Instructor: Sondra M. Stegenga, Ph.D., M.S., OTR/L
1-801-581-3318
sondra.stegenga@utah.edu
Office: 2290 SÄEC
She/her/hers

Office Hours: By appointment - I have office hours by appointment in order to accommodate a broader range of schedules and needs. Please email or call to schedule an appointment.

Course Description: This course is designed to provide students in the area of early childhood special education with the information necessary to meet the diverse needs of all young children within developmentally appropriate and culturally competent preschool settings. Specific areas covered include (a) assessment (b) transdisciplinary teaming (c) IEP development (d) developmentally appropriate practices in preschool (e) activity-based intervention and (f) culturally competent practices in preschool settings

Pre-Requisites: SP ED 5010, 6011, 6021, 6022, 6030, 6040, and 6053
Co-Requisites: SP ED 6310, 6320, and 6330

Required Textbooks:


Additional Required Text (located in the weekly modules on Canvas/posted by instructor):


Required Articles (located in the weekly modules on Canvas/posted by instructor):

Required articles will be posted in Canvas modules at least one week prior to the Reading Questions/Discussion assignment due date. Any articles/readings added after this time will not be required as part of the Reading Questions/Discussion Assignments.

Course Objectives: Students successfully completing SPED 5340/6340 will be able to:

SP ED 5340/6340 – 8.20.19
1. Demonstrate knowledge of the guidelines for selecting, administering, interpreting, and summarizing the results of the various types of assessment instruments and strategies commonly used in early childhood special education.

2. Demonstrate knowledge of how to design and implement activity-based, developmentally appropriate instruction.

3. Demonstrate knowledge of how to meet the individual learning needs of all children within developmentally appropriate preschool activities.

4. Demonstrate knowledge of methodologies that can help ensure that IEP goals are reflective of parental priorities and ensure that parents are full participants on IEP teams.

5. Demonstrate knowledge of effective procedures and models for transdisciplinary teaming.

6. Participate as part of a transdisciplinary team in developing a comprehensive IEP for a preschool child with severe or multiple disabilities.

7. Demonstrate knowledge of how to expand upon the thinking of young children regarding differences among people by a) discussing how young children develop an awareness of differences in the course of typical development, b) planning and assisting young children within developmentally appropriate activities to increase their awareness of, sensitivity to, and respect for racial and cultural differences, c) discussing holidays and celebrations in a multi cultural curriculum and planning a holiday celebration which reflects respect for cultural diversity

8. Demonstrate specific skills in assessing and meeting individual needs of young children with multiple disabilities, sensory disabilities, and autism

9. Demonstrate ability to bring together assessment information obtained from various assessment sources and present it a coherent method that is understandable and informative to both professionals and family members (SPED 6340 students)

**Expectations:**

This course will be presented through an interweaving of lectures, class activities, discussions, and guest speakers. I have selected this blend of styles to keep the class interesting and to allow opportunities for students to share their unique experiences. In an effort to make the most of our time together, I have compiled the list of the following minimal expectations.

What you can expect from me:
- Plan the course and alter the plan as needed to meet the needs of the class.
- Structure the class sessions to provide optimal opportunities for learning.
- Maintain order and a positive learning environment in the classroom.
- Clear expectations regarding course assignments, grading, etc.
- Timely and fair evaluation of your assignments, with grades and feedback provided promptly. I take the assignments in this class seriously and have made giving feedback a priority.
- Be patient when you are struggling with new ideas. To me, the struggling reveals that learning is taking place.
- Provide clarity when struggling begins to interfere with learning.
- Treat you as adult learners.
- Be available to meet with you to discuss concerns, progress, assignments, etc.

SP ED 5340/6340 – 8.20.19
• Openness to consider input from students and incorporate suggestions as appropriate, either during this or future semesters.
• Clearly communicate any changes in schedule or assignments through announcements in class and on Canvas.

