I. Prefix & Number: EDSP 471 1002

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

III. Course Credit Hours: 3 hours

IV. Semester/Time/Location: Fall 2020/ Monday 4:00-6:45 pm

V. Instructor: Paula Kerchenski M.Ed.

VI. Office Location: Remote

VII. Office Hours: By appointment and will be scheduled virtually

VIII. Email: kerchen2@unlv.nevada.edu

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

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):**


**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:** Two tests are required. One will be given mid-session and the other at the end of the session. Each will be taken online and consist of 10 to 15 short-answer questions which cover material presented in class and in the assigned readings.

2. **Position Paper:** 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:** 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.

4. **Participation:** Students are required to attend all online by viewing the PowerPoint (or learning module through Canvas) participate in online activities, and complete all required readings to receive your weekly participation points (complete/incomplete). Each class will be worth 5 points. All activities, discussions, etc. must be completed to get the full 5 points.

**Course Grading:**

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<tr>
<th>Points Earned</th>
<th>Grade</th>
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<tbody>
<tr>
<td>450-475</td>
<td>A</td>
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<tr>
<td>425-449</td>
<td>A −</td>
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<tr>
<td>400-424</td>
<td>B +</td>
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<tr>
<td>375-399</td>
<td>B</td>
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<tr>
<td>350-374</td>
<td>B −</td>
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<tr>
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<td>225-249</td>
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<td>0-224</td>
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</table>

GRADE AVERAGE POINTS (Midterm/Final/Objectives/Position Paper)

Total 475
### XIV. Course Outline and Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Content</th>
<th>Assignment and Readings Due</th>
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<tbody>
<tr>
<td>August 24</td>
<td>Course Overview and Introductions</td>
<td></td>
</tr>
<tr>
<td>August 31</td>
<td>History of Services and IFSP &amp; IEP</td>
<td>Chapter 1 &amp; 2</td>
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<tr>
<td>September 7 No Class</td>
<td>Labor Day- No Class</td>
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<tr>
<td>September 14</td>
<td>Inclusion</td>
<td>Chapter 3 &amp; 4</td>
</tr>
<tr>
<td>September 21</td>
<td>Typical/Atypical Development</td>
<td>Chapter 4 &amp; 5</td>
</tr>
<tr>
<td>September 28</td>
<td>Learning &amp; Behavioral Disorders Annual Goals, Related Objectives, Writing Objectives and Task Analysis</td>
<td>Chapter 8 &amp; 12 &amp; 18</td>
</tr>
<tr>
<td>October 5</td>
<td>Sensory Impairments Physical &amp; Health Impairments Midterm Review</td>
<td>Behavioral Objectives Due Chapter 6 &amp; 7</td>
</tr>
<tr>
<td>October 12 Online</td>
<td>Midterm Exam</td>
<td>Midterm is Available from 10/5/20 @ 6:45 pm until 10/12/20 @ 6:45pm</td>
</tr>
<tr>
<td>October 19</td>
<td>DAP and Arranging the Environment</td>
<td>Chapter 13</td>
</tr>
<tr>
<td>October 26</td>
<td>Social Development</td>
<td>Chapter 14</td>
</tr>
<tr>
<td>November 2</td>
<td>Speech, Language, &amp; Communication</td>
<td>Chapter 16</td>
</tr>
<tr>
<td>November 9</td>
<td>Self Care, Adaptive and Independence Skills</td>
<td>Last Day to submit Behavioral Objectives to Achieve 100% Proficiency Chapter 14</td>
</tr>
<tr>
<td>November 16</td>
<td>Parent/Family Involvement and Cultural Diversity in ECSE</td>
<td>Position Paper Due Chapter 9</td>
</tr>
<tr>
<td>November 23</td>
<td>Cognitive and Pre-Academic Learning Final Review</td>
<td>Chapter 17</td>
</tr>
<tr>
<td>November 30-December 7 Online</td>
<td>Final Exam</td>
<td>Final Exam is Available from 11/30/20 @ 6:45 pm until 12/7/20 @ 6:45 pm</td>
</tr>
</tbody>
</table>

