

CSUN

CALIFORNIA
STATE UNIVERSITY
NORTHridge



Basic Information

Instructor

Email

Office Hours

Class Time

Class Location

<https://canvas.csun.edu>

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SPED 431

Developmental Differences & Early Childhood Inclusion
(3 credits)

Semester, Year

Welcome! I'm looking forward to seeing how each of you will bring your own personality, knowledge, and experiences into this class as you learn about differences in young children's development and early childhood inclusion. When teachers have an intricate understanding of the various developmental processes the children undergo, they will be able to plan experiences and provide materials that support ALL children in their current state of readiness and as they grow. Pay attention, work hard, & plan ahead, and you'll succeed in this course— I know you can all do it!

Conceptual Framework- What does the college value?

Michael D. Eisner College of Education (Approved May 2018):

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to **excellence, innovation, and social justice**. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. 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 research-based professional knowledge and skills.
- We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.
- We value ethical practice and what it means to become ethical and caring professionals.
- We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.
- We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.
- We value creative, critical, and reflective thinking and practice.

Campus Resources– What support is available?

If you are facing challenges related to food insecurity, housing precarity/ homelessness, mental health, access to technology, eldercare/ childcare, or healthcare, you can find guidance, help, and resources from CSUN with A HEART (<https://www.csun.edu/heart>). There are also additional links on our Canvas site for resources to support your academic goals and engagement with campus activities.

CSUN WITH
AHEART
SUPPORTING YOUR BASIC NEEDS. INSPIRING YOUR FUTURE.



**Every child is
gifted. They
just unwrap
their packages
at different
times and in
different
ways.**

~Anonymous

**The miracle is not
some magic that
you've got, the
miracle is you.**

~Disney's *Encanto*

Course Description- What is this class about?

Here's the official description from the catalog:

The purpose of this course is to provide individuals with knowledge of early childhood inclusion models and evidence-based instructional methods in early childhood inclusive settings from preschool/prekindergarten (PK) through third grade. Primary emphasis will be placed on early developmental differences and its interrelationships and implications across the developmental domains and early childhood content areas, Universal Design for Learning (UDL), creating adaptations for routines and activities, and embedding targeted instruction to support the development and learning for all young children in early childhood educational settings. This course aims to prepare exemplary, reflective practitioners to serve a global community.

Course Objectives- What will I learn? (from the catalog)

The goal of this course is to help you engage in critical and reflecting thinking as you develop the knowledge that can make a difference in the lives of young children with disabilities and their families and in the community you serve, as well as contribute to your own professional and personal growth. After completing the course, I expect you will be able to:

1. Describe the historical, philosophical, and legal bases of early childhood inclusion.
2. Demonstrate knowledge of federal requirements, state policies, procedures, and resources related to the education of young children with disabilities.
3. Identify and discuss the implications of atypical development from behavioral and clinical descriptions across the developmental domains and early childhood content areas, including literacy and numeracy.
4. Identify and access resources that provide inclusive support for all children, including those that have experienced trauma inside or outside of school (e.g., homelessness, foster care, serious medical needs, exposure to violence, abuse).
5. Identify key considerations for promoting the health, safety, and nutrition of young children with disabilities.
6. Demonstrate knowledge of recommended practices and evidence-based practices in early childhood inclusion.
7. Identify program models in early childhood inclusion including service delivery and methods for team collaboration as well as co-teaching.
8. Apply knowledge of the Preschool/TK Learning Foundations, California Preschool Curriculum Frameworks, and California Content Standards for kindergarten through third grade, as well as principles of Universal Design for Learning (UDL), to effectively plan and design/adapt learning experiences for all children that incorporate recommended evidence-based practices.
9. Identify components of appropriate and effective individualized intervention for young children with disabilities (i.e., high-leverage practices, DEC Recommended Practices, etc.) across developmental domains and early childhood content areas, including literacy and numeracy.
10. Plan and use embedded instruction across developmental domains using naturalistic teaching techniques with young children with disabilities to facilitate integrated growth and learning in all developmental domains and across the early childhood content areas.
11. Practice methods to facilitate interactions between children with and without disabilities.
12. Design appropriate and inclusive learning environments to support students' social-emotional learning and physical development.
13. Implement a data-driven decision-making process to support the instruction of young children with disabilities in inclusive settings.