What I expect from you:
• Regular attendance and participation - much of the material provided in this class is based on class discussions and group work. Also, being a professional in the field of special education requires collaboration, consistency, and team work – similar principles to what we will be using in class.
• In case of absence, you will be responsible for obtaining notes/handouts from another student prior to coming to the next class session.
• Regularly check Canvas and email for communications (e.g. daily during the work week is preferable but at least twice per week). This allows for you to receive necessary communications about the class as well as builds good habits for when you are working as a collaborative team member in the field of education.
• Assignments will be turned in on time. Late assignments will not be accepted. In the case of an unpreventable circumstance, the student should give the instructor prior knowledge in order for consideration to be given to (a) allow the assignment to be turned in late, and (b) whether or not points will be deducted.
• On-time arrival to class and stay for entire class period. In addition to missing important information, being tardy or leaving early presents an unprofessional image to the peers, instructor, and guest presenters in the class.
• Completion of appropriate readings before each class
• Participation in class by contributing to discussion, asking relevant questions, sharing related experiences, and listening to others in the group.
• Use of electronic equipment including laptop computers only for course related activities.
• Communication with the instructor regarding your needs related to the course (e.g., questions related to content or assignments, support related to participation in the course, etc.).
• Students whose behavior is disruptive either to the instructor or to other students will be asked to leave. Students whose behavior suggests the need for counseling or other assistance may be referred to University Counseling Services.

Academic Honesty
I have elected to use a plagiarism detection service in this course, in which case you will be required to submit your paper to such a service as part of your assignment. All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, beginning with verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee.

Names & Pronouns:

Class rosters are provided to the instructor with the student’s legal name as well as “Preferred first name” (if previously entered by you in the Student Profile section of your CIS account, which
managed can be managed at any time). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class or on assignments. Please advise me of any name or pronoun changes so I can help create a learning environment in which you, your name, and your pronoun are respected. If you need any assistance or support, please reach out to the LGBT Resource Center.
https://lgbt.utah.edu/campus/faculty_resources.php

Assignments & Grades:

Assignment descriptions will be provided posted on campus on the “Date Assigned” listed below. All assignments must be uploaded to Canvas for grading. Assignments are due by 11:59pm Mountain Time on the date due.

Incomplete (I grades) will only be given when students have obtained prior approval from course instructor and at least 80% of course work has been completed. There will be a mandatory 1 full letter grade deduction for incomplete (I) grades (e.g. A moves to a B). Reading/discussion Questions must be turned in within 1 week of due date in order to receive credit. 20% of available points for the assignment per week will be deducted for late submissions.

Assignments:

<table>
<thead>
<tr>
<th>#</th>
<th>Assignments</th>
<th>Points</th>
<th>Date Assigned</th>
<th>Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ecological Assessment</td>
<td>25</td>
<td>08/27/2019</td>
<td>09/10/2019</td>
</tr>
<tr>
<td>2</td>
<td>Cognitive portion of Transdisciplinary Play Based Assessment</td>
<td>30</td>
<td>09/10/2019</td>
<td>10/01/2019</td>
</tr>
<tr>
<td>3</td>
<td>Team-based IEP (Group/In-Class)</td>
<td>25</td>
<td>10/22/2019</td>
<td>11/05/2019</td>
</tr>
<tr>
<td>4</td>
<td>Standardized Norm-Referenced Test (Choice from 10 Tests)</td>
<td>55</td>
<td>09/24/2019</td>
<td>11/05/2019</td>
</tr>
<tr>
<td>5</td>
<td>Developmentally Appropriate Practices (DAP) Schedule</td>
<td>25</td>
<td>11/05/2019</td>
<td>11/19/2019</td>
</tr>
<tr>
<td>6</td>
<td>Assessment of a child with multiple disabilities</td>
<td>25</td>
<td>11/12/2019</td>
<td>12/03/2019</td>
</tr>
<tr>
<td>7</td>
<td>On-line Modules</td>
<td>20</td>
<td>10/01/2019</td>
<td>10/01/2019</td>
</tr>
<tr>
<td>8</td>
<td>In-class Assignment: Embedding student goals</td>
<td>20</td>
<td>10/29/2019</td>
<td>10/29/2019</td>
</tr>
<tr>
<td>9</td>
<td>Reading/Discussion Questions (14 X 10 points)</td>
<td>140</td>
<td>8/20/2019</td>
<td>Weekly during class</td>
</tr>
<tr>
<td>10</td>
<td>Class Participation (15 possible weeks X 5 points per week = 75 possible with a max of 70 accumulated)</td>
<td>70</td>
<td>8/20/2019</td>
<td>Weekly during class</td>
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</table>

