California State University, Northridge
Department of Special Education

SPED 500: Communication and Early Literacy for Young Children with Disabilities
FALL 2017

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The Department of Special Education cannot take messages for professors. Please **do not** call the Department Office to report anticipated absences or late arrivals.

Conceptual Framework:
The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to *Excellence through Innovation*. We believe excellence includes the acquisition of professional knowledge, skills, and dispositions and is demonstrated by the growth and renewal of ethical and caring professionals - faculty, staff, candidates - and those they serve. Innovation occurs through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. To this end we continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- We value academic **excellence** in the acquisition of professional knowledge and skills.

- We value the use of **evidence** for the purposes of monitoring candidate growth, determining the impact of our programs, and informing ongoing program and unit renewal. To this end we foster a culture of evidence.

- We value ethical practice and what it means to become **ethical and caring professionals**.

- We value **collaborative partnerships** within the College of Education as well as across disciplines with other CSUN faculty, P-12 faculty, and other members of regional and national educational and service communities.

- We value diversity in styles of practice and are united in a dedication to acknowledging, learning about, and addressing the varied strengths, interests, and needs of **communities of diverse learners**.

- We value **creative and reflective thinking** and practice.

Course Description: This course focuses on communication strategies and early literacy development for young children with disabilities, including those who are learning English as a second language. Students will learn about recommended and evidenced based practices to assess and support these children's early language use and communicative behaviors. They will also learn to use strategies to support young children's participation in story book reading and develop their emerging literacy skills.

Course Objectives:

1. Discuss principles of first and second language acquisition and identify their applications to educational practice with young children with disabilities; PS3a, PS3a, PS3b, PS3b, PS3b, ECT10a, ECT10a, ECT10a, ECT10f, ECT10f, ECT10f, ECT10i, ECT10i, ECT10j, ECT10j, ECT10k, ECT10k, ECT10o, ECT10o, ECT10o, ECT10p, ECT10p, ECT10p, ECS2a, ECS2a, ECS2a, ECS2b, ECS2b, ECS2b,

2. Recognize and practice facilitation strategies that promote pre-linguistic and early linguistic aspects of communication of young children with disabilities, including English language learners; ECT9a, ECT9a, ECT9a, ECT9b, ECT9b, ECT9b, ECT10c, ECT10c, ECT10o, ECT10o, ECT10o, ECT10p, ECT10p, ECT10p, ECS6a, ECS6a, ECS6a, ECS6b, ECS6b, ECS6b, ECS6d, ECS6d, ECS6d,

3. Discuss alternatives to oral language and identify strategies for supporting the development of alternative communication modes for young children with oral language disabilities; ECT9a, ECT9a, ECT9a, ECT9b, ECT9b, ECT9b

4. Identify aspects of communicative abilities and their connections to reading and writing; ECT9a, ECT9a, ECT9a, ECT9b, ECT9b, ECT9b, ECS2a, ECS2a, ECS2a, ECS2b, ECS2b, ECS2b, ECS9a, ECS9a, ECS9a

5. Assess young children's language use, communicative behaviors, and emerging literacy skills using observation and informal procedures; PS5a, PS5a, PS5b, PS5b, PS5b, PS5c, PS5c, PS5c, PS5d, PS5d, ECS4a, ECS4a, ECS9a, ECS9a, ECS9a

6. Discuss the influence of socio-cultural factors on first and second language/literacy development; PS3a, PS3a, PS3b, PS3b, PS3b, ECT10b, ECT10b, ECT10b, ECT14e, ECT14e, ECS2a, ECS2a, ECS2a, ECS2b, ECS2b, ECS2b

7. Identify and use educational and assistive technology strategies to enhance the development of early communication and emergent literacy skills; PS6c, PS6c, ECS6a, ECS6a, ECS6a, ECS6b, ECS6b, ECS6b, ECS6d, ECS6d, ECS6d

8. Describe and implement activities that support development of reading related behaviors and emergent literacy (book handling skills, concepts about print, phonemic awareness, temporary spelling) of young children with disabilities, including English language learners; ECT9a, ECT9a, ECT9a, ECT9b, ECT9b, ECT9b, ECT10l, ECT10l, ECS6a, ECS6a, ECS6a, ECS6b, ECS6b, ECS6b, ECS6d, ECS6d, ECS6d

