Course and Contact Information

Instructor: Vickey Perkins, MA ECSE
Office Location: Virtual
Telephone: (408) 858-4482
Email: Vickey.collins@sjsu.edu (preferred mode of contact)
Office Hours: By appointment
Class Days/Time: Wednesdays, 4:00-6:45
Classroom: Online

Zoom Link: https://sjsu.zoom.us/j/87331140433?pwd=Ti9KMTkzZGV1UXpnNkROS3czTUw2Zz09

Course Description

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

Course Format: Virtual

This course will adopt a hybrid classroom delivery format. Students will need access to a computer or tablet device with internet connectivity.

Computer labs for student use are available in the Academic Success Center (http://www.sjsu.edu/at/asc) located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

Canvas Learning Management System

All course materials (announcements, syllabus, handouts, assignment instructions, lecture videos, etc.) will be available on Canvas. You are responsible for regularly checking both Canvas and your SJSU email (the one that ends with “sjsu.edu”) to learn of any updates. For Canvas support, please review the Canvas Student Resources.

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

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

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

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

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

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

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

Required Texts/Readings


Course Requirements and Assignments

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

More detailed descriptions and grading requirements for all assignments can be found on Canvas.
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Points</th>
<th>Percent</th>
<th>TPEs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Work: Disability/Risk</td>
<td>Each group will choose a disability from the list of 6 provided and will prepare a 30 minute class presentation using power point or google slides. 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 for a minimum of 15 minutes using person first language and write a section of the presentation. Assignment details in appendix of syllabus.</td>
<td>20 pts</td>
<td>20%</td>
<td>ECSE 1.1 ECSE 4.1</td>
</tr>
<tr>
<td>Participation in class meetings</td>
<td>Our class meetings will dig deeper into the content covered in the readings and learning modules. In each class session, you will be asked to participate in a variety of activities. Your participation in these activities will be graded, with the expectation that you are fully engaged and professional.</td>
<td>15 pts (1 pt. per mtg.)</td>
<td>15%</td>
<td>all</td>
</tr>
<tr>
<td>Systems Theory Reflection</td>
<td>Read <em>The Spirit Catches You and You Fall Down &amp; Write</em> and submit a 2-3 page paper on the following aspects of this book: -Briefly describe the Lee Family and outline the main conflicts stemming from their beliefs and values that arose between them and the various service providers on Lia’s team. -Briefly describe how similar conflicts may arise in the context of early childhood settings. -Reflect upon the role of an interventionist in supporting a family and discuss the importance of taking a family system approach as a means of early intervention.</td>
<td>15 pts</td>
<td>15%</td>
<td>ECSE 6.1</td>
</tr>
<tr>
<td>Project Connect Module 4 – Family-</td>
<td>This module focuses on parent/professional partnerships. It includes videos and readings along with writing prompts for which you will need to submit to the instructor. Through this experience, you will gain a deeper understating of the importance of parent/professional collaboration. Module website info in appendix of syllabus.</td>
<td>15 pts</td>
<td>15%</td>
<td>EDSE 4.5</td>
</tr>
<tr>
<td>Professional Inclusion</td>
<td>A test will be given at the end of the semester. See date on schedule. Students will be presented with a case study for which they will need to respond to various writing prompts.</td>
<td>10 pts</td>
<td>10%</td>
<td>all</td>
</tr>
<tr>
<td>Assignment</td>
<td>Description</td>
<td>Points</td>
<td>Percent</td>
<td>TPEs</td>
</tr>
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<td>-------------------------------------------------------------</td>
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<tr>
<td><strong>Parents Helping Parents Agency Scavenger Hunt</strong></td>
<td>You will complete a scavenger hunt of the Parents Helping Parents (PHP) website to gain an understanding of the types of resources available for parents of young children through this parent training and information (PTI) center. <em>NOTE: if PHP begins to host their “Orientation and Overview” sessions again, you can elect to attend the orientation in place of completing the scavenger hunt. Tour schedules and directions can be found here (<a href="http://www.php.com">www.php.com</a>). Look for the “PHP Orientation and Overview” on the schedule of events.</em></td>
<td>10 pts</td>
<td>10%</td>
<td>ECSE 6.10</td>
</tr>
<tr>
<td><strong>Child Observation</strong></td>
<td>Each student will observe a virtual or recorded early intervention session and answer corresponding writing prompts. This assignment will give you a deeper understanding of family centered services. Details related to this assignment are in the appendix of the syllabus.</td>
<td>15 pts</td>
<td>15%</td>
<td>ECSE 1.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>100 pts</td>
<td>100%</td>
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**Grading Information**

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

It is part of the ethos of the Department of Special Education to prepare students for the role of special education teacher. This role requires careful attention be paid to due dates (e.g., a late IEP meeting can - and has - lead to legal action). It is, therefore, important that you practice the skills necessary to manage your time as part of your coursework.
Grades will automatically have a 10% deduction on the points earned for each week the assignment is turned in late. Additionally, assignments will close two weeks after the submission deadline. Students will need to request permission to submit an assignment more than two weeks late.

**California Commission on Teacher Credentialing Grading Policy**

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

**Departmental Incomplete Policy**

It is the policy of the Department of Special Education that students must have completed 80% of the 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.

