

CALIFORNIA STATE UNIVERSITY, FULLERTON
College of Education
Department of Special Education
SPED 400 Early Childhood Special Education (3 units)
Spring 2024

Location/Day/Time: Canvas:

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EDUCATION UNIT CONCEPTUAL FRAMEWORK



Mission

The College of Education is committed to the preparation and professional development of innovative and transformative educators who advance just, equitable, and inclusive education. As a professional community of scholar-practitioners, we promote creativity, collaboration, and critical thinking as fundamental to student achievement and success in a diverse and interconnected world.

Program Outcomes and Indicators

After successful completion of a program of study, our credential recipients and program graduates are:

1. Knowledgeable and Competent Specialists who

- a) demonstrate a strong foundation of knowledge
- b) implement effective practice
- c) use current technologies for teaching and learning

2. Reflective and Responsive Practitioners who

- a) advance just, equitable, and inclusive education
- b) make informed decisions
- c) participate in collaborative endeavors
- d) think critically and creatively

3. Committed and Caring Professionals who

- a) demonstrate leadership potential
- b) maintain professional and ethical standards
- c) engage in continuous improvement

COVID-19

President's Directive & Health and Safety Guidelines Cal State Fullerton (CSUF) is actively working to maintain the safety of our campus community in response to COVID-19. To stay current with information, please visit CSUF's Titan's Return: COVID Recovery website.

<http://coronavirus.fullerton.edu/>

Please review the FAQs to help answer any of your questions.

Below are requirements to review prior to our first-class session.

- Read President's Directive No. 22 – COVID 19: Mitigation Measures and Guidelines, which outlines mitigation measures you are required to take, including use of face coverings, re-entry and surveillance testing, physical distancing/barrier requirements, case reporting, and other measures.

There are important messages regarding the vaccine requirement, surveillance and testing information, as well as campus updates and messages from the Dean of Students Office that are important to review. In addition, CSUF requests that students who tests positive for COVID-19 or become aware that they may have been in close contact with someone who either has tested positive for or is suspected to have COVID19 report the positive result or exposure using the CSUF COVID-19 Self-Reporting Form. CSUF's Infectious Diseases Response Team reviews and verifies COVID-19 confirmed cases and responds to concerns from the campus community on COVID-19.

UNIVERSITY-WIDE LEARNING GOALS AND PROGRAM LEARNING OUTCOMES

Please review our [assessment and institutional effectiveness](#).

COLLEGE OF EDUCATION STRATEGIC GOALS

In pursuit of the ideals of our mission, vision and core values, the College of Education (COE) develops a strategic plan every 5 years (<http://ed.fullerton.edu/about-the-college/strategic-plan.php>). Through a comprehensive planning process that involved faculty, staff, alumni, students and community representatives, beginning fall 2018, the College of Education will begin implementation of major initiatives related to the plan's three major goals:

- Just, Equitable and Inclusive Education (JEIE) (<http://ed.fullerton.edu/about-the-college/jeie.php>)
- Technology
- Community Engagement

Please visit our [JEIE Resources](#) page for curated resources that inform how the COE is working to dismantle racism, anti-blackness and systems of oppression.

DEPARTMENT OF SPECIAL EDUCATION MISSION STATEMENT

The mission of the Department of Special Education is to develop quality teachers who value lifelong learning. We provide credentials for teachers specializing in:

- Mild/Moderate Disabilities
- Moderate/Severe Disabilities
- Early Childhood Special Education

The program is designed to train educational generalists in an inclusive non-categorical approach for children with heterogeneous special needs. We believe in collaboration with general education, special education, all service providers, parents, and the community. We train teachers in pedagogy that are multi-paradigmatic and provide a variety of theoretical perspectives related to teaching. The primary teacher focus should be to meet the individual needs of the child and family. The instructional curriculum provides credential and master's degree candidates with a broad background in the physiological, environmental and social aspects of exceptionality. Candidates will learn effective research based teaching strategies, characteristics, interdisciplinary/collaboration skills, plus transition and positive behavior support, as each established a conceptual base of understanding of persons with disabilities.

PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES

Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit's conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions. Please review the full list of dispositions found in the Assessment and Accreditation section of the COE website.

COURSE DESCRIPTION

This course provides characteristics of young children ages birth to 5 years with disabilities, developmental delays, and those "at-risk" for developmental delays. The course includes rationale for early intervention, preschool programs, program models, and service delivery approaches.