**ASSIGNMENT DATES:**

- Behavioral Objectives: October 5
- Midterm: October 20
- Last Day to Submit Behavioral Objectives to Achieve 100%: November 9
- Position Paper: November 16
- Final Exam: December 7
Public Health Directives
Face coverings are mandatory for all faculty and students in the classroom. Students must follow all active UNLV public health directives while enrolled in this class. UNLV public health directives are found at https://www.unlv.edu/coronavirus/health-requirements. Students who do not comply with these directives may be asked to leave the classroom. Refusal to follow the guidelines may result in further disciplinary action according to the UNLV Code of Student Conduct, https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf, including being administratively withdrawn from the course.

Academic Misconduct
Academic integrity is a legitimate concern for every member of the University community. We all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the source(s). See the Student Conduct Code, https://www.unlv.edu/studentconduct/student-conduct.

Auditing Classes
Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

Classroom Conduct
Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn, or of instructors to teach. Use of electronic devices such as pagers, cellular phones, or recording devices, or potentially disruptive devices or activities are only permitted with the prior explicit consent of the instructor. The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative withdrawal of the student from the course.

Copyright
The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional copyright policy information is available at https://www.unlv.edu/provost/copyright.

Disability Resource Center (DRC)
The UNLV Disability Resource Center (SSC-A, Room 143, https://www.unlv.edu/drc, telephone 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to injury, disability, or due to pregnancy should contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours, so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

**Final Examinations**
The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The Final Exam schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the Final Exam Schedule, https://www.unlv.edu/registrar/calendars.

**Identity Verification in Online Courses**
All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus-Canvas.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the Student Academic Misconduct Policy, https://www.unlv.edu/studentconduct/misconduct/policy, which states that “acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment” is a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute, and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the Acceptable Use of Computing and Information Technology Resources Policy, https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus-Canvas or another UNLV-managed platform that requires ACE login credentials for access.

**Incomplete Grades**
The grade of “I” (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student’s control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of “F” will be recorded, and the student’s GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the “I” grade.
Library Resources
Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the Libraries’ Research Consultation website, https://guides.library.unlv.edu/appointments/librarian. You can also ask the library staff questions via chat and text message at https://ask.library.unlv.edu/.

Missed Classwork
Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Missed Work policy, under Registration Policies, on the Academic Policies webpage, https://catalog.unlv.edu/content.php?catoid=29&navoid=7326.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student provides official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a “Drop one” option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate’s policy, and an infringement on the student’s right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could be reasonably avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/School Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to: academic recruitment activities, competitive intercollegiate athletics, fine arts activities, liberal arts competitions, science and engineering competitions, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

Rebelmail
Rebelmail is UNLV’s official email system for students and by University policy, instructors and staff should only send emails to students’ Rebelmail accounts. Rebelmail is one of the primary ways in which students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Emailing within WebCampus-Canvas is also acceptable.
**Tutoring and Coaching**
The Academic Success Center (ASC) provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the ASC website, https://www.unlv.edu/asc, or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

**UNLV Writing Center**
One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, https://writingcenter.unlv.edu/, located in the Central Desert Complex, Building 3, Room 301 (CDC 3–301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, telephone 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

**Diversity Statement**
As an institution of higher learning, UNLV represents a rich diversity of human beings among its faculty, staff, and students, and is committed to aspiring to maintain a Campus environment that values that diversity. Accordingly, the University supports understanding and appreciation of all members of its community, regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity, marital status, pregnancy, genetic information, veteran status, or political affiliation. Please see University Statements and Compliance, https://www.unlv.edu/about/statements-compliance.

