



Division of Special Education and Counseling  
California State University, Los Angeles

Fall 2024

**EDSP 4142: Early Childhood Special Education Intervention Seminar (3 units)**

Instructor:  
Office:  
Telephone:  
Email:

Class Location:  
Class Day/Time:  
Office Hours:

For COVID-19 related information and questions, please check Cal State LA's [Health Watch](#) sites regularly for updates.

**Catalog Description:**

Prerequisite(s): EDSP 4010 and EDSP 4030. Co-requisite(s): EDSP 4141. Current research and practices related to program development and intervention methods with young children with and without disabilities.

**Email Policy:**

**Notes:** *(optional)*

**Professional Statements:**

**A. Theme and Conceptual Framework for Professional Preparation**

The faculty members of the Charter College of Education have adopted the organizing theme of "Preparing Educators to Serve the Culturally and Linguistically Diverse Population of Urban Schools and Related Institutions of the 21st Century" for all programs for professional educators at California State University, Los Angeles. This theme is reflected in this course by: course content and performance standards; lecture topics; suggested readings; and rubrics described in this syllabus. The diagram at the end of the syllabus provides the conceptual framework for the theme and supports the preparation of professional educators by the members of the Cal State LA Charter College of Education faculty.

**B. Statement of Reasonable Accommodation**

The Charter College of Education faculty members fully support the Americans with Disabilities Act (ADA). The members of the faculty will provide reasonable accommodation to any student with a disability who is registered with the Office of Students with Disabilities (OSD) who needs and requests accommodation. The faculty member may wish to contact the OSD to verify the presence of a disability

and confirm that accommodation is necessary. The OSD will arrange and provide for the accommodation. Reasonable accommodation may involve allowing a student to use an interpreter, note taker, or reader; accommodation may be needed during class sessions and for administration of examinations. The intent of the ADA in requiring reasonable accommodation is not to give a particular student an unfair advantage over other students, but simply to allow a student with a disability to have an equal opportunity to be successful.

***OSD is located on the first floor of the Administration Bldg. Room 127 (near Financial Aid and Registrar). The office can be contacted at OSD@calstatela.edu or (323)343-3140.***

**Other student supports on the Cal State L.A. Campus:**

- Student Health Services: <http://www.calstatela.edu/studenthealthcenter>
- Food Pantry: University Student Union Room 308
- CalFresh Outreach Center: <http://www.calstatela.edu/studentservices/calfresh>
- Graduate Writing Support Program:  
<http://www.calstatela.edu/graduateresourcecenter/graduate-writing-support-program>
- Glazer Family Dreamers' Resource Center: <http://www.calstatela.edu/ab540>

**All Gender Restrooms:**

- La Kretz Hall, Floors 1, 2, and 3
- Library Palmer Wing, LPW 1065 and LPW 1067
- Salazar Hall, Applied Gerontology, SH 107 and SH 108
- Simpson Tower, ST 821 and ST 822
- Student Union, Second Floor
- Theater Arts, TA 126

**Lactation Rooms:**

**Please contact the Title IX Coordinator at 323.343.3041 to request access.**

- Administration, ADM 304
- King Hall, KH 154A
- Salazar Hall, SH 129A
- University Student Union, USU 206

**C. Student Conduct**

Student conduct is viewed as a serious matter by the faculty members in the Charter College of Education. The Charter School faculty members assume that all students will conduct themselves as mature citizens of the campus community and will conduct themselves in a manner congruent with university policies and regulations. Inappropriate conduct is subject to discipline as provided for in Title 5, California Code of Regulations (see Student Conduct: Rights and Responsibilities, and Student Discipline, Cal State LA General Catalog). Academic honesty is expected of all students in the Charter

College, in accordance with University policy. There are established university reporting procedures if a student is suspected of committing an academically dishonest act.

#### **D. Technology**

Courses in the College of Education require a high level of technological literacy along with access to current technology in order to assure student success. In all undergraduate, credential, certificate and graduate courses, students in the COE are expected to:

- Have access to an internet accessible device that will meet the technology requirements of the course in which the student is enrolled.
- Have sufficient working knowledge of this device, its applications and operating system to use it for their classes, as well as how to keep its operating system and applications up-to-date.
- Use a Cal State LA email account for all course and university-related communication.
- Access the current campus learning management system (e.g., Canvas) on a regular basis as required by the course in which they are enrolled.
- Use campus technology resources including the Cal State LA portal, Open Access labs and ITS Help Desk as needed.

