Department of Special Education

SPED 643 A: Educational Programs and Services for Young Children with Disabilities- Preschoolers

Spring 2015

Schedule number: 23162

Instructor Contact Information

Instructor: Mark Stengel, M.S.Ed.
Office hours: Before/after class and by appointment
Phone: 619-403-6838
Email: mstengel@mail.sdsu.edu
Website: Blackboard

Section and Enrollment Information

Class meeting: Thursdays 4:00-7:00
Class location: EBA 245

Course prerequisites: Only students enrolled in the Preliminary credential program may enroll in this class. All others must have written permission from the instructor. If requesting to take the course out of sequence within the Level I ECSE program, you must also have the permission of the Department of Special Education's Student Standards Committee.

Course Description

Developing, implementing, and evaluating educational programs and services for young children with disabilities. Emphasis on selecting and adapting developmentally appropriate curriculum, matching instructional approaches to individual needs, collaborating with families from diverse cultural and linguistic backgrounds, and monitoring program effectiveness.

California Teaching Credential Standard Addressed by Course

This course addresses standards put forth by the California Commission on Teacher Credentialing [CCTC]. Under Category I Core Standards required for All Specialist and Service Credentials, SPED 643A addresses Standards 7 (Transition and Transitional Planning), 9 (Preparation to Teach Reading/Language Arts) and 13 (Curriculum and Instruction). Within the Category III Credential-Specific Standards for Early Childhood Special Education, SPED 643A
addresses Standards 5 (IFSP/IEP), 6 (Intervention and Instructional Strategies: Birth through Pre-Kindergarten), 7 (Learning Environments), 9 (Low Incidence Disabilities in Early Childhood Special Education Programs) and 10 (Field Experience in Early Childhood Special Education Programs).

**Student Learning Outcomes**

At the completion of this course, students will be able to:

1. understand and apply recommended and emerging practices when selecting and adapting developmentally appropriate curriculum for preschoolers with disabilities;
2. develop functional, observable and measurable goals and objectives for the child in a variety of skill areas or domains.
3. develop units of instruction, activities, and interventions that are matched to children’s needs and educational goals, interests, development, linguistic, sociocultural and experiential background, and family preferences;
4. select and use interventions that are consistent with recommended practices for preschoolers who are at risk for or have identified disabilities with special attention to children with low incidence disabilities;
5. select and use appropriate data collection procedures to monitor child progress;
6. develop activities and approaches that can be incorporated into daily routines in natural environments with special attention to children with multiple and/or low incidence disabilities;
7. develop and maintain learning environments that minimize problem behavior and support early communication, language, and literacy development for all children including those with English learners;
8. incorporate a range of communication approaches, systems, and strategies as appropriate;
9. plan, organize, and implement developmentally appropriate group and individual activities that support children’s needs and maximize opportunities for parent-child and child-child interaction, learning, and prosocial behavior;
10. select and use high and low technologies matched to children’s needs that maximize learning and support social interaction with special emphasis on technologies for children with low-incidence disabilities;
11. ensure that inclusive practices are the norm with supports provided as needed;
12. incorporate culturally and linguistically appropriate practices into interventions, approaches, work with families, and colleagues; and
13. create environments that are physically and psychologically safe for preschoolers and their families.
14. develop developmentally appropriate early literacy activities that support reading, writing, and related language instruction for all children including those with English learners.
Course Materials

Required Readings and Materials


3. Additional required reading: Journal articles available online (See Blackboard):


**Other Recommended Readings and Materials**


**Online Resources**

http://www.cde.ca.gov/sp/cd/re/psfoundations.asp

http://www.cpin.us/

http://www.nectac.org

http://randr.fpg.unc.edu/

**Course Website**

Blackboard instructional system at SDSU (http://courses.sdsu.edu/) will be used to facilitate the course. Blackboard provides tools and facilities for online course management, content management and sharing, assessment management, and online collaboration and communication. It requires that you register for the class online.

**Assessment and Grading:**

To successfully complete the course, students will be expected to master the course competencies which are aligned with state credentialing standards in Early Childhood Special Education. Attainment of course competencies will be measured in several ways including, but not limited to, class participation, written reports and projects.