9. Identify techniques to assist family members in supporting early communication/ language/literacy development of their young children with disabilities, including English language learners. ECT9a, ECT9a, ECT9a, ECT9b, ECT9b, ECT9b, ECT10e, ECT10e, ECT10l, ECT10l, ECT14e, ECT14e

10. Collaborate with other disciplines to support early communication/language/ literacy development of young children with disabilities. PS8, PS8, ECS9a, ECS9a, ECS9a

Required Texts:

Weitzman, E., & Greenberg, J. (2002) *Learning language and loving it: A guide to promoting children's social, language, and literacy development in early childhood settings.*

50 Early Childhood Literacy Strategies, Beaty, J., Pearson, 2009, 0-13-207919-4

California Department of Education (2009*) Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning*, Sacramento: California   978-0-8011-1703-9   http://www.cde.ca.gov/re/pn (800) 995-4099

California Department of Education (2008*) California Preschool Learning Foundations*, Sacramento, California 978-0-8011-1681-0   http://www.cde.ca.gov/re/pn   (800) 995-4099

What Works: An Introductory Teacher Guide for Early Language and Emergent Literacy Instruction. (2009) National Center for Family Literacy. Based on the National Early Literacy Panel Report. http://familieslearning.org/interactive_tools/what_works

Parlakian, R. & Sanchez, S.Y. (2006). Cultural influences on early language and literacy teaching practices. *Zero to Three*, 52-57

Grading

The following is the Department of Special Education grading policy:

A = Outstanding. Performance reflects an outstanding level, including integration of information, and application of theory and research to practice. Projects and exams are comprehensive, thoughtful, well organized, and clearly written.

B = Very good. Performance reflects competencies that surpass a basic level of understanding and skill, and that indicate some ability to integrate and apply information.

C = Satisfactory. Performance reflects minimal level of competency attainment, understanding, and skill. Does not meet graduate level and professional standards.

D = Barely Passing. Performance reflects attainment of some competencies.

F = Failing. Performance does not meet expectations for basic competency attainment.

course requirements:

assignments	brief explanation	points
videologs	• Acting out/demonstrating various topics and strategies covered in class • Oral explanation (included on video) of each demonstration ECT9a, ECT9a, ECT9b, ECT9b, ECS6a, ECS6a, ECS6b, ECS6b, ECS6d, ECS6d (see Appendix A)	90
reflections	Moodle reflection/discussions to be assigned during online sessions ECT9a, ECT9a, ECT9b, ECT9b, ECS6a, ECS6a, ECS6b, ECS6b, ECS6d, ECS6d	20
midterm exam	Learning Language & Loving It (Chapters 1 to 9) and additional content covered during class sessions	60

	PS3b, PS5b, PS5c, ECT9a, ECT9b, ECT10b, ECS2a, ECS2b, ECS6a, ECS6b, ECS6d	
final exam	Learning Language & Loving It (chapters 9 to 11) and additional content covered related to English language learners and emergent literacy. ECT9a, ECT9b, ECT10a, ECT10f, ECT10o, ECT10p, ECS6a, ECS6b, ECS6d, ECS9a	60
in-class demonstrations	Demonstrations to be presented of strategies to promote language/ communication skills; demonstration of strategies to promote emergent literacy	20 (10 points each)
final video project	10 minutes of videotaped interaction with a child (5 minutes of interactive play/5 minutes interaction with a book) Identification of successful strategies implemented and missed opportunities. ECT9a, ECT9b ECS6a, ECS6b, ECS6d (see Appendix B)	50
	Total points possible	**300**

NOTE:

Class attendance and active participation are expected behaviors in this graduate class! In cases where this is problematic, the final grade will be reduced by one or more +/- grades. (for example: from an "A" to an "A-")

Tentative WEEKLY SCHEDULE (Subject to change with prior notice**)**

DATE	TOPIC
week 1	**Welcome, Course Intro, Expectations**

weeks 2 and 3	**I. Early childhood/teacher interactions**
	    A. Conditions that fuel the development of communication and language
	        • interaction
	        • information
	
	    PS3a, PS3a, PS3b, PS3b, **ECT10o**, **ECT10o**, **ECT10f**, **ECT10p**, **ECT10p**,
	
