

Click Here for [Course Schedule](#) with TPE- Aligned Activities

Click Here for [list of TPE's](#) Addressed in this Class



**Division of Special Education and Counseling**

Fall, 2024

**EDSP 4670: - Low Incidence Early Childhood Special Education (2 units)  
Section 01**

Instructor: Gina Michell

Office: KHD 2074A

Telephone: 323-343-4400

Class Location: KH B3018

Class Day/Time: Tue (Online) Thur 4:30-6:10pm (in-person)

Email: [gina.michell4@calstatela.edu](mailto:gina.michell4@calstatela.edu)

**Office Hours:**

Wednesday 7:30-8:30pm (online only)

Thursday 6:15-7:15pm (online and in-person)

[Office Hours Sign Up](#)

[Office Hours Zoom Link](#)

**Catalog Description:**

Pre/Co-requisite: EDSP 4000

Early Intervention strategies for working with infants, toddlers, and young children with low incidence disabilities (deaf and hard-of-hearing, visual impairments, and physical and health impairment(s) and multiple disabilities.

**Professional Statements:**

A. [Theme and Conceptual Framework for Professional Preparation](#)

The faculty members of the 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 College of Education faculty.

B. [Statement of Reasonable Accommodation](#)

The 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](mailto: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/studentervices/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 College of Education. The 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 eCatalog). Academic honesty is expected of all students in the College, in accordance with University policy. There are established university reporting procedures if a student is suspected of committing an academically dishonest act.

**\*\*Please read relevant sections of the APA manual regarding plagiarism and academic scholarship\*\***

**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.*

### **Email Policy:**

Please email me @ [gina.michell4@calstatela.edu](mailto:gina.michell4@calstatela.edu). I check my e-mail several times during the week and once on weekends. If you send a message, I will get back to you as soon as possible. However, please note that I can receive hundreds of emails each day, and occasionally emails are missed. Emails will generally be replied to within 48-hours of being read. If you do not hear from me within 72-hours, please do not hesitate to send a friendly reminder or second email. As always, professional discourse and courtesy is appreciated in the tone of all emails. For immediate assistance during business hours, call the division of Special Education and Counseling, 323-343-4400.

In addition, weekly office hours will be held. My office hours are a block of time dedicated to advisement, and students should plan to communicate with me about course-related matters during this time. Office hours times sign-up link can be found at the top of the syllabus.

### **Turnaround/Feedback**

As a student, you should expect to receive assignment feedback within 10-days of the due date (not submission date). You are permitted to submit assignments early; however, I may not start

grading them until the due date has passed. Final grades for the course will be posted in alignment with university grading timelines.

### **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)

### **Interaction with the Instructor**

I will make every effort to communicate frequently with students through announcements and postings within the Canvas site. Questions of a personal nature can be sent to me via email at Gina.Michell4@calstatela.edu or addressed during office hours. *Note: I am limited to the scope of what I can discuss over e-mail. Some questions may need to be addressed during office hours.*

### **Preferred Methods of Communication**

- *E-mail communication is preferred. E-mail will generally be answered within 48-hours of being read.*
- Messages can also be sent to me via Canvas message.
- Do not communicate with me via comments on assignments. I do not receive notification of those comments and may miss your message.

During the week (M-F) I will check email twice a day. If you have a concern and send me an email or Canvas message, you can expect a response within 48-hours of reading.

### **Instructor Policy about Late Assignments:**

Late assignments will not be accepted or graded. Please contact the instructor for extenuating circumstances. If an extenuating circumstance occurs, the instructor may accept a late assignment with a point penalty.

Incompletes will be granted only in accordance with university policy.

### **Office Hours**

My office hours are a block of time dedicated to advisement, and students should plan to communicate with me about course-related matters during this time. Details can be found at the top of the syllabus and in Canvas.

