

**EDUT 6202**

**Children with Special Needs: Infants and Toddlers**

**DRAFT**

**Instructor: Jaci Urbani, Ph.D.**

Associate Professor & Director  
Early Childhood Special Education  
School of Education, Room 212

**Email:** [j.urbani@northeastern.edu](mailto:j.urbani@northeastern.edu)

**Cell phone:** 415-690-9570

**Advising Hours:** TBD

[Schedule an Appointment](#)

[Connect via Zoom](#)

**Class Meeting:** TBD

**Credit Hours:** 3

**Room:** TBD



**Course Description**

This course focuses on special education issues that arise in teaching infants and young children. The course examines the identification process of special needs and the evidence-based practices available to support infants and young children with special needs in their natural settings. The course aims to provide students with knowledge of developmental and behavioral characteristics of infants and young children, birth to five years, who have disabilities or are at-risk for developmental delay. Related topics such as prenatal risk factors, assessment, individual family service plans (IFSP), individualized education programs (IEP), early intervention, preschool special education, and laws protecting individuals with disabilities are discussed.

**Mission Goals**

This course introduces students and allows students to practice the following Mission Goals as set forth by the School of Education. By the end of this course, students should be able to demonstrate their achievement toward the goals through a set of Measurable Criteria as listed following each goal:



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**Goal #1: Students will learn to think critically:**

- a. Students will recognize different points of view and value assumptions, and will assess their effects on the interpretation and nature of the information collected.
- b. Students will extract complex data from various sources, present data in summary form, and make appropriate connections and inferences consistent with the data while relating it to a larger context.



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**Goal #2: Students will develop as leaders and innovators in their chosen endeavors:**

- a. Students will demonstrate confidence in their knowledge and engage in professional dialogues.
- b. Students will recognize the importance of advocacy work and engage in public policies.



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**Goal #3: Students will learn to push the traditional boundaries of their disciplines:**

- a. Students will embrace new ideas and changes.
- b. Students will examine multiple perspectives on a range of issues.
- c. Students will combine acquired knowledge with personal and cultural perspectives to illuminate and deepen their analysis of the data gathered.

## CA Teaching Performance Expectations

The Teaching Performance Expectations (TPEs) comprise the body of knowledge, skills, and abilities that beginning educators learn in their teacher preparation program (and can be found in detail [here](#) (TPEs 1-6) and [here](#) (TPE 7). These are:

TPE 1: Engaging and Supporting All Students in Learning

TPE 2: Creating and Maintaining Effective Environments for Student Learning

TPE 3: Understanding and Organizing Subject Matter for Student Learning

TPE 4: Planning Instruction and Designing Learning Experiences for All Students

TPE 5: Assessing Student Learning

TPE 6: Developing as a Professional Educator

TPE 7: Effective Literacy Instruction

This course addresses the following TPEs

- **Introduced:** [1.1](#); [1.2](#); [1.3](#); [1.3](#); [1.3](#); [1.4](#); [1.5](#); [1.7](#); [1.8](#); [1.11](#); [2.1](#); [2.2](#); [2.3](#); [2.5](#); [2.6](#); [3.2](#); [3.3](#); [3.4](#); [3.5](#); [3.6](#); [3.8](#); [3.9](#); [4.1](#); [4.2](#); [4.3](#); [4.4](#); [4.7](#); [4.10](#); [4.11](#); [4.12](#); [6.3](#); [6.6](#); [6.7](#); [6.10](#); [6.11](#); [6.13](#); [6.14](#); [7.2](#); [7.3](#); [7.4](#); [7.5](#); [7.6](#); [7.7](#); [7.8](#); [7.9](#); [7.10](#); [7.11](#); [7.12](#); [7.13](#); [7.14](#)
- **Practiced:**
- **Assessed:**

## Course Materials

### Required Texts:

Batshaw, M. L., Roizen, N. J. & Pellegrino, L. (2019). *Children with disabilities (8<sup>th</sup> ed.)*. Paul H. Brookes Publishing Co.