You can expect me to support your attainment of these objectives by cultivating a positive learning environment for you that includes understanding, feedback, and guidance. We're in this together!

Accessibility– Need additional support? Ask for help.



**Ask for help.
Not because
you are
weak. But
because you**

Everyone's brain and body works differently– please ask for help if you want it.

It is my goal to create a learning environment that supports a diversity of learning styles. If you anticipate any issues related to the format, materials, or requirements of this course, please contact me so we can explore potential options. I will be more than happy to work with you so that you can have a positive learning experience.

Students with disabilities are encouraged to register with the Disability Resource and Educational Services (DRES) at <https://www.csun.edu/dres>. Registration and completion of a services agreement must occur each semester. Reasonable and effective accommodations and services will be provided for students that register with DRES in a timely manner and with appropriate documentation in accordance with federal, state, and university guidelines. DRES can be reached at (818) 677-2684 and is located in Bayramian Hall, room 110.

Class Format– What is class like?

All official communication will be by e-mail to your CSUN email account so check it frequently.

- ◆ **Attendance:** Your active and consistent participation is required to get the most from this course. An additional couple hours a week should be reserved for reviewing class material, preparing for the next class, and working on course assignments. I hope that the various activities will further your understanding and application of the class topics. This is a hybrid course that includes in-person and online activities designed to help you understand atypical development. All of us in the class– you, me, your peers– have a responsibility to create an environment in which we can all learn from each other. I expect everyone to participate so that we can all benefit from the insights and experiences each person brings. Please let me know if there are other teaching practices I can use to promote your success in this course. I know that extenuating circumstances arise that can make this difficult. If circumstances make you miss more than two classes during the semester, you may be overextended. I ask that you come see me to discuss options. Remember that eligibility for financial aid is also based on student participation.
- ◆ **In-Person Meeting:** Campus meeting will be required (*see course schedule for meeting dates). Please come on time, prepared, and ready to participate in class activities which will include, but not limited, to lectures, role-playing, paired/group projects, etc. Plan to stay the entire time. In the case of an emergency or illness, you may arrange with another student in class to participate via Zoom on a student's mobile device or laptop and speak on your behalf. Please request this only when you are truly desperate as this can be disruptive to your classmates and me.
- ◆ **Online Meetings/Modules:** This course also includes online modules– you will have the option to participate synchronously via zoom or watch the zoom recording and complete the class activities on your own time, at your own pace, within a week. Attendance for the online class sessions is equivalent to completing the module, which includes, but not limited, to posting to discussion boards, submitting assignments, or taking assessments.
- ◆ **Canvas:** Class materials and resources are available online. You will access these by logging on with your campus credentials to Canvas (<https://canvas.csun.edu/>). If you have difficulty logging in to the course or you do not see the course listed, please contact the IT Help Desk. To succeed in this course, you must have reliable access to a computer and internet connection. CSUN offers currently enrolled students the option to borrow devices such as computers and internet hotspots through its Device Loaner Program (<https://www.csun.edu/it/device-loaner-program>). Minimal technical skills, such as attaching documents and using Word are necessary for succeeding in the course. If you are having technical difficulties, please contact technical support at <https://www.csun.edu/it/need-help>.
- ◆ **Restrictions on Disclosure and Distribution:** To foster a safe environment for learning, the redistribution of content, statements, comments, or audio or video recordings from the course to individuals who are not students in the course is prohibited without the express permission of the faculty member and of any students who have posted or are recorded. Unauthorized distribution of such materials is a violation of academic standards and may violate copyright laws and/or privacy rights.