Students should anticipate that their use of these skills will be integrated into courses within their programs. Students who are unable to meet any of the above expectations are strongly advised to take an introductory technology course or ITS workshop upon enrollment in the College of Education.

### **Land Acknowledgment**

Every community owes its existence and vitality to generations from around the world who contributed their hopes, dreams, and energy to making the history that led to this moment. Some were brought here against their will, some were drawn to leave their distant homes in hope of a better life, and some have lived on this land for more generations than can be counted. Truth and acknowledgment are critical to building mutual respect and connection across all barriers of heritage and difference. We begin this effort to acknowledge what has been buried by honoring the truth. We are currently occupying ancestral land of the Tongva people. In our work to promote social justice in education we must always consider the many legacies of violence, displacement, migration, and settlement that bring us together here today.

This statement is drawn from the U.S. Department of Arts and Culture #HonorNativeLand initiative. You can learn more here (<https://usdac.us/nativeland>) and through additional resources posted on our course Canvas page.

#### **Division Canvas Site: Special Education Programs, Information, and Resources**

The Division hosts a Canvas site called Special Education Programs, Information, and Resources to provide information about fieldwork, master's programs, the comprehensive exam, and the Clear credential and induction. It also has forms students frequently need including add and drop forms, course overlap, and advancement to candidacy, among others. Students are encouraged to self-enroll into the course if it does not already show on your

Canvas page. Call the Division of Special Education and Counseling office if you need assistance (323-343-4400) or email Jennifer Hua at [jhua4@calstatela.edu](mailto:jhua4@calstatela.edu).

### Student Learning Outcomes

Upon completion of this course, students will be able to:

- **SLO 1:** Demonstrate the usefulness of curriculum models with individual children and groups
- **SLO 2:** Understand the principles of UDL to planning lessons and individual interventions
- **SLO 3:** Use evaluation and assessment data to inform learning experiences for young children with and without disabilities
- **SLO 4:** Identify key content that is developmentally appropriate for young children with and without disabilities
- **SLO 5:** Adapt content of curriculum, lessons, and instructional materials to support young children with and without disabilities

### Course Schedule

Date	Learning Topics	Assignments/Readings Due	TPEs
<b>Session 1</b>	Course Overview History, Philosophy, & Efficacy Program models, Standards & Best (Recommended) Practices Service Delivery Models  <b>Inclusive Practices of Young Children with Disabilities</b> California Preschool Foundations* <b>Lesson Planning*</b>	<u>Cook, Klein, &amp; Chen (2020)</u> Chapter 1: Educating Young Children with Special Needs Chapter 4: Designing Instructional Programs	ECSE 2.1 ECSE 2.2 ECSE 3.7
<b>Session 2</b>	Generic Instructional Strategies Scheduling and Routines in Early Childhood Classrooms  Behavior Management Positive Behavior Support  Designing Learning Environments and Implementing Curriculum Applying Universal Design for Learning for Infants, Toddlers, and Preschool Children	Barton et al., 2011 Nagro et al., 2016  Article: Skeels & Dye  <b>DUE: IRIS Module Early Childhood Behavior Management</b> <a href="http://iris.peabody.vanderbilt.edu/module/ecbm/#content">http://iris.peabody.vanderbilt.edu/module/ecbm/#content</a>  <b>DUE: Video Reflection Response</b> 1.Classroom Transitions:	ECSE 2.4 ECSE 2.5 ECSE 3.1 ECSE 3.3 ECSE 3.4 ECSE 4.2 ECSE 4.7

