



CALIFORNIA  
STATE UNIVERSITY  
NORTHridge



### Basic Information

Instructor

Email

Office Hours

Class Time

Class Location

<https://canvas.csun.edu>

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# SPED 532

Early Childhood Special Education Curriculum and Instruction (3 credits)

Semester, Year

*Welcome! I am excited to see how each of you will bring your own personality, knowledge, and experiences into this class as you learn and practice effective ways of teaching young children with, or at-risk for, disabilities and their families. Pay attention, work hard, & plan ahead, and I believe you'll do well in this course.*

## 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



**In every job,  
there must be  
an element of  
fun.**

~Disney: Mary Poppins

## Course Description- What is this class about?

*This course covers teaching methods for young children with disabilities– here's the official description from the catalog:*

This course may be taken prior to admission to the Preliminary Education Specialist Credential Program. The purpose of this course is to provide individuals with knowledge of program models, instructional methods, and curriculum in early childhood special education from preschool through kindergarten. Primary emphasis will be placed on tiered instruction, developmentally appropriate practices, and embedded instruction in preschool to kindergarten settings. Information pertaining to designing environments, technology use, and positive behavior support will also be discussed. This course serves 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 skills and knowledge to make a difference in the lives of 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. Identify components of appropriate and effective individualized intervention for young children with disabilities (i.e., high-leverage practices, DEC Recommended Practices, etc.) across early childhood content areas and developmental domains.
2. Identify program models in ECSE including service delivery and methods for team collaboration as well as co-teaching.
3. Apply knowledge of the Early Start Personnel Manual, Preschool Learning Foundations, California Preschool Curriculum Frameworks, and state-adopted student standards for Kindergarten, as well as principles of Universal Design for Learning (UDL), to effectively plan and design learning experiences for all children that incorporate recommended, evidence-based practices.
4. Plan and use embedded instruction/activity-based approach to support children's progress toward meeting their IEP goals.
5. Use naturalistic teaching techniques with young children with disabilities to facilitate integrated growth and learning in all developmental domains and across content areas, including literacy and numeracy.
6. Practice methods to facilitate interactions between children with and without disabilities.
7. Design appropriate and inclusive learning environments to support students' social-emotional learning and physical development.
8. Implement data-driven decision-making process to support instruction.
9. Facilitate effective collaborative transitions between the stages of schooling and educational settings (e.g., infant/toddler to preschool, preschool to kindergarten, kindergarten to elementary).

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



## Respect for Diversity

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.

## Accessibility– Need additional support? Ask for help.

**Together, even the smallest can achieve the greatest goal.**



*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. 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 three 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 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. 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 (<https://csun.zoom.us/>) 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 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>.

**Restrictions on Disclosure and Distribution:** To foster a safe environment for learning, the

*The only way to get what you want in this world is through hard work.*



~Tiana  
Disney: The

## 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.*

## Commitment to Non-Discrimination

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 with 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](mailto:equityandcompliance@csun.edu).

## Student Conduct Code

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

[catalog.csun.edu/policies/student-conduct-code/](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>

## Textbooks– What books do I need?

*Required: All required texts are available online for free*



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/>



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.



## 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 on our Canvas site.*

### □ **Unit Overview Plan**

This assignment will give you an opportunity to plan educational activities for young children in preschool, TK, or K, taking into consideration children's interests and their diverse backgrounds and experiences. You will choose a theme/topic and develop a curriculum web to organize instruction across content areas (e.g., math, literacy, science, etc.) and developmental areas (e.g., communication, social, motor, cognition, adaptive skills). Identify state standards that will be addressed by including fun and meaningful activities. Provide a brief description and sequence of the activities.

### □ **Play Interaction Video**

With consent, record a video of your playing with a child between the ages of 30 months and five years of age. This video provides an opportunity for you to have fun playing with a child while demonstrating the use of naturalistic teaching strategies. Submit the recording, a summary, and reflection.

### □ **Transition Plan** [1.11][6.4][6.8]

The purpose of this assignment is to allow you to demonstrate the ability to plan and facilitate a collaborative transition between educational settings for young children with disabilities and their families. Given case studies of young children with disabilities, you will choose one case to develop a transition plan that will also include specific steps to promote collaboration with the family and other professionals, paying attention to issues of equity and social justice.

### □ **Lesson Activity Plan & Presentation** [2.3][3.8][4.7][6.11][6.12]

You will have an opportunity to develop and present a lesson activity to your classmates. You will work in groups (3-6 students) to submit a lesson activity plan and will have 5-10 minutes to facilitate the activity and then receive feedback from classmates.

### □ **Final Project: Instructional Plan** [3.2][3.3][3.4][3.5][3.6][3.7][3.9][4.1][4.2][4.3][4.4][4.10][4.12][5.8][6.1][6.5][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][7.14]

This final project will allow you to pull together all the information learned in this course. You will prepare a week-long instructional plan for young children with IEPs in a diverse early childhood classroom, reflecting your understanding of ECSE curriculum and instruction. One day will be expanded to include an instructional matrix/embedding schedule and one activity will be expanded to include a detailed lesson plan (targeting at least one language and/or literacy goal) using the *PK-K Activity Plan Template*.