- **Professional behavior:** Attendance, class participation, contribution to in-class learning activities, acceptance of constructive feedback and respectful behavior toward
classmates, instructor and guests. These are basic professional standards for educators – start now! 🌸 Group discussions, in-class group assignments and guest speakers are essential learning tools in this class. They are designed to be authentic simulations of tasks that Early Childhood Special Educators perform routinely. The expectation is you will be in attendance for these. (5% of grade)

- **In-Class Learning Activities**: We will implement a variety of in-class learning activities throughout the semester. Activities will include individual activities, and small group projects (e.g., writing IEP goals & objectives, designing a preschool environment, writing lesson plans, behavioral plans, and daily schedules for teachers & children, designing thematic unit of instruction, outlining procedures for monitoring child progress) There will be NO MAKE-UP opportunities for in-class activities. (5% of grade)

- **Weekly reinforcement of readings**: Brief weekly homework assignments related to the weekly assigned chapters & readings. Purpose: 1) To reinforce the content of readings and make them applicable in practical ways. 2) To evaluate what you learn from readings. To be submitted each week (except on weeks when other assignment are due) **before class.** There is NO MAKE-UP for weekly homework. (10% of grade)

- **Project Assignments**: *NOTE*: These are only summaries of instructions. More detailed instructions will be posted on Blackboard

1. **Project 1 - Designing Preschool Environment using “Universal Design for Learning” (UDL) Framework**:
   - Evaluate the classroom environment and identify areas for improvements on their current practicum setting using the *Early Childhood (ECERS-R)* or *Infant Toddler Environment Rating Scale-Revised (ITERS-R)* (Harms, Clifford, & Cryer, 2007; Harms, Cryer, & Clifford, 2006).
   - Develop a plan to make necessary modification in classroom arrangement, scheduling, materials and interactions in ways that reflect UDL framework. **The environment and materials should reflect the individual needs of children with multiple disabilities, sensory impairments and those children who are ethnographically and linguistically diverse.**
   - Develop a class schedule that embeds goals from children’s IEPs within activities and routines of the day

2. **Project 2 - Individualized Instruction Plan**: Select a child with a low incidence disability or a child who require intensive individualized instruction.
   - Choose a skill/concept/behavior based on the child’s IEP goals.
   - Collect baseline data
   - Develop an individualized instructional program to teach the chosen skill/concept/behavior, collect instructional data and write up a discussion of the student’s progress.

3. **Project 3 - Thematic Unit of Instruction**: Develop a thematic unit of instruction that addresses skill development across developmental and curricular domains. The unit should: (1) focus on a topical area that is appropriate for preschoolers; (2) incorporate literacy development activities; (3) be responsive to the cultural, racial, linguistic, and
economic diversity found in most California classrooms; and (4) assume that the unit will be implemented in a setting for preschoolers with and without disabilities. The unit must be robust enough for implementation of a one week period and include following: a) Rational for the topic and unit. b) Overall goals and expected outcomes for the unit. c) Opening lesson, two additional lessons, and a closing lesson.

4. **Project 4 - Microteaching (Video-recorded):** Develop a written lesson plan for an individual or group activity that includes one to two overall objectives and embedded objectives for at least 2 children in the group with a focus on communication or/literacy development. Video-record implementation of the lesson. Present video recording in class to receive feedback from classmates and instructor. *Plan ahead to get access to video recording equipment.*

- **SUMMARY OF COURSE REQUIREMENTS:** All categories of assessments/assignments add up to a total of **200 points.** Divide your total earned points by 2 to get percentage. See “Final Grading Ranges” chart below for corresponding letter grades. Due dates subject to change, with advance notice to students. Also see any revisions to “Course Schedule” on Blackboard.

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>POINTS</th>
<th>% of grade</th>
<th>DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional behavior</td>
<td>10</td>
<td>5%</td>
<td>ongoing</td>
</tr>
<tr>
<td>In-class learning activities</td>
<td>10</td>
<td>5%</td>
<td>ongoing</td>
</tr>
<tr>
<td>Weekly reinforcement of readings</td>
<td>20</td>
<td>10%</td>
<td>Weekly (not when other projects due)</td>
</tr>
<tr>
<td>Proj. 1: Designing Preschool Environment</td>
<td>40</td>
<td>20%</td>
<td>Feb. 12</td>
</tr>
<tr>
<td>Proj. 2: Individual Instruction Plan</td>
<td>40</td>
<td>20%</td>
<td>Part A Mar. 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Part B Mar. 26</td>
</tr>
<tr>
<td>Proj 3: Thematic Unit</td>
<td>40</td>
<td>20%</td>
<td>Apr. 23</td>
</tr>
<tr>
<td>Proj 4: Microteaching</td>
<td>40</td>
<td>20%</td>
<td>May 2-7</td>
</tr>
<tr>
<td>TOTAL</td>
<td>200</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

**IMPORTANT REMINDERS**

- All assignments are due on the date specified and points will be deducted for late assignments (3 points per assignment)
- No make-up for missed activities.
- Extensions for assignments are maximum 1 week with the instructor’s approval only. If the assignments are not submitted within the 1 week period, they will not be accepted, which might result in a lower grade or failure in the course.
- If students have any concerns about the assignments or activities, they need to contact the instructor PRIOR to the date when an assignment or activity is due.

