

Methods for Young Children with Disabilities

EDSE 221

Spring 2026 Section 02 Hybrid 3 Unit(s) 01/22/2026 to 05/11/2026 Modified 01/24/2026

Contact Information

Instructor information:

- **Instructor:** Sharon Spivack
- **Telephone:** (510) 402-2774
- **Email:** sharon.spivack@sjsu.edu (preferred mode of communication)
- **Office Hours:** By appointment

Course details:

- **Class Days/Time:** Wednesdays, 7:00-9:45 (see course schedule for in-person dates)
- **Classroom:** SH 331

Course Information

Course Format: Hybrid

This course will adopt a hybrid delivery format, including synchronous in-person meetings. Students will need access to a computer or tablet device with internet connectivity and video capability.

Technology Requirements

All written work must be turned in using Microsoft Office Word or Google Docs. The Microsoft Office Suite is available **for free** from the university. If you do not have Microsoft Office on your computer, please refer to [Information Technology Services](#) for information on how to download the software on your device. If you use Google Docs, please use your SJSU account (log in using your SJSU single sign in) to draft and submit documents.

If you do not have access to a computer with the necessary features to participate in class, please look into the [free equipment loaning program](#) offered by SJSU.

Canvas Learning Management System

All course materials (announcements, syllabus, handouts, assignment instructions, lecture videos, etc.) will be available on Canvas. You are responsible for regularly checking both Canvas and your SJSU email (the one that ends with "sjsu.edu") to learn of any updates. For help with using Canvas see [CANVAS Student Guides](#).

Course Description and Requisites

Examines the ways in which assessment and evaluation inform the development of curriculum and instruction for young children with disabilities. Focuses on the use of embedded instruction within ongoing routines and activities to address motor, adaptive, cognitive, communication, and social skills development while attending to multicultural/linguistic considerations.

Prerequisite(s): Department consent.

Letter Graded

* Classroom Protocols

AI Guidelines

Teacher candidates are encouraged to critically engage with Artificial Intelligence (AI) tools while recognizing their limitations. AI systems are not neutral; they are shaped by the data on which they are trained and **can reflect or amplify existing social, cultural, and linguistic biases**. Responsible use of AI requires thoughtful evaluation, cross-checking with reliable sources, and a commitment to equity and inclusivity in teaching practice.

In this course we will be intentionally exploring some AI tools together in some specified assignments.

- In general, AI tools are permitted for learning and exploration, but not for completing assignments or exams without explicit permission.
- Tools we may explore together include ChatGPT, Google Gemini, AI-enhanced presentation tools like Canva, and AI image generators.
- AI usage requires transparency and citations will be required.
- Noncompliance will result in a meeting with the instructor to address the violation and determine corrective actions.

Because the purpose of the preparation program is to encourage critical thinking and build a base of knowledge against which to critically evaluate AI output, students should NOT use AI on assignments for this class, unless otherwise specified.

Program Information

LCOE Department of Special Education Mission

We prepare candidates to be transformative leaders in the field, and lifelong learners who respond to racism, ableism, bigotry, and prejudice in their schools and communities. To this end, we center anti-racist and anti-ableist policies and practices in our teaching, research, and service to disrupt systemic racism that has historically prevented full inclusion and equity for students with disabilities including our BIPOC (Black, Indigenous, People of Color) students, staff, and faculty. We engage culturally sustaining pedagogies and the principles of UDL in our coursework and fieldwork, partnering with our local districts to push for the success of students with disabilities in inclusive settings.

LCOE Department of Special Education Program Learning Outcomes

- **PL0 1** Assess and identify the educational needs and strengths of students with disabilities from diverse socioeconomic, cultural and linguistic backgrounds.
- **PL0 2** Critically evaluate pedagogy, curricula and instructional materials grounded in quality indicators of evidence-based practices for students with disabilities.
- **PL0 3** Plan, design, implement, and monitor linguistically and culturally appropriate instruction that meets the unique needs of students with disabilities.
- **PL0 4** Apply knowledge of the purpose, characteristics, and appropriate use of different types of assessments used for special education eligibility, placement, and service selection.
- **PL0 5** Utilize research-based knowledge and theoretical, conceptual and evidence-based practices related to individuals with disabilities to improve services and instruction in the field.

