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Basic Information

Instructor
Zhen Chai, Ph.D.

Email
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Office Hours
By appointment (on zoom or in person in ED 2214)

Class Time
Tuesdays @ 7:00pm

Class Location
EDUC 3115
https://canvas.csun.edu

Contents

SPED 500 Communication and Early Literacy Development of Young Children with Disabilities

Fall 2024

Welcome! I am excited to see how each of you will bring your own personality, knowledge, and experiences into this class as you learn about communication strategies and early literacy development for young children with disabilities, including those who are learning English as a second language. Communication in children is fundamental for growth and is the foundation of relationships and is essential for learning, play and social interaction. Looking forward to working with you!

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
A HEART
SUPPORTING YOUR BASIC NEEDS, INSPIRING YOUR FUTURE.

Course Description- What is this class about?

This course is about communication strategies and early literacy development of young children with disabilities – here's the official description from the catalog:

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 – What will I learn? (from the catalog)

After completing this course, you will be able to:

Keys to Success

- Attend classes regularly.
- Always be prepared for class.
- Don't be afraid to ask questions.
- Manage your time and plan ahead.
- Maintain good communication with your instructor.
- Use university resources.

1. Discuss principles of first and second language acquisition and identify their applications to educational practice with young children with disabilities;
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;
3. Discuss alternatives to oral language and identify strategies for supporting the development of alternative communication modes for young children with oral language disabilities;
4. Identify aspects of communicative abilities and their connections to reading and writing;
5. Assess young children's language use, communicative behaviors, and emerging literacy skills using observation and informal procedures;
6. Discuss the influence of socio-cultural factors on first and second language/literacy development;
7. Identify and use educational and assistive technology strategies to enhance the development of early communication and emergent literacy skills;
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;
9. Identify techniques to assist family members in supporting early communication/ language/literacy development of their young children with disabilities, including English language learners;
10. Collaborate with other disciplines to support early communication/language/ literacy development of young children with disabilities.

Standards of Effective Practice – What is required by the Professional Standards?

The readings, class discussions, activities, and assignments of this course are intended to provide you with opportunities to develop the following content knowledge and skills, as outlined by the CEC/DEC professional preparation standards (2020).

Standard 1: Candidates understand the impact of different theories and philosophies of early learning and development on assessment, curriculum, instruction, and intervention decisions. Candidates apply knowledge of normative developmental sequences and variations, individual differences within and across the range of abilities, including developmental delays and disabilities, and other direct and indirect contextual features that support or constrain children's development and learning. These contextual factors as well as social, cultural, and linguistic diversity are considered when facilitating meaningful learning experiences and individualizing intervention and instruction across contexts.

1.1 Candidates demonstrate an understanding of the impact that different theories and philosophies of early learning and development have on assessment, curriculum, intervention, and instruction decisions.
1.2 Candidates apply knowledge of normative sequences of early development, individual differences, and families' social, cultural, and linguistic diversity to support each child's development and learning across contexts.

Standard 6: Candidates plan and implement intentional, systematic, evidence-based, responsive interactions, interventions, and instruction to support all children's learning and development across all developmental and content domains in partnership with families and other professionals. Candidates facilitate equitable access and participation for all children and families within natural and inclusive environments through culturally responsive and affirming practices and relationships. Candidates use data-based decision making to plan for, adapt, and improve interactions, interventions, and instruction to ensure fidelity of implementation.

6.3 Candidates engage in ongoing planning and use flexible and embedded instructional and environmental arrangements and appropriate materials to support the use of interactions, interventions, and instruction addressing developmental and academic content domains and are adapted to meet the needs of each and every child and their family.
6.5 Candidates identify and create multiple opportunities for young children to develop and learn play skills and engage in meaningful play experiences independently and with others across contexts.
6.6 Candidates use responsive interactions, interventions, and instruction with sufficient intensity and types of support across activities, routines, and environments to promote child learning and development and facilitate access, participation, and engagement in natural environments and inclusive settings.

Accessibility – Need additional support? Ask for Help!

Alone we can do so little;

together we can do so much.