### **Student Learning Outcomes**

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

**SLO 1: Describe legal mandates and philosophical bases of early intervention services.**

**SLO 2: Apply legal mandates to the development of appropriate early intervention documents, including the Individual Family Service Plan (IFSP)**

**SLO 3: Apply the dynamics and implication of physical and health disabilities, visual impairments, and deafness and deaf/blindness, and other co-occurring disabilities (e.g. autism, speech language impairments) or risk factors (e.g. behavioral challenges, low-socio-economic status) for early intervention.**

**SLO 4: Develop appropriate early intervention strategies and materials for infants and young children with low incidence disabilities**

**California Commission on Teacher Credentialing  
Teacher Performance Expectations (TPEs) Addressed in this Class**

This course meets the following California Teaching Performance Expectations:

Universal	VI	ECSE
<p><b>3.5</b> Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.</p>	<p><b>VI 1.1</b> Accurately read, interpret, and summarize eye reports and serve as liaison to families and other members of the educational team to individualize services.</p> <p><b>VI 1.2</b> Select and develop assessment and teaching strategies for core and expanded core curriculum areas including accommodations and modifications that address age (birth-22 years old), visual impairment, family values and priorities, visual prognosis, and other individual characteristics across settings and tasks, including addressing learner needs for individuals with a wide range of abilities and functional vision (including ocular and cerebral visual impairments), and individuals with co-occurring disabilities (including autism and deaf blindness).</p> <p><b>VI 1.3</b> Use alternate visual and nonvisual strategies to promote</p>	<p><b>ECSE 2.3</b> Organize space, time, and materials in consideration of all children’s unique strengths and learning needs within safe, natural, and structured environments, including modifying and adapting the physical, social, and/or temporal environment(s) to promote each child’s participation in accessible learning experiences.</p> <p><b>ECSE 2.5</b> Identify, acquire, and implement assistive technology for individual children and Universal Design for Learning (UDL) for all children, including those with low-incidence disabilities, physical/orthopedic, and other health impaired, to promote access, learning, and participation across learning environments, including using augmentative and alternative strategies and interventions for the development of communication and social skills.</p>