[Link to Education Specialist TPEs \(pps 13 – 42\) \(https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45\)](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45)

Course Goals

This course addresses the content and processes of intervention designs for young children with disabilities in preschool through third grade and their families. The design of activity-based, embedded interventions in general education curriculum along with collaborating with families in the development and implementation of IEPs are emphasized.

Course Learning Outcomes (CLOs)

Course Learning Outcomes: California Commission for Teacher Credentialing Teacher Performance Expectations

By the end of this course, students will be able to...

1. Use *Learning Foundations* or *California/Common Core State Standards* along with children's individualized education programs (IEPs) to identify priority learning targets.
2. Use assessment data and knowledge of child development, to inform standards-based IEP goal development that can be addressed in naturalistic learning environments.
3. Develop effective learning environments for young children with disabilities.

4. Demonstrate ability to embed priority learning targets within naturalistic learning environments (e.g., preschool, kindergarten, and 1st-3rd grade classroom experiences).
5. Develop a content-aligned early childhood curriculum that employs co-teaching strategies and embeds strategies to address individual learning goals.
6. Using knowledge of typical and atypical child development, including the development of children from culturally and linguistically diverse backgrounds, modify and adapt standards-based curriculum to develop lesson plans that address young children's learning needs in order to maximize learning.
7. Plan and implement complete learning opportunities within ongoing classroom activities.
8. Develop practical progress-monitoring systems appropriate for student goals.
9. Develop as a professional educator.

These course learning outcomes (CLOs) address the following [CCTC Teacher Performance Expectations \(TPEs\) for Early Childhood Special Education](#): 1.1 (P), 1.3(P), 1.7(I), 1.9(I), 1.10(I), 1.11(I), 2.3(P), 3.2(I), 3.3(P), 3.6(I), 3.7(P), 3.8(I), 3.9(P), 4.2(P), 4.3(P), 4.4(I), 4.8(I), 4.9(P), 4.10(P), 5.6(I), 6.10(I), 6.12(I), 6.13(I). Items marked with "I" are introduced in this course; those with a "P" are practiced, and those with "A" are assessed. The CLOs also address the following [P-3 Early Childhood Education Specialist Teacher Performance Expectations](#): 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.2, 4.4, 4.5, 4.8, 5.4

Course Materials

Because the textbooks have been updated significantly from previous editions, I recommend purchasing these specific editions.

Other readings (articles, chapters, etc.) will be shared on Canvas.

Building Blocks for Teaching Young Children in Inclusive Settings

- **Author:** Sandall, S. R., Gauvreau, A. N., Joseph, G. E., & Schwartz, I. S.
- **Publisher:** Brookes
- **Edition:** 4th
- **Year:** 2024
- **ISBN:** 9781681257990

High Leverage Practices for Inclusive Classrooms

- **Author:** McLeskey, J., Brownell, M. T., Billingsley, B., Maheady, L., & Lewis, T. J.
- **Publisher:** Routledge
- **Edition:** 2nd.
- **Year:** 2022
- **ISBN:** 9780367702304

Course Requirements and Assignments

Assignment	Objectives	Points	Percent	TPEs	CLOs
Exit Tickets	Demonstrate ability to reflect upon and/or apply content covered in class session	6*5pts = 30 pts	15%		<i>all</i>
Teaching philosophy paragraphs	- Demonstrate ability to self-reflect and self-evaluate personal understanding of the role of teachers in ECSE - Situate understanding of role of teachers within appropriate professional standards	2*5pts= 10 pts	5%	ECSE 6.10	CLO 7
Embedded Instruction Module	- Explain what is meant by embedded interventions - Describe benefits of using embedded interventions in ECSE and in inclusive settings - Use a decision-making process to help a child participate in an inclusive setting through embedded interventions	15	7.5%	ECSE 1.1, 1.3, 1.7, 1.11, 3.8, 4.2, 4.3, 4.4, 4.9, 4.10 PK-3 1.4, 3.6, 4.4	CLO 1 CLO 2 CLO 4