	    B. Children's conversational styles
	        • sociable child
	        • reluctant child

	• child with own agenda
	• passive child
	C. Teacher roles in interaction with children
	        • director role
	        • entertainer role
	        • timekeeper role
	        • too quiet teacher role
	        • helper role
	        • cheerleader role
	        • responsive partner role
	
	ECT9a, ECT9a, ECT9b, ECT9b, ECT10h, ECT10h, ECT14e, ECT14e

weeks
 	
4 and 5
	II. Communicative Forms & Functions to Language
	    A. Communicative functions
	        • requests (for objects, actions)
	        • protests
	        • confirm/deny
	        • request for information
	        • commenting
	
	PS5a, PS5a, PS5b, PS5b, PS5c, PS5c, PS5d, PS5d, ECS4a, ECS4a, ECS9a, ECS9a
	
	    B. Communicative forms
	        • primitive
	        • conventional
	        • symbolic
	
	PS5a, PS5a, PS5b, PS5b, PS5c, PS5c, PS5d, PS5d, PS6c, PS6c, ECS4a, ECS4a, ECS9a, ECS9a
	
	    C. The six stages of communication and language development
	        • discoverer (birth to 8 months)
	        • communicator (8 to 13 months)
	        • 1st word user (12 – 18 months)
	        • combiner (18 – 24 months)
	        • early sentence user (2 – 3 years)
	        • later sentence user (3 – 5 years)
	
	ECS2a, ECS2a, ECS2b, ECS2b, ECS4a, ECS4a, ECS9a, ECS9a,

week 6	**III. Early strategies to promote communication**
	    A. Children who lead get the language they need
	    B. Observe, Wait and Listen
	    C. Be face-to-face
	    D. Follow the child's lead
	    E. Help a child take the lead – giving reasons to communicate and then wait
	
	PS3b, PS3b, ECT9a, ECT9a, ECT9b, ECT9b, ECT14e, ECT14e, ECS6a, ECS6a, ECS6d, ECS6d,

	IV. Promoting conversation

week 7	A. Adults help children learn the rules of conversation B. Laying the foundation for conversations: Treat discoverers like turn-takers C. Building conversations: Expect more consistent, specific turns from communicators D. Taking turns with words: Support first words users E. Becoming equal partners in conversations: Encourage combiners and early and later sentence users to "hold their own" F. Making time for one-to-one interactions PS3b, PS3b, ECT9a, ECT9a, ECT9b, ECT9b, ECT14e, ECT14e, ECS6a, ECS6a, ECS6b, ECS6b, ECS6d, ECS6d,

week 8	**V. Promoting group interactions**
	    A. Levels of involvement
	        • attending
	        • participating
	        • interacting
	    B. Facilitating play interactions
	        • stepping in, setting up, fading out
	
	PS3b, PS3b, ECT9a, ECT9a, ECT9b, ECT9b, ECS6a, ECS6a, ECS6b, ECS6b, ECS6d, ECS6d,

weeks 9 and 10	**VI. Modifications to adult language**
	    A. Children learning language: Cracking the code
	    B. Adjust the way you talk: Strategies that help children learn language
	    C. Adjusting your language for children with language delays
	    D. Second-language learning: A complex process
	    E. Support second-language learners
	
	PS3b, PS3b, ECT9a, ECT9a, ECT9b, ECT9b, ECS6a, ECS6a, ECS6b, ECS6b, ECS6d, ECS6d,

week 11	**VII. Create an Environment for Talking and Learning**
	    A. Learning to talk and talking to learn
	    B. Talking to learn: Using language to think and learn about the world
	    C. Encourage the "language of learning" during conversations
	    D. Helping children become better story-tellers
	
	PS3b, PS3b, ECT9a, ECT9a, ECT9b, ECT9b, ECS6a, ECS6a, ECS6b, ECS6b, ECS6d, ECS6d,

weeks 12 and 13	**VIII. Supporting second language learners**
	    A. Benefits of knowing more than one language
	    B. Sequential bilingual stages: silent/observational; telegraphic/formulaic; fluid (not necessarily fluent)
	    C. Honoring the home language
	    D. Creating a climate of belonging
	    E. Providing scaffolds
	    F. Focus on the child's interests
	    G. Encouraging peer support
	