	<p>Introduction to Lesson Planning Demonstration of Lesson</p> <p>Co-teaching models and coaching in the classroom</p>	<p><a href="https://eclkc.ohs.acf.hhs.gov/video/classroom-transitions">https://eclkc.ohs.acf.hhs.gov/video/classroom-transitions</a> 2.Schedules and Routines: <a href="https://eclkc.ohs.acf.hhs.gov/video/schedules-routines">https://eclkc.ohs.acf.hhs.gov/video/schedules-routines</a> 3.Stating Behavioral Expectations: <a href="https://eclkc.ohs.acf.hhs.gov/video/stating-behavioral-expectations">https://eclkc.ohs.acf.hhs.gov/video/stating-behavioral-expectations</a> 4.Stating Classroom Rules: <a href="https://eclkc.ohs.acf.hhs.gov/video/creating-classroom-rules">https://eclkc.ohs.acf.hhs.gov/video/creating-classroom-rules</a></p> <p><b>DUE: Infant and Toddler Foundation Response</b> <b><a href="#">DUE: Week2 Reading Reflections</a></b></p>	
<b>Week 3</b>	<p><b>Adaptations for children with specific disabilities</b></p> <p>Review of Preschool Learning Foundations</p> <p><b>Introduction to SMART Goals</b></p>	<p>Cook, Klein, &amp; Chen (2020) Chapter 5: Considerations for Teaching Children with Specific Disabilities</p> <p>CA Dyslexia Guidelines Ch. 4: focus on preschool and kindergarten students</p> <p>Article: Jung, 2007</p>	ECSE 3.5
<b>Week 4</b>	<p>Identifying Goals: Why do we teach what we teach? Embedding Learning Opportunities Part 1 Circle time, small groups, and transitions</p>	<p>Gauvreau, 2019 Yang et al., 2018</p>	ECSE 1.3
<b>Week 5</b>	<p>Emergent Literacy Cognitive Development Planning for literacy environment <b>Strategies in promoting early literacy (Environment)</b></p>	<p>Cook, Klein, &amp; Chen (2020) Chapter 9: Encouraging the Development of Cognitive Skills and Literacy</p> <p><b>ACTIVITY for weeks 5, 6, 7, 8: Based on CA Dyslexia Guidelines Ch. 11; <a href="https://education.uconn.edu/2021/10/20/best-practices-in-early-childhood-literacy/">https://education.uconn.edu/2021/10/20/best-practices-in-early-childhood-literacy/</a>; and <a href="https://www.colorincolorado.org/article/8-strategies-preschool-ells-language-and-literacy-development">https://www.colorincolorado.org/article/8-strategies-preschool-ells-language-and-literacy-development</a></b> and course readings candidates fill out a graphic organizer of evidence-based</p>	ECSE 4.6

		practices at whole class, small group, and individual levels for the following domains expressive and receptive vocabulary; oral listening skills, print awareness; phonological awareness; alphabetic principle  <b>DUE: Child Profile Assignment (Part 1)</b>	
<b>Week 6</b>	Emergent Literacy/Cognitive Development Strategies in promoting early literacy (Storybook Reading)	Dennis et al., 2012 Mihai et al., 2014 CA Dyslexia Guidelines: Ch. 11  ACTIVITY: Based on Ch. 11 of CA Dyslexia Guidelines, candidates examine strategies in weeks 6 and 7 and demonstrate how they can be taught within the framework of structured literacy.  <b>DUE: Reading Quiz 1</b>	
<b>Week 7</b>	Emergent Literacy Cognitive Development Strategies in promoting early literacy (Reading/ Phonological Awareness)	Cook, Klein, & Chen (Chapter 7)  ACTIVITY: Based on Ch. 11 of CA Dyslexia Guidelines, candidates examine strategies in weeks 6 and 7 and demonstrate how they can be taught within the framework of structured literacy.	
<b>Week 8</b>	Emergent Literacy Cognitive Development Review of Strategies Discussion of dual language learners	Chandler et al., 2008 Stone, Rivera, & Weiss, 2018 CA Dyslexia Guidelines Ch. 7 (ELs with dyslexia)  <a href="https://www.colorincolorado.org/article/8-strategies-preschool-ells-language-and-literacy-development">https://www.colorincolorado.org/article/8-strategies-preschool-ells-language-and-literacy-development</a>	ECSE 4.12
<b>Week 9</b>	Progress Monitoring – Reassessment of children’s progress in developmental and academic domains	Cook, Klein, & Chen (2020) Chapter 8: Nurturing communication skills  <b>DUE: AIM Module: Time Delay</b> ( <a href="http://www.autisminternetmodules.org/">http://www.autisminternetmodules.org/</a> )	



	Teaching social skills and fostering healthy social emotional development and friendships		
<b>Session 15</b>	<b>Teaming and Collaboration</b> Culmination Activity  <b>Reflection of Teaching Practices</b>	<u>Cook, Klein, &amp; Chen (2020)</u> Chapter 10: Teaming: Collaboration, Problem Solving, and Inclusion Support  <b>DUE: Student Profile (Part 2)</b>	ECSE 4.6

### Required Texts and Articles

Cook, R.E., Klein, M.D., & Chen, D. (2020). *Adapting early childhood curricula for children with special needs* (10th edition). Pearson.