~Helen Keller

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

The California State University does not discriminate on the basis of disability in admission or access to, or treatment or employment in, its programs and activities. Sections 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and various state laws prohibit such discrimination. 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.

In-Person Meetings: Campus meetings 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 is not limited to lectures, role-playing, paired/group projects, etc. Plan to stay the entire time. Bring paper, pen/pencil, and/or your laptop/tablet to take notes in/on.

Class materials and resources will be made 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.

Attendance: Your active and consistent participation is required to get the most from this course. An additional 3-6 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. Remember that eligibility for financial aid is also based on student participation.

Restrictions on Disclosure and Distribution: To foster a safe environment for learning, the redistribution of audio or video recordings of statements or comments 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 are recorded. Unauthorized distribution of such materials is a violation of academic standards and may violate copyright laws and/or privacy rights.

**What happens in SPED 500, stays in SPED 500**

Class Guidelines– What are the class norms? (for you and 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.

Textbooks– What books do I need?

https://www.bkstr.com/csunorthridgestore/shop/textbooks-and-course-materials
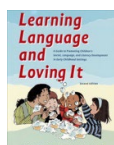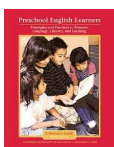
Weitzman, E., & Greenberg, J. (2002). *Learning language and loving it: A guide to promoting children's social, language, and literacy development in early childhood settings* (2nd ed.). Toronto, Ontario, Canada: The Hanen Centre.
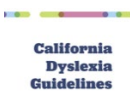
CA Preschool/Transitional Kindergarten Learning Foundations (PTKLF), Volume 1
(https://www.cde.ca.gov/sp/cd/re/psfoundations.asp)

Preschool English Learners
(https://www.cde.ca.gov/sp/cd/re/documents/psenglearnersed2.pdf)

California Department of Education. Content Standards: English Language Arts, English Language Development
https://www.cde.ca.gov/be/st/ss/

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/

There will be other readings assigned on CANVAS as appropriate.

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

Person-first & Identity-first language In general, person-first language should be used during class discussions and in written products. Using person-first language means acknowledging that people are so much more than their disability and it prevents labeling. Examples of person-first language are "child with a disability" instead of "disabled child"; "child with language impairments" instead of "language-delayed child"; "child who has an intellectual disability" instead of "mentally retarded child." Focus on the child's strengths instead of deficits.

Some people may prefer identity-first language as key facets in their identity. Asking individuals how they would like to identify is often the best way to learn which type of language to use.

Course Requirements– What do I have to do?
Lots of different ways to demonstrate what you have learned.

Assignments	Brief Explanation
In-Class Videologs [1.1][1.4][1.9][2.1][7.6][7.7] [7.8] [1.1][1.4][1.9][2.1][7.6][7.7] [7.8]	You will choose a group of 4-5 peers to act out/demonstrate various topics and strategies covered in class You will demonstrate how to promote children's language development by providing rich exposure to and experience with varied forms of language and responding attentively to children's language use, develop children's effective expression, and engage children in meaning making.
IRIS Module [1.2][5.4][7.3][7.11] [1.2][5.4] [7.3][7.11]	Work on IRIS Module on Dual language learners with disabilities. You will demonstrate skills to provide instruction to children with disabilities who are also identified as English learner students based on an understanding of comprehensive ELD.
CA Learning Foundations Activity [3.2][3.3][3.4][3.9][4.2][4.3][7.1][7.2] [3.2][3.3][3.4][3.9][4.2][4.3][7.1][7.2]	Practice to incorporate CA Learning Foundations into a preschool language arts activity. Plan and implement evidence-based literacy instruction that is grounded in an understanding of applicable literacy-related academic standards and an understanding of UDL and MTSS.
Social Communication Assessment [1.3][1.6][1.10][4.6][5.1][5.2][5.3][5.5][5.7][7.10] [1.3][1.6][1.10][4.6][5.1][5.2][5.3][5.5][5.7][7.10]	You will monitor children's progress in language and communication development using AEPS. Understand how to appropriately assess and interpret results to inform instructional decision making, and write a brief summary of the findings using AEPS.
Dialogic Reading Project [3.6][3.9][4.2][4.3][4.12][7.2][7.4][7.5][7.6][7.9] [3.6][3.9][4.2][4.3][4.12][7.2][7.4][7.5][7.6][7.9]	Use evidence-based literacy instruction (dialogic reading strategies) for all children. Engage children actively and deliberately with books. Develop children's skills in print concepts, phonological awareness, and meaning making. Review other groups' dialogic reading video, and rate it using Dialogic Reading Observation Form.
Dyslexia Intervention [4.9][4.10][6.7][7.13] [4.9][4.10] [6.7][7.13]	Use a case study to collaboratively develop an intervention for a child with dyslexia that aligns with state-adopted standards, incorporates the *California Dyslexia Guidelines*, and addresses individual IEP goals.
Kindergarten LEA Standards [3.2][3.3][3.9][4.2][4.3][7.1][7.2][7.5][7.8][7.9] [3.2][3.3][3.9][4.2][4.3][7.1][7.2][7.5][7.8][7.9]	Practice to incorporate Kindergarten LEA Standards into a Kindergarten language arts activity. Plan and implement evidence-based literacy instruction that is grounded in an understanding of applicable literacy-related academic standards and an understanding of UDL and MTSS.
DIBELS Practice [1.7][1.10][4.6][5.1][5.2][5.3][5.5][5.7][7.10] [1.7][1.10][4.6][5.1][5.2][5.3][5.5][5.7][7.10]	You will choose a kindergarten student and assess the acquisition of literacy skills using DIBELS. You will monitor children's progress in literacy development using DIBELS. Understand how to appropriately assess and interpret results to inform instructional decision making.