	<p>attachment, early communication, and independence to address the effects of visual impairment and unique learning and developmental differences on families and the reciprocal impact on individuals' self-esteem.</p> <p><b>VI 1.5</b> Demonstrate knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, the hierarchy of brain based learning skills (e.g. executive functioning) and vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills.</p> <p><b>VI 1.6</b> Instruct and supervise para-educators, families, and other members of the educational team in non-visual strategies that optimize use of all senses, development, and learning, while also promoting independence and autonomy.</p> <p><b>VI 1.10</b> Counsel families and other members of the educational team about psychosocial and cultural implications of visual impairment as related to congenital and acquired visual impairment.</p> <p><b>VI 2.1</b> Identify and implement environmental accommodations and modifications to facilitate optimal sensory use and multisensory access to, and</p>	<p><b>ECSE 3.8</b> Individually and through consultation and collaboration with other educators, plan for effective content instruction appropriate for young children in the special education setting and provide multiple ways for young learners to demonstrate their learning development.</p> <p><b>ECSE 4.1</b> Demonstrate comprehensive knowledge of typical child development (birth through Kindergarten) as well as atypical development associated with disabilities, risk conditions, and protective factors (e.g. attachment, temperament) to inform learning experiences for all children in the early childhood special education setting.</p> <p><b>ECSE 4.3</b> Apply knowledge of early development (birth through Kindergarten) when identifying and selecting developmentally appropriate strategies, culturally and linguistically relevant and appropriate materials, and designing effective sequencing interventions to engage children in learning across developmental and curricular domains.</p> <p><b>ECSE 4.4</b> Use and adapt resources, instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.</p> <p><b>ECSE 4.5</b> Identify each child's strengths, preferences, and interests in collaboration with</p>
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	<p>active participation in, individual and group activities in general and expanded core curriculum environments, including addressing learner needs for individuals with a wide range of abilities and functional vision (including ocular and cerebral visual impairments) and co-occurring disabilities (including autism and Deaf-Blindness).</p> <p><b>VI 2.11</b> Collaborate with vision care facilities/professionals, such as low vision specialists, to identify accommodations and modifications to optimize use of vision and other senses to facilitate access to the general and expanded core curriculum, including addressing learner needs for individuals with a wide range of abilities and functional vision (including ocular and cerebral visual impairments) and co-occurring disabilities (including autism and Deaf-Blindness).</p> <p><b>VI 3.7</b> Collaborate with team members such as speech/language pathologists, occupational therapists, and classroom staff to modify the presentation of augmentative/alternative communication devices such as switches, tangible symbols, and visual displays for nonvisual or low vision access.</p> <p><b>VI 4.1</b> Develop, coordinate, and implement appropriate programs for infants and young children with visual impairments with a wide range of abilities and functional vision (including ocular and cerebral</p>	<p>families to engage the child in active learning within and across routines, activities, and environments.</p> <p><b>ECSE 4.6</b> Gather and use evaluation and assessment data on an ongoing basis to inform learning experiences for young children with disabilities, including children with low incidence, physical/orthopedic disabilities, and other health impaired, and young children who are dual language learners.</p> <p><b>ECSE 4.13</b> Use coaching and consultation strategies with families and other professionals to facilitate positive adult-child interaction, instruction and interventions that promote child learning and development across learning experiences.</p> <p><b>ECSE 6.2</b> Develop and implement policies, structures, and practices that promote shared decision making with other service providers and families.</p> <p><b>ECSE 6.3</b> Hold and/or participate effectively in IFSP/IEP meetings according to the guidelines established by IDEA and the California Education Code.</p> <p><b>ECSE 6.4</b> Develop and implement effective transitional plans to support the ongoing learning and development of children entering different learning settings (e.g., home-based services to preschool, preschool to kindergarten).</p>
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	<p>visual impairments) and including those with co-occurring disabilities (including autism and Deaf-Blindness), and their families.</p> <p><b>VI 5.19</b> Collaborate with educational team, including families, on eligibility, placement, specialized services, implementation of appropriate behavior plans, assessment/evaluation planning and implementation, and service delivery issues unique to visual impairment with a wide range of abilities and functional vision (including ocular and cerebral visual impairments) and co-occurring disabilities, including autism and Deaf-Blindness.</p> <p><b>VI 6.2</b> Articulate instructional and professional philosophies and ethical practices to address the specific needs of students with visual impairment across settings.</p>	<p><b>ECSE 6.5</b> Promote efficient and coordinated service delivery for children and families by creating and supporting the conditions for service providers from multiple disciplines and the family to work together as a team.</p> <p><b>ECSE 6.6</b> Demonstrate knowledge of professional standards and all applicable laws and regulations governing service provision for children with disabilities from birth to kindergarten and their families.</p>
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### Course Schedule

Date	Learning Topics (Online)	Activities (In-Person)	Assignments/Readings
<b>Week 1</b> <b>Course Orientation Released</b> 8/21 Due 8/24	<p>Course Orientation</p> <ul style="list-style-type: none"> <li>• Introduction to Early Intervention</li> <li>• Review Syllabus</li> <li>• Meet the Class</li> <li>• Syllabus Scavenger Hunt</li> </ul>	<p><b>Synchronous:</b> Course introduction and syllabus review Thur 8/24</p>	<p><b>Read:</b> Syllabus <b>ASSIGNMENT:</b> Meet the Class Discussion <b>ASSIGNMENT:</b> Syllabus Scavenger Hunt (Extra Credit)</p>
<b>Week 2</b> <b>Module 1 Released</b> 8/24 Due 8/31	<ul style="list-style-type: none"> <li>• History and Rationale for ECSE</li> <li>• Low Incidence &amp; "Solely Low Incidence"</li> <li>• Legal Mandates of Part C of PL 105-17 (IDEA of 1997) &amp; PL 108-446 (2004)</li> <li>• California's Early Start</li> </ul>	<p><b>Asynchronous Activities</b></p>	<p><b>Read:</b> Raver &amp; Childress, chapter 1 <b>ASSIGNMENT:</b> Presentation and Quiz</p>
<b>Week 3</b> <b>Module 2 Released</b> 8/31 Due 9/7	<ul style="list-style-type: none"> <li>• Family Systems</li> <li>• Collaboration and Teamwork</li> </ul> <p>Interdisciplinary Perspectives in 0-3</p>	<p><b>Asynchronous Activities</b></p>	<p><b>Read:</b> Raver &amp; Childress, chapter 2 <b>Read:</b> Pogrud &amp; Fazzi, chapter 2 <b>ASSIGNMENT:</b> Presentation and Quiz</p>

