I. Prefix & Number: EDSP 471 001

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

III. Course Credit Hours: 3 hours

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1 As of the Fall 2009 Semester, all students enrolled in the College of Education are required to obtain a LiveText account. This is a one-time purchase that will be used for assessments throughout your program within the College of Education. LiveText includes a student file manager that allows you to store documents, files, videos, etc. and access them from any computer in the world. The current cost of purchasing LiveText is $98. Your subscription will provide you with LiveText access throughout your program at UNLV plus one year after graduation, for a maximum of 5 years. LiveText accounts can be purchased at the UNLV bookstore as well as online at https://college.livetext.com/purchasing/membership_student.html

The Disability Resource Center (DRC) coordinates all academic accommodations for students with documented disabilities. The DRC is the official office to review and house disability documentation for students, and to provide them with an official Academic Accommodation Plan to present to the faculty if an accommodation is warranted. Faculty should not provide students accommodations without being in receipt of this plan.

UNLV complies with the provisions set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, offering reasonable accommodations to qualified students with documented disabilities. If you have a documented disability that may require accommodations, you will need to contact the DRC for the coordination of services. The DRC is located in the Student Services Complex (SSC), Room 137, and the contact numbers are: VOICE (702) 895-0866, TTY (702) 895-0652, FAX (702) 895-0651. For additional information, please visit: http://studentlife.unlv.edu/disability

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As a general rule, a student missing a class or laboratory assignment because of observance of a religious holiday shall have the opportunity to make up missed work. Students must notify the instructor of anticipated absences by the last day of late registration, August 31, 2009, to be assured of this opportunity. Faculty may give students an additional week, but are encouraged to set a clear deadline. NOTE: Students who represent UNLV at any official extracurricular activity shall also have the opportunity to make up assignments, but the student must provide official written notification to the instructor no less than one week prior to the missed class(es).
http://catalog.unlv.acalog.com/content.php?catoid=1&navoid=44&bc=1

Writing Assistance and/or Tutoring. One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. http://writingcenter.unlv.edu/. Tutoring resources are also available through the Academic Success Center http://academicsuccess.unlv.edu/tutoring

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.
IV. Semester/Time/Location: Spring 2010/On-line

V. Instructor: Dr. Catherine Lyons

VI. Office Location: CEB 153

VII. Office Hours: Thursdays 8:00 a.m. to 4:00 p.m. or by appointment

VIII. Telephone: 895-1112 (Voice Mail)
catherine.lyons@unlv.edu (email)
Use WebCampus mail to communicate with instructor

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: Foundations
- Standard 2: Development and Characteristics of Learners
- Standard 3: Individual Learning Differences
- Standard 5: Learning Environments and Social Interactions
- Standard 6: Language
- Standard 7: Instructional Planning
- Standard 8: Assessment
- Standard 9: Professional and Ethical Practice
- Standard 10: 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

COE Principles Addressed

- Principle 1: Content Knowledge
- Principle 4: Planning Process
- Principle 5: Strategies Methods
- Principle 6: Learning Environments
- Principle 9: Collaboration, Ethics and Relationships
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 (100 Points):

   Ten weekly quizzes and a final quiz are required. Each will consist of 5 or 10 multiple choice and/or true/false questions covering chapter readings.
2. **Position Paper (100 Points):**

   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. Rubric can be found on the WebCampus homepage and in livetext (Upload to WebCampus Assignment Box AND Livetext.com).

3. **Behavioral Objectives (100 Points):**

   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, as necessary, to achieve 100% proficiency (Upload to WebCampus Assignment Box).

4. **Discussion Questions (100 Points):**

   Students will be assigned to discussion groups. Participation in 10 weekly online discussions related to module topics is expected. Students will earn 10 points for participating in weekly discussions. Discussion responses to the professor’s posting must be completed each week by midnight PDT on Tuesdays. Participation is defined as responding to a posted discussion item(s). A basic response should be a minimum of 200 words in length and should be comprehensive in scope and depth. Participation is also defined as responding to a peer’s response to the professor’s posting. Discussion responses to a peer’s posting must be completed each week by midnight PDT on Thursdays. Again, the basic response should be a minimum of 100 words in length and should be comprehensive in scope and depth. In other words, each student must respond to the posted discussion question (posted by the instructor) and to a peer’s response to the instructor’s posted discussion question each week (see rubric for grading criteria). If a student fails to post a response to a discussion question and/or a posted response to a peer each week of the course, the student will earn a score of 0 for that week’s discussion. (10 points per discussion: total points 100).

