**SYLLABUS**

**Special Education**
University of Nevada, Las Vegas

_Preparing professionals for changing educational contexts_

I. **Prefix & Number:** EDSP 471 CC4

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

III. **Course Credit Hours:** 3 hours

IV. **Semester/Time/Location:** Summer I, 2010
   - Friday (4:00pm to 9:00pm)
   - Saturday (8:00am to 4:00pm)

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1 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).

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**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.
May 14 through June 5
Child Care Program (Rancho & Washington)

V. Instructor: Dr. John Filler

VI. Office Location: CEB 118A

VII. Office Hours: By Appointment

VIII. Telephone: 895-1105 (Voice Mail)
                  john.filler@unlv.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: 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):**


**Optional Text(s):**

Current and Classical Reference(s):


taught skills with two severely handicapped infants, Journal of the Association for Severely Handicapped, 6, 30-39.


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 in class and consist of 10 to 15 short-answer questions which cover material presented in class and in the assigned readings. At the student's option, the final may be comprehensive and consist of 20 to 30 short-answer questions.

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. **Attendance:**

   Regular attendance in class is expected, that is, your grade will not be positively affected by attendance; however, repeated 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 repeatedly absent have a discussion with the professor regarding how you intend to keep up with the material presented in class.

**Grading Policy:**

   Final grade for this class will be determined by computation of the simple arithmetic average of scores obtained on the two non-comprehensive 10-15 short answer tests, the behavioral objectives and the position paper. The behavioral objectives assignment may be repeated 2 times to achieve a perfect score (100, see rubric for how points are assigned). 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>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95 - 100</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 94</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89</td>
</tr>
<tr>
<td>B</td>
<td>83