

**SPED 431: Atypical Development of Young Children with Disabilities (3 credits)**

**Instructor:**

**Email:**

**Office Hours:**

**Class Day/Time:**

**Class Location:**

**CONCEPTUAL FRAMEWORK**

Michael D. Eisner College of Education, California State University, Northridge  
(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.

**Important Notice:** The department office CANNOT take messages for professors. If you need to contact me, please email me directly. I will try my best to get back to you within 24 hours of receiving your message. I am rarely online during weekends due to other commitments. Do your best to plan the timing of your questions accordingly. All official communication will be by e-mail to your CSUN email account.

### **Students with Disabilities**

Students with disabilities are encouraged to register with the Disability Resource and Educational Services (DRES). Registration and completion of a services agreement must occur each semester. Staff within DRES will verify the existence of a disability based on the documentation provided and will approve accommodations for which the student is eligible. Students who are approved for test-taking accommodations must provide a proctor form to their faculty member signed by a DRES counselor before making testing arrangements. I cannot provide you with any accommodation(s) unless you are registered with DRES and show me paperwork verifying your disability. DRES is located in Bayramian Hall, room 110. Staff can be reached at (818) 677-2684.

### **Additional Campus Resources and Support**

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.

### **General Requirements**

**Attendance:** A critical aspect of any learning experience is the active and sustained participation by the learner. You are required to attend and participate in the class sessions.

**Student Conduct Code:** All students must abide by CSUN Student Conduct Code. Detailed information can be found at <http://catalog.csun.edu/policies/student-conduct-code/>. Plagiarism and cheating will not be tolerated. It is not the role of the instructor to judge the intent behind copied work or other dishonest conduct but only to report it to the University. If you are not clear on what constitutes plagiarism, see this resource from the Oviatt Library: <https://libguides.csun.edu/journalism/plagiarism>

**People-First Language:** Unless otherwise noted, please use People-First (or Person-First) Language in your speaking and writing. Examples are “child with a disability” instead of “disabled child”; “child with autism” instead of “autistic child”; “child with language impairments” instead of “language-delayed child”; “child who has an intellectual disability” instead of “mentally retarded child.” For more information, please see: <https://www.cdc.gov/ncbddd/disabilityandhealth/materials/factsheets/fs-communicating-with-people.html>

### **Course Description**

This course examines atypical development in young children with disabilities and the interrelationships and implications of atypical development in motor, cognitive, sensory, language/speech and social/emotional areas. It is designed for students in the fields of nursing, special education, physical and occupational therapy, speech and language, social work, and child development. Emphasis is placed on etiology, research, and evidence-based practices.

### **Course Objectives**


After completing this course, the participants will be able to:

- 1) Describe the historical, philosophical, and legal bases of early childhood special education.
- 2) Demonstrate knowledge of federal requirements related to the education of infants, toddlers and preschoolers with disabilities.
- 3) Demonstrate knowledge of state policies, procedures and resources related to early intervention and early childhood special education services.
- 4) Demonstrate knowledge of team models in providing early intervention and early childhood special education services.
- 5) Demonstrate knowledge of recommended practices and evidence-based practices in early childhood special education.
- 6) Identify implications of atypical development from behavioral and clinical descriptions in the area of cognition, gross and fine motor, social/emotional, sensory functioning, and communication, language and speech from birth to age five.
- 7) Discuss the implications of atypical development in two or more developmental areas.
- 8) Identify key considerations for promoting the health, safety, and nutrition of young children with disabilities.

**Text**

	Required readings will be posted on Canvas.
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**Optional Text**

	Howard, V.F., Williams, B.F., Miller, D., & Aiken, E. (2013). <i>Very young children with special needs: A foundation for educators, families, and service providers, 5<sup>th</sup> ed.</i> New York, NY: Pearson Education, Inc.
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**Course Requirements**

Current Issues	50
Observation/Case Study Draft	10
Observation/Case Study	90
Attendance/Participation	150
<b>Total Possible Points</b>	<b>300</b>

\*\*Detailed information for each of the following will be provided throughout the course.

**Current Issues in ECSE Presentation (50 points)**

**ECSE 6.1**

Students will research a current issue/topic in early childhood special education and present a summary of the issue and a reflection of its impact on the field. Students may present individually or in small groups (no more than 3 students). Topics can include COVID-19, online/distance learning, inclusion, dual-language learners, homelessness, natural environments, cultural competence, caregiver mental health, caregiver coaching & feedback, access to services,

play, etc. All topics must be approved.