   Final grade for this class will be determined by computation of the simple arithmetic average of scores obtained on the quizzes, position paper, behavioral objectives and discussion questions. The behavioral objectives assignment may be repeated 2 times to achieve a perfect score (100, see rubric for how points are assigned). Quizzes, discussion questions, and the position paper are also worth 100 points each (400 total). The following scale will be used to determine the course grade:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>AVERAGE POINTS (Discussion Questions/Quizzes/Objectives/Position Paper)</th>
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<tbody>
<tr>
<td>A</td>
<td>95 - 100</td>
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<tr>
<td>A-</td>
<td>90 - 94</td>
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<td>B+</td>
<td>87 - 89</td>
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<td>B</td>
<td>83 - 86</td>
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<tr>
<td>B-</td>
<td>80 - 82</td>
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<td>C+</td>
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<td>C</td>
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<td>C-</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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XIV. Course Outline and Schedule
<table>
<thead>
<tr>
<th>Spring, 2009</th>
<th>Topics / Readings</th>
<th>Assignments/Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module I</strong></td>
<td></td>
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<tr>
<td><strong>January 11-15</strong></td>
<td><em>Allen &amp; Cowdery, Chapter 1 An Inclusive Approach to Early Childhood</em> and other readings as assigned (see Learning Module I under Course Content on the WebCampus Homepage for additional readings and DVDs)</td>
<td>Participation in weekly discussion group by 5:00 p.m. PDT Tuesday (posting to instructor) and Thursday (Response to a peer’s posting to the instructor)</td>
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<tr>
<td><strong>January 18-22</strong></td>
<td><em>Allen &amp; Cowdery, Chapter 2 Federal Legislation: Early Intervention and Prevention</em> and other readings as assigned (see Learning Module I under Course Content on the WebCampus Homepage for additional readings and DVDs)</td>
<td>Quiz 1 due Friday by midnight (chapters 1 &amp; 2)</td>
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<tr>
<td><strong>January 25-29</strong></td>
<td><em>Allen &amp; Cowdery, Chapter 3 Inclusive Programs for Young Children</em> and other readings as assigned (see Learning Module I under Course Content on the WebCampus Homepage for additional readings and DVDs)</td>
<td>Participation in weekly discussion group by 5:00 p.m. PDT Tuesday (posting to instructor) and Thursday (Response to a peer’s posting to the instructor) Quiz 2 (chapter 3) due Friday by midnight</td>
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<td><strong>Module II</strong></td>
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<td><strong>February 1-5</strong></td>
<td><em>Allen &amp; Cowdery, Chapter 4 Normal and Exceptional Development</em> and other readings as assigned (see Learning Module II under Course Content on the WebCampus Homepage for additional readings and DVDs)</td>
<td>Participation in weekly discussion group by 5:00 p.m. PDT Tuesday (posting to instructor) and Thursday (Response to a peer’s posting to the instructor) Quiz 3 (chapter 4) due Friday by midnight</td>
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<td><strong>February 8-12</strong></td>
<td><em>Allen &amp; Cowdery, Chapter 5 Developmental Disabilities: Causes and Classifications &amp; 6 Sensory Impairments: Hearing and Vision</em> and other readings as assigned (see Learning Module II under Course Content on the WebCampus Homepage for additional readings and DVDs)</td>
<td>Participation in weekly discussion group by 5:00 p.m. PDT Tuesday (posting to instructor) and Thursday (Response to a peer’s posting to the instructor) Quiz 4 (chapters 5 &amp; 6) due Friday by midnight</td>
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<tr>
<td><strong>February 15-19</strong></td>
<td><em>Allen &amp; Cowdery, Chapter 7 Physical Disabilities and Health Problems &amp; 8 Learning and Behavior Disorders</em> and other readings as assigned (see Learning Module II under Course Content on the WebCampus Homepage for</td>
<td>Participation in weekly discussion group by 5:00 p.m. PDT Tuesday (posting to instructor) and Thursday (Response to a peer’s posting to the instructor)</td>
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<td>additional readings and DVDs</td>
<td>Quiz 5 (chapters 7 &amp; 8) due Friday by midnight</td>
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<tr>
<td>Module III</td>