Total Points 5340 Students = 435

<table>
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<td>10/22/2019</td>
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</tr>
<tr>
<td>4</td>
<td>Standardized Norm-Referenced Test (Choice from 10 Tests)</td>
<td>55</td>
<td>09/24/2019</td>
<td>11/05/2019</td>
</tr>
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</table>

6340 Students
Graduate Assignment: Assessment summary

**6340 Students ONLY**

<table>
<thead>
<tr>
<th></th>
<th>Schedule</th>
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<tbody>
<tr>
<td>4a</td>
<td>Graduate Assignment: Assessment summary</td>
<td>25</td>
<td>09/24/2019</td>
<td>11/12/2019</td>
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<tr>
<td>5</td>
<td>Developmentally Appropriate Practices (DAP)</td>
<td>25</td>
<td>11/05/2019</td>
<td>11/19/2019</td>
</tr>
<tr>
<td>6</td>
<td>Assessment of a child with multiple disabilities</td>
<td>25</td>
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<td>20</td>
<td>10/29/2019</td>
<td>10/29/2019</td>
</tr>
<tr>
<td>9</td>
<td>Reading/Discussion Questions (14 X 10 points)</td>
<td>140</td>
<td>8/20/2019</td>
<td>Mondays</td>
</tr>
<tr>
<td>10</td>
<td>Class Participation (15 possible weeks X 5 points per week = 75 possible with a max of 70 accumulated)</td>
<td>70</td>
<td>8/20/2019</td>
<td>Weekly during class</td>
</tr>
</tbody>
</table>

**Total Points 6340 Students: 460 points**

**Grades:**
Grades will be assigned based on the percentage of points earned by the student based on the following distribution:

- A= 94-100%
- A-=90-93%
- B+=87-89%
- B=84-86%
- C+=77-79%
- C=74-76%
- D+=67-69%
- D=64-66%
- E=59% and under

**Attendance and Participation:**
Attendance and participation is expected for each of the scheduled class sessions. If you need to miss a class or be late, you must contact the instructor prior to the start of class. Students will receive 10 points for attendance and participation. Participation and attendance points cannot be made up. Participation is defined as being in class, engaging in discussions, answering questions, providing input, attending to lectures, appropriate use of devices (e.g. not texting, emailing, etc. during class), etc.

**Accommodations / Adaptations**
Americans with Disabilities Act (ADA)
The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All information in this course can be made available in alternative format with prior notification to the Center for Disability Services." (www.hr.utah.edu/oeo/ada/guide/faculty/)

**Wellness Statement**
Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness; www.wellness.utah.edu; 801-581-7776

**Sexual Misconduct**
Addressing Sexual Misconduct. Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied
to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information.

If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801 Dean of Students, 270 Union Building, 801--581--7066.

For support and confidential consultation, contact the Center for Student Wellness, SSB 328, 801-581-7776.

To report to the police, contact the Department of Public Safety, 801-585-2677(COPS)

### Safety

The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safe.utah.edu.