<b>Week 4</b> <b>Module 3</b> <b>Released</b> <b>9/7</b> <b>Due 9/14</b>	<ul style="list-style-type: none"> <li>Comparing Typical and Atypical Development</li> </ul>	<b>Asynchronous Activities</b>	<b>Read:</b> Raver & Childress, chapter 6 <b>ASSIGNMENT:</b> Presentation and Quiz <b>ASSIGNMENT:</b> Interventions Across Developmental Domains Using video: "Project PLAI" (Due 9/15)
<b>Week 5</b> <b>Module 4</b> <b>Released</b> <b>9/14</b> <b>Due 9/21</b>	Early Intervention Process, Including: <ul style="list-style-type: none"> <li>Referral</li> <li>Information gathering (assessment)</li> <li>Family interviews</li> <li>Synthesis of assessment information</li> <li>Individualized Family Service Plans</li> <li>Program Development</li> </ul>	<b>Synchronous:</b> <b>GUEST</b> <b>SPEAKERS:</b> Eastern Los Angeles Regional Center & Family Resource Center <b>Thur 9/21</b>	<b>ASSIGNMENT:</b> Early Start Quiz (Due 9/29)
<b>Week 6</b> <b>Module 5</b> <b>Released</b> <b>9/21</b> <b>Due 9/28</b>	<ul style="list-style-type: none"> <li>Center based Service Delivery Model in ECSE</li> <li>The IFSP Process</li> </ul>	<b>Asynchronous Activities</b>	<b>Read:</b> Raver & Childress, chapter 3 <b>ASSIGNMENT:</b> Mock IFSP <b>ASSIGNMENT:</b> Presentation and Quiz
<b>Week 7</b> <b>Module 6</b> <b>Released</b> <b>9/28</b> <b>Due 10/5</b>	Key Generic Early Intervention Strategies	<b>Asynchronous Activities</b>	<b>Read:</b> Raver & Childress, chapter 4 <b>ASSIGNMENT:</b> Presentation and Quiz
<b>Week 8</b> <b>Module 7</b> <b>Released</b> <b>10/5</b> <b>Due 10/12</b>	<ul style="list-style-type: none"> <li>Impact of Vision Loss on Learning and Development</li> </ul>	<b>Synchronous:</b> <b>GUEST</b> <b>SPEAKERS:</b> Early Childhood Vision Specialists <b>Thur 10/12</b>	<b>Read:</b> Pogrund & Fazzi, chapters 3 & 4
<b>Week 9</b> <b>Module 8</b> <b>Released</b> <b>10/12</b> <b>Due 10/19</b>	<ul style="list-style-type: none"> <li>Disability Specific Interventions for Infants and Young Children with Vision Loss</li> </ul>	<b>Synchronous:</b> <b>GUEST</b> <b>SPEAKERS:</b> Early Childhood Vision Specialists <b>Thur 10/19</b>	<b>Read:</b> Pogrund & Fazzi, chapters 5 & 9 <b>ASSIGNMENT:</b> VI Environmental Analysis/Design & VI Intervention Plan (Due 10/26)
<b>Week 10</b> <b>Module 9</b> <b>Released</b> <b>10/19</b> <b>Due 10/26</b>	Infants and Children with Hearing Loss (Part 1) <ul style="list-style-type: none"> <li>Kinds of Hearing Loss</li> <li>Hearing Evaluations &amp; the Audiogram</li> <li>Hearing Aids &amp; Cochlear Implants</li> </ul>	<b>Synchronous:</b> <b>GUEST</b> <b>SPEAKER:</b> CA Deafblind Services <b>Thur 10/26</b>	<b>Read:</b> Raver & Childress, chapter 9 <b>ASSIGNMENT:</b> DHH Reading an Audiogram (Due 11/02)
<b>Week 11</b> <b>Module 10</b> <b>Released</b> <b>10/26</b> <b>Due 11/2</b>	Infants and Children with Hearing Loss (Part 2) <ul style="list-style-type: none"> <li>Interventions &amp; Assistive Technology for the Development of Speech, Language, &amp; Listening</li> </ul>	<b>Asynchronous Activities</b>	<b>ASSIGNMENT:</b> Presentation and Quiz <b>ASSIGNMENT:</b> DHH Intervention Plan
<b>Week 12</b> <b>Module 11</b> <b>Released</b> <b>11/2</b> <b>Due 11/09</b>	Transition to Preschool Services Parent Panel	<b>Synchronous:</b> <b>GUEST</b> <b>SPEAKERS:</b> Parent Panel <b>Thur 11/09</b>	<b>ASSIGNMENT:</b> Presentation and Quiz <b>ASSIGNMENT:</b> Parent Panel Review (Due 11/16)