A successful learning experience requires mutual respect and trust between the students and the instructor. Accordingly, the instructor asks that students be willing to listen to one another’s points of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives.
RUBRIC FOR EDSP 471 – Behavioral Objectives

<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Format &amp; Organization</th>
<th>Completeness Of Information</th>
</tr>
</thead>
</table>
| **EXCEEDS EXPECTATIONS** | - Consistent organization  
- Follow from Goals  
- Correct spelling & grammar  
- Sufficient in Number  
- Build One Upon the Other | • Clear statements in terms anyone can understand  
• Exact statement of what student is to do  
• Absolute level of Proficiency stated  
• # times and conditions under which proficiency is to occur is clearly stated |
| 45-50 points          |                                                                                        | 45-50 points                                                                                  |
| **MEETS EXPECTATIONS** | • Inconsistent organization  
• Not all follow from goals  
• One or two spelling or grammar errors  
• Insufficient in number (2 or fewer per goal)  
• Not all follow from the previous objective | • Not all terms stated behaviorally  
• Statements not clear as to exactly what the student is to do  
• Absolute level of proficiency is too high or too low or not clearly stated  
• Conditions under which proficiency level is to occur not consistently stated |
| 35-44 points          |                                                                                        | 35-44 points                                                                                  |
|                       | • Disorganized &  
• Terms not stated |                                                                                               |
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<tr>
<th>BELOW EXPECTATIONS</th>
<th>difficult to follow</th>
<th>behaviorally</th>
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<tbody>
<tr>
<td>• Objectives do not follow from goal</td>
<td>• Unclear as to what the student is to do</td>
<td></td>
</tr>
<tr>
<td>• Many spelling or grammar errors</td>
<td>• Absolute level of proficiency not clearly stated</td>
<td></td>
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<tr>
<td>• Objectives do not build one upon the other</td>
<td>• Conditions under which proficiency is to be exhibited not clearly stated</td>
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<tr>
<td>&lt; 35 points</td>
<td>&lt; 35 points</td>
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**RUBRIC FOR EDSP 471 POSITION PAPER**

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<th>Format &amp; Organization</th>
<th>Completeness of Information</th>
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<tbody>
<tr>
<td><strong>EXCEEDS EXPECTATIONS</strong></td>
<td>• Consistent organization (with headings &amp; subheadings)</td>
<td>•Contained at least 10 references</td>
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<tr>
<td></td>
<td>• Consistent use of APA style including Abstract &amp; Subheadings</td>
<td>•Used a variety of references</td>
</tr>
<tr>
<td></td>
<td>• Correct spelling &amp; grammar</td>
<td>•Presented original perspective</td>
</tr>
<tr>
<td></td>
<td>• Cited all references in text &amp; in reference section correctly</td>
<td>•Concerning topic and issues</td>
</tr>
<tr>
<td></td>
<td>• Covered the required components and addressed all of the issues</td>
<td>•Current references with both research and opinion/review papers represented</td>
</tr>
<tr>
<td></td>
<td></td>
<td>•Summary/conclusions clearly stated</td>
</tr>
<tr>
<td></td>
<td><strong>45-50 points</strong></td>
<td><strong>45-50 points</strong></td>
</tr>
<tr>
<td><strong>MEET EXPECTATIONS</strong></td>
<td>• Frequent to occasional lapses in organization</td>
<td>• Did not contain 10 references</td>
</tr>
<tr>
<td></td>
<td>• APA style with minor discrepancies</td>
<td>• More than 3 references came from the Internet</td>
</tr>
<tr>
<td></td>
<td>• One or two spelling or grammar errors</td>
<td>• Variety of references not well represented/ mostly review papers</td>
</tr>
<tr>
<td></td>
<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>
</tr>
<tr>
<td></td>
<td>• Addressed the required issues</td>
<td>• Summary/conclusions clearly presented</td>
</tr>
<tr>
<td></td>
<td><strong>35-44 points</strong></td>
<td><strong>35-44 points</strong></td>
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<td>• Disorganized &amp; difficult to follow</td>
<td>• Did not contain 10 references</td>
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<td>• More than 3 references were</td>
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<tr>
<td>• Minimal use of APA style with major discrepancies</td>
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<td>• Poor variety of references</td>
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<td>• Information not current</td>
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<tr>
<td>• References in text &amp; reference list not cited correctly</td>
<td></td>
<td>• Summary/conclusions not clearly presented or omitted entirely</td>
</tr>
<tr>
<td>• Did not address the required issues</td>
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