**Detailed information and grading rubrics will be provided throughout the course on our Canvas site.

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.

Note: The ECSE program requires that candidates obtain a grade of C or better in each course and maintain an overall GPA of 3.0

How will I be graded?

In-Class Videologs	90
IRIS Module	10
CA Learning Foundations Activity	10
Social Communication Assessment	20
Dialogic Reading Project	30
Kindergarten LEA Standards Activity	10
Dyslexia Intervention	10
DIBELS Practice	10
Total Possible Points	**190**

How do points change to grades?

A	**96-100%**
A-	**90-95.9%**
B+	**88-89.9%**
B	**82-87.9%**
B-	**80-81.9%**
C+	**78-79.9%**
C	**72-77.9%**
C-	**70-71.9%**
D	**60-69.9%**
F	**59.9% & below**

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

Turning work in on time will allow you to participate and gain more from class meetings. It will also allow me to give you feedback earlier**. Late assignment may not be accepted** unless prior written approval has been given by the instructor or acceptable documentation of an illness or emergency situation can be provided.

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. Assignment with excessive spelling and/or grammar mistakes is not professional and it will be difficulty for me to read and interpret what you mean. 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. **Please be aware that an assignment with more than 5 spelling/grammar mistakes on one page will be graded as a Zero.**

Withdrawals and Incompletes

Life is unpredictable– I get it. 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.

Respect for Diversity & Commitment to Non-Discrimination

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Please let me know if there are ways to improve in this regard for you personally or for other students or student groups.

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, or you may also contact CSUN's Title IX Coordinator directly:

Barrett Morris
University Hall, Room 285
Phone: (818) 677-2077
E-Mail: barrett.morris@csun.edu

Course Schedule– When do I do everything?