Gargiulo, R. M. & Kilgo, J. L. (2020). *An introduction to young children with special needs: Birth through age eight (5<sup>th</sup> ed.)*. SAGE.

Sandall, S. R., Schwartz, I. S., Joseph, G. E., & Gauvreau, A. N. (2019). *Building blocks for teaching preschoolers with special needs (3rd ed.)*. Paul Brookes Publishing. **(ECSE students are encouraged to buy this text as it will be used in other courses).**

Shelton, C. & Pollingue, A. (2009). *The exceptional teacher's handbook: The first year special education teacher's guide to success*. Corwin Press. **(ECSE students are encouraged to buy this text as it will be used in other courses).**

### Choose **1** of the following books:

Cutler, E. (2016). *A thorn in my pocket: Temple Grandin's mother tells the family story*. Future Horizons.

OR

Harry, B. (2010). *Melanie: Bird with a broken wing*. Paul H. Brookes Publishing Co.

### Additional Readings:

[CA Infant/Toddler Learning and Development Foundations](#) (2009).

[California Preschool Learning Foundations, Volume 1](#)

- [Fundamentos del Aprendizaje Preescolar de California, Volumen 1](#)

[California Preschool Learning Foundations, Volume 2](#)

- [Fundamentos del Aprendizaje Preescolar de California, Volumen 2](#)

[California Preschool Learning Foundations, Volume 3](#)

- [Fundamentos del Aprendizaje Preescolar de California, Volumen 3](#)

[CA Dyslexia Guidelines](#)

- Ch. 12 Assistive Tech
- Appendix B: Assist Tech Resources

**Digital Access:** This course will require students to access and respond to materials digitally via Canvas. Please tour the class site to familiarize yourself with the organization of materials and activities.

## POLICIES



### DIVERSITY

Mills College is committed to providing an environment where all students have the opportunity to participate equally in the academic experience.

All class members are asked to consider the lived experiences of others in discussions and activities. Student success in this course is a **collective responsibility**.

This requires active support of each other's learning efforts and full engagement in making this a positive environment and experience.

Please demonstrate respect, honesty, inclusiveness, and compassion through your words and actions, both during class time and in online activities. Disagreements are expected to occur, and are also expected to be addressed professionally and politely, to further all of our learning.

The content, pedagogy, assessment, and design of this course enable active consideration of **diversity issues** in conceptual, theoretical, and applied contexts. Central to the course is an inclusive curriculum, which addresses issues of diversity and dis/ability in particular, as a primary construct for analysis and learning. Class members, including the professor and students, are expected to learn and demonstrate cross-cultural skills and competencies throughout the course through discussions, online posts, and assignments.

Mills College is an environment where students are offered the safety and support to explore their gender and sexuality. Students are asked to identify their **personal gender pronouns** in class. Class members are asked to be responsive and respectful with regard to others' personal pronoun and name preferences.

**Reasonable accommodation** is the legal right of people with disabilities, and as a professor of special education, I am fully committed to supporting students who need accommodations. Every effort will be provided to make this class universally accessible, regardless of disability or other individual categorization. In addition to *informing the instructor of your needs*, students should contact the Division of Student Life/Services for Students with Disabilities (SSD) in the Cowell building in order for access to be arranged adequately and promptly (X2130 or [ssd@mills.edu](mailto:ssd@mills.edu)).

**\*\*For students who are parents**, for the unexpected times when regular childcare falls through, please bring your children and we will attempt to make it work. While this is not a permanent fix, it will allow you to participate in class. If possible, bring toys/books. For *breastfeeding mothers*, bring your infant to class as necessary.

## ENGAGEMENT

Class **preparation** is essential for student success. Students are expected to come prepared for every class by having read all assigned materials, responded via Canvas, and completed assignments due.



Active class **participation** is expected through discussion, small group work, and other activities, both online and in person.