<b>Week 13</b> <b>Module 12</b> <b>Released</b> <b>11/09</b> <b>Due 11/16</b>	Deafblindness2	<b>Synchronous:</b> <b>GUEST</b> <b>SPEAKER:</b> CA Deafblind Services <b>Thur 11/16</b>	No Readings or assignment this week
<b>Week 14</b> <b>Module 13</b> <b>Released</b> <b>11/16</b> <b>Due 11/30</b>	Impact of Cognitive and Physical Disability on Learning and Development <ul style="list-style-type: none"> <li>• Effective Physical Management</li> <li>• Interventions for Feeding</li> </ul>	<b>Asynchronous</b> <b>Activities</b>	<b>Read:</b> Raver & Childress, chapter 7 & 10 <b>ASSIGNMENT:</b> Presentation and Quiz <b>ASSIGNMENT:</b> Feeding Protocol
<b>Week 15</b> <b>Module 14</b> <b>Released</b> <b>11/30</b> <b>Due 12/7</b>	Adaptations for Effective Motor Play	<b>Asynchronous</b> <b>Activities</b>	<b>Review:</b> Raver & Childress, chapter 7 & 10 <b>ASSIGNMENT:</b> Presentation and Quiz <b>ASSIGNMENT:</b> Adapting Play Objects
<b>Week 16</b> <b>Finals</b> <b>Week</b>	Finals Week – No Final in this class		

### Required Texts and Articles

#### Required Texts:

1. Pogrund, R.L., & Fazzi, D. (2002). *Early focus: Working with young children who are blind or visually impaired and their families (2<sup>nd</sup> ed.)*. American Printing House for the Blind. Available from [American Printinghouse for the Blind](#), on [Amazon](#) or at the [CSULA Bookstore](#)  
ISBN: 0-89128-856-2
2. Raver-Lampman, S.A., & Childress, D.C. (2014). *Family-centered early intervention: Supporting infants and toddlers in natural environments*. Brookes Publishing. Available on [Amazon](#) or at the [CSULA Bookstore](#)  
ISBN: 978-1-59857-569-9