Assignment	Objectives	Points	Percent	TPEs	CLOs
Literacy modules	Arraya: Early Childhood and Dyslexia - Distinguish between the myths and reality in dyslexia manifestation in young children - Assuming a social justice lens, recognize the impact of early identification and intervention on the overall well-being and pre-literacy and early literacy skills of young bi/multilingual children. - Identify evidence-based dyslexia risk and resilience factors. - Identify early markers of risk for dyslexia in the language behaviors of young children in the following literacy-related language domains: Phonology, Orthography, Semantics, Morphology, Syntax, and Pragmatics.	15	7.5%	ECSE	CLO 3
	Project Connect: Module 6, Dialogic reading - Describe dialogic reading practices - Identify benefits of using dialogic reading with young children - Use a decision-making process to determine whether dialogic reading will be beneficial for enhancing the language and literacy skills of young children in a particular context			3.2, 3.6, 3.7	CLO 4
Early math and science learning online module	- Identify components of early mathematics learning - Identify components of Next Gen Science Standards and recognize alignment between NGSS and PTKLF Science Domain - Describe some evidence-based practices for teaching mathematics and science to CWD - Describe effective classroom practices that promote and support the implementation of high-quality mathematics and science instruction	15	7.5%	ECSE	CLO 3
				3.2, 3.6, 3.7	CLO 4
Preparing for an annual IEP module	- Describe roles and responsibilities of GE and SE teachers during annual IEP meetings - Develop strategies to support collaboration between GE and SE teachers during the IEP process - Develop strategies to collaborate with families before, during, and after IEP meeting	15	7.5%	P-3	
				3.2, 3.6, 4.4	
Preparing for an annual IEP module	- Describe roles and responsibilities of GE and SE teachers during annual IEP meetings - Develop strategies to support collaboration between GE and SE teachers during the IEP process - Develop strategies to collaborate with families before, during, and after IEP meeting	15	7.5%	ECSE	CLO 2
				1.3, 1.11, 3.8	CLO 9
Preparing for an annual IEP module	- Describe roles and responsibilities of GE and SE teachers during annual IEP meetings - Develop strategies to support collaboration between GE and SE teachers during the IEP process - Develop strategies to collaborate with families before, during, and after IEP meeting	15	7.5%	P-3	
				3.1, 5.4	

Assignment	Objectives	Points	Percent	TPEs	CLOs
Lesson Innovations (1-3)	Group Project (groups of 6) - Using videos from your field placements, your groups will: - Identify meaningful learning targets for case study children aligned with lesson shared - Identify strategies to encourage the participation of children with disabilities (from case study descriptions), using curriculum adaptations and embed learning opportunities to address unique needs of young children with disabilities - Identify positive behavior support strategies to promote positive child behavior within the shared lessons - Reflect on instruction, identifying both strengths and areas for professional growth - Each group member will share one lesson. Lesson Innovation #1 can be any lesson of your, Lesson Innovation #2 will need to focus on a literacy activity, Lesson Innovation #3 will need to focus on a math or science activity	50	25%	ECSE	CLO 1
				1.1, 1.3, 1.7, 1.9, 1.10, 3.2, 3.3, 3.6, 3.7, 3.8, 3.9, 4.2, 4.3, 4.4, 4.9, 4.10, 6.10	CLO 2
					CLO 3
					CLO 4
					CLO 6
				PK-3	CLO 7
				3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.4, 4.8, 7.6, 7.10	CLO 8
Curriculum Project	Partner Project (groups of 2) - Develop the components of a ECSE and/or P-3 curriculum, based on CA PTKLF or CCSS, designed to embed targeted intervention strategies for CWD within ongoing classroom activities using co-teaching strategies. Components include: - Classroom layout reflection - Classroom zone defense plan - Activity-by-goal matrix - Lesson plans revisions (update three sequential literacy and math curriculum lessons for co-teaching and to integrate social studies and sciences, highlighting UDL and differentiation strategies for students who need different levels of support based on MTSS framework) - Evaluation plan/progress monitoring system	50	25%	ECSE All PK-3 All	CLO 1-9
Total		200	100%		

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus. More detailed descriptions and grading requirements for all assignments can be found on Canvas.