Schedule, topics, & assignments subject to change with notice

Week	Topic	Readings	Assignments Due
1. 8/27	Introduction Course Overview		
2. 9/3	Overview of communication and language [1.1][1.2][7.6]	LLLI: Chapters 1 & 2	
3. 9/10	Science and theory of language development; Language diversity [1.4]	Strategies for Promoting Communication and Language of Infants and Toddlers	Videologs 1 & 2
4. 9/17 Zoom	Get every child in on the act - so ALL children can interact Language development in infants [1.9][2.1][7.6][7.7][7.8]	LLLI: Chapters 3 & 4	
5. 9/24 6. 10/1	Get every child in on the act - so ALL children can interact Language development in toddlers [1.9] [2.1] [7.6][7.7][7.8]	LLLI: Chapters 5 & 6 More than baby talk	Videologs 3 & 4
7. 10/8	Provide information & experiences that promote language learning Language development in preschoolers [1.9][2.1][7.6][7.7][7.8]	LLLI: Chapters 7 , 8, & 9	Videologs 5 & 6
8. 10/15	ELL; Dual language learners with disabilities [1.2][1.9][2.1][4.12][5.4][7.3][7.11]	Iris Module & other readings on Canvas	Iris Module
9. 10/22	Communication Assessment in Early Childhood Writing a language IEP goal [1.3][4.6][4.8][5.1][5.2][5.3][5.5][5.7][7.10]	Essential Elements for Assessing Infants and Preschoolers with Special Needs Ch. 5	Videologs 7, 8, & 9
10. 10/29	Children with severe disabilities Let language lead the way to literacy CA Learning Foundations [2.5][3.2][3.3][3.4][3.9][4.1][4.2][4.3][7.1][7.2]	LLLI: Chapters 10 & 11 Outline/summarize	CA Learning Foundations
11. 11/5	Practical Assessment on Social Communication Skills [1.6][7.10]	AEPS	Social-Communication Assessment
12. 11/12	Dyslexia [4.9][4.10][6.7][7.13]	Dyslexia Guidelines Ch 8-12 Early childhood and dyslexia	Dyslexia Intervention
13. 11/19 14. 11/26	Emergent Literacy: teaching alphabet awareness Dialogic Reading Strategies [1.10][3.6][3.9][4.2][4.3][7.2][7.4][7.5][7.6][7.9]	Connect Module 6	Dialogic Reading Project
15. 12/3 16. 12/10	Kindergarten Standards in English Language Arts & Literacy & Assessment [1.7][3.2][3.3][3.9][4.2][4.3][4.6][5.1][5.2][5.3][5.5][5.6][5.7][7.1][7.2][7.5][7.8][7.9][7.10]	Kindergarten Standards in ELA, ELD ELA/ELD Framework	Kindergarten LEA Standards; DIBELS Practice

Linking Key:

TPE	Page #	TPE	Page #	TPE	Page #	TPE	Page#
[1.1]	8	[3.4]	8	[5.3]	8	[7.6]	8
[1.1][1.1]	6	[3.4][3.4]	6	[5.3][5.3]	6	[7.6][7.6]	6
[1.2]	8	[3.6]	8	[5.4]	8	[7.7]	8
[1.2][1.2]	6	[3.6][3.6]	6	[5.4][5.4]	6	[7.7][7.7]	6
[1.3]	8	[3.9]	8	[5.5]	8	[7.8]	8
[1.3][1.3]	6	[3.9][3.9]	6	[5.5][5.5]	6	[7.8][7.8]	6
[1.4]	8	[4.1]	8	[5.6]	8	[7.9]	8
[1.4][1.4]	6	[4.2]	8	[5.7]	8	[7.9][7.9]	6
[1.6]	8	[4.2][4.2]	6	[5.7][5.7]	6	[7.10]	8
[1.6][1.6]	6	[4.3]	8	[6.7]	8	[7.10][7.10]	6
[1.7]	8	[4.3][4.3]	6	[6.7][6.7]	6	[7.11]	8
[1.7][1.7]	6	[4.6]	8	[7.1]	8	[7.11][7.11]	6
[1.9]	8	[4.6][4.6]	6	[7.1][7.1]	6	[7.13]	8
[1.9][1.9]	6	[4.8]	8	[7.2]	8	[7.13][7.13]	6
[1.10]	8	[4.9]	8	[7.2][7.2]	6		
[1.10][1.10]	6	[4.9][4.9]	6	[7.3]	8		
[2.1]	8	[4.10]	8	[7.3][7.3]	6		
[2.1][2.1]	6	[4.10][4.10]	6	[7.4]	8		
[2.5]	8	[4.12]	8	[7.4][7.4]	6		
[3.2]	8	[4.12][4.12]	6	[7.5]	8		
[3.2][3.2]	6	[5.1]	8	[7.5][7.5]	6		
[3.3]	8	[5.1][5.1]	6				
[3.3][3.3]	6	[5.2]	8				
		[5.2][5.2]	6				