Keys to Success

- **Participate**
- **Be prepared**
- **Ask questions.**
- **Plan ahead**
- **Talk to/ email me**
- **Use**

Class Guidelines– What are the class norms? (for you & me)

- **Write and speak in digestible chunks.** Lengthy paragraphs and speeches are difficult for others to digest. Keep your statements short and simple.
- **Use humor carefully.** Sarcasm, in particular, does not translate well in class and especially in online environments. It's best to avoid the potential pitfalls of misunderstood messages.
- **Assume the best intentions.** It can be easy to misread someone's intended message. Give your peers and instructor the benefit of the doubt. Ask them to clarify their meaning.
- **We are not the same.** Respect differences and check your assumptions.
- **Language matters.** Choose your words carefully; avoid using slang, and be kind.
- **Minimize class disruptions.** Please remember to mute ring tones and notification sounds on cell phones during class. Try your best to be on time.

Something else you'd like to add here? Please let me know.

Student Conduct Code

This class will follow the CSUN Student Conduct Code. Detailed information can be found at <http://catalog.csun.edu/policies/student-conduct-code/>

*I want to know **your own** thoughts and ideas about the class material so submit your own work.*

Plagiarism and cheating will not be tolerated. If you are not clear on what constitutes plagiarism, see this resource from the University Library: <https://libguides.csun.edu/journalism/plagiarism>

Respect for Diversity & Commitment to Non-Discrimination

It is my intent to create an inclusive class environment where students from all diverse backgrounds and perspectives will be well served by this course and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. My goal is to present materials and activities that are respectful of diversity and honors your identities, including accounts and viewpoints from traditionally underrepresented groups. Please let me know if there are ways to improve in this regard for you personally or for other students or student groups. You can also submit anonymous feedback, which will lead to my making a general announcement to the class if necessary to address concerns.

With the above in mind, students and faculty each have responsibility for maintaining a safe and respectful space to express their reasoned opinions. Because our classroom should be free of all forms of discrimination, professional courtesy and consideration for our classroom community are especially important with respect to topics dealing our diverse social identities. Any student who has concerns with inappropriate behavior in the course should contact me as soon as possible so I can facilitate discussions with concerned parties to talk through the issues, or you may also contact CSUN's Title IX Coordinator directly in Valera Hall, Room 285, Phone: (818) 677-2077, Email: equityandcompliance@csun.edu.

***"Sometimes we only see how people are different from us.
But if you look hard enough, you can see how much we're all alike."***

~Jasmine
Disney's Aladdin

Email me– I'd love to hear from you!



Textbooks– What books do I need?

<https://www.bkstr.com/csunorthridgestore/shop/textbooks-and-course-materials>

Required: All required resources are available online for free



Division for Early Childhood & National Association for the Education of Young Children. (2009). Early childhood inclusion: A joint position statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC).

https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/ps_inclusion_dec_naeyc_ec.pdf



California Preschool/Transitional Kindergarten Learning Foundations (PTKLF)

<https://www.cde.ca.gov/sp/cd/re/psfoundations.asp>



Division for Early Childhood. (2014). DEC recommended practices in early intervention/early childhood special education. <https://divisonearlychildhood.egnyte.com/dl/v7NSuEwqYX>



California Department of Education. All Curriculum Frameworks: English Language Arts/English Language Development, Mathematics + other subject areas

<https://www.cde.ca.gov/ci/cr/cf/allfwks.asp>



California Department of Education. Content Standards: English Language Arts, Mathematics (+ Mathematical Practices), English Language Development + other content standards

<https://www.cde.ca.gov/be/st/ss/>



Milbourne, S.A. & Campbell, P.H. (2007). CARA's Kit Creating adaptations for routines and activities: Self-guided module. <https://connectmodules.dec-sped.org/product/caras-kit/>



California Department of Education (2017). California dyslexia guidelines. <https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf>



UC/CSU Collaborative for Neurodiversity and Learning (2024). Early childhood and dyslexia.

<https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules/early-childhood-and-dyslexia/>



Other required readings will be posted on Canvas.

