

Methods for Young Children with Disabilities

Section 01

EDSE 221

Spring 2025 3 Unit(s) 01/23/2025 to 05/12/2025 Modified 01/12/2025

Contact Information

Eva Stephens

Email: eva.stephens@sjsu.edu

Office: TBD

Phone: 650-346-0283

OFFICE HOURS: By appointment or via phone

Please reach out to schedule a time that work best for both of us.

Course Information

Hybrid

01/27/25 to 05/12/25

Sweeney Hall 211

Course Description and Requisites

Examines the ways in which assessment and evaluation inform the development of curriculum and instruction for young children with disabilities. Focuses on the use of embedded instruction within ongoing routines and activities to address motor, adaptive, cognitive, communication, and social skills development while attending to multicultural/linguistic considerations.

Prerequisite(s): Department consent.

Letter Graded

* Classroom Protocols

COURSE FORMAT: HYBRID

This course will adopt a hybrid delivery format, including a mix of synchronous in-person meetings and asynchronous online learning modules.

☰ Program Information

LCOE Department of Special Education Mission

We prepare candidates to be transformative leaders in the field, and lifelong learners who respond to racism, ableism, bigotry, and prejudice in their schools and communities. To this end, we center anti-racist and anti-ableist policies and practices in our teaching, research, and service to disrupt systemic racism that has historically prevented full inclusion and equity for students with disabilities including our BIPOC (Black, Indigenous, People of Color) students, staff, and faculty. We engage culturally sustaining pedagogies and the principles of UDL in our coursework and fieldwork, partnering with our local districts to push for the success of students with disabilities in inclusive settings.

LCOE Department of Special Education Program Learning Outcomes

- **PLO 1** Assess and identify the educational needs and strengths of students with disabilities from diverse socioeconomic, cultural and linguistic backgrounds.
- **PLO 2** Critically evaluate pedagogy, curricula and instructional materials grounded in quality indicators of evidence-based practices for students with disabilities.
- **PLO 3** Plan, design, implement, and monitor linguistically and culturally appropriate instruction that meets the unique needs of students with disabilities.
- **PLO 4** Apply knowledge of the purpose, characteristics, and appropriate use of different types of assessments used for special education eligibility, placement, and service selection.
- **PLO 5** Utilize research-based knowledge and theoretical, conceptual and evidence-based practices related to individuals with disabilities to improve services and instruction in the field.

[Link to Education Specialist TPEs \(pps 13 – 42\). \(https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45\)](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45)

🎯 Course Goals

This course addresses instructional design for preschoolers and kindergartners with special needs and their families. The design of activity-based, embedded interventions in general education curricula along is the primary focus of the course. Collaborating with families in the development and implementation of IEPs is also emphasized.

📊 Course Learning Outcomes (CLOs)

These course learning outcomes (CLOs) address the following CCTC Teacher Performance Expectations (TPEs) for Early Childhood Special Education: 1.1 (P), 1.3(P), 1.7(I), 1.9(I), 1.10(I), 1.11(I), 2.3(P), 3.2(I), 3.3(P), 3.6(I), 3.7(P), 3.8(I), 3.9(P), 4.2(P), 4.3(P), 4.4(I), 4.8(I), 4.9(P), 4.10(P), 5.6(I), 6.10(I), 6.12(I), 6.13(I). Items marked with "I" are introduced in this course; those with a "P" are practiced, and those with "A" are assessed. By the end of this course, students will be able to...

1. Use Learning Foundations or California/Common Core State Standards along with children's individualized education programs (IEPs) to identify priority learning targets
2. Use assessment data and knowledge of child development, to inform standards-based IEP goal development that can be addressed in naturalistic learning environments
3. Develop effective learning environments for young children with disabilities
4. Demonstrate ability to embed priority learning targets within naturalistic learning environments (e.g., preschool and kindergarten classroom experiences).
5. Develop a monthly curriculum unit based on content standards (Preschool Learning Foundations and California/Common Core State Standards) with embedded individual learning goals.
6. Using knowledge of typical and atypical child development, including the development of children from culturally and linguistically diverse backgrounds, modify and adapt standards-based curriculum (in ECSE and kindergarten) to develop lesson plans that address young children's learning needs in order to maximize learning.
7. Plan and implement complete learning opportunities within ongoing classroom activities
8. Develop practical progress-monitoring systems appropriate for student goals.
9. Develop as a professional in the field of early childhood special education.

