I. Prefix & Number: EDSP 471 (001)

II. Title: Introduction to Early Childhood Education for Students with Disabilities

III. Course Credit Hours: 3 hours

IV. Semester/Time/Location: Fall, 2008
   Monday 4:00pm – 6:45pm
   CEB 133

V. Instructor: Vita Jones

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1 If you have a documented disability that may require assistance you will need to contact Disability Services (DS) for coordination in your academic accommodations. Disability Services is located within Learning Enhancement Services in the Reynolds Student Services Complex (SSC), Room 137. The telephone number is 895-0866 or TDD-895-0652. You may also visit their website at http://www.unlv.edu/studentlife/les.

UNLV and its College of Education demand a high level of scholarly behavior and academic honesty on the part of students. Violations by students exhibiting dishonesty while carrying out academic assignments and procedural steps for dealing with academic integrity are delineated in the handbook of Regulations Governing Probation and Suspension Within the College of Education. This publication may be found in the Curriculum Materials Library (CML-CEB 101), or the Office of the Dean of the College of Education.

It is UNLV's policy to give students who miss class because of observance of religious holidays the opportunity to make up missed work. Students are responsible for notifying the instructor no later than the last day of registration for the semester or summer term of plans to observe the holiday.

Collection of Student Assignments for Accreditation Purposes
Assignments completed for this course may be used as evidence of candidate learning in national, regional and state accreditation reports of COE programs. Names and other identifying elements of all assignments will be removed before being included in any report. Students who do not wish their work to be used for accreditation purposes must inform the instructor in writing by the end of late registration. Your participation and cooperation in the review of COE programs is appreciated. Thank you.
VI. **Office Location:** CEB 144

VII. **Office Hours:** By Appointment

VIII. **Telephone:**
- 895-1075 (Voice Mail)
- vjones@unlv.nevada.edu (email)

IX. **Prerequisite Course(s):** None

X. **Course Description:**

This course provides content relevant to characteristics of young children with disabilities age birth to six years; local, state and national programs; legislation; assessment and intervention strategies; curriculum; inclusion strategies; classroom management; and family involvement. It is intended to provide information critical to the successful programming for young children in least restrictive general education environments.

**CEC Standards Addressed:**

- Standard 1.0 Foundations
- Standard 2.0 Development and Characteristics of Learners
- Standard 3.0 Individual
- Standard 5.0 Learning Environments and Social Interactions
- Standard 6.0 Language
- Standard 7.0 Instructional Planning
- Standard 8.0 Assessment
- Standard 9.0 Professional and Ethical Practice
- Standard 10.0 Collaboration

**NAEYC Standards Addressed:**

- Standard 1: Promoting Child Development and Learning
- Standard 2: Building Family and Community Relationships
- Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families
- Standard 4: Teaching and Learning
- Standard 5: Growing as a Professional

XI. **Course Objectives**

**Knowledge:**

1. Each student will demonstrate knowledge of the history of services to young children with disabilities. CC1K1, CC1K8, EC1K1, EC1K2
2. Each student will demonstrate knowledge of federal and state legislation applicable to the provision of educational and related services to young children with disabilities. **CC1K2, CC1K3, CC1K4, CC1K5, CC1K6, CC8K2, EC1K3**

3. Each student will demonstrate knowledge of the general principles of child development including scope, skill inter-relationship, skill sequence and typical vs. atypical differences. **CC2K2, CC2K3, NAEYC1a**

4. Each student will demonstrate knowledge of and ability to recognize of health and safety issues and possible medical management issues that may arise. **CC2K3, EC2K5, EC9S1**

5. Each student will demonstrate knowledge of ethical and policy issues related to early childhood special education as they relate to their personal philosophy of special education. **CC1S1, CC5K4, CC6K2, CC9K2**

6. Each student will demonstrate knowledge of the characteristics of the eligible population of young children with disabilities as well as those factors that lead to a judgment of eligibility. **CC2K6, EC2K2, CC3K1, NAEYC1a**

7. Each student will demonstrate knowledge of the content of the IEP and IFSP and demonstrate the ability to form goals and objectives that are structurally sound and able to be implemented in inclusive settings. **CC1K2, EC1K3, NAEYC3a**