**Final Grading Ranges**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100%</td>
<td>C+</td>
<td>78-80.5%</td>
</tr>
<tr>
<td>A-</td>
<td>92-94.5%</td>
<td>C</td>
<td>74-77.5%</td>
</tr>
<tr>
<td>B+</td>
<td>88-91.5%</td>
<td>C-</td>
<td>71-73.5%</td>
</tr>
<tr>
<td>B</td>
<td>85-87.5%</td>
<td>D</td>
<td>61-70.5%</td>
</tr>
<tr>
<td>B-</td>
<td>81-84.5%</td>
<td>F</td>
<td>0-60.5%</td>
</tr>
</tbody>
</table>
Grading Policies

- All assignments are due on the date specified and points will be deducted for late assignments (3 points per assignment)
- No make-up for missed activities.
- Extensions for assignments are maximum 1 week with the instructor’s approval only. If the assignments are not submitted within the 1 week period, they will not be accepted, which might result in a lower grade or fail in the course.
- If students have any concerns about the assignments or activities, they need to contact the instructor PRIOR to the date when an assignment or activity is due.

Course Policies

- Attendance will be taken in the first few minutes of class. Students who miss a class are responsible for obtaining notes and other information covered in class and can make up for only one in-class quiz.
- Students are expected to participate actively in class discussions and activities. Participation involves making a contribution to the class (e.g., asking questions, sharing experiences, drawing relationships across content areas) as well as listening attentively and responding respectfully to the ideas of others.
- Readings should be completed prior to each class meeting. Students should be prepared to discuss the information contained in the readings.
- Assignments are to be completed individually unless otherwise specified. Assignments are due at the beginning of class on the stated dates unless otherwise noted. Points will be deducted for late assignments (3 points assignments) unless prior approval has been provided by the instructor or in extreme and documented cases. Extensions for assignments are maximum 1 week with the instructor’s approval only. If the assignments are not submitted within the 1 week period they will not be accepted, which might result in a lower grade or fail in the course.
- Accurate, clear, concise writing is required of all professionals and will be considered in the grading of all assignments. Written assignments will be evaluated for content, clarity, format, and cohesiveness.
- All assignments must be typed (i.e., word-processing with computer).
- The instructor reserves the right to alter the course agenda or assignments during the semester. Any changes to the course syllabus will be announced in class. You are responsible for any changes to this syllabus announced in class.
- If I can be of assistance during this course, please do not hesitate to contact me. I want you to learn as much from this course as possible. I welcome the opportunity to work with you to clarify challenging content and to help you apply the concepts learned in class to your work with children and youth.
- Scholastic Dishonesty: Cheating in any form (which includes plagiarism [for the University’s formal definition of plagiarism, refer to 2005/2006 general Catalog, pp.448-449]) comprises a grave offense. Cheating will not be tolerated, and evidence of cheating by a student will result in automatic “F” as that student’s grade. Any evidence of cheating will also be promptly reported to Judicial Procedures Office.
• **Classroom Protocol:** A classroom should provide an environment that fosters the assimilation of knowledge and the responsible and civilized exchange of ideas. Most students attend a class because they genuinely wish to learn a particular subject. However, some students will enroll in a course that do not have this seriousness of purpose, and a few of these individuals will occasionally engage inappropriate classroom behavior. Such behavior includes (but is not limited to) talking during lectures and video presentations, interrupting the instructor during his/her lectures, and arriving late and/or leaving early without previously modifying the instructor of compelling reasons for entering or exiting the classroom while class in session (for other forms of inappropriate behavior, refer to 2005/2006 San Diego State University general Catalog, Student Discipline and Grievances, pages 447-448). Of course, disruptiveness and other kinds of inappropriate behavior are disturbing to instructors and seriousness students alike. Accordingly, any form of behavior deemed inappropriate by the instructor will not be tolerated.