Class **attendance** is crucial to your successful completion of the course. More than 2 absences will result in a lower grade; any additional absences may necessitate a withdrawal from the course. If you must be absent, please inform me as soon as possible; you are accountable for any absence from class and may be given assignments to demonstrate your learning of the content. The instructor reserves the right to determine what constitutes an excused absence.

Late **arrivals** are disruptive to the class, particularly because we will often be working collaboratively in small groups. Please join in a timely manner.

All discussions about observations, assessments, and instruction with specific children are **confidential** and for educational purpose only. Information shall not be shared with anyone outside of the classroom.

## University Policies

### Academic Integrity

A commitment to the principles of academic integrity is essential to the mission of Northeastern University. The promotion of independent and original scholarship ensures that students derive the most from their educational experience and their pursuit of knowledge. Academic dishonesty violates the most fundamental values of an intellectual community and undermines the achievements of the entire University.

As members of the academic community, students must become familiar with their rights and responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, examinations of whatever kind, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Students are responsible for learning the conventions of documentation and acknowledgment of sources in their fields. Northeastern University expects students to complete all examinations, tests, papers, creative projects, and assignments of any kind according to the highest ethical standards, as set forth either explicitly or implicitly in this Code or by the direction of instructors. To access the full academic integrity policy, go to <http://www.northeastern.edu/osccr/academic-integrity-policy/>.

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## Diversity and Inclusion

Northeastern University is committed to equal opportunity, affirmative action, diversity and social justice while building a climate of inclusion on and beyond campus. In the classroom, member of the University community work to cultivate an inclusive environment that denounces discrimination through innovation, collaboration and an awareness of global perspectives on social justice. Please visit <http://www.northeastern.edu/oidi/> for complete information on Diversity and Inclusion

## TITLE IX

Title IX of the Education Amendments of 1972 protects individuals from sex or gender-based discrimination, including discrimination based on gender-identity, in educational programs and activities that receive federal financial assistance.

Northeastern's Title IX Policy prohibits Prohibited Offenses, which are defined as sexual harassment, sexual assault, relationship or domestic violence, and stalking. The Title IX Policy applies to the entire community, including male, female, transgender students, faculty and staff.

Please visit [www.northeastern.edu/titleix](http://www.northeastern.edu/titleix) for a complete list of reporting options and resources both on- and off-campus.

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## CAMPUS SUPPORT SERVICES

Below is an overview of the broad range of support services available to students at Mills College at Northeastern University to ensure your successful university journey.

### Learner Experience, Support, and Resources:

- [Office for University Equity and Compliance](#)
- [University Health and Counseling Services](#)

- [Office of Diversity, Equity and Inclusion](#)
- [Center for Leadership, Equity, and Excellence](#)
- [Career Design](#)
- [Library Services](#)
- [Student Access and Support Services Office](#) | Accommodations, Writing and Tutoring Center
- [Connect To Tech: Information Technology Services](#)
- [Student Financial Services](#) | Financial Aid and Accounts

**Safety & Transportation:** *Campus security provides escorts to car or residence halls after dark.*

**P: 510.430.5555**

CPM, Room 113

**If you feel anxious** about your work, *talk to me immediately.*

Do not struggle alone in this class (or others).

You will do much better—mentally & academically—if you let yourself talk about what’s hard and let people help you identify strategies for success.

### Course Assignments

The goal of these assignments is to further your knowledge and ability to support young children with disabilities in reaching their potential. In addition, the work you do will be shared with your peers, in order to build an “educator toolbox” that will support your professional work. More detailed descriptions of these assignments will be posted on Canvas.

#### 1. Reading Responses---35 points

Each student will participate with in-class and on-line forums related to current research and practice from the required readings. You will respond to questions related to the readings. Written responses are to be posted in Canvas by **midnight** the night before class. (This is in place of a mid-term & final exam).