### Recommended Resources:

California Preschool Foundations, Volumes 1-3. California Department of Education, [www.cde.ca.gov](http://www.cde.ca.gov)  
California Infant/Toddler Learning and Development Foundations, California Department of Education.  
<https://www.cde.ca.gov/sp/cd/re/documents/itfoundations2009.pdf>

### Required Reading Articles (on CANVAS)

Barton, E. E., Reichow, B., Wolery, M., & Chen, C. I. (2011). We can all participate! Adapting circle time for children with autism. *Young Exceptional Children*, 14(2), 2-21.

\*Chandler, L. K., Young, R. M., Nylander, D., Shields, L., Ash, J., Bauman, B., ... & Lay, A. (2008). Promoting early literacy skills within daily activities and routines in preschool classrooms. *Young Exceptional Children*, 11(2), 2-16.

Chang, Y. C., & Shire, S. (2019). Promoting Play in Early Childhood Programs for Children With ASD: Strategies for Educators and Practitioners. *TEACHING Exceptional Children*, 52(2), 66-76.

\*Dennis, L. R., Lynch, S. A., & Stockall, N. (2012). Planning literacy environments for diverse preschoolers. *Young Exceptional Children*, 15(3), 3-19.

Donegan-Ritter, M. (2015). STEM for ALL children: Preschool teachers supporting engagement of children with special needs in physical science learning centers. *Young Exceptional Children*, 1096250614566541.

Gauvreau, A. N. (2019). Using "Snack Talk" to support social communication in inclusive preschool classrooms. *Young Exceptional Children*, 22(4), 187-197.

Guñan, C. L. D., & Cheatham, G. A. (2018). Bilingual vocabulary development for dual language learners with disabilities: Two research-based approaches. *Young Exceptional Children*, 21(3), 142-156.

Hardy, J. K., & Hemmeter, M. L. (2019). Designing inclusive science activities and embedding individualized instruction. *Young Exceptional Children*, 1096250619833988.

Hendrix, N. M., Hojnoski, R. L., & Missall, K. N. (2020). Promoting numeracy skills through board game play. *Young Exceptional Children*, 23(2), 100-111.

\*Jung, L. A. (2007). Writing SMART objectives and strategies that fit the ROUTINE. *Teaching Exceptional Children*, 39(4), 54-58.

Kuder, B. N., & Hojnoski, R. L. (2016). Under construction: Strategic changes in the block area to promote engagement and learning. *Young Exceptional Children*, 1096250616649224.

Lederer, S. H. (2014). Integrating best practices in language intervention and curriculum design to facilitate first words. *Young Exceptional Children*, 17(2), 32-43.

Mihai, A., Friesen, A., Butera, G., Horn, E., Lieber, J., & Palmer, S. (2015). Teaching phonological awareness to all children through storybook reading. *Young Exceptional Children*, 18(4), 3-18.

Nagro, S. A., Hooks, S. D., Fraser, D. W., & Cornelius, K. E. (2016). Whole-group response strategies to promote student engagement in inclusive classrooms. *TEACHING Exceptional Children*, 48(5), 243-249.

Patry, M. B., & Horn, E. (2018). Supporting the play of preschoolers with autism through peer-mediated interventions. *Young Exceptional Children*, 1096250618782179.

\*Roskos, K. A., Christie, J. F., & Richgels, D. J. (2003). The essentials of early literacy instruction. *Young Children*, 58(2), 52-60.

\*Stone, J. P., Rivera, C. J., & Weiss, S. L. (2018). Literacy-rich environments for young students with significant developmental disabilities. *Young exceptional children*, 21(4), 191-203.

Yang, H. W., Ostrosky, M. M., Favazza, P. C., Stalega, M. V., & Block, M. E. (2018). Embedding motor activities into inclusive preschools. *Young Exceptional Children*, 1096250618783994.