COURSE PREREQUISITES/COREQUISITES

Any course in Child and Adolescent Studies or graduate standing.

| California Teaching Performance Expectations (TPE) | Learning Activities | Assessment Activity |
|---|---|---|
| ECSE TPEs | | |
| 1.1 Demonstrate applied knowledge of typical and atypical child development when planning an individualized program for young children in the ECE special education setting. (I, P) | Module 3: Families and the Diagnosis Read Howard, Chapter 9 Read Informing Parents: How Parents Move Forward and Make Choices after Diagnosis Video Getting the Diagnosis and Parent Reaction to a Diagnosis Video on Early Intervention Services in Ca: Getting an Early Start! Module 5: Principles of Human Development (typical development) Read Howard chapter 3 Review PP for Howard chapter 3 Watching 2 videos on Identifying Developmental Delays | Module 3: Questions related to Howard, chapter 9 (P) Module 6: Questions related to Howard, chapter 4 (P) Disability Report (explanation of disability, effects on developmental areas, secondary effects, educational implications, and interventions & teaming model) (A) |

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| | <p>Module 6: Human Development: Birth to Six (typical development) Read Howard chapter 4 Review PP for Howard chapter 4 Read 4 articles related to early brain development Watch 2 videos on brain development</p> <p>Module 8: Topic- Mandated Services for Young Children; Evidence-Based Practices (EBP's) Read Howard, chapter 10</p> | |
| 1.2 Demonstrate and use knowledge about children's assets, including their prior experiences and interests, funds of knowledge, language, and sociocultural backgrounds, to engage and support them in learning. | <p>Module 4: Relationship-Based Teaming Read Lynch & Hanson, chapters 1 & 2</p> <p>Module 5: Principles of Human Development (typical development) Read Lynch & Hanson, chapter 3</p> | <p>Module 4: Lynch & Hanson Discussion Board, chapters 1&2 (P)</p> <p>Module 5: Lynch & Hanson Discussion Board, chapter 3 (P)</p> <p>Disability Report (components for recommended interventions and teaming model) (A)</p> |
| 3.4 Set individualized goals and objectives for content learning and make appropriate instructional adaptations to promote access to the core curriculum for all children.I | <p>Module 5: Principles of Human Development (typical development) Watching 2 videos on Identifying Developmental Delays</p> <p>Module 6: Human Development: Birth to Six (typical development) R Read 4 articles related to early brain development Watch 2 videos on brain development</p> | |
| 1.5.Engage and collaborate in partnership with families/guardians to support children's development and learning in a culturally responsive, respectful, and interactive manner. (I, P) | <p>Module 3: Families and the Diagnosis Read Howard Chapter 9 Read the article "Informing Parents" View the videos "This Child is Not Alone," "Getting the Diagnosis" & "Parent Reaction to Diagnosis"</p> <p>Module 4: Relationship-Based Teaming Read the article "Collaboration & Teaming in ECSE"</p> | <p>Module 3: Families and the Diagnosis Questions (P)</p> <p>Module 4: Questions related to Howard, chapter 2 (P)</p> <p>Question on Final (A) "Lynch and Hanson assert that "until one understands the impact of his or her own culture, language, race and ethnicity on attitudes, beliefs and values and ways of thinking and behaving, it is not possible to fully appreciate the cultures of others."</p> |

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| | | How does this relate to early childhood special education?" |
| 2.1 Create effective, developmentally appropriate, and culturally responsive learning environments (e.g., routines, classroom norms/expectations, physical space, access to materials and equipment) that promote all children's development and learning.(I) | Module 8: Mandated Services for Young Children; EBPs Read Howard, chapter 10 Read Batshaw, chapter 38 (included in the module) Read the articles in the folder titled, "Evidence-Based Documents" View Batshaw, chapter 38 Powerpoint | Module 8: Do Complete IRIS Module Evidence-Based Practices (Part 1 & Comparison Worksheet) (P) Disability Report components: Include an explanation of research-based interventions, which are recommended for the child with that specific diagnosis. (A) |
| 2.3.Communicate and collaborate effectively with peers, colleagues, specialists, families/guardians, and community service providers to support children's development and learning. (I) | Module 4: Relationship-Based Teaming Read Howard et al. (2014), chapter 2 Read Batshaw et al. (2013), chapter 33 (included in module - OT/PT) Read the article: Collaboration and Teaming (Horn & Jones, 2005) | Module 4: Answer questions for Howard, chapter 2 (P) Disability Report components: Educational implications, Intervention and teaming model you would use with the child (A) |
| 2.7. Identify and access resources that provide inclusive support for all children, including those who have experienced trauma inside or outside of school (e.g., homelessness, foster care, serious medical needs, exposure to violence, abuse). | Family Resource Center You will complete an assignment on Family Resource Centers. The objective of this assignment is to become familiar with family supports for Early Start in California. Early Start mandates that families receive supports regarding services and family to family support. | Family Resource Center Complete Family Resource Center Assignment (A) |
| 3.1 Demonstrate knowledge of current state adopted standards (e.g., Preschool Learning Foundations and Curriculum Frameworks, as well as the K-3 Student Content Standards and Frameworks), and use that knowledge to organize curriculum and create developmentally appropriate play-based activities, cross disciplinary activities/lessons, both child-led and teacher guided activities to promote all children's learning. (I) | Module 8: Mandated Services for Young Children; EBPs Read the articles in the folder titled, "Evidence-Based Documents" View Batshaw, chapter 38 Powerpoint Module 15: Putting it into Practice: Problem solve as an Early Interventionist IRIS module- Related Services Read module | Module 8: Do Complete IRIS Module Evidence-Based Practices (Part 1 & Comparison Worksheet) (P) Module 15: Complete module and answer assessment questions (P) |
| 3.5 Promote core curriculum knowledge in all children, including monolingual and multi-lingual children, children with disabilities and children with other learning needs, by adapting the | Module 8: Mandated Services for Young Children; EBPs Read the articles in the folder titled, "Evidence-Based Documents" | Module 8: Do Complete IRIS Module Evidence-Based Practices (Part 1 & Comparison Worksheet) (P) |