### □ **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.

*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.*

## And how will I be graded?

Unit Plan	30
Play Video	20
Transition Plan	30
Lesson Plan & Presentation	40
Final Instructional Plan	50
Attendance/Participation	150
<b>Total Possible Points</b>	<b>320</b>

## 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	70-76.9%
D	60-69.9%
F	59.9% & below

## 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.

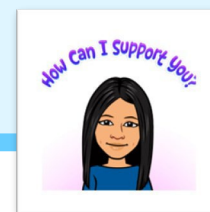
**B = Very Good.** Performance reflects competencies that surpass a basic level of understanding and skill, and that indicates some ability to integrate and apply information.

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

**ECSE students must obtain a grade of C or better in each course and maintain an overall GPA of 3.0**

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

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



## 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.

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:** I expect you 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. Remember that all supports and resources, including the use of an artificial intelligence (AI) content generator should be properly cited. 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. 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. Life can be unpredictable though and I get that. Please email me (before the due date) if extenuation circumstances arise so we can discuss options.

**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.

## 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	Assignments due the following week
Class 1	Early childhood special education, Developmentally appropriate practices, Planning play-oriented activities, Leveraging cultural/linguistic assets [1.2][1.3][2.2][4.1][4.5][4.12][5.7][6.1]	Class 1 Activities (Planning fun, developmentally appropriate, & culturally responsive activities) due [4.1][4.12][6.1]
Class 2	DEC Recommended Practices, DEC/CEC Professional Standards CA Teaching Performance Expectations State learning foundations & content standards [3.3][3.4][4.2][4.3][6.6][6.10]	Class 2 Activities (Learning goals & state foundations/standards) due [3.3][3.4][4.2][4.3]
Class 3	IEP process & teaming/collaboration Writing IEP goals Systematic instruction & data-based decision-making [1.1][1.5][1.6][4.6][4.8][4.11][4.13][5.2][5.6][5.8][6.2][6.5][6.11][6.12][6.13][6.14][6.15][6.16][6.17][6.18]	Class 3 Activities (IEP goals & interpreting data) due [5.8]
Class 4	Curriculum guides Teaching across content & domain areas Unit planning + lesson activity sequencing [2.6][3.2][3.6][3.7][6.7]	Class 4 Activities (Curriculum web + weekly plan) due [3.2][3.6][3.7]
Class 5	Engagement Positive behavior support [1.10][2.4]	Class 5 Activities (Ideas for class rules/expectations & engagement) due
Class 6	Evidence-based practices, Tiered instruction- UDL, adaptations, & individualized/ intensive instruction [1.7][3.1][3.5][3.8][3.9][5.3][5.5]	Class 6 Activities (Tiered lesson objectives & adapting activities) due [3.5][3.8][3.9] <b>Unit Plan due</b>
Class 7	Environmental arrangements (physical, temporal, social) Promoting positive nurturing relationships Instructional staff roles & responsibilities [2.3]	Class 7 Activities (Classroom design & schedule) due [2.3]
Class 8	Transitions (horizontal & vertical) Transition plans (planning, preparing, and implementing) [1.11][6.4][6.8]	Class 8 Activities (Transition ideas) due [1.11][6.4][6.8]

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

## Course Schedule– When do I do everything?

Date	Topic	Assignments due the following week
Class 9	Planning direct/explicit instruction Facilitating skill acquisition and generalization [4.7][4.9]	Class 9 Activities (Direct lesson plan) due [4.7]
Class 10	Targeting early math skills Math practice standards	Class 10 Activities (Math lesson activity plan) due <b>Transition Plan due</b>
Class 11	Planning embedded learning/naturalistic activities Promoting creativity, problem solving, communication, and independence/self-determination [2.1][4.10]	Class 11 Activities (Setting up opportunities for spontaneity & flexible thought) due [4.10]
Class 12	Targeting language and literacy Structured literacy principles *See appendix [1.4][1.9][5.4]	Class 12 Activities (Literacy lesson activity plan- *see appendix) due <b>Learning Activity Presentations due</b>
Class 13	Lesson activity presentations	Class 13 Activities (Lesson activity response & reflection) due [6.11][6.12]
Class 14	Visual supports Technology & assistive technology (AT) Social narratives [2.5][4.4]	Class 14 Activities (Visual supports & AT ideas) due [4.4]
Class 15	IEP meeting simulation & Review [6.3][6.9]	Class 15 Activities (IEP reflection) due [6.5]
Final	No In-Person Exam Final: Instructional Plan	<b>Final Instructional Plan due</b> Assignment revisions due