<td>Allen &amp; Cowdery, Chapter 9 Partnership with Families and other readings as assigned (see Learning Module III under Course Content on the WebCampus Homepage for additional readings &amp; DVDs)</td>
<td>Behavioral Objectives Due (Upload to WebCampus Assignment Box)</td>
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<td>February 22-26</td>
<td>Allen &amp; Cowdery, Chapter 10 Assessment and the IFSP/IEP Process and other readings as assigned (see Learning Module III under Course Content on the WebCampus Homepage for additional readings and DVDs)</td>
<td>Participation in weekly discussion group by 5:00 p.m. PDT Tuesday (posting to instructor) and Thursday (Response to a peer’s posting to the instructor) Quiz 6 (chapters 9 &amp; 10) due Friday by midnight</td>
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<tr>
<td>March 1-5</td>
<td>Allen &amp; Cowdery, Chapter 11 Characteristics of Effective Teachers in Inclusive Programs and other readings as assigned (see Learning Module III under Course Content on the WebCampus Homepage for additional readings and DVDs)</td>
<td>Behavioral Objectives Due - 2nd Opportunity (Upload to WebCampus Assignment Box)</td>
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<tr>
<td>March 8-12</td>
<td>Allen &amp; Cowdery, Chapter 12 The Developmental-Behavioral Approach (see Learning Module IV under Course Content on the WebCampus Homepage for additional readings and DVDs)</td>
<td>Participation in weekly discussion group by 5:00 p.m. PDT Tuesday (posting to instructor) and Thursday (Response to a peer’s posting to the instructor) Quiz 7 (chapters 11 &amp; 12) due Friday by midnight</td>
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<tr>
<td>Module IV</td>
<td>Allen &amp; Cowdery, Chapter 13 Arranging the Learning Environment and other readings as assigned (see Learning Module IV under Course Content on the WebCampus Homepage for additional readings and DVDs)</td>
<td>Position Paper Due Friday by midnight (No Quiz) Upload to WebCampus Assignment Box AND Livetext.com</td>
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<td>March 15-19</td>
<td>Allen &amp; Cowdery, Chapter 14 Facilitating Self-Care, Adaptive, and Independence Skills &amp; 15 Facilitating Social Development and other readings as assigned (see Learning Module IV under Course Content on the WebCampus Homepage for additional readings and DVDs)</td>
<td>Participation in weekly discussion group by 5:00 p.m. PDT Tuesday (posting to instructor) and Thursday (Response to a peer’s posting to the instructor) Quiz 8 (chapter 13 - 14) due Friday by midnight</td>
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<td>March 22-26</td>
<td>SPRING BREAK</td>
<td>No Assignments</td>
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<tr>
<td>March 29 – April 2</td>
<td>Allen &amp; Cowdery, Chapter 16</td>
<td>Participation in weekly discussion group by 5:00 p.m. PDT Tuesday (posting to instructor) and Thursday (Response to a peer’s posting to the instructor) Quiz 9 (chapter 16) due Friday by midnight</td>
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<tr>
<td>April 5-9</td>
<td>Module V</td>
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<td>Week</td>
<td>Reading and Topic</td>
<td>Requirement</td>
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<td>April 12-16</td>
<td>Facilitating Speech, Language, and Communication Skills and other readings assigned</td>
<td>Discussion group by 5:00 p.m. PDT Tuesday (posting to instructor) and Thursday (Response to a peer’s posting to the instructor) Quiz 9 (chapters 15 &amp; 16) due Friday by midnight</td>
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<tr>
<td>Week 15</td>
<td>Allen &amp; Cowdery, Chapter 17 Facilitating Preacademic and Cognitive Learning and other readings assigned</td>
<td>Behavioral Objectives Due – 3rd Opportunity (Upload to WebCampus Assignment Box) Quiz 10 (chapter 17)</td>
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<td>April 19-23</td>
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<td>Week 16</td>
<td>Allen &amp; Cowdery, Chapter 18 Managing Challenging Behaviors &amp; 19 Planning Transitions to Support Inclusion and other readings assigned</td>
<td>Participation in weekly discussion group by 5:00 p.m. PDT Tuesday (posting to instructor) and Thursday (Response to a peer’s posting to the instructor)</td>
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<td>April 26-30</td>
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**FINAL EXAM: May 3** Final Exam Final exam (chapters 18 & 19) due by midnight. PDT Monday

*Quizzes must be taken on the date indicated at the regularly scheduled time. Failure to do so, without an acceptable excuse approved by the instructor, will result in 0 points without exception. Also, the position paper and behavioral objectives MUST be turned in NO LATER than the date and time indicated. Late assignments will be scored 0 without exception.*