***Observation/Case Study (90 points)***

**ECSE 1.6, 3.2**

**ECSE 1.1, 1.2, 1.3, 1.4, 4.1, 4.3**

**ECSE 1.1, 1.2, 1.3, 1.4**

Students will observe an infant, toddler, or preschooler with an identified disability eligible for special services (e.g., intellectual disability, physical/orthopedic disability, autism spectrum disorder, visual impairment, hearing loss) doing a variety of activities for at least 20 minutes. Students will submit a summary of the observation describing the child, the setting, and the activities observed. Students will describe the disability, summarize the characteristics as it relates to the material presented in class. Students will also include suggested/recommended activities and goals for the child based on information gathered from the observation. A rough draft (10 points) will be due two weeks before the deadline so that students can obtain feedback from classmates and the instructor.

***Attendance/Participation (10 points each class)***

Classes will meet once a week. Students are expected to attend and participate in the class activities. If students are unable to attend class, they can check in with classmates, review the slides, and complete the class activities afterwards.

**GRADING STANDARDS**

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% and below

**Grading**

It is important that each student set professional goals for achievement, and pursue reading, and assignments with his/her professional development as the focus. However, this class is graded per Department of Special Education policy. Grades reflect performance in exams, projects, and class attendance and participation. 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.

**Online Instruction**

Online activities may include both synchronous and asynchronous activities, using primarily Zoom (<https://www.csun.edu/it/zoom>) and Canvas (<https://canvas.csun.edu/>); please see links for

more information about those programs. 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>). If you are having technical difficulties, please contact technical support at <https://www.csun.edu/it/need-help>. If a synchronous section is unexpectedly disconnected, please log in to the class again, and check your email and Canvas. If you are unable to connect to the class or miss a class session, please check in with a classmate and on Canvas.

### Submission of Assignments

- 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 Word documents (.doc or .docx). 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. 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>
- **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 beginning of Finals week.

### Withdrawal and Incompletes

It is the students' responsibility to monitor their performance as they will not be automatically dropped for absences or poor performance. **Incomplete grades** are granted only in extreme and unavoidable situations. Fifty percentage (50%) of classwork must be completed with a passing grade before incomplete can be considered.

**SPED 431-02 Fall 2020 Course Schedule**

<b>Date</b>	<b>Topic</b>	<b>Description</b>	<b>Assignment Due Dates (due midnight before the next class)</b>
Class 1	Introduction, historical & legal foundations <b>ECSE 6.1, 6.6</b>	<ul style="list-style-type: none"> <li>• Nature vs. nurture</li> <li>• 1800s-present</li> <li>• Head Start legislation</li> <li>• IDEA, Section 504, ADA</li> </ul>	
Class 2	Theoretical foundations & team models <b>ECSE 2.2, 6.1, 6.5</b>	<ul style="list-style-type: none"> <li>• Behavioral &amp; developmental theories</li> <li>• Zone of proximal development</li> <li>• Transactional model of development</li> <li>• Ecological systems</li> <li>• Multidisciplinary, interdisciplinary, transdisciplinary team models</li> </ul>	
Class 3	Developmental milestones & developmentally appropriate practice (DAP) <b>ECSE 1.1, 1.2, 1.3, 1.8, 3.1, 3.2, 4.1, 4.3</b> <b>ECSE 1.1, 1.2, 1.3</b>	<ul style="list-style-type: none"> <li>• Foundations, resources, &amp; using developmental milestones</li> <li>• DAP guidelines &amp; teaching strategies</li> </ul>	
Class 4	Recommended & evidence-based practices <b>ECSE 1.9, 6.6, 6.10</b>	<ul style="list-style-type: none"> <li>• Overview of effective interventions &amp; resources</li> <li>• Determining evidence-based practices</li> <li>• Exploring journal articles, websites</li> <li>• Implementation fidelity</li> </ul>	<ul style="list-style-type: none"> <li>• Current Issues Presentation due</li> </ul>
Class 5	Current issues presentations <b>ECSE 6.1</b>	<ul style="list-style-type: none"> <li>• Present &amp; view presentations</li> </ul>	
Class 6	Cognitive development <b>ECSE 1.1, 1.2, 1.3, 1.6, 1.8, 3.1, 3.2, 4.1, 4.3, 5.2, 5.3, 5.6, 6.10</b>	<ul style="list-style-type: none"> <li>• Cognition-development &amp; assessment</li> <li>• Intellectual disability</li> <li>• Syndromes</li> </ul>	