#### Grading

<b>Assignments</b>	<b>Due</b>	<b>Points</b>
Interventions Across Developmental Domains		10
Early Start Quiz		10
Mock IFSP		20
Parent Panel		10
Reading an Audiogram		10
Intervention Plan		25
Environmental Analysis and Design Options		15
VI Intervention Strategy		20
Adapting Play Objects		10
Feeding Protocol		20
Accountability Quizzes		120
<b>Total</b>		<b>270</b>

## Division Grading Scale

Percentage	Grade
94% -100%	A
90% - 93.99%	A-
87% - 89.99%	B+
84% - 86.99%	B
80% - 83.99%	B-
77% - 79.99%	C+
74% - 76.99%	C
70% - 73.99%	C-
67% - 69.99%	D+
64% - 66.99%	D
61% - 63.99%	D-
0% - 60.99%	F

### Instructor Policy about Late Assignments:

All deadlines are firm and non-negotiable except in genuine emergencies. Please plan ahead so that personal and school events do not cause you to be unable to meet deadlines. These *do not* constitute valid reasons to fail to meet them. In the case of a genuine emergency, contact instructor to discuss your needs. Any assignment given permission to be turned in late will lose 10% of its point value. Late assignments are due by 9am, 1-week after the original due date.

Incompletes will be granted only in accordance with university policy.

### Assignment List

- 1. Interventions Across Developmental Domains:** After observing a video of infant behaviors and intervention strategies, you will complete a worksheet describing strategies for supporting infants and young children with dual sensory impairments in several developmental domains.
- 2. Early Start Quiz:** In-class quiz after the Regional Center guest speaker
- 3. Mock IFSP:** Using a sample child history and assessment outcomes, you will complete portions of an IFSP.
- 4. Parent Panel:** During the parent panel guest speakers, you will complete a worksheet based on the questions and answers provided by the panel.
- 5. Reading an Audiogram:** Candidates will be given an audiogram of a child with deaf/blindness and report on a hearing evaluation. In small groups, they will evaluate the report and answer a series of written questions.
- 6. DHH Intervention Plan:** Candidates will identify the critical intervention priorities for a child with deaf/blindness in a case study and develop meaningful intervention outcomes that can be easily integrated into family routines. A case study and form will be provided.
- 7. Environmental Analysis & Design Options.**  
Candidates may choose one of the two following options for this assignment:

*Option A* – Design a preschool classroom environment (physical) that would be appropriate for children with visual impairments (including children who are blind and low vision). Include in the design a brief description of each of the following: 1) use of color and contrast, 2) use of natural and artificial lighting, 3) use of tactile, Braille, and large print labels, 4) physical layout and area dividers, and 5) other considerations that you determine to be important. Include two learning activities that promote the use of vision, language acquisition, social development, motor exploration of the environment, or concept development.

*Option B* – Imagine that you will be seeing infants with visual impairments and their families in their home. Describe how you could help families modify their home environment to promote independence and positive learning for their child who is blind or visually impaired. Describe the following: 1) use of color and contrast, 2) use of artificial and natural lighting, 3) placement of furniture and/or area rugs, 4) safety considerations, and 5) other considerations that you determine to be important. Develop two learning activities to promote independence or exploration in the home.

8. **VI Intervention Strategies.** Candidates will work in small groups to identify a positive statement regarding the child's development to share with the family and two intervention strategies that can readily be incorporated within family routines and naturally occurring activities in the following developmental domains: cognitive, communication/language, and motor development. A grid will be provided to assist groups with the completion of this assignment.
9. **Adapting Play Objects.** Candidates will evaluate several commercially available toys that are appropriate for children in the 0-3 range. Working in small groups, candidates will describe the toy in terms of its physical dimensions, play value, and other important attributes. Next, candidates will describe the potential difficulties that an infant or young child with a physical disability would have in accessing/manipulating that toy (getting the full play value from the toy). Finally, candidates will describe at least two ways in which the toy can be adapted to make it more accessible.
10. **Feeding Protocol and Intervention.** Based on a case study description, candidates will complete a feeding protocol for a child. The protocol will include recommendations for positioning, a task analysis for presentation of solids/liquids, and additional considerations. A sample protocol will be provided.
11. **Accountability Quizzes.** For each online module, you will review a presentation and complete class readings. Once finished, you will take an accountability quiz. Accountability quizzes highlight the key take aways from each module.