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| curriculum, implementing differentiated instruction, and providing explicit support for vocabulary and academic language development (I) | Do Read IRIS Module | Module 9: Complete IRIS Module Evidence-Based Practices (Part 2) (P) |
| 4.1. Plan activities and lessons that build on what children know, accommodate children's developmental needs and learning preferences and provide opportunities for large group, small group, and individual hands-on learning experiences.(I) | Module 8: Mandated Services for Young Children; EBPs Read Batshaw, chapter 38 (included in the module) - complementary and alternative therapies Read the articles in the folder titled, "Evidence-Based Documents" View Batshaw, chapter 38 Powerpoint Do Read IRIS Module: Evidence-Based Practices | Module 8: Complete IRIS Module Evidence-Based Practices (Part 1 & Comparison Worksheet) (P) Module 9: Complete IRIS Module Evidence-Based Practices (Part 2) Disability Report components (interventions you would use with the child) (A) |
| 5.5. Collaborate with specialists to interpret assessment results from formative and summative assessments to appropriately identify monolingual-and multilingual children, as well as children with language or other disabilities. | Module 15: Putting it into Practice: Problem solve as an Early Interventionist | Module 15: Answer IRIS assessment questions (P) |
| 6.2. Exhibit and support acceptance and fairness toward all children, families/guardians, and colleagues to mitigate implicit and explicit biases and the ways they could negatively affect teaching and learning. | Module 4: Relationship-Based Teaming Read Lynch & Hanson, chapters 1 & 2 Module 5: Principles of Human Development (typical development) Read Lynch & Hanson, chapter 3 | Module 4: Lynch & Hanson Discussion Board, chapters 1&2 (P) Module 5: Lynch & Hanson Discussion Board, chapter 3 (P) |
| 6.5 Co-plan, co-teach, and communicate effectively with colleagues, mentors, and/or specialists in the early childhood setting to reflect on practices and gain feedback about one's own effectiveness in meeting children's learning needs. | Module 4: Relationship-Based Teaming Read Howard chapter 2 Read Batshaw chapter 33 (included in module - OT/PT) Read the article: Collaboration and Teaming (Horn & Jones, 2005) Module 15: Putting it into Practice: Problem solve as an Early Interventionist | Module 4: Answer questions for Howard, chapter 2 (P) Module 15: Answer IRIS assessment questions (P) |

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| | IRIS module- Related Services -do module and answer assessment questions | |
| 6.3. Demonstrate professional responsibility for learning environments, including responsibility for the learning outcomes of all children along with appropriate concerns and policies regarding the privacy, health, and safety of children(I) | Module 13: Ethical Considerations Read Batshaw, chapter 39 (included in module) & Powerpoint | |

STUDENT LEARNING GOALS AND RELATED OBJECTIVES

This section presents the course's student learning goals and lists the learning objectives related to each goal. The objectives indicate the competencies candidates will develop by the end of the course.