Course Materials

For Purchase:

Sandall, S. R., Schwartz, I. S., Joseph, G. E., & Gauvreau, A. N. (2019).

Building blocks for teaching preschoolers with special needs (3rd ed.). Brookes Publishing Co.

ISBN: 978-1681253411

Availability: Campus Bookstore, Amazon,

Price: ~\$45-50

Unfortunately, earlier editions do not include important content that will be used in this course. Fortunately, however, I have heard from former students that this is a textbook they reuse after graduation as it has practical guidance on planning specialized instruction for early childhood programs.

Other Reading as Assigned on Canvas

Please check the weekly modules for information regarding required reading and links to additional readings for the course

Course Requirements and Assignments

ASSIGNMENT	OBJECTIVE	POINTS (PERCENTAGE)	TPES	CLOs
Class participation (Exit Tickets)	Engage in collaborative learning and reflection. Provide feedback and insight on peers and partners major projects (mini-lesson and final curriculum units). Demonstrate ability to self-reflect and self-evaluate personal understanding of the role of teachers in ECSE. Situate understanding of role of teachers within appropriate professional standards. Submit at least 8 for full credit	8*1 = 8 (8%)	ALL	ALL
Standards-based IEP goals and progress monitoring plan module, play	Use assessment data to develop standards-based IEP goals Write observable and measurable IEP goals Develop appropriate strategies to monitor progress on IEP goals	4.25 (4.25%)	1.1, 1.7, 4.8, 5.6	1,5,6

<p>Embedded Instruction Module</p>	<p>Explain what is meant by embedded interventions Describe benefits of using embedded interventions in ECSE and in inclusive settings Use a decision-making process to help a child participate in an inclusive setting through embedded interventions</p>	<p>4.25 (4.25%)</p>	<p>1.1, 1.3, 1.7, 1.11, 3.8, 4.2, 4.3, 4.4, 4.9, 4.10</p>	<p>1,2,4</p>
<p>Dialogic Reading Module + Discussion: Early literacy skills for children with disabilities</p>	<p>Describe dialogic reading practices Identify benefits of using dialogic reading with young children Use a decision-making process to determine whether dialogic reading will be beneficial for enhancing the language and literacy skills of young children in a particular context Define components of literacy as described in the NRP and NELP reports Discuss barriers and potential solutions to addressing components of early literacy/literacy for CWD</p>	<p>4.25 (4.25%)</p>	<p>1.3, 3.2, 3.3, 3.6, 3.7, 3.8, 3.9</p>	<p>3,4</p>

<p>Early math learning module + Discussion: Early mathematics instruction for CWD</p>	<p>Identify components of early mathematics learning Describe some evidence-based practices for teaching mathematics to SWD Describe effective classroom practices that promote and support the implementation of high-quality mathematics instruction Define components of early math development as described in the PFL and CCSS Discuss challenges to addressing components of early literacy/literacy for CWD</p>	<p>4.25 (4.25%)</p>	<p>1.3, 3.2, 3.3, 3.6, 3.7, 3.8, 3.9</p>	<p>3,4</p>
<p>Reflection Assignment</p>	<p>Maintain log on reflections on, but not limit4d to discussions, materials, inquires, collaborations, implementation of methods, concerns.</p>	<p>35 (35%)</p>	<p>1.1, 1.7, 1.9, 1.10, 3.2, 3.6, 3.8, 3.9, 4.2, 4.4, 4.9, 4.10, 6.10</p>	<p>1,2,4,5,7</p>

Preschool Curriculum Project	Develop the components of a comprehensive ECSE curriculum, based on CA PFL or CCSS, designed to embed targeted intervention strategies for CWD within ongoing classroom activities. Components include: Classroom layout (diagram) Unit plan Daily schedule Activity-by-goal matrix Lesson plans (Five, including at least one for math and literacy) Evaluation plan/progress monitoring system	40 (40%)	ALL	1-6
------------------------------	--	-----------------	-----	-----

✓ Grading Information

This class contains a combination of formal and informal assignments. Informal assignments are graded for completion. Feedback for these assignments is generally given to the group, unless there is a need for individual consultation.

Formal assignments should meet academic and professional standards for quality and generally be free of spelling and grammar errors.