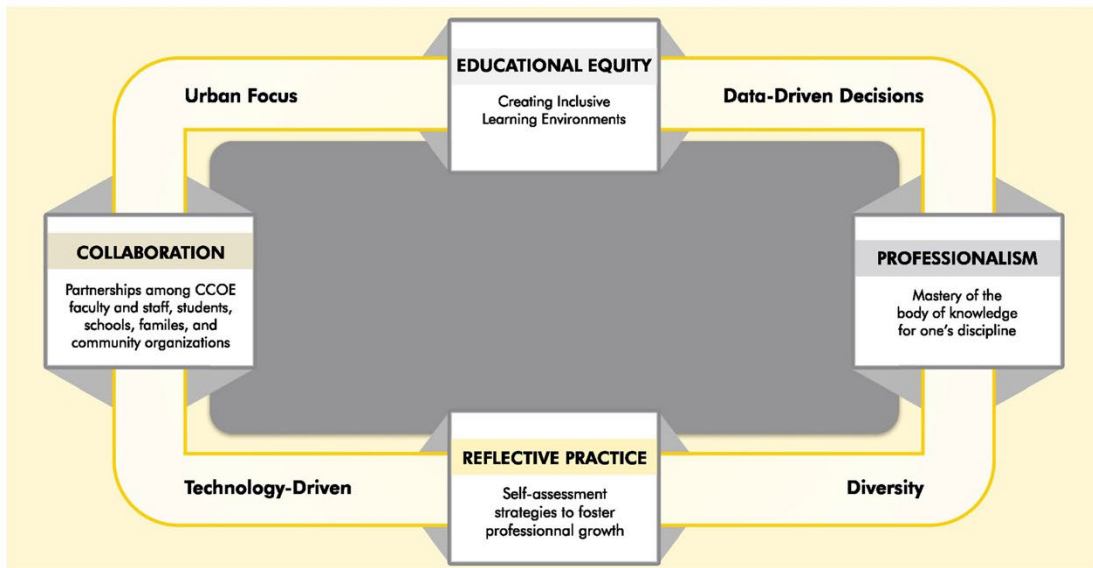
**CONCEPTUAL FRAMEWORK**

**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.

#### EDUCATIONAL EQUITY

We believe in creating inclusive learning environments with equitable educational opportunities for all learners, including those with disabilities and those from diverse culture, linguistic, and socio-economic backgrounds. We believe everyone can learn if given the opportunity and support. We honor the dignity of every individual and hold high academic expectations for all learners. We value diversity because it enriches the quality of everyone's learning.

#### REFLECTIVE PRACTICE

We believe that COE students should develop reflective practices, including self-assessment strategies to foster professional growth. We promote the deliberate application of knowledge to practice and the constant reflective analysis of one's practice in relation to school and/or community needs.

#### PROFESSIONALISM

We believe professionalism is mastery of the body of knowledge for one's discipline and the demonstration of cultural, technological, ethical, and professional competencies. COE courses and professional preparation programs are designed to teach professional dispositions, skills, and/or knowledge.

#### COLLABORATION

We believe that collaborations and partnerships among COE faculty and staff, students, schools, families, and community organizations enhance educational excellence, urban school and related agency transformations, and educational access and equity for all learners. Meaningful and lasting educational collaborations and partnerships are grounded in understanding the complexity of all stakeholder's needs and their interdependence, and we advocate that all COE professional preparation programs build collaborations and partnerships.