### Writing Support

The University of Utah offers free writing lab support both in person and via e-tutoring through the University Writing Center located in the Marriot Library. You can visit them in person or at this link: https://writingcenter.utah.edu

### Student Support

#### Immigration

Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles to engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center. Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families. To learn more, please contact the Dream Center at 801.213.3697 or visit dream.utah.edu.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Objectives Addressed</th>
<th>Readings Due</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 27, 2019</td>
<td>Ecological Assessment</td>
<td>1, 3, 8</td>
<td><strong>On Canvas:</strong> Linder (2008) Text: Chapter 7 (p. 313- 397)</td>
<td>• Class Participation Points</td>
</tr>
<tr>
<td>Week 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sept. 3, 2019</td>
<td>Cognitive Development</td>
<td>1</td>
<td></td>
<td>• Class Participation Points</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Assignment</td>
<td>Notes</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Oct. 8, 2019 Week 8</td>
<td>No Class - Fall Break!</td>
<td>None</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Oct. 15, 2019 Week 9</td>
<td>Defining Parental</td>
<td>On Canvas: Giangreco, M., Cloninger, C.J. &amp; Iverson, S.I.</td>
<td>Class Participation</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Week</td>
<td>Canvas/Text</td>
<td></td>
</tr>
<tr>
<td>------------</td>
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<td></td>
</tr>
</tbody>
</table>

**Noonan and McCormick Text**: p. 55-71

Chapter 3: Assessment and Planning: The individualized Family Service Plan and Individualized Education Program |


**Points**

Reading/Discussion Questions

**Class Participation Points**

Reading/Discussion Questions

**In-Class Assignment:** Embedding Goals
### Nov. 5, 2019  
**Week 12**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Canvas References</th>
<th>Notes</th>
</tr>
</thead>
</table>
| Assessment considerations  
Validity  
Developmentally Appropriate Practices (DAP) Schedule  
Recommended Practices | 2, 3, 5           |       |
| **On Canvas:**  

### Nov. 12, 2019  
**Week 13**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Canvas References</th>
<th>Notes</th>
</tr>
</thead>
</table>
| Assessment of children with multiple disabilities  
Guest Speaker – Dr. Cathy Nelson | 1, 3, 8           |       |
| **On Canvas:**  

**Class Participation Points**  
**Reading/Discussion Questions**  
**Standardized Test**  
**Team Based IEP**  
**340 Students ONLY**
| Nov. 19, 2019  
Week 14 | Vision and Hearing Development and Screening | 3,8 | On Canvas:  
- Class Participation Points  
- Reading/Discussion Questions  
- Developmentally Appropriate Practices (DAP) Schedule Assignment |
| Nov. 26, 2019  
Week 15 | Meeting the needs of young children with autism and autism-spectrum disorders | 3,8 | On Canvas:  
(more readings on next page)  
- Class Participation Points  
- Reading/Discussion Questions |
### Dec. 3, 2019
#### Week 16
- Social emotional assessment and intervention
- Maltreatment and Toxic Stress

#### On Canvas:
Please briefly describe (1-2 sentences):

1) An example of your participation: For example, you may have added a personal example or experience to a discussion, brought up an interesting point from the reading for group discussions, helped lead a particular part of a teamwork activity, etc.

2) What the topic was that you added to in your example above (e.g. teaming strategies, IEP processes, experience with social emotional assessment and intervention, etc.)

### Dec. 9, 2019
- No class

### Note:
This syllabus is meant to serve as an outline and guide for our course. Please note that I may modify it with reasonable notice to you. I may also modify the Course Schedule to accommodate the needs of our class. Any changes will be announced in class and posted on Canvas under Announcements.
<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes begin</td>
<td>Monday, August 19</td>
</tr>
<tr>
<td>Last day to add without a permission code</td>
<td>Friday, August 23</td>
</tr>
<tr>
<td>Last day to wait list</td>
<td>Friday, August 23</td>
</tr>
<tr>
<td>Last day to add, drop (delete), elect CR/NC, or audit classes</td>
<td>Friday, August 30</td>
</tr>
<tr>
<td>Last day to withdraw from classes</td>
<td>Friday, October 18</td>
</tr>
<tr>
<td>Last day to reverse CR/NC option</td>
<td>Wednesday, November 27</td>
</tr>
<tr>
<td>Classes end</td>
<td>Thursday, December 5</td>
</tr>
<tr>
<td>Reading day</td>
<td>Friday, December 6</td>
</tr>
</tbody>
</table>