#### 2. Group Presentation on a Disability---20 points

Groups will choose one of the following chapters from the Batshaw text to present to their peers:

- Attention-Deficit/Hyperactivity Disorder, Ch. 19
- Intellectual Impairment, Ch. 14
- Down Syndrome & Fragile X Syndrome, Ch. 15
- Epilepsy, Ch. 22
- Speech & Language Disorders, Ch. 17
- Deaf and Hard of Hearing, Ch. 26



- Visual Impairments, Ch. 25

Information presented will include: definition and characteristics of the disability, background information, myths vs. facts, curriculum modifications & interventions across developmental domains, embedded learning opportunities, child-focused instructional strategies, accommodations, appropriate assistive technology, and available resources.

Provide a **handout** with important information that can be shared with parents and colleagues. The 20-minute presentation may be in person or digital; there will be an additional 10 minutes for questions. *(Time will be provided during class hours for collaborative work).*

### **3. Inclusive Classroom Project---20 points**

In small groups, students will design an ideal inclusive early childhood classroom, integrating the principles of Universal Design for Learning (UDL) to ensure access by all students.

Address the domains of development (cognitive, motor, social/emotional, communicative/linguistic, and adaptive) with experimental and hands-on learning that is age and developmentally appropriate through the following activities:

- o *Small Group Activity Plans*
- o *Learning Centers*
- o *Circle Time*

Focus on accommodations, curriculum modifications & interventions across developmental domains, using embedded learning opportunities and child-focused instructional strategies.

*Time will be provided during class hours for collaborative work.  
Information from peer presentations on disabilities will inform your work.*

### **4. Evidence-Based Practice: Dialogic Reading---15 points**

Students will choose a children's book to use with dialogic reading (Students will sign up on a Google Doc, ensuring no repeats of books). Students will develop PEER/CROWD prompts for the book and videotape themselves reading the story. Students in small groups will provide feedback to each other.

### **5. Book Club Participation—10 points**

Students will read the book *Melanie: Bird with a Broken Wind* **OR** *A Thorn in My Pocket* and discuss their reactions, responses, and connections to current



and future work with their small group. (This is *not* a written assignment; time will be provided during class hours for this activity).

### Digital ECSE Portfolio

Throughout the course sequence of the ECSE program, students will compile a [digital portfolio](#), which will include course assignments such as reflection pieces, presentations, and papers. The portfolio provides evidence of varied experiences, depth of knowledge, and critical reflection around instruction gained during the program. Specifically, candidates are expected to document their own learning, how they supported the learning and development of young children, and their development as educators. For this course, students are required to upload their presentation & handout on a disability and the Inclusive Classroom Project.

### Grading

Grades	Assignment	Points
97-100 A	Assignment #1: Reading Responses	35
93-96 A-		
88-92 B+	Assignment #2: Group Presentation on Disability	20
83-87 B		
79-82 B-	Assignment #3: Inclusive Classroom Project	20
76-78 C+		
73-75 C	Assignment #4: EBP: Dialogic Reading	15
70-72 C-	Assignment #5: Book Club	10

## Course Schedule



This is a *tentative* schedule. It is possible the schedule will change, due to life or course events; if so, a new schedule will be shared in class and on Canvas. You are responsible for managing new due dates, information, and assignments. Please have your readings, notes, and digital device for every class meeting.

### **IRIS MODULE:** [Autism Spectrum Disorder \(Part 1\): An Overview for Educators](#)

This module provides information on the early signs of autism spectrum disorder (ASD), as well as an overview of the difference between a medical diagnosis and an educational determination of ASD. Resources include notes on instructional considerations for teachers who have children and students with ASD in their classrooms, as well as things to keep in mind when working with the families of those children and students (est. completion time: 2 hours).

### **CONNECT MODULE** [Dialogic Reading Practices](#)

This module was developed and is hosted by CONNECT: The Center to Mobilize Early Childhood Knowledge. Learn about the purpose, use and potential benefits of dialogic reading practices when working with young children.