8. Each student will demonstrate knowledge of antecedent and consequent strategies for teaching young children including strategies for managing disruptive and/or aggressive behavior. **CC1K2, CC5K3, NAEYC3a**

9. Each student will demonstrate knowledge of typical inclusive curricular models for young children (e.g., IDAP, Functional etc.). **EC2K1**

10. Each student will demonstrate a general knowledge of the relevance of activity-based instruction for the infusion of IEP and IFSP objectives into general preschool/kindergarten curricula. **EC1K2**

11. Each student will demonstrate knowledge of strategies for including young children with severe multiple disabilities in the general preschool/kindergarten program. **CC5K1**

12. Each student will demonstrate knowledge of the roles that families may play as members of the intervention team as well as the concerns they may express relevant to inclusion. **CC1K7, CC2K4, CC6K3, NAEYC1b, NAEYC2a, NAEYC2b**

13. Each student will demonstrate knowledge of the differences which exist among interdisciplinary, multidisciplinary and transdisciplinary models for the delivery of related services. **CC7K5, EC10S3, NAEYC2b, NAEYC4a**

14. Each student will demonstrate knowledge of issues in early childhood special education unique to specific cultural backgrounds and inner city versus rural geographical settings
(e.g. home based versus center based services). CC1K9, CC1K10, EC2K4, CC6K1, CC6K3, CC9K1

Performance (Skills):

1. Each student will develop goals, objectives and benchmarks that are structurally sound and able to be implemented in inclusive settings. CC7S8, NAEYC4d

2. Each student will develop task analyses of skills typically targeted for instruction in inclusive early childhood settings in at least two different curricular domains. CC7S8

3. Each student will develop a written rationale including justification, explication of benefits and possible challenges and strategies for successful intervention with young students with disabilities in typical early childhood care and education centers. CC1S1

Disposition(s):

1. Demonstrate awareness of and commitment to the CEC Code of Ethics and generally accepted standards for professional development. CC9K1, CC9K2, CC9K3, CC9K4, CC9S1, NAEYC5a

2. Demonstrate knowledge of ethical and policy issues related to early childhood special education. CC9K1, CC9K2, CC9K3, CC9K4

3. Demonstrate the ability to explain the values represented in both law and educational practice relative to inclusive individually and developmentally appropriate practices. CC1K2, NAEYC1c

XII. Texts, readings, and instructional resources:

Required Text(s):


Optional Text(s):


Current and Classical Reference(s):


National Association for the Education of Young Children. (1986). Position statement on developmentally appropriate practice in early childhood programs serving young children from birth through age 8. *Young Children, 41*(6), 4-19.


**XIII. Course Requirements and grading policy:**

**Course Requirements:**

1. **Examinations:** (SEE ATTACHED RUBRIC)
   Two tests are required (100 pts. each). The midterm will be given mid-session and the final at the end of the session. Each will be taken in class and consist of short-answer questions which cover material presented in class and in the assigned readings. The comprehensive final will consist of 20 to 30 short-answer questions.

2. **Position Paper:** (SEE ATTACHED RUBRIC)
   You will provide a reasoned and referenced discussion of, first, why it is so important to use an inclusive approach to early childhood education and, second, what challenges face us as we implement inclusive programs for children with and without disabilities. Finally, your paper will address how we might deal with any challenges that might arise. Feel free to include discussion of the relationship between inclusive programming and developmentally appropriate programming.

3. **Behavioral Objectives:** (SEE ATTACHED RUBRIC)
   You will be expected to demonstrate an acceptable level of proficiency writing annual goals and short-term objectives (outcome statements in an IFSP). Each student will successfully complete an assignment requiring that at least three objectives be written in perfect form including all three parts of a behavioral objective. The assignment may be repeated three times (please staple copies together) to achieve 100% proficiency.
4. **Attendance/Classroom Behavior:**
   Regular attendance in class is expected, that is, your grade will be affected by attendance; absences that are not excused can result in up to 10 points being deducted from your final grade. Absences will result in one warning before point deduction. If there is a reason for you to be absent have a discussion with the professor regarding how you intend to keep up with the material presented in class.