1. The candidate will be able to present an overview of the field of early childhood special education. (CCTC Program Standard 2; ECSE 1; ECSEAA 2)
 - a. Explain rationale for early intervention
 - b. Describe the historical perspective on special education and regular early childhood education
 - c. Analyze the legal and/or ethical responsibilities of educators who serve infants, toddlers, children, and youth with disabilities
2. The candidate will be able to present detailed information regarding newborns, infants, and toddlers with disabilities and at-risk for disabilities. (CCTC Program Standard 3,11, ECSE 2 & 3; ECSEAA 1)
 - a. Explain the etiology of the various handicapping conditions and factors related to "at-risk"
 - b. Define the various disabilities and the identification process
 - c. Demonstrate knowledge of the characteristics of newborns, infants, and toddlers with disabilities or at-risk
 - d. Analyze the relationship between characteristics and early intervention needs
 - e. Discuss the implications of gender, culture, and economic diversity on disability and at-risk factors
 - f. Discuss the impact of disability on family relationships
3. The candidate will be able to present information regarding service delivery approaches in special education and regular early childhood programs. (CCTC Program Standard 4, 15; ECSE 3,7, 8; ECSEAA 2)
 - a. Compare and contrast alternative service delivery approaches in early childhood special education
 - b. Evaluate various program models
 - c. Analyze components of exemplary models
4. The candidate will be able to demonstrate knowledge in engaging children with disabilities and their families from diverse populations. (CCTC Program Standard 3, 4,14; ECSE 3, 8)
 - a. Candidate will demonstrate knowledge of family systems with the context of ethnicity, culture, life experience and language diversity.

ISTE /INTERNATIONAL COUNCIL FOR EXCEPTIONAL CHILDREN STANDARDS

Our programs are informed by ISTE and/or International Council for Exceptional Children Standards. More information on these standards can be found at <http://www.iste.org/> and <http://www.cec.sped.org/>

REQUIRED TEXTS

Howard, V. F., Williams, B. F., Miller, D., & Aiken, E. (2014). *Very young children with special needs: A foundation for educators, families, and service providers*. (5th edition), Pearson Education, New Jersey.

Lynch E. & Hanson, M. (2011) *Developing cross-cultural competence: A guide for working with children and their families*. (4th edition). Brookes Publishing

One or more of the course materials for this course are available through the Titan Direct Access Program and can be accessed through the “Titan Direct Access” button in the My Courses section of the student portal. If you prefer not to participate in Titan Direct Access, you should simply opt-out of the materials by 2/7/2022 through the student portal button. If you decide to maintain access, you will be billed following the 2/7/2022 deadline and must make your payment by 2/18/2022 on your Titan Shops account. Students with outstanding balances after 2/18/2022 will have their digital access and bill removed with no further action needed. You can learn more about Titan Direct Access at <http://www.fullerton.edu/it/students/titandirectaccess/>

OTHER REQUIRED MATERIALS

All other required materials will be provided in class.

RECOMMENDED MATERIALS

NAEYC: *Developmentally Appropriate Practice in Early Childhood Programs*

American Psychological Association. (2020). *Publication manual of the American Psychological Association (7th ed.)*. <https://doi.org/10.1037/0000165-000>

IMPORTANT UNIVERSITY INFORMATION

Cal State Fullerton supports your learning in many ways. Please see the [University’s webpage on Student Information](#) regarding students with special needs and Disability Support Services; resources on academic dishonesty and emergency preparedness; University library support [Library Policies & Guidelines](#), and the final exam schedule.

ACCESSIBILITY

According to California State University policy, students with disabilities must document their disabilities at the Disability Support Services (DSS) Office in order to receive accommodations in their courses. Additional information can be found on the [CSUF DSS website](#).

Consistent with CSUF’s policies for Online Instruction, my intent is to make all of the information in my courses – including content, resources, technology tools, and services – accessible to each of my students, regardless of the learning needs each student presents. If you find that you are unable to access any of the

materials, tools, or resources in my course, please notify me so that I can seek to provide you access in some alternative way.

SPIRITUAL, RELIGIOUS, AND/OR CULTURAL HOLIDAYS

The College of Education is committed to a Just, Equitable, and Inclusive Education for all. As part of that commitment, the College acknowledges that observance of spiritual, religious, and/or cultural holidays are an essential reflection of diversity and inclusion. The College recognizes that when students are observing spiritual, religious, and/or cultural holidays, they may be unable to attend classes, take exams, work on assignments, and/or complete other class requirements. If students notify their faculty by the end of the second week of classes (or at least one week before any holiday) of spiritual, religious, and/or cultural holidays that conflict with assignments, exams, or other class requirements listed on the syllabus, they will be provided with an opportunity to make up missed class requirements. The instructor will provide accommodation details regarding adjusted due dates and any other details the student may need to make up missed course requirements. It is the students' responsibility to abide by these accommodations. No adverse or prejudicial effects will impact students' grades when alternate due dates or alternate assignments are provided. Students' grades will not be negatively impacted due to absences in observance of spiritual, religious or cultural holidays.

RESPONSE TIME

The instructor will be online once per day (Monday through Friday) and respond to email or voicemail questions within 24-48 hours, with the exception of weekends and holidays.