### Grading

Assignments	Points
IRIS Module	10
Infant and Toddler Response	5
Video Reflection Responses	10
Reading Quizzes	10
Autism Internet Modules	20
Student Profile and Progress Monitoring	45
	100

### Division Grading Scale

Points	Percentage	Grade
94 -100	94% -100%	A
90 - 93.99	90% - 93.99%	A-

87 - 89.99	87% - 89.99%	B+
84 - 86.99	84% - 86.99%	B
80 - 83.99	80% - 83.99%	B-
77 - 79.99	77% - 79.99%	C+
74 - 76.99	74% - 76.99%	C
70 - 73.99	70% - 73.99%	C-
67 - 69.99	67% - 69.99%	D+
64 - 66.99	64% - 66.99%	D
61 - 63.99	61% - 63.99%	D-
0 - 60.99	0% - 60.99%	F

### Assignment Descriptions

- IRIS Module: Early Childhood Behavior Management (10 points).** Read the *Perspectives and Resources* from IRIS module and type up answers to questions in the *Assessment* section. Please make sure all completed assignments are turned in by **Thursday night 11:59 pm**. IRIS Module: <http://iris.peabody.vanderbilt.edu/module/ecbm/#content>
- Infant and Toddler Response (5 points).** Students will review the California Infant/Toddler Learning and Development Foundations. You will submit short answers to the following questions:

  - What are the four developmental areas described in the I-T Foundations?
  - Choose a foundation, describe it, and describe how that foundation looks at 18 months. (All this can be taken straight from the document.) For example:
    - Language Development
    - Foundation: Classification
    - The developing ability to group, sort, categorize, connect, and have expectations of objects and people according to their attributes
    - 18 months: Children show awareness when objects are in some way connected to one another, match two objects that are the same, and separate a pile of objects into two groups based on one attribute.
  - Why might a preschool teacher need to use the I-T Foundations?

Please make sure all completed assignments are turned in by **Thursday night 11:59 pm**.
- Video Reflection Responses (10 points).** Students are to watch the short videos below in preparation for setting up their own classrooms. In particular, reflect on how visual supports are used in each video to support children. In a short paragraph, provide two examples from the videos in how visual supports are used and discuss why visual supports are important. Please make sure all completed assignments are turned in by **Thursday night 11:59 pm**.

  - Classroom Transitions: <https://eclkc.ohs.acf.hhs.gov/video/classroom-transitions>
  - Schedules and Routines: <https://eclkc.ohs.acf.hhs.gov/video/schedules-routines>
  - Stating Behavioral Expectations: <https://eclkc.ohs.acf.hhs.gov/video/stating-behavioral-expectations>
  - Stating Classroom Rules: <https://eclkc.ohs.acf.hhs.gov/video/creating-classroom-rules>
- Reading Quizzes (5 points each; 10 points)** are designed to assess understanding from the readings

for the class. Each reading quiz will include 5 questions content from the assigned readings.

5. **Autism Internet Modules (10 points each, 20 points)** are designed to provide high-quality information and professional development for anyone who supports, instructs, works with, or lives with someone with autism. In addition, the modules provide high-quality, evidence-based resources on a range of instructional strategies and interventions relevant to work with most young children who have special needs. Each module guides you through case studies, instructional videos, pre- and post-assessments, a glossary, and much more. AIM modules are available at no cost.  
<http://www.autisminternetmodules.org/>.

You will complete **two AIM modules**. You must show proof of completion by taking the post assessments at the end of each module. Print the assessment results and post it on CANVAS. You must pass the post-assessments with 100% accuracy meet satisfaction for this assignment. Please make sure all completed assignments are turned in by **Thursday night @ 11:59 pm**.

- a. AIM Module: Time Delay
- b. AIM Module: Peer Mediated Interventions

6. **Student Profile and Progress Monitoring (45 points)**. The purpose of the assignment is to develop your ability to collaboratively create student profiles that are based upon assessment information (including family interview, review of the IEP (with the consent of student's family) and progress monitoring (for 8 weeks) so that you can develop instructional and behavioral goals and effectively deliver instruction taking into consideration individual student needs.

**Guidelines**

- You will be expected to change your instructional goals for each of your students based on the students' strengths and weaknesses (week 5) and make recommendations at the end of semester for your students (week15). You should be collecting data on your child's progress over the course of the semester to use as evidence for your final report.