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



## Appendix 1. Language and Literacy

### 1. Class 12 Targeting Language and Literacy

[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][7.14]

Readings:

- *Dyslexia Guidelines*: Ch 11-12
- *UC/CSU EC & Dyslexia module*: Classroom-based supports & Classroom instruction/intervention I & II

Topics covered:

- Review of language/literacy & differences in development
  - Diversity in language/literacy development
  - Language disorder, language disability, and language difference
  - Dyslexia, dysgraphia, learning disability
  - Learning goals + state foundations/standards & CA Dyslexia Guidelines
- Instruction & intervention
  - Direct & naturalistic instruction (embedded learning, environmental arrangements)
  - Structured literacy (systematic & cumulative, explicit, diagnostic)
  - Activity-based intervention & dialogic reading
  - Speech generating devices & other augmentative and alternative communication (AAC) devices
  - Peer-mediated strategies
  - Teaming and collaboration
  - Assessing (diagnostic), reflecting, and applying
- Promoting specific early literacy skills
  - Phonological/phonemic awareness
  - Alphabet knowledge
  - Morphology (& orthographic mapping)
  - Semantics & vocabulary
  - Syntax
  - Pragmatics



### 2. Class 12 Activity: Literacy Activity Plan

[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][7.14]

Given a case study of a young children with dyslexia (that includes information gathered from different IEP team members), develop a literacy activity plan and demonstrate the activity to the class. Identify age and developmentally appropriate learning goals that are aligned with state foundations/standards. Using the activity plan template for literacy (Appendix 2), 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, assessment-driven, and takes into account children's cultural and linguistic background. Classmates will informally use the feedback form (Appendix 2) to highlight strengths of the activity and provide suggestions.

## Linking Key:

TPE	Page #	TPE	Page #	TPE	Page #	TPE	Page #
[1.1]	7	[4.1]	7	[6.5]	8	[7.9]	9
[1.2]	7	[4.1]	7	[6.5]	5	[7.9]	9
[1.3]	7	[4.1]	5	[6.6]	7	[7.9]	5
[1.4]	8	[4.2]	7	[6.7]	7	[7.10]	9
[1.5]	7	[4.2]	7	[6.8]	7	[7.10]	9
[1.6]	7	[4.2]	5	[6.8]	7	[7.10]	5
[1.7]	7	[4.3]	7	[6.8]	5	[7.11]	9
[1.9]	8	[4.3]	7	[6.9]	8	[7.11]	9
[1.10]	7	[4.3]	5	[6.10]	7	[7.11]	5
[1.11]	7	[4.4]	8	[6.11]	7	[7.12]	9
[1.11]	7	[4.4]	8	[6.11]	8	[7.12]	9
[1.11]	5	[4.4]	5	[6.11]	5	[7.12]	5
[2.1]	8	[4.5]	7	[6.12]	7	[7.13]	9
[2.2]	7	[4.6]	7	[6.12]	8	[7.13]	9
[2.3]	7	[4.7]	8	[6.12]	5	[7.13]	5
[2.3]	7	[4.7]	8	[6.13]	7	[7.14]	9
[2.3]	5	[4.7]	5	[6.14]	7	[7.14]	9
[2.4]	7	[4.8]	7	[6.15]	7	[7.14]	5
[2.5]	8	[4.9]	8	[6.16]	7		
[2.6]	7	[4.10]	8	[6.17]	7		
[3.1]	7	[4.10]	8	[6.18]	7		
[3.2]	7	[4.10]	5	[7.1]	9		
[3.2]	7	[4.11]	7	[7.1]	9		
[3.2]	5	[4.12]	7	[7.1]	5		
[3.3]	7	[4.12]	7	[7.2]	9		
[3.3]	7	[4.12]	5	[7.2]	9		
[3.3]	5	[4.13]	7	[7.2]	5		
[3.4]	7	[5.2]	7	[7.3]	9		
[3.4]	7	[5.3]	7	[7.3]	9		
[3.4]	5	[5.4]	8	[7.3]	5		
[3.5]	7	[5.5]	7	[7.4]	9		
[3.5]	7	[5.6]	7	[7.4]	9		
[3.5]	5	[5.7]	7	[7.4]	5		
[3.6]	7	[5.8]	7	[7.5]	9		
[3.6]	7	[5.8]	7	[7.5]	9		
[3.6]	5	[5.8]	5	[7.5]	5		
[3.7]	7	[6.1]	7	[7.6]	9		
[3.7]	7	[6.1]	7	[7.6]	9		
[3.7]	5	[6.1]	5	[7.6]	5		
[3.8]	7	[6.2]	7	[7.7]	9		
[3.8]	7	[6.3]	8	[7.7]	9		
[3.8]	5	[6.4]	7	[7.7]	5		
[3.9]	7	[6.4]	7	[7.8]	9		
[3.9]	7	[6.4]	5	[7.8]	9		
[3.9]	5	[6.5]	7	[7.8]	5		