		<ul style="list-style-type: none"> <li>• Intervention</li> </ul>	
Class 7	<p>Social &amp; emotional development</p> <p>ECSE 1.1, 1.2, 1.3, 1.6, 1.8, 3.1, 3.2, 4.1, 4.3, 5.2, 5.3, 5.6, 6.10</p>	<ul style="list-style-type: none"> <li>• Attachment, temperament, play</li> <li>• Social-emotional skills, development &amp; assessment</li> <li>• Emotional disturbance &amp; autism spectrum disorder</li> <li>• Intervention</li> </ul>	
Class 8	<p>Communication, language, &amp; speech</p> <p>ECSE 1.1, 1.2, 1.3, 1.4, 1.6, 1.8, 1.9, 2.5, 3.1, 3.2, 4.1, 4.3, 5.2, 5.3, 5.4, 5.6, 6.10</p>	<ul style="list-style-type: none"> <li>• Communication theories, terminology, milestones, &amp; assessment</li> <li>• Language difficulties</li> <li>• Speech disorders</li> <li>• Intervention</li> </ul>	
Class 9	<p>Gross &amp; fine motor development</p> <p>ECSE 1.1, 1.2, 1.3, 1.6, 1.8, 3.1, 3.2, 4.1, 4.3, 5.2, 5.3, 5.6, 6.10</p>	<ul style="list-style-type: none"> <li>• Motor development theories</li> <li>• Gross &amp; fine motor milestones &amp; assessment</li> <li>• Atypical development &amp; motor</li> <li>• Physical disabilities</li> <li>• Medically related disabilities</li> <li>• Intervention</li> </ul>	
Class 10	<p>Adaptive behavior and self-help</p> <p>ECSE 1.1, 1.2, 1.3, 1.6, 1.8, 3.1, 3.2, 4.1, 4.3, 5.2, 5.3, 5.6, 6.10</p>	<ul style="list-style-type: none"> <li>• Adaptive skills, development, &amp; assessment</li> <li>• Toileting, feeding, dressing, grooming</li> <li>• Intervention</li> </ul>	
Class 11	<p>Sensory functioning</p> <p>ECSE 1.1, 1.2, 1.3, 1.6, 1.8, 3.1, 3.2, 4.1, 4.3, 5.2, 5.3, 5.6, 6.10</p>	<ul style="list-style-type: none"> <li>• Visual impairments</li> <li>• Deaf/hard of hearing</li> <li>• Assessment</li> <li>• Intervention</li> </ul>	
Class 12	Case study work time		<ul style="list-style-type: none"> <li>• Case study draft due</li> </ul>
Class 13	<p>Health, safety, &amp; nutrition</p> <p>ECSE 3.2, 4.3</p>	<ul style="list-style-type: none"> <li>• Health</li> <li>• Safety</li> <li>• Nutrition</li> </ul>	

Class 14	Early intervention & early childhood special education <b>ECSE 1.11, 2.1, 2.2, 4.8, 5.6, 6.3, 6.5</b>	<ul style="list-style-type: none"> <li>• IFSP outcomes/IEP goals</li> <li>• Intervention settings &amp; collaboration</li> <li>• Transitions</li> </ul>	
Class 15	Review		
Finals	<b>Observation/Case Study</b>		

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



**SPED 431 Syllabus linking page:****Instructions requested that only the "I" will be linked:****TPE1-ECSE:**

1.1-pg 6

1.2-pg 6

1.3-pg 6

1.4-pg 7

1.6-pg 7

1.8-pg 6

1.9- pg 7

1.11-pg 8

**TPE 2-ECSE:**

2.1- pg 8

2.2-pg 8

2.5-pg 7

**TPE3-ECSE:**

3.1-pg 6

3.2-pg 6

**TPE 4-ECSE:**

4.3-pg 7

4.8-pg 8

**TPE5-ECSE:**

5.2-pg 6

5.4-pg 7

5.6-pg 7

**TPE 6-ECSE:**

6.1-pg 3

6.3- pg 8

6.5-pg 8

6.6-pg 6

6.10- pg 6