   It is vital that students adhere to proper conduct procedures during class sessions. Students are cautioned to use laptops for class note-taking only. Students are expected to refrain from text-messaging and using cell phones during class. Excessive talking outside of group work may result in a loss of overall points. Students are encouraged to engage in topic discussions and be courteous to classmates and the instructor.

**Grading Policy:**
Final grade for this class will be determined by computation of the simple arithmetic average of scores obtained on the two short answer tests, the behavioral objectives and the position paper. The behavioral objectives assignment is worth 100 pts. Each of the two exams test is worth 100 points and the position paper is also worth 100 points (400 total). The following scale will be used to determine the course grade:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>AVERAGE POINTS (Midterm/Final/Objectives/Position Paper)</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>95 - 100</td>
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<td>A-</td>
<td>90 - 94</td>
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<tr>
<td>B+</td>
<td>87 - 89</td>
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<tr>
<td>B</td>
<td>83 - 86</td>
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<td>B-</td>
<td>80 - 82</td>
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<tr>
<td>C+</td>
<td>77 - 79</td>
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<td>C</td>
<td>73 - 76</td>
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<td>C-</td>
<td>70 - 72</td>
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<td>D+</td>
<td>67 - 69</td>
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<td>D</td>
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<td>D-</td>
<td>60 - 62</td>
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<td>F</td>
<td>59 and below</td>
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</tbody>
</table>

XIV. **Course Outline and Schedule (4:00 to 6:45pm Monday)** Subject to Change

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic(s) and Assignment</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>8/25</td>
<td>Introduction</td>
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<td>Opening activity</td>
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<td>Go over syllabus</td>
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<td>Q &amp; A</td>
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</tbody>
</table>
2. **9/1**  
LABOR DAY RECESS  
Chapters 1

3. **9/8**  
An Inclusive Approach

4. **9/15**  
Chapter 2/3  
Federal Legislation: Early Intervention & Prevention  
Inclusive Programs for Young Children

5. **9/22**  
Field Trip to UNLV Preschool  
(meet at

6. **9/29**  
Chapter 4  
Normal and Exceptional Development

7. **10/6**  
Chapter 5  
Developmental Disabilities: Causes and Classifications

8. **10/13**  
Chapters 6/7  
Sensory Impairments: Hearing and Vision  
Physical Disabilities and Health Problems

9. **10/20**  
Chapters 8/12/18  
Learning and Behavior Disorders  
The Developmental -Behavioral Approach  
Managing Challenging Behaviors

10. **10/27**  
Chapters 9/10  
Partnership with Families
Assessment and the IFSP/IEP

Field Trip to Lied Library (Pioche Room)

Research Seminar w/Steve Fitt (meet at 4:15)

11. 11/3
Chapter 11
Characteristics of Effective Teachers in Inclusive Programs

12. 11/10
Chapters 13/14
Arranging the Learning Environment

Facilitating Self-Care, Adaptive, and Independence Skills

13. 11/17
Chapters 15/16
Facilitating Social Development
Facilitating Speech, Language, and Communication Skills

14. 11/24
Chapters 17/19
Facilitating Pre-academic and Cognitive Learning
Planning Transitions to Support Behaviors

15. 12/1
Catch-up & Review for Final Exam

16. 12/8
Final Exam
* Exams must be taken on the date indicated at the time of the regularly scheduled class. Failure to do so, without an acceptable excuse approved by the instructor, will result in 0 points without exception. Also, the position paper MUST be turned in NO LATER than the date and time indicated above. Late papers will be scored 0 without exception.
### RUBRIC FOR ESP 471 – Behavioral Objectives