**Students with Disabilities**

Students who need accommodation of their disabilities should contact me privately, to discuss specific accommodations for which they have received authorization. If you need accommodation due to a disability, but have not registered with **Student Disability Services** at 619-594-6473 (Calpulli Center, Suite 3101), please do so before making an appointment to see me.

**Off Campus Requirements**

Assignments for this course will be completed off campus. Therefore, it is critical that you review the following statement. **Should you choose not to accept these conditions, you must speak with the professor by the end of the second week of classes.**

"This course requires students to participate in field trips, research or studies that include course work that will be performed off campus. Participation in such activities may result in accidents or personal injury. Students participating in the event are aware of these risks, and agree to hold harmless San Diego State University, the state of California, the Trustees of the California State University and Colleges and its officers, employees, and agents against all claims, demands, suits, judgments, expenses, and costs of any kind on account of their participation in the activities. Students using their own vehicles to transport other students to such activities should have current automobile insurance."
## SPED 643A Educational Programs and Services for Young Children with Disabilities: Preschoolers

**SPRING 2015 COURSE SCHEDULE**
*(Course schedule is subject to change by the instructor, with notice to students.)*

<table>
<thead>
<tr>
<th>Wk</th>
<th>Date</th>
<th>Topic</th>
<th>Readings &amp; Assignments (<em>Read prior to class</em>)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>1/29</td>
<td>Universal Design for Learning (UDL). Quality preschool environments. Issues of Developmentally Appropriate Practice (DAP).</td>
<td><em>Cook, Chapt 1, 2 &amp; 4 CAST (2015) - view video Due: Weekly Reinforcement of Reading 1</em></td>
</tr>
<tr>
<td>3</td>
<td>2/5</td>
<td>Developing IEPs for preschoolers</td>
<td>Cook, Chapt. 3 Sandall et al. (2005) <em>Due: Weekly Reinforcement of Reading 2</em></td>
</tr>
<tr>
<td>5</td>
<td>2/19</td>
<td>Task analysis. Prompting strategies. Maintenance and generalization. General instructional strategies for students with low incidence disabilities.</td>
<td>Cook, Chapt 5 P&amp;B Chapt 5 <em>Due: Weekly Reinforcement of Reading 3</em></td>
</tr>
<tr>
<td>8</td>
<td>3/12</td>
<td>Social/Emotional domain: Curriculum &amp; strategies; Children with challenging behaviors. Adaptations for students with low incidence disabilities.</td>
<td>Cook, Chapt. 6 CSEFEL (2015) – view slide presentation <em>Due: Weekly Reinforcement of Reading 5</em></td>
</tr>
<tr>
<td>Week</td>
<td>Week Date</td>
<td>Event</td>
<td>Details</td>
</tr>
<tr>
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</tbody>
</table>
| 9    | 3/19      | Online Session – Do not meet.  
Motor domain: Curriculum & strategies. Adaptations for students with low incidence disabilities. | Cook, Chapt. 7  
Due: Weekly Reinforcement of Reading 6 |
| 10   | 3/26      | Social/Emotional domain:  
Curriculum & strategies; Children with challenging behaviors. Adaptations for students with low incidence disabilities. | P&B Chapt. 7  
Haggerty et al. (2005)  
Due: Proj 2 – Part B of Individual Instruction Plan |
Due: Weekly Reinforcement of Reading 7 |
| 11   | 4/9       | Thematic units of instruction | Cook, Chapt. 9  
Dennis & Horn (2011)  
Due: Weekly Reinforcement of Reading 8 |
Notari-Syverson & Sadler (2008)  
Due: Project 3: Thematic Unit of Instruction |
Ferguson & Baumgart (1991)  
Due: Weekly Reinforcement of Reading 9 |
| 14   | 4/30      | Putting it all together: Coordinating assessment, IEP, curricula, instructional methods & monitoring of progress. | “CA Preschool-to-Kindergarten Transition” (Blackboard)  
Due: Weekly Reinforcement of Reading 10  
Due: Microteaching lesson plans and videos |
| 15   | 5/2       | Transition from preschool to Kindergarten  
Students present Microteaching videos | “CA Preschool-to-Kindergarten Transition” (Blackboard)  
Due: Weekly Reinforcement of Reading 10  
Due: Microteaching lesson plans and videos |
| 16   | 5/7 and 5/14 as needed | Students present Microteaching videos | Due: Microteaching lesson plans and videos |

*Cook = Cook et al. (2012)  