COURSE COMMUNICATION

All course announcements and individual email are sent through Canvas, which only uses CSUF email accounts. Therefore, you **MUST** check your CSUF email on a regular basis (several times a week) for the duration of the course. In the spring, instructor will be online/in office Thursdays from 2 - 4pm. You may also email the instructor at amckee@fullerton.edu or leave a voicemail at (657) 278-3909.

GRADING POLICY AND GRADING STANDARDS FOR THE COURSE

| | |
|----------------|----------|
| 250-225 | A |
| 224-200 | B |
| 199-175 | C |
| 174-150 | D |
| 149-0 | F |

Plus and minus grading is not used in this course.

Module Activities = 135 points
 IRIS Modules = 30 Points
 Family Resource Center = 10 Points
 Disability Report = 30 Points
 Disability Report Presentation = 20 Points
 Final Exam = 25 Points

Candidates are expected to have proficient & professional English writing skills and to type & proofread all written assignments as points are deducted on papers/posts that include multiple/significant spelling or grammatical errors. Assignments are due on the specified due dates. See Assignment Description below for assignment details.

ATTENDANCE POLICY

For online requirements, the instructor will track Candidate activity by maintaining a copy of access and postings. Candidates wishing to add the class should do so during the first two weeks of the course. The instructor reserves the right to decline permission to add late.

In addition, candidates enrolled but not participating the first two weeks may be administratively dropped. Candidates wishing to drop, withdrawal, or obtain an Incomplete must do so in accordance with the University Policy. Late drops, withdrawals, and Incompletes will only be granted upon documentation of extenuating circumstances and permission of both the instructor and the Department Chair.

LATE ASSIGNMENTS

Late submissions will not be accepted, with the exception of the Disability Report, which may be submitted up to one week late for half credit. If you are having difficulty or anticipate difficulty meeting an assignment deadline, please contact the instructor as quickly as possible, at least 24 hours before the due date. Every effort will be made to assist you.

EXTRA CREDIT OPTIONS

There are no extra credit opportunities in this course.

ASSIGNMENT DESCRIPTIONS

Module Activities

Given that this is a web-only class, learning and engagement will be evaluated by your on-line participation in the Module Activities (in addition to the additional assignments listed below). Specific directions related to each Module's assignments and requirements will be provided within the modules folders and include activities such as self-assessments, discussion board posts and/or blog posts, literature searches. Module activities include article reflections and discussion forum activities based on readings from the course text and course PowerPoint's. Candidates must complete assigned requirements by **Sunday at 11:55 pm** on the specified due date in order to receive credit for that module. Discussion board posts will always follow the same format: Initial post must be made by the date indicated. You must cite your work.
Late postings will not be given credit. Submission information will be provided in the module.

IRIS Modules

Information on the IRIS modules will be posted on Canvas. IRIS Modules will cover Evidence-Based Practice (Parts 1 & 2) and Working with Related Services. Modules will be completed over the course of several weeks.
(30 Points)

Family Resource Center

You will complete an assignment on Family Resource Centers. The objective of this assignment is to become familiar with family supports for Early Start in California. Early Start mandates that families receive supports regarding services and family to family support.

(10 pts)

Disability Report

Instructor will randomly assign Disability topics to each student within the first few weeks of the course. Research the topic using at least two scholarly/peered reviewed articles (e.g. professional journals), one book (e.g. medical text, support group/parent literature), and one online source. One of the texts may be your course text, if applicable.

Sources must be cited using APA format. Rubric is listed under “Syllabus & Key Assignments” in Canvas.

Write a 4-5 page report which includes:

- An explanation of the disability, the diagnosis and/or identification process, recommended treatment and interventions as well as medical and educational implications.
- Include the effects of the diagnosis on all areas of development (motor, cognition, speech/language, social and daily living).
- Include possible secondary difficulties, which could be associated with the diagnosis.
- Include an explanation of research-based interventions, which are recommended for the child with that specific diagnosis.
- Discuss the interventions and service delivery model you would use if you were the service provider for a child with this disability.
- Discuss the implications for the family.
- Use APA guidelines and is virtually free of grammatical and spelling errors.
- Rubric and paper specifications are located under ‘Assignments’ on Canvas. Paper submitted to Turnitin.
- The 4 -5 page requirement does not include the cover page and references.

(30 points)

Disability Report Presentation

Put together a 5-7 slide PowerPoint presentation describing your disability. Plan your presentation as if you were talking to parents. Highlight only the key aspects of your report that you found most interesting. Think about what you learned. Your presentation will be shared with your classmates via the course. More information can be found in the course.

(20 points)

Final Exam

The Final will be posted in the course on Sunday, May 15th at noon. You will have approximately 48 hours to complete the exam. The final exam will close at noon on Tuesday, May 17th at noon. Please plan your time accordingly. The exam will have five questions, worth five points each. You must cite your work.