	PS3a, PS3a, PS3b, PS3b, ECT10a, ECT10a, ECT10c, ECT10c, ECT10f, ECT10f, ECT10i, ECT10i, ECT10j, ECT10j, ECT10k, ECT10k, ECT10o, ECT10o, ECT10p, ECT10p, ECS6a, ECS6a, ECS6b, ECS6b, ECS6d, ECS6d,

weeks
 	
14 and 15
	IX. Emergent Literacy for Young Readers and Writers
	   A. Relationship of oral language fluency to literacy
	   B. Relationship of experiential/background knowledge to literacy
	   C. Developing awareness that print carries meaning
	   D. Book reading: dialogic reading strategies
	   E. Empowering children as print communicators
	   F. Early recognition of sounds (phonological awareness) and sound/symbol relationships (phonics) in language
	
	   ECT9a, ECT9a, ECT9b, ECT9b, ECT10l, ECT10l, ECS6a, ECS6a, ECS6b, ECS6b, ECS6d, ECS6d,

APPENDIX A

VIDEOLOG Assignment: Required DEMONSTRATION Activity
demonstrations and explanations of key concepts from
Learning Language and Loving It
ECT9a, ECT9a, ECT9b, ECT9b, ECS6a, ECS6a, ECS6b, ECS6b, ECS6d, ECS6d

VIDEOLOG Chapter 1	teacher roles: 1) Demonstrate each of the seven teacher "roles" 2) Provide an explanation of what the role IS and explain the impact of this role can be on opportunities for language development. What should be on your video? -7 small skits illustrating each teacher role followed by an explanation of each

VIDEOLOG Chapter 2	functions of communication
	1) demonstrate 5 of the 7 functions of communication identified in your book (making a request, protesting,
	greeting or taking leave, responding to the communication of another person, asking for information, thinking/planning/problem-solving,sharing feelings/ideas/interests).
	
	stages of communication
	2) Your book describes 6 stages (discoverer, communicator, 1st word user, combiner, early sentence user, later sentence user) You will be demonstrating only the middle 4 of these.
	
	What should be on your video?
	-a total of 20 short skits
	-act out each function as demonstrated by a child at each of the middle 4 stages:
	eg: a communicator making a request
	       a 1stword user making a request a combiner making a request
	       an early sentence user making a request

VIDEOLOG Chapter 3	Your text offers 6 strategies for "giving the child a reason to communicate" (pgs 92-94) 1) Select FOUR of these strategies and illustrate them by acting them out.

	2) Provide a brief explanation of what each strategy is and how your illustration created an opportunity for the child to communicate

VIDEOLOG Chapter 4	Demonstrate how you might create social routines with a child to encourage turn-taking:
	
	1) Illustrate three social routines:
	
	      a) in one routine show how you would treat any response from a communicator as if s/he had taken a turn
	
	      b) in a second routine show how you can cue the child to take a turn with interrupted routines, expectant pauses + gestures
	
	      c) in a third routine, show how you could merge into the child's play to create a new social routine
	
	2) Provide a brief explanation of what you did in each routine.

VIDEOLOG Chapter 5	Levels of involvement 1) Demonstrate each level of involvement (attending, participating, interacting), and how you might respond to the child to support greater involvement. 2) Provide an explanation of what each level of involvement IS and explain how YOUR actions would promote greater involvement. What should be on your video? 3 small skits including each level of involvement followed by an explanation of each one.
VIDEOLOG Chapter 6	Promoting peer interaction 1) Set up a play situation. Be sure to select materials/activities that promote peer interaction. Demonstrate how you might "step in, set up, and fade out" of activities to promote peer interaction. 2) Provide an explanation of the play materials and activities that you selected. Explain how you attempted to "step in, set up, and fade out" of the activity.

VIDEOLOG Chapter 7	1) When working with young children, it is important to make our language easy to understand. Your text points out the importance of:
	      • saying less
	      • stressing important words
	      • going slow
	      • showing objects and pictures to make meaning more concrete
	Create a play situation lasting for 2-3 minutes in which one member of your group is the teacher and the others are children. Everyone will give input in preparation, but one of you will demonstrate the strategies above.
	