Optional Texts



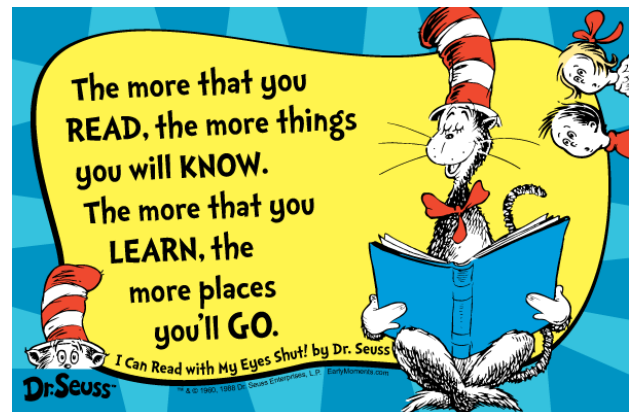
Grisham Brown, J. L. & Hemmeter, M. L. (2017). *Blended practices for teaching young children in inclusive settings* (2nd ed.). Baltimore, MD: Paul Brookes Publishing Company.



Noonan, M. J., & McCormick, L. (2014). *Teaching young children with disabilities in natural environments* (2nd edition). Baltimore: Paul H. Brookes.



NAEYC (National Association for the Education of Young Children). (2022). *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8*. 4th ed. Washington, DC: NAEYC.



Course Requirements– What do I have to do?

Lots of different ways to demonstrate what you have learned- Detailed information and grading rubrics will be provided throughout the course on our Canvas site.

□ **Early Childhood Inclusion Bootcamp** [2.6][7.10][7.12][7.13]

For this assignment, you will go to CHIME Early Education Program or CHIME Charter School for one day (TBA) to observe a high-quality inclusive early childhood program (TK-3), including activities demonstrating interdisciplinary collaboration. Based on your observation, you will write a summary of your experience and interpret them within the context of DEC Recommended Practices (<https://divisionearlychildhood.egnyte.com/dl/v7NSuEwgYX>). For each of the 7 topic areas, identify 2-3 examples that you have seen the professionals using during your observation or if you do not see examples of those practices, provide 2-3 recommendations for the classroom that are aligned with the DEC Recommended Practices. Specifically, pay attention to the evidence-based practices that have been discussed in class, e.g. UDL, specialized instructional strategies, embedded intervention, etc.

Observation/Case Study [7.14]

You will observe a child (preschool to third grade) with an identified disability eligible for special education services (e.g., intellectual disability, physical/orthopedic disability, autism spectrum disorder, visual impairment, hearing loss) doing a variety of activities for at least 1 hour. You will submit a summary of the observation describing the child, the setting, and the activities observed. Describe the disability and summarize the characteristics as it relates to the material presented in class. Discuss the implications of the disability on the child's ability to access and participate in the class activities and include suggested/recommended activities and goals for the child based on information gathered from the observation, keeping in mind issues of equity, social justice, and inclusion.

IEP Implementation [4.11]

In this assignment, given an IEP of a case-study child, design a weekly class schedule that incorporates instructional and intervention services as specified on the IEP in an early childhood inclusive classroom setting.

Final: Targeted Lesson Plan [2.6][3.1][3.5][3.7][3.9][4.4][7.2][7.10]

This assignment will allow you to adapt a general lesson plan to young children with disabilities, keeping in mind culturally responsive and developmentally appropriate practices. Given specific IEP goals, you will expand upon the lesson plan activity to provide specific steps for embedding the practice of children's individualized objectives to address the varying needs of children in an early childhood classroom and incorporate. You will also include procedures for collecting data to monitor progress for each IEP goal. You may work individually or in small groups (no more than four students/group).

Attendance/Participation (10 points each class)

There are 15 class sessions (mostly in-person meetings with a few asynchronous online modules). You are expected to participate in all class activities so that you can succeed and demonstrate understanding of the course material. Try to attend each in-person class. When you miss class, you will miss important information and experiences. Do your best to complete all activities on time so you will be prepared to participate fully with your classmates and I will do my best to support your learning. Please reach out to a classmate or me if you miss class.

And how will I be graded?