ALTERNATIVE PROCEDURE FOR SUBMITTING WORK

Please note alternative procedures for submitting work, in the event of technical problems.

In case of technical difficulties with Canvas, the instructor will communicate with students directly through CSUF email, and assignments can be sent through email, faxed or mailed to the Department of Special Education. In the case email does not work, students should call the department coordinator at 657-278-5453 for further direction.

POLICY ON RETENTION OF STUDENT WORK

Student work submitted for this course shall be retained by the University or its academic employees for a reasonable time after the semester is completed.

AUTHENTICATION OF STUDENT WORK

Authentication of student work is important in an online class. Student work will be authenticated by (a) comparing submissions to similar work submitted by other students, (b) comparing submissions with other work submitted by the same student, and/or (c) making use of tools such as TurnItIn.

TECHNICAL REQUIREMENTS

Students are expected to

1. Have basic computer competency which includes:
 - a. the ability to use a personal computer to locate, create, move, copy, delete, name, rename, and save files and folders on hard drives, secondary storage devices such as USB drives, and cloud such as Google Drive (Titan Aps) and Dropbox;
 - b. the ability to use a word processing program to create, edit, format, store, retrieve, and print documents;
 - c. the ability to use their CSUF email accounts to receive, create, edit, print, save, and send an e-mail message with and without an attached file; and
 - d. the ability to use an Internet browser such as Chrome, Safari, Firefox, or Internet Explorer to search and access web sites in the World Wide Web.
2. Have ongoing reliable access to a computer with Internet connectivity for regular course assignments
3. Utilize Microsoft® Office 2013 (for P.C.) or 2011 (for Mac) including Word, PowerPoint, and Excel to learn content and communicate with colleagues and faculty; have the ability to regularly print assignments
4. Maintain and access three times weekly their CSUF student email account
5. Use Internet search and retrieval skills to complete assignment
6. Apply his/her educational technology skills to complete expected competencies
7. Utilize other software applications as course requirements dictate
8. Utilize Canvas to access course materials and complete assignments

Software for Students (recommended)

Did you know you can get FREE and low-cost software for being an active CSUF student? Software downloads and request forms can be found on the CSUF Student Software website at <https://www.fullerton.edu/it/students/software/>

SYNCHRONOUS/ASYNCHRONOUS INSTRUCTION

This course is 100% online and asynchronous. There are no face to face (synchronous) requirements for this course. If you wish to meet with the instructor, please email or call to schedule an appointment, or plan to attend office hours.

NETIQUETTE REQUIREMENTS

Each student is expected to conduct themselves in a professional manner during the class - taking full advantage of the learning opportunities available. This includes completing all online discussions and assignments, adhering to proper netiquette, and so on. Netiquette refers to a set of behaviors that are appropriate for online activity - especially with email and threaded discussions. The core rules of netiquette can be found at the [Netiquette website](#). Please read through these netiquette rules to ensure that you are familiar with what will be the expected online behavior for this course.

- Netiquette includes obeying copyright laws and citing the source of any information you use
- Do not post any messages that would not be deemed appropriate and acceptably spoken in a classroom. This includes posted photos.
- Be respectful, courteous, and remember that ALL CAPS is reserved for strong emphasis and can be interpreted as screaming.
- Maintain confidentiality (“a special education teacher” v. “Mrs. Norman at Sandals Elementary”) and do not post photos of others unless you have written permission to do so.
- Use person-first language (“children with disabilities” v. “disabled children”).
- Title your discussion posts with specific and informative subject lines.
- Do not use texting language in your online postings. Maintain correct spelling and grammar.
- For longer postings, type in a word document and then copy and paste it into the forum.

Canvas

As a registered student you are enrolled in Canvas. You may access Canvas for all your classes by clicking on your student portal, found on the CSUF website. Problems? Contact the student help desk at (657) 278-8888 or email StudentITHelpDesk@fullerton.edu. Check Canvas weekly, the night before class, for any pertinent or last minute, updated information.

TENTATIVE SCHEDULE

Week 1 (1/22-1/30)

Topic-Welcome & Introductions

Reading Assignments

Read through the syllabus

Assignments

Read through syllabus

View the film “Working as an Early Interventionist”

Introduce yourself and post comments about film **(5 pts.)**

Assignments Due

1/30 @ 11:55 pm

Week 2 (1/31-2/6)**Topic-Intro to Early Intervention and Special Education Services****Reading Assignments**Read Howard

Chapter 1: Philosophy of Early Education

AssignmentsAnswer questions for Howard, chapter 1 **(10 pts.)****Assignments Due****2/6 @ 11:55 pm****Week 3 (2/7-2/13)****Topic-Families and the Diagnosis****Reading Assignments**Read Howard