Unless otherwise stated, all assignments should be submitted on Canvas. Email or paper copies are not acceptable (expect them to get lost!). All written work must be turned into Canvas using Microsoft Word (my computer cannot open Pages documents; submissions using Pages or other programs will be considered late).

Final grades will be calculated using the following conversion table:

GRADE	Percent	GRADE	PERCENT	GRADE	PERCENT
A+	97 or above	A	93 up to 97	A-	90 up to 93
B+	87 up to 90	B	83 up to 87	B-	80 up to 83
C+	77 up to 80	C	73 up to 77	C-	70 up to 73

D	60 up to 70				
F	Below 60				

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 - led to legal action). It is, therefore, important that you practice the skills necessary to manage your time as part of your coursework. As professionals, however, we can anticipate challenges and request extensions within reason. Therefore, in order to encourage students to engage in proactive planning, I offer no questions asked extensions for requests made in writing (via email or using the Canvas messaging system) at least 48 hours in advance.

These requests must include the following information:

-Clear subject line, *"Requesting extension for [ASSIGNMENT]"*

The specific assignment for which you need an extension.

-Dear Eva,

I need an extension for [ASSIGNMENT] due on [DATE]

A proposal for the new due date, within 2 weeks of the existing due date

I will be able to complete this assignment by [DATE - maximum of 2 weeks late]

A request for confirmation that this due date is satisfactory

Will this revised due date work for you?

Sign off with your name, student ID number, and class

Sincerely, Jane Doe (#####), EDSE 221

Note, I will generally grant extensions for up to 2 weeks, BUT the activities in this class are sequenced to maximize learning and engagement. I may suggest an earlier submission date if I believe it would benefit your learning and completion of the rest of the assignments.

If I do not receive a request for an extension 48 or more hours in advance, grades will be reduced by 10% for each week late (e.g., days 1-7 late will be docked 10% of earned points, etc.). Late submissions, therefore, are preferable to no submission.

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 coursework 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.

Criteria

University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<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 the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

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

When	Topic	Notes
Week 1 01/27/2025	Introductions, Course Overview/Orientation, Exit Ticket: Teaching Philosophy Paragraph	1 point
Week 2 02/03/2025 Asynchronous	Reading, Building Blocks Module 1-Getting Started and Overview, Reflection, ECTA: Inclusion	1 point
Week 3 02/10/2025	PLF, Framework, new standards, DRDP, Common Core, Exit Ticket	1 point
Week 4 02/17/2025 Asynchronous	DRDP, Building Blocks Module 2- Assessment, Reflection	1 point
Week 5 02/24/2025	IEP goals, Play, Exit Ticket	1 point
Week 6 03/03/2025 Asynchronous	Building Blocks Module 3-Visual Support and Participation Strategies, Reflection	1 point

When	Topic	Notes
Week 7 03/10/2025	Teaching Philosophy, Curriculum Project Workshop, Exit Ticket	1 point
Week 8 03/17/2025 Asynchronous	Buidling Blocks Module 5-Math and Science, Reflection, Dialogic Reading Module	1 point
Week 9 03/24/2025	Math, Counting Collections, Exit Ticket	1 point
Week 10 03/31/2025	SPRING BREAK	
Week 11 04/07/2025	Literacy, Dialogic reading demonstration, Teaching philosophy, Exit Ticket	1 Point
Week 12 04/14/2025 Asynchronous	Asynchronous Module 6- Challenging Behaviors	1 point
Week 13 04/21/2025	Work Week: Curriculum Project...???, Exit Ticket	1 point
Week 14 04/28/2025 Asynchronous	Module 7-Infants, Toddles and Families	1 point
Week 15 05/05/2025	Teacher Panel, Adaptive Skills: Toileting, Exit Ticket	1 point
Week 16 05/12/2025 Asynchronous	Wrap up and Complete	1 point
Week 17 05/19 2025	Curriculum Project, Reflection Project and Teaching Philosophy are Due	<p>1. Curriculum Project to be uploaded to Google Drive--AND hard copy to be handed in as well.</p> <p>Submit your complete project to the Google Drive folder (https://drive.google.com/drive/folders/1eV-eWTR3g55cu0upwtAzSsMOuY6ocSbr?usp=drive_link) with your name on it.</p> <p>2. Reflection Notebook to be handed in.</p> <p>3. Teaching philosophy to be handed in.</p>