Early Childhood Inclusion Bootcamp	40
Observation/Case Study	40
IEP Implementation	20
Final Targeted Lesson Plan	50
Attendance/participation	150
Total possible points	300

How do points change to grades?

A	93-100%
A-	90-92.9%
B+	87-89.9%
B	83-86.9%
B-	80-82.9%
C+	77-79.9%
C	73-76.9%
C-	70-72.9%
D	60-69.9%
F	59.9% & below

Need help? Or just want to connect? Contact me or reach out to your classmates (through Canvas or email). We can do this! The key to learning is putting in effort. I will do my best to support and encourage your efforts and I hope you will do the same.

More on Grading

It is important that each of you set professional goals for achievement, and pursue readings and assignments with your professional development as the focus (even when it might be hard). However, this class is graded per Department of Special Education policy. Grades reflect performance in exams, projects, and class attendance and participation. Comments, questions, concerns, need help or advice, or just want to talk? Contact me.

So what do the grades mean? The following is the Department of Special Education's grading policy:

A = Outstanding. Performance reflects an outstanding level, including the integration of information and the 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 indicates some ability to integrate and apply information.

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

D = Barely passing. Performance reflects the attainment of some competencies.

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

***The credential program requires that candidates obtain a grade of C or better in each professional course and maintain an overall GPA of 3.0.**

Submission of Assignments- How do I submit work?

Assignments are submitted by **uploading them to Canvas**. Feedback and grades will be provided through Canvas. Please make sure you are giving yourself enough time to complete and submit the assignments for the course to minimize any unforeseen challenges. *Plan ahead!*

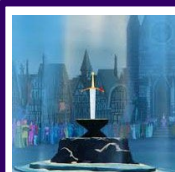
Unless otherwise specified, all assignments must be typed, have one-inch margins, font size 12, and be submitted as **Microsoft documents or pdfs**. CSUN provides all students with free access to Microsoft Office, which includes Word, PowerPoint, and Excel. Here is a link to the CSUN free Microsoft Office site: <https://www.csun.edu/it/microsoft-office>

Writing: Students are expected to turn in papers and assignments of high quality. All work should represent your reflections upon and the integration of information covered in class in an organized way. References should follow APA guidelines (<http://owl.english.purdue.edu/owl/resource/560/01/>). Additionally, written assignments are to be clear in sentence construction and should be proofread before submitting so that I can read and interpret what you mean. **For an assignment to be graded and earn credit, the assignment must have less than five spelling/grammar/typographical errors.** If you need additional assistance with writing, please visit the University Writing Center at: <https://www.csun.edu/undergraduate-studies/learning-resource-center/university-writing-center>

Person-first Language: In general, use person-first language in your professional writing and speaking to acknowledge that people are more than their disability. Only use identify-first language if you have knowledge of that specific preference for an individual. Not sure? Ask.

Due Dates: Submitting work on time helps you stay on track with the coursework and enables you to participate in meaningful discussions with your classmates and gain more from class meetings. Life can be unpredictable though and I get that. Please email me (before the due date) if extenuating circumstances arise so that options can be discussed. Late assignments will not be accepted without prior written approval by the instructor or acceptable documentation of an illness or emergency situation.

Extra Credit: In this course, extra credit is given through the opportunity to revise and resubmit assignments based on feedback with a chance to raise their grade if the revision is submitted before the end of the semester.



It's up to
YOU how
far you go.
If you
don't try,
you'll never
know."

~Merlin,
Disney's *The
Sword in the
Stone*

Withdrawals and Incompletes

Sometimes unexpected things happen— I understand. However, it is your responsibility to monitor your own performance as you will not be automatically dropped for absences or poor performance. **Incomplete grades** are granted only in extreme and unavoidable situations. Fifty percent (50%) of classwork must be completed with a passing grade before an incomplete can be considered. *Before you decide you are unable to stay in this class, I encourage you to meet with me. We might be able to resolve your concerns.*

Course Schedule– When do I do everything?