**University Policies**

Per University Policy S16-9 ([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 Syllabus Information web page ([http://www.sjsu.edu/gup/syllabusinfo](http://www.sjsu.edu/gup/syllabusinfo)), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

**Accommodations for Students with Disabilities**

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

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

University Policy S12-7 requires students to obtain instructor's permission to record the course. The following criteria define expectations relating to recording a course.

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

**Recording Zoom Classes**

This course or portions of this course (i.e., lectures, discussions, student presentations) will be recorded for instructional or educational purposes. The recordings will only be shared with students enrolled in the class through Canvas. The recordings will be deleted at the end of the semester. If, however, you would prefer to remain anonymous during these recordings, then please speak with the instructor about possible accommodations (e.g., temporarily turning off identifying information from the Zoom session, including student name and picture, prior to recording).
Students are not allowed to record without instructor permission.

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

**Zoom Classroom Etiquette**

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

**Counseling and Psychological Services**

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential consultations on issues of student mental health, campus climate, or psychological and academic issues on an individual, couple, or group basis. We also offer numerous workshops for students every semester.

To schedule an appointment or learn more information, visit the [Counseling and Psychological Services website](http://www.sjsu.edu/counseling).
## EDSE 104, Atypical Development, Spring 2021 Course Schedule

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

<table>
<thead>
<tr>
<th>Module Week</th>
<th>Dates</th>
<th>Topics</th>
<th>Readings Assignments Due</th>
</tr>
</thead>
</table>
| 1           | 1/27  | Course introduction  
Form teams for disability presentation  
Discuss DEC Recommended practices | DEC Recommended practices |
| 2           | 2/3   | Foundations of EI/ECSE  
Eligibility & Referral: EI and ECSE | Chapter 1 |
| 3           | 2/10  | Typical & Atypical Development  
Cultural Responsiveness | Chapter 2  
Hooper, S.R., & Umansky, W. |
| 4           | 2/17  | Partnerships with Families  
Family-based Services  
Intervention | Chapter 3  
Hooper, S.R., & Umansky, W.  
**PHP scavenger hunt due** |
| 5           | 2/24  | Gross Motor Development | Chapters 4  
Hooper, S.R., & Umansky, W. |
| 6           | 3/3   | Fine Motor Development | Chapter 5  
Hooper, S.R., & Umansky, W. |
| 7           | 3/10  | Self-care & Adaptations to Support  
Independence | Chapter 6  
Hooper, S.R., & Umansky, W.  
**Project Connect Module due** |
| 8           | 3/17  | Cognitive Development | Chapter 7  
Hooper, S.R., & Umansky, W. |
| 9           | 3/24  | Communication Development | Chapters 8  
Hooper, S.R., & Umansky, W. |
| 10          | 3/31  | No Class- Spring Recess | Catch up on readings, assignments, etc. |
| 11          | 4/7   | Social-emotional Development | Chapters 9  
Hooper, S.R., & Umansky, W. |
| 12          | 4/14  | Group 1 presents | **Systems Theory Reflection due** |
| 13          | 4/21  | Group 2 presents  
Learning Foundations Discussion | Pick one domain out of the infant toddler or preschool learning foundations to read |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Activities</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>4/28</td>
<td>Group 3 presents Learning Foundations Discussion (cont.)</td>
<td>Pick a new domain out of the infant toddler or preschool learning foundations to read</td>
</tr>
<tr>
<td>15</td>
<td>5/5</td>
<td>Group 4 presents Learning Foundations Discussion (cont.)</td>
<td>Pick a new domain out of the infant toddler or preschool learning foundations to read</td>
</tr>
<tr>
<td>16</td>
<td>5/12</td>
<td>Group 5 presents Learning Foundations Discussion (cont.)</td>
<td>Pick a new domain out of the infant toddler or preschool learning foundations to read</td>
</tr>
<tr>
<td>17</td>
<td>5/19</td>
<td>Final Exam 5:15 pm- 7:30 pm</td>
<td>Study notes, power points slides, readings, etc.</td>
</tr>
</tbody>
</table>

**Appendix - Assignment Details**

**Child Observation**

Observe a child for one hour and respond to the following writing prompts.

1. What are the parent’s concerns?
2. What are the child’s areas of needs?
3. What are the parent’s strengths?
4. What are the child’s strengths?
5. What are the strengths of the professional?
6. What are areas for which the professional might make improvements?
7. What are two developmental activities the child could benefit from based on areas of strength and areas of need?
8. What services would you recommend for this child?
9. What are your overall impressions of the session?
10. What do you still wonder about and/or have questions about after completing this observation?

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

1. Introduction
   - 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.

2. Impact on Development
   - 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
   - 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.
   - Using the personal expertise in your group briefly describe what assistance your team would recommend for this child and family
   - 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 Spectrum Disorder
Group 3. Prematurity and Low Birth Weight
Group 4. Cerebral palsy
Group 5 Seizure Disorder
Group 6 Fragile X Syndrome

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. Watch videos 4.4, 4.5,
   g. Click on “middle ground…”
   h. Watch video 4.6,
   i. Click on “challenging issues..”
   j. Watch video 4.7
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