Chapter 9: Discretionary Programs for Young Children with Special Needs

Read Article

Informing Parents (Gerlach, 2002)

Assignments**Answer questions:**Chapter 9: Discretionary Programs for Young Children with Special NeedsAnswer questions for Families and the Diagnosis **(5 pts.)**

View the videos "This Child is Not Alone," "Getting the Diagnosis" & "Parent Reaction to Diagnosis"

View "Early Intervention Services in California: Getting an Early Start"

Review Family Resource Center Assignment

Assignments Due**2/13 @ 11:55 pm****Week 4 (2/14-2/20)****Topic-Relationship-Based Teaming****Reading Assignments**Read Lynch and Hanson:

Chapters 1: Ethnic, Cultural, & Language Diversity

Chapter 2: Conceptual Framework: From Culture Shock

Read Howard:

Chapter 2: Relationship-Based Teaming with Families

Read Batshaw:

Chapter 33: Occupational and Physical Therapy (included in module)

Read Article

Collaboration and Teaming in ECSE (Horn & Jones, 2005)

Assignment

Answer questions for Howard, chapter 2 **(10 pts.)**

Answer Discussion Forum questions for Lynch & Hanson Chapter 1 & 2 **(5 pts.)**

Review Family Resource Center Assignment due next week

Assignments Due

2/20 @ 11:55 pm

Week 5 (2/21-2/27)

2/21 – President’s Day – campus closed

Topic-The Principles of Human Development

Reading Assignments

Lynch and Hanson:

Chapter 3: Developing Cross-Cultural Competence

Read Howard:

Chapter 3: Principles of Human Development

Powerpoint for Howard Chapter 3

Assignments

View “Identifying Development Delays” videos 1 & 2

Answer questions for Howard, chapter 3 **(10 pts.)**

Answer questions in Discussion Board Forum for Lynch & Hanson Chapter 3

(5 pts.)

Complete Family Resource Center assignment **(10 pts.) due this week 2/27 @ 11:55 pm**

Assignments Due

2/27 @ 11:55 pm

Week 6 (2/28-3/6)

Topic-Human Development: Birth to Six

Reading Assignments

Read Howard:

Chapter 4: Human Development: Birth to Six

PowerPoint for Howard Chapter 4

Read Articles:

Early Brain Development articles in folder

Assignments

View Brain Videos

Answer Human Development: Birth to Six Questions **(10 pts.)**

Assignments Due**3/6 @ 11:55 pm****Week 7 (3/7-3/13)****Topic-As Life Begins; Development and Risk During Prenatal, Natal, and Postnatal Stages****Reading Assignments**Read Howard:

Chapter 5: Development and Risk During Prenatal, Natal, and Postnatal Stages

Read Lynch & Hanson

Chapter 4: Families with Anglo-European Roots

Chapter 5: Families with American Indian Roots

AssignmentsAnswer questions for Howard, chapter 5 **(10 pts.)**Answer questions in Discussion Board Lynch & Hanson assignment for chapters 4 & 5 **(5 pts.)**

Review Disability Report Assignment

Assignments Due**3/13 @ 11:55 pm****Week 8 (3/14-3/20)****Topic- Mandated Services for Young Children; Evidence-Based Practices (EBP's)****Reading Assignments**Read Howard:

Chapter 10: Mandated Services for Young Children

Read Batshaw:

Chapter 38: Complementary and Alternative Services (included in module)

Powerpoint for Batshaw Chapter 38

Read Articles:

EBP handouts located in the documents folder

AssignmentsIRIS Module (EBP, Part 1) (5 assessment questions & Comparison Worksheet) **(10 points)**

Work on Disability Report

Assignments Due**3/20 @ 11:55pm****Week 9 (3/21-3/27)****3/21 – Cesar Chavez Day – campus closed**

Topic-Conditions Affecting Neurological Functioning

Reading Assignments

Read Lynch & Hanson:

Chapter 6: Families with African American Roots

Chapter 7: Families with Latino Roots

Read Howard:

Chapter 6: Conditions Affecting Neurological Functioning

Read IRIS Module:

Evidence-Based Practices IRIS Module (Part 2)

Assignments

Answer questions for Howard, chapter 6 **(10 pts)**

View and explore the links that examine Cerebral Palsy (2 videos & one website)

Answer Discussion Board Forum questions for Lynch & Hanson, chapters 6 & 7 **(5 pts)**

Complete EBP IRIS Module (Part 2) **(10 pts)**

Work on Disability Report

Assignments Due

3/27 @ 11:55 pm

Week 10 (3/28-4/3)

Spring Break – No class – Enjoy!