Grading Policy

Grade	Percent	Grade	Percent	Grade	Percent
A plus	97 or above	A	93 up to 97	A minus	90 up to 93
B plus	87 up to 90	B	83 up to 87	B minus	80 up to 83
C plus	77 up to 80	C	73 up to 77	C minus	70 up to 73
D plus	67 up to 70	D	63 up to 67	D minus	60 up to 63
F	Below 60				

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Grading Information

Grading Policy

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A plus	97 or above	A	93 up to 97	A minus	90 up to 93
B plus	87 up to 90	B	83 up to 87	B minus	80 up to 83
C plus	77 up to 80	C	73 up to 77	C minus	70 up to 73
D plus	67 up to 70	D	63 up to 67	D minus	60 up to 63

F	Below 60
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Late Policy

It is part of the ethos of the Department of Special Education to prepare students for the role of special education teacher. This role requires careful attention be paid to due dates (e.g., a late IEP meeting can - and has - led to legal action). It is, therefore, important that you practice the skills necessary to manage your time as part of your coursework.

As professionals, however, we can anticipate challenges and request extensions within reason. Therefore, in order to encourage students to engage in proactive planning, I offer no questions asked extensions for requests made in writing (via email or using the Canvas messaging system) at least 48 hours in advance. These requests should include the following information:

- *Clear subject line*
 - *Requesting extension for [ASSIGNMENT]*
- Description of the specific assignment for which you need an extension
 - Dear Professor Spivack, I need an extension for [ASSIGNMENT] due on [DATE]
- A proposal for the new due date, within 2 weeks of the existing due date
 - I will be able to complete this assignment by [DATE - maximum of 2 weeks late]
- A request for confirmation that this due date is satisfactory
 - *Will this revised due date work for you?*
- Sign off with your name, student ID number, and class
 - *Sincerely, Jane Doe (#####), EDSE 221*

Note, I will generally grant extensions for up to 2 weeks, BUT the activities in this class are sequenced to maximize learning and engagement. I may suggest an earlier submission date if I believe it would benefit your learning and completion of the rest of the assignments.

If I do not receive a request for an extension 48 or more hours in advance, grades will be reduced by 10% for each week late (e.g., days 1-7 late will be docked 10% of earned points, etc.). Late submissions, therefore, are preferable to no submission.

California Commission on Teacher Credentialing Grading Policy

The California Commission on Teacher Credentialing (CCTC) requires that students complete their credential coursework with a GPA of 3.0 or higher. Students planning on pursuing a teaching credential in ECSE should, therefore, strive to earn a grade of B or higher in all credential coursework.

Departmental Incomplete Policy

It is the policy of the Department of Special Education that students must have completed 80% of the course work assigned in order to qualify for an incomplete in the class. The final arrangements for making up the incomplete grade (i.e., the due date) will be negotiated between the student and faculty member.

Accommodations for Students with Disabilities

[Presidential Directive 97-03](#) requires that students with disabilities requesting accommodations register with the [Accessible Education Center](#) (AEC) to establish a record of their disability. AEC will contact the instructor with further details, if needed

If special arrangements are needed in cases of emergency or if the building must be evacuated, please make arrangements with the instructor.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](#) requires students to obtain instructor's permission to record the course. The following criteria define expectations relating to recording a course.

- Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without approval. You may not publicly share or upload instructor generated material such as exam questions, lecture notes, or homework solutions without instructor consent. This prohibition includes sharing information with third parties and on websites.
- You must obtain the instructor's permission to make audio or video recordings in class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.
- Permission from the instructor, whether in writing or orally, may extend to either a single class or the entire semester.
- In classes where active participation of students or guests may be on the recording, permission of those students or guests must be obtained as well.

Counseling and Psychological Services

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential consultations on issues of student mental health, campus climate, or psychological and academic issues on an individual, couple, or group basis. We also offer numerous workshops for students every semester.

To schedule an appointment or learn more information, visit [Counseling and Psychological Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

Note: Schedule subject to change. Updates will be announced on Canvas or discussed in class meetings.

