Clear and well-organized	Description Somewhat Clear	Description Not Clear and Unorganized	Missing, no description
	Description of Parental Involvement; Clear and well-organized	Description Somewhat Clear	Description Not Clear and Unorganized	Missing, no description

Part 2 – Child Observation – 12 Pts.

	3	2	1	0
Written Report	Description of child with disability/risk; Clear and well-organized	Description; Somewhat Clear and organized	Description Not Clear and Unorganized	Description Missing
	Description of how child's disability manifests itself in	Description; Somewhat Clear and organized	Description Not Clear and Unorganized	Description Missing

	behavior(s); Clear and well-organized			
	Description of how child communicates and interacts with adults and peer; Clear and Well-organized	Description; Somewhat Clear and organized	Description Not Clear and Unorganized	Description Missing
	Description of type of help, assistance and supervision C. needs from adults; Clear and Well-organized	Description; Somewhat Clear and organized	Description Not Clear and Unorganized	Description Missing

Part 3: Comparison of Special Education Program with General Education Preschool or Daycare Program – 3 pts.

Written Report	1	0
	Two Programs: Description physical set-up	Description Missing
	Two Programs: Description of general skill levels of the children	Description Missing
	Two Programs: Description teaching strategies.	Description Missing