Date	Topic	Readings	Assignments due the following week
Class 1	Early childhood inclusion (all children/families are not the same) Developmental differences & disability (typical & atypical development, asset-based approach) Foundations & policies (historical roots & law– IDEA, IEPs) [1.1][1.2][1.3][4.11][6.1][6.3][6.4][6.6][6.10]	DEC/NAEYC Inclusion Statement	Class 1 Activities (Identities, cultural competence, & inclusion) due
Class 2	Learning environments & play-oriented activities Families, collaboration, teaming, & co-teaching [1.5][2.2][2.3][2.4][3.8][4.9][4.13][6.2][6.5][6.9][6.11][6.12][6.13][6.14][6.15][6.16][6.17][6.18]		Class 2 Activities (Collaboration plan) due [4.11]
Class 3	Differences in cognitive development	PTKLF Approaches to Learning	Class 3 Activities (Cognition implications & tips) due
Class 4	Developmentally appropriate practices, (Birth-3rd) CA Foundations & Standards Curriculum guides DEC Recommended Practices Universal Design for Learning-UDL [1.8][3.1][3.3][3.4][3.6][3.7]	CA Foundations & Standards DEC-RP	Class 4 Activities (UDL lesson plan) due [2.6][3.1][3.7]
Class 5	Differences in communication development [1.4][1.9][4.12][5.4][5.7]	PTKLF Language/Literacy, K ELA ELD Framework+ Standards	Class 5 Activities (Communication implications & tips) due
Class 6	Tiered instruction (systematic & assessment-driven) Adapting activities & adjusting instruction (accommodations & modifications) [1.7][1.10][3.5][3.9][4.4][5.5]	Cara's Kit	Class 6 Activities (Lesson plan adaptations) due [3.5][3.9][4.4]
Class 7	Differences in social-emotional development	PTKLF Social/Emotional	Class 7 Activities (Social-emotional implications & tips) due
Class 8	IEP goals & data-driven decision-making Embedded learning & naturalistic teaching strategies across everyday routines & activities [1.11][2.1][4.10][5.2][5.3][5.6]		Class 8 Activities (Embedded learning of IEP goals matrix) due IEP Implementation due

**Schedule, topics, & assignments subject to change with notice*

Course Schedule– When do I do everything?

Date	Topic	Readings	Assignments due the following week
Class 9	Differences in motor & adaptive skill development	PTKLF Physical, Health K PE Framework+ Standards	Class 9 Activities (Motor implications & tips) due
Class 10	Differences in numeracy development	PTKLF Math K Math Framework +Standards & Math Practices	Class 10 Activities (Numeracy implications & tips) due Case Study due
Class 11	CHIME Charter School ECE inclusion day	DEC-RP	Class 11 Activities (Inclusion strategies) due EC Inclusion Bootcamp due
Class 12	Differences in literacy development [7.1][7.2][7.3][7.4][7.5][7.6][7.7][7.8][7.9][7.10][7.11][7.12][7.13]	Dyslexia Guidelines Ch 1-7, EC & Dyslexia module	Class 12 Activities (Literacy implications & tips *see appendix) due [7.1][7.2][7.3][7.4][7.5][7.6][7.7][7.8][7.9][7.10][7.11][7.12][7.13]
Class 13	Differences in vision and hearing development		Class 13 Activities (Vision/hearing implications & tips) due Case Study due
Class 14	Eligibility & IEP meeting simulation (*see appendix) [6.3][6.11][7.12]	SIMPACT case study	Class 14 Activities (Meeting reflection) due [6.3][6.11][7.12]
Class 15	Health, safety, and nutrition Review– putting it all together to build curriculum & instruction [3.2][4.1][4.2][4.3][5.1]		Class 15 Activities (Health/safety/nutrition policies) due
Final	Final: Lesson Activity Plan		Lesson Activity Plan due Assignment revisions due

**Schedule, topics, & assignments subject to change with notice*

Appendix 1. Language and Literacy

1. Class 5 Differences in Communication Development

Topics covered:

- Overview of communication
 - Terminology (language, speech, communication (verbal & nonverbal), receptive vs. expressive, linguistics)
 - Theoretical foundations
 - Communication development & milestones
 - CA Preschool Transitional Kindergarten Learning Foundations (PTKLF): Language & Literacy and Kindergarten Curriculum Framework and Content Standards: ELA & ELD
 - Foundational language development
 - Early foundations & later foundations
 - Kindergarten standards
 - English language development
 - Preschool/TK: Discovering, developing, broadening
 - Kindergarten: ELPAC levels
 - Assessment, screening, eligibility
- Diversity in communication development
 - Language disorder, disability, & language difference
 - Language difficulties
 - Cultural & linguistic diversity, multilingual learners
 - Auditory processing dysfunctions
 - Autism spectrum disorder
 - Other conditions (hearing loss, visual impairment, cognitive delay, emotional disturbance)
 - Williams syndrome
 - Speech
 - Articulation, voice, fluency
 - Childhood apraxia of speech
 - Motor dysfunctions (cerebral palsy) & injuries (traumatic brain injury)
 - Craniofacial/structural (cleft palate)
 - Implications for curriculum and instruction/intervention
 - Evidence-based practices
 - Active asset-based, play-oriented, experiential activities
 - Learning environments (creating opportunities for communication/ conversation) supporting communication across domain and content areas
 - Augmentative and alternative communication/ multiple means of communication (gestures, sign language, pictures, speech-generating devices, etc.)



2. Class 5 Activity: Communication Implications and Tips

Given case studies of young children with disabilities with atypical communication development, identify age and developmentally appropriate learning goals that are aligned with state foundations/standards. Come up with an engaging communication activity idea targeting foundational skills, meaning-making, language development, and effective expression for an early childhood inclusive environment that is UDL-focused, asset-based, and takes into account children's cultural and linguistic backgrounds.

3. Class 12 Differences in Literacy Development

Topics covered:

- Overview of early literacy
 - What is literacy (reading & writing)
 - Importance of promoting early literacy
 - Key early literacy skills (vocabulary development, book appreciation, print concepts, phonological awareness, prewriting/writing)
 - Foundational skills and meaning making
 - TK/K literacy skills
- Literacy development & milestones + Preschool Transitional Kindergarten Learning Foundations (PTKLF): Language & Literacy and Kindergarten Curriculum Framework and Content Standards: ELA & ELD
 - Foundational language development and English Language Arts
 - Preschool/TK: Early foundations & later foundations
 - Kindergarten standards
 - English language development
 - Preschool/TK: Discovering, developing, broadening
 - Kindergarten: ELPAC levels
- Assessment, screening, eligibility
- Diversity in literacy development
 - Dyslexia
 - Review the CA Dyslexia Guidelines Chapters 1-7
 - Early Childhood and Dyslexia (UC/CSU EC Dyslexia module)
 - Risk and resilience factors (UC/CSU EC Dyslexia module)
 - Early markers (UC/CSU EC Dyslexia module)
 - Dysgraphia
 - Learning disability
 - Implications for instruction/intervention
 - Evidence-based practices
 - Active asset-based, play-oriented, experiential
 - Print-rich learning environments that support literacy
 - Assistive technology



4. Class 12 Activity: Literacy Implications and Tips

Given case studies of young children with disabilities with atypical literacy development, identify age and developmentally appropriate learning goals that are aligned with state foundations/standards. Come up with an engaging literacy activity idea targeting foundational skills and literacy content knowledge for an early childhood inclusive environment that is UDL-focused, asset-based, and takes into account children's cultural and linguistic background and also addresses at least one ELD theme.

5. Class 14: Special Education Eligibility & IEP Meeting Simulation

In this simulation, you will be participating in an eligibility & meeting with the mother of a child with a disability, general education teacher, and principal. As the special education teacher, you are leading the meeting. You will walk the team through the different parts of the meeting. In the session, you will learn a strengths-based approach to conducting meetings, use effective speaking and listening skills, collaboratively come up with a plan to address the academic concerns (literacy and math) during the IEP, avoid using language or acronyms that the mother will not understand, and address parent concerns without getting pulled off track and derailing the meeting.

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