Week	Topics	Readings	Assignments due
1 1/28 In person	• Course introduction ◦ Accessing materials from the library • Disability laws in education: ADA, Section 504, and IDEA ◦ Continuum of Services • The role of the GE and SE teachers • Introduce Lesson Innovations Assignment (form groups)	• DEC (2014) • Learning Progressions • OSERS (2017, January 9)	Exit Ticket: Teaching philosophy paragraph

Week	Topics	Readings	Assignments due
2 2/4 Online	- Embedded Instruction: Planning for generalization by teaching in the natural environment - Co-teaching - reading + video reflection	- Sandall et al. (2024), Ch 1, 2, & 4 Gulboy (2023) - Bricker et al. (2018)	Complete Embedded Instruction Module
How to Teach			
3 2/11 In person	- Understanding complete learning trials - Curriculum modifications, embedded learning opportunities, and child-focused instructional strategies: putting together the Building Blocks - Using instructional strategies for ELO/CFIS: prompting, time delay, chaining, shaping - Introduce curriculum project: Form pairs, review layout reflection	Sandall et al. (2024), Ch 5 (pp.55-61; skim the rest), 6, & 7 For review: National Professional Development Center on ASD (2015): step-by-step guides and response diagrams Dalphonse (n.d.) Pyle & Daniels (2017)	Exit Ticket: CM, ELO, CFIS examples
What to Teach			
4 2/18 Online	Connecting IEP Goals with CA Learning Domains (Progressions)	Sandall et al. (2024), Ch 4	Online Module Lesson innovations #1: Activity of your choosing
5 2/25 In Person	- Embedded Instruction, CA: <i>Identifying target skills</i> and <i>Writing Priority Learning Targets</i> (ECSE TPEs 4.8, 5.6) - Tracking children's progress - Curriculum project: Co-teaching lesson plan + progress monitoring plan	- Sandall et al. (2024), Ch 8 - Alberto & Troutman (2012) - Practice Improvement Tools: Assessment (on Canvas)	Exit Ticket: Priority Learning Targets + Building Blocks Learning Activity 1 - Data Collection Methods Draft layout reflection

Week	Topics	Readings	Assignments due
6 3/4 Online	- Literacy - Araya Module: Early Childhood and Dyslexia - Connect Module: Dialogic Reading	A Scribble is Never Just a Scribble: Art, Story, and Process California Dyslexia Guidelines, Chapter 4 (Dyslexia by age group). Blog: Early Literacy Instruction Roles and Collaboration	Module worksheets Lesson innovations #2: Literacy Activity
7 3/11 In Person	- How to Teach: Considerations related to language and literacy instruction for young children with disabilities - Games, books, poetry, storytelling, and songs; drawing attention to print, the manipulation of sounds, and alphabet letters. - In-class dialogic reading practice, with adaptations - Integrating literacy with other domains	Sandall et al. (2019), Ch 9, shared on Canvas Hunt et al. (2019). Urbani (2020). Used in class: Literacy Progressions	Exit Ticket: CM and ELO for literacy activities Due: Draft co-teaching lesson plan (one) + progress monitoring plan
8 3/18 Online	Planning for math and science instruction for young children with disabilities	Review Learning Progressions: Math and Science	Early math and science learning online module Lesson Innovations #3: Math or Science Activity
9 3/25 In person	- Planning for SEL and communication: All day, every day - Effective use of the classroom management strategies - Curriculum project: Zone defense plan	Sandall et al. (2024), Ch 5, <i>Curriculum modifications by activity</i>	Exit Ticket: Planning for SEL and Communication
10 4/1 Spring Break	Spring Break		
When to Teach			

Week	Topics	Readings	Assignments due
11 4/8 In Person	- Putting it all together: The goal-by-activity matrix - Curriculum project: Activity-by-goal matrix		Exit Ticket: Activity-by-goal matrix for Tamiya
12 4/15 Online	- Preparing for an annual IEP: SE and GE responsibilities - Communicating with parents	Barrera et al. (2012) Ch 8 (on Canvas)	Online Module Worksheets
13 4/22 In Person	- Guest panel: OT, BCBA, SLP? - Special discussion: Toileting	Beck (2022) .	Exit Ticket: Collaboration Draft activity-by-goal matrix