<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Format &amp; Organization</th>
<th>Completeness Of Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EXCEEDS EXPECTATIONS</strong></td>
<td>▪ Consistent organization&lt;br&gt;▪ Follow from Goals&lt;br&gt;▪ Correct spelling &amp; grammar&lt;br&gt;▪ Sufficient in Number&lt;br&gt;▪ Build One Upon the Other</td>
<td>▪ Clear statements in terms anyone can understand&lt;br&gt;▪ Exact statement of what student is to do&lt;br&gt;▪ Absolute level of Proficiency stated&lt;br&gt;▪ # times and conditions under which proficiency is to occur is clearly stated</td>
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<td></td>
<td><strong>45-50 points</strong></td>
<td><strong>45-50 points</strong></td>
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<tr>
<td><strong>MEETS EXPECTATIONS</strong></td>
<td>▪ Inconsistent organization&lt;br&gt;▪ Not all follow from goals&lt;br&gt;▪ One or two spelling or grammar errors&lt;br&gt;▪ Insufficient in number (2 or fewer per goal)&lt;br&gt;▪ Not all follow from the previous objective</td>
<td>▪ Not all terms stated behaviorally&lt;br&gt;▪ Statements not clear as to exactly what the student is to do&lt;br&gt;▪ Absolute level of proficiency is too high or too low or not clearly stated&lt;br&gt;▪ Conditions under which proficiency level is to occur not consistently stated</td>
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<td><strong>35-44 points</strong></td>
<td><strong>35-44 points</strong></td>
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<tr>
<td><strong>BELOW EXPECTATIONS</strong></td>
<td>▪ Disorganized &amp; difficult to follow&lt;br&gt;▪ Objectives do not follow from goal&lt;br&gt;▪ Many spelling or grammar errors&lt;br&gt;▪ Objectives do not build one upon the other</td>
<td>▪ Terms not stated behaviorally&lt;br&gt;▪ Unclear as to what the student is to do&lt;br&gt;▪ Absolute level of proficiency not clearly stated&lt;br&gt;▪ Conditions under which proficiency is to be exhibited not clearly stated</td>
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<td><strong>&lt; 35 points</strong></td>
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<td>Proficiency</td>
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<td><strong>RUBRIC FOR 471 POSITION PAPER</strong></td>
<td>• Consistent organization (with headings &amp; subheadings)</td>
<td>• Contained at least 10 references</td>
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<td>• Consistent use of APA style</td>
<td>• Used a variety of references</td>
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<td>• Correct spelling &amp; grammar</td>
<td>• Presented original perspective concerning topic and issues</td>
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<td><strong>EXCEEDS EXPECTATIONS</strong></td>
<td>• Cited all references in text &amp; in reference section correctly</td>
<td>• Current references with both research and opinion/review papers represented</td>
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<td>• Covered the required components and addressed all of the issues</td>
<td>• Summary/conclusions clearly stated</td>
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<td><strong>45-50 points</strong></td>
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<td><strong>45-50 points</strong></td>
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<tr>
<td><strong>MEET EXPECTATIONS</strong></td>
<td>• Frequent to occasional lapses in organization</td>
<td>• Did not contain 10 references</td>
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<td>• APA style with minor discrepancies</td>
<td>• More than 3 references came from the Internet</td>
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<td>• One or two spelling or grammar errors</td>
<td>• Variety of references not well represented/ mostly review papers</td>
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<td>• Not all references cited in text &amp; in references correctly</td>
<td>• Information presented was only partially representative of new &amp; current information</td>
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<td>• Addressed the required issues</td>
<td>• Summary/conclusions clearly presented</td>
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<td><strong>35-44 points</strong></td>
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<tr>
<td><strong>BELOW EXPECTATIONS</strong></td>
<td>• Disorganized &amp; difficult to follow</td>
<td>• Did not contain 10 references</td>
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<td>• Minimal use of APA style with major discrepancies</td>
<td>• More than 3 references were from the Internet</td>
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<td>• Many spelling or grammar errors</td>
<td>• Poor variety of references</td>
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<td>• References in text &amp; reference list not cited correctly</td>
<td>• Information not current</td>
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<td>• Did not address the required issues</td>
<td>• Summary/conclusions not clearly presented or omitted entirely</td>
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<td><strong>RUBRIC FOR ESP 471 MIDTERM AND FINAL EXAM</strong></td>
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<td>- Consistent organization</td>
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<td>- Consistent use of APA style</td>
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<td>- Correct spelling and grammar</td>
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<td>- References each answer to text, notes or outside readings</td>
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<td><strong>EXCEEDS EXPECTATIONS</strong></td>
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<td>- Occasional lapses of clarity in organization</td>
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<td>- Inconsistent correct use of references</td>
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<td>- Covered the required points in each answer</td>
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<td>- No references or incorrect references</td>
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<td>- Did not answer all questions</td>
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