<i><b>Week # Date</b></i>	<i><b>Readings</b></i>	<i><b>In-Class Topics &amp; Activities</b></i>	<i><b>Assignments Due</b></i>
<i>Meet</i>	Have completed these readings 	Because we're gonna do this 	Turn this in by the start of class.
#1	Ø	Introductions Course Overview: Syllabus & Canvas site	Ø
#2	Read Syllabus Tour Canvas Gargiulo:	Course Expectations: Syllabus & Canvas Scavenger Hunt  Deficit/Social Model of Disability	Reading Response  Choose Book Club option

	<ul style="list-style-type: none"> <li>Ch. 10 Emerging Issues in ECSE (focus on pp. 299-314)</li> </ul> <p>Shelton &amp; Pollingue:          -Ch. 1 Prep for School Year          -Ch. 2 Understanding Students w/Disabilities</p> <p>Canvas:</p> <ul style="list-style-type: none"> <li>Harry “Discarding Deficit Model”</li> </ul>	SPED concepts: MTSS, RtI, UDL	
<b><i>Week # Date</i></b>	<b><i>Readings</i></b>	<b><i>In-Class Topics &amp; Activities</i></b>	<b><i>Assignments Due</i></b>
#3	<p>Gargiulo:</p> <ul style="list-style-type: none"> <li>Ch. 1 Foundations of ECSE (review 3-13; read 13- 19)</li> <li>Ch. 2 Context of ECSE</li> <li>Ch. 4 Delivering Services (pp. 86-96)</li> </ul> <p>Sandall, Building Blocks: Intro</p> <p>Canvas:</p> <ul style="list-style-type: none"> <li>Review Appendix C: Federal Definitions of Disabilities</li> </ul>	<p>13 Categories of Disability</p> <p>Laws for ECSE          Context of ECSE          Service Delivery Options</p>	Reading Response
#4	<p>Gargiulo:</p> <ul style="list-style-type: none"> <li>Ch. 8 Adapting Environments (Intro pp. 220-221, Physical Disabilities pp. 247-252)</li> <li>Review Appendix B DEC Recommended Practices</li> </ul>	<p>Cerebral Palsy</p> <p>Augmentative &amp; Alternative Communication</p>	Reading Response

	Batshaw Ch. 21 Cerebral Palsy  <i>Canvas:</i> <ul style="list-style-type: none"> <li>Assistive Technology: Enabling Dreams <a href="https://youtu.be/rXxdxck8Gic">https://youtu.be/rXxdxck8Gic</a></li> <li>Assistive Technology: Meet Ellie <a href="https://youtu.be/g95TO20hnmo">https://youtu.be/g95TO20hnmo</a></li> </ul>		
<b><i>Week # Date</i></b>	<b><i>Readings</i></b>	<b><i>In-Class Topics &amp; Activities</i></b>	<b><i>Assignments Due</i></b>
#5	Gargiulo: <ul style="list-style-type: none"> <li>Ch. 7 Designing Environments</li> <li>Ch. 8 Adapting Environments (Autism pp. 231-236)</li> </ul> Batshaw Ch. 18 Autism	Autism  Social Stories	Reading Response
#6	Gargiulo: <ul style="list-style-type: none"> <li>Ch. 6 Curriculum</li> <li>Ch. 9 Intervention and Instruction</li> </ul> Building Blocks: <ul style="list-style-type: none"> <li>Ch. 5 Curr. Modifications pp. 54-85</li> </ul>	Curriculum Building Blocks  Shelton & Pollingue: -Ch. 5 Teach All Students -Ch. 10 Plan Prof Dev	Reading Response
#7	Sandall, Building Blocks: <ul style="list-style-type: none"> <li>Ch. 6 Embedded Learning Opportunities</li> </ul> CA Infant/Toddler Dev Found: -Ch. 1 Intro to Framework	Building Blocks  Book Club	Reading Response  Book Choice for Dialogic Reading Project