Week 11 (4/4-4/10)

Topic-Inborn Variations of Development

Reading Assignments

Read Lynch and Hanson:

Chapter 8: Families with Asian Roots

Chapter 9: Families with Filipino Roots

Read Howard:

Chapter 7: Inborn Variations of Development

Assignments

Answer questions for Howard text, chapters 7 **(10 pts.)**

Answer questions in Discussion Board Forum for Lynch and Hanson, chapters 8 & 9 **(5 pts.)**

Work on your Disability Report due next week **(30pts.)**

Assignments Due

4/10 @ 11:55 pm

Week 12 (4/11-4/17)

Topic- Sensory Impairments and Infections

Reading Assignments

Read Howard:

Chapter 8: Sensory Impairments and Infections

Read the Article:

Baby and Hearing Technology (Nicholson & Spann, 2011)

Assignments

View the video Newborn Hearing Screening

Answer questions for Sensory Impairments and Infections Questions (10 pts.)

Disability Report (30 pts.) due this week (4/17) @ 11:55 pm

Assignments Due

4/17 @ 11:55 pm

Week 13 (4/18-4/24)

Topic- Ethical Decisions

Reading Assignments

Read Lynch and Hanson

Chapter 10: Families with Native Hawaiian and Samoan Roots

Read Batshaw:

Chapter 39: Ethical Considerations (included in module)

Assignments

Answer questions for Batshaw, chapter 39 (10 pts.)

Answer questions in Discussion Board Forum for Lynch and Hanson, chapter 10 (5 pts.)

Work on your Disability Report Presentation due next week (20 pts.)

Assignments Due

4/24 @ 11:55 pm

Week 14 (4/25-5/1)

Topic- Cultural Competence

Reading Assignments

Read Lynch and Hanson

Chapter 11: Families with Middle Eastern Roots

Assignments

Answer questions in Discussion Board Forum for Lynch and Hanson, chapter 11 (5 points)

Disability Report Presentation due (20 points)

Assignments Due
5/1 @ 11:55 pm

Week 15 (5/2-5/8)

Topic- Putting it into Practice: Problem Solve as an Early Interventionist

Reading Assignments

IIRS Module: Related Services: Common Supports for Students with Disabilities

Assignments

Complete IRIS Module on Related Services **(10 Points)**

Assignments Due

5/8 @ 11:55 pm

Week 16 (5/9-5/14)

Topic- Review for Final *note: the final will open on Sunday 5/15/2022*

Week 17 (5/15-5/20)

Topic- Final Exam (25 pts.)

The final will open on Sunday, 5/15 at noon and close on Tuesday, 5/17 at noon. You will have 48 hours to complete the 5-question exam. Please plan your time accordingly. Late exams will not be accepted.

Classroom Emergency Preparedness Guide

Information provided by the University Police Emergency Management Coordinator

Emergency Preparedness for: SPED 400 Early Childhood Special Education

On the first day of every semester:

- Know the emergency exits and evacuation areas for every classroom.
- Devise "buddy systems" so that everyone is accounted for in an evacuation.
- Evaluate the challenges that you might face during an evacuation and speak with your instructor.
- Add the CSUF Emergency Information number – **877-278-1712** – to your cell phone to hear recorded information regarding campus conditions or closure.
- [Personal Preparation website](#)

Emergency Communication

Campus emergency communication is done via a voice message, text and/or an email. Go to your Portal to review your contact information. [A guide to update your personal information](#)

Evacuations – Drills or real

- You may not know if this is a drill or not, so take every call to evacuate seriously.
- Take your personal belongings and immediately leave the building.
- Know where the evacuation area is for every building. [A map of all campus evacuation](#)

[areas](#)

- Re-enter buildings only when directed by Building Marshals or other campus authority.
- Leave the campus only if instructed.

For this class, the closest 2 exits are: This class is 100% online

We will meet at: This class is 100% online

Earthquake

As soon as you feel shaking, **DROP, COVER and HOLD ON:** Immediately seek shelter (under a desk or table) cover your head and hold on. Evacuate if directed, or you feel it is safe to do so.

Fire

- When you see smoke or fire, immediately evacuate the building.
- If not already activated, pull the fire alarm switch to alert others of the situation.
- Use a fire extinguisher only if you know how to use it and the fire is small.

Shelter in Place or Dangerous Situation

- If directed, or you feel it is best to do so, seek shelter in a room with a lock.
- Turn off the lights and silence all cell phones.
- Hide as best as possible until the all clear signal has been given by authorities.
- If possible, move away from the dangerous situation as fast as you can.
- If you cannot safely hide or escape, be prepared to take action to protect yourself.
- See [some helpful videos on sheltering in place](#)

When you need help immediately or to report a dangerous situation, CALL 911.

University Police non-emergency line: (657) 278-2515

For more information

Ask your instructor, or go to [Campus Preparedness website](#)