	2) Explain how the teacher demonstrated each of these 4 important strategies and why they are important in promoting language development.

VIDEOLOG Chapter 8	Chapter 8 talks about the importance of encouraging the "language of learning", and encourages us to build the language of learning into everyday conversations. 1) Create a different play situation from videolog #7, again for 2 to 3 minutes. A different member of your group should play the role of the teacher. Everyone will give input, but one of you will demonstrate these

	strategies:
	    • clarify word meanings during conversations
	    • use children's questions to help them make connections
	    • wonder about the world together
	    • 2 different examples of extending the topic
	2) Explain how the teacher demonstrated each of the strategies above and why they are important in promoting language development.

VIDEOLOG
Chapter 9
	1) Illustrate the 5 steps of the development of children's pretend play:
	    • self-pretend play
	    • simple pretend play
	    • a sequence of pretend familiar events
	    • a sequence of pretend less familiar events (substituting dissimilar objects)
	    • sociodramatic play
	2) Explain what you did in each routine and why it was an illustration of the particular step.

VIDEOLOGS 1 through 9 are DUE on November 10th at the latest!

You are encouraged to turn in videologs earlier! Feedback on the first few can give you helpful feedback for the later ones just in case you are approaching the task incorrectly. You may turn in videologs 1 & 2 together (part 1 of LLLI), videologs 3, 4, 5, 6 together (part 2 of LLLI),
videologs 7, 8, 9 together (part 3 of LLLI). The final date for ALL videologs is November 10th.

APPENDIX B

Final Project - Demonstration and Self-Assessment
ECT9a, ECT9b ECS6a, ECS6b, ECS6d

Record a 10 minute video of yourself along with a child with a disability. (The videotape should include 5 minutes of interactive play and 5 minutes of interaction with a book)

For the final project, you will turn in to me: your video AND a written response to the following questions:

Part I: Overall comments: (10 points)

1) Describe what you know about the child you are playing with.

2) As you view yourself on the video, what role do you feel you were taking on?
   (director, entertainer, timekeeper, too-quiet teacher, helper, cheerleader, responsive partner) Explain. Did you keep the same role throughout, or did your role change?

3) How would you describe the "type" of child you were working with?
   (sociable, reluctant, child with own agenda, passive)
   Explain.

4) What would you consider the communication level of the child to be?
   (discoverer, communicator, 1st word user, combiner, early sentence user, later sentence user)   Explain.

5) What was the child's level of involvement in the activities that you engaged in?

(attending, participating, interacting)?   How did you respond?

Part II: During 5 minutes of interactive play: (20 points)

6) Explain the strategies that you used in at least 4 of the following six areas:
- •open doors for communication
- •creating opportunities for the child to initiate
- •following the child's lead
- •cuing and creating opportunities for turn taking
- •adjusting the way you talk
- •encouraging the language of learning

Part III: During 5 minutes of book sharing: (20 points)

7) Describe strategies that you used to be responsive and to engage the child in any "literate behaviors" surrounding the handling of and interactions during book sharing. Be sure to comment on strategies that we've discussed during the semester.

8) (dialogic reading strategies) Describe your implementation of the PEER sequence (prompt, evaluate, expand, repeat) and the child's response to these strategies; if appropriate.
   Explain the kinds of prompts that you used while interacting with the book: CROWD sequence (completion, recall, open-ended, wh, distancing prompts) and the child's response if appropriate.
   In any instances where you made a decision that strategies could NOT be implemented, explain your thinking.

FINAL PROJECT IS DUE on DECEMBER 8th.

SPED 500
Linking Document

PS- Program Standard
3a, 3a- page 4
3b, 3b- page 4; 3b- page 4
5a, 5a- page 5
5b, 5b- page 5; 5b- page 4
5c, 5c- page 5; 5c- page 4
5d, 5d- page5
6c, 6c- page 5
8, 8- page 2

Teaching Standards (Identified as ECT)
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9b, 9b - page 5; 9b- page 4
10a, 10a - page 6; 10a- page 4
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10i, 10i- page 6
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ECS- ECSE Standards
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4a, 4a- page 5
6a, 6a - page 5; 6a- page 4
6b, 6b - page 5; 6b- page 4
6d, 6d - page 5; 6d- page 4
9a, 9a - page 5; 9a- page 4