	-Ch. 2 CA Early Learning System  Cutler, <i>Thorn</i> , Prologue-Ch. 2 Harry, <i>Melanie</i> , Ch. 1-9		
<b>Week # Date</b>	<b>Readings</b>	<b>In-Class Topics &amp; Activities</b>	<b>Assignments Due</b>
#8	Watch video: <ul style="list-style-type: none"> <li>Christopher Lonigan: Implementing Dialogic Reading <a href="https://youtu.be/r2FLrq8YIyY">https://youtu.be/r2FLrq8YIyY</a> 16 min.</li> <li>CONNECT Module: <a href="#">Dialogic Reading Practices</a></li> </ul> Canvas: <ul style="list-style-type: none"> <li>Flynn: <i>Developing Children's Oral Language Skills through Dialogic Reading: Guidelines for Implementation</i></li> <li>Urbani: <i>Dialogic Reading: Implementing an Evidence-Based Practice in Complex Classrooms</i></li> </ul>	Evidence-Based Practice: Dialogic Reading  Interactive and Dialogic Reading <a href="https://youtu.be/34lojHNdqLo">https://youtu.be/34lojHNdqLo</a> 10 min.	Reading Response  PEER/CROWD prompts w/your book
#9	Batshaw: <ul style="list-style-type: none"> <li>Chapter for your presentation</li> <li>Ch. 36 Assistive Technology: Section for your disability</li> </ul> Gargiulo: <ul style="list-style-type: none"> <li>Ch. 8 Adapting Environments</li> </ul>	Environment, Curriculum, & Instruction  Group Prep	Reading Response

	(Section from on your disability topic)		
<b>Week # Date</b>	<b>Readings</b>	<b>In-Class Topics &amp; Activities</b>	<b>Assignments Due</b>
#10	Sandall, Building Blocks: <ul style="list-style-type: none"> <li>Ch. 7 Child-Focused Instructional Strategies</li> </ul> Batshaw: preview chapters for presentations  Cutler, <i>Thorn</i> , Ch. 3 & 4 Harry, <i>Melanie</i> , Ch. 10-15	Group Prep  Group Presentations: <ul style="list-style-type: none"> <li>ADHD</li> <li>Intellectual Impairment</li> <li>Down Syndrome &amp; Fragile X</li> </ul> Inclusive Classroom Project  Book Club	<b>Group Presentations</b>  Upload DR video to Canvas
#12	CA Preschool Learning Foundations: Vol. 1: -Language/Literacy -English Language Development -Social/Emotional  Batshaw: preview chapters for presentations  Cutler, <i>Thorn</i> , Ch. 5 & 6 Harry, <i>Melanie</i> , Ch. 16-21	Group Presentations: <ul style="list-style-type: none"> <li>Epilepsy</li> <li>Speech &amp; Language Disorders</li> </ul> Inclusive Classroom Project  Book Club	Reading Response: DR Feedback to group members  <b>Group Presentations</b>
#13	Choose 1 chapter for Jigsaw Reading: Preschool Learning Foundations: Vol. 1: Math Vol. 3:	Guest Speaker: Dr. Bhattacharya  Group Presentations:	Reading Response  <b>Group Presentations</b>

#13 cont.d	-History/SS -Science  Batshaw: preview chapters for presentations  Cutler, <i>Thorn</i> , Ch. 7 Harry, <i>Melanie</i> , Ch. 22-28	<ul style="list-style-type: none"> <li>• Deaf and Hard of Hearing</li> <li>• Visual Impairments</li> </ul> Jigsaw Readings  Inclusive Classroom Project-designing hands-on  Book Club	
#14	Garguilo: <ul style="list-style-type: none"> <li>• Appendix D: Sample IFSP</li> <li>• Appendix E: Sample IEP</li> </ul> Cutler, <i>Thorn</i> , Ch. 8 Harry, <i>Melanie</i> , Part II, Ch. 29-40	Inclusive Classroom Project  IFSP & IEP  Book Club	Reading Response
#15	Cutler, <i>Thorn</i> , Ch. 9 & 10  Harry, <i>Melanie</i> , Ch. 41-Poem “Melanie” p. 207	Book Club  Course Evaluations  Download Resources	Presentations: Inclusive Classroom Project