**Profile #1 (week5; 20 points) should include:**

- A summary statement recapping the strengths, needs, modifications, accommodations and other specific strategies needed by each student in the areas of behavior and emergent/ early literacy skills. Discuss implemented strategies within the framework of structured literacy and evaluate how your focus student progressed in whole class, small group, and 1:1 settings.
- You will select **one student** who showed significant needs in the area of social communication and/or early literacy. During the courses of the semester, you will implement specific recommendations for the target student.
- Develop 2-3 IEP goals for one targeted student based on the student's present levels of performance in the areas of social communication and early literacy. Identify specific strengths and at least 3 weaknesses. Provide 3 evidence-based strategies to support the specific areas in need of further development. Such areas may include: ability to use tool(s) to scribble or draw or scribble, recognition of letters, write approximations of letter, write name independently, etc. Discuss modifications and accommodations that student might need to be successful in participating in early literacy activities in your class.

**Profile #2 (week15; 25 points) should include:**

- You will write students' present levels of performance in the areas of social communication and early literacy.
- You will list the recommendations and describe whether the targeted child's behavior and emergent/ early literacy skills have improved in the identified areas of need.

- You will write a one-page reflection of what you have learned from this assignment.



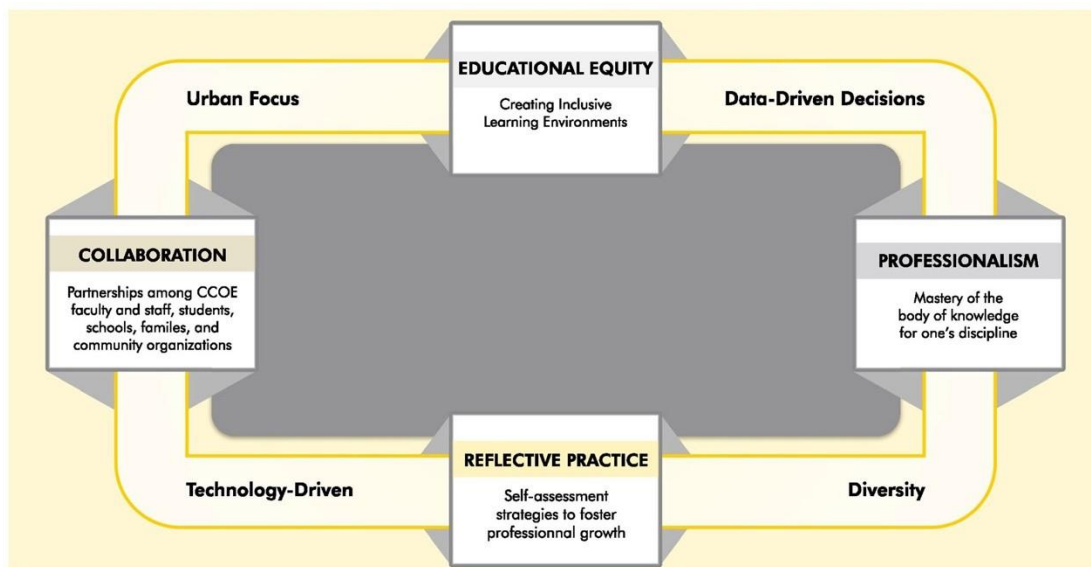
## CONCEPTUAL FRAMEWORK

### VISION:

The College of Education is a learning community of faculty, administrators, staff, students, and community members that work collaboratively to ensure that all students receive a high-quality education, honor the diversity of all learners, advocate for educational and community reforms, develop reflective practices that promote equity, and facilitate the maximum learning and achievement potential of all children and adults.

### MISSION:

The COE mission is to develop in students the professional knowledge, skills, and dispositions to promote the academic, social, and psychological development of diverse learners in urban schools and related agencies. COE graduates become teachers, special educators, school administrators, educational technologists, researchers, program evaluators, school psychologists, counselors, rehabilitation professionals, higher education faculty, and other education specialists. Within an environment of shared governance, COE professional preparation programs utilize data-driven decision-making, technology-integrated instruction, meaningful curricula, and outcome-based assessments to ensure high-quality educational opportunities for all students.



### CORE VALUES:

The College of Education prepares outstanding and caring educators, counselors, and leaders to work with diverse learners in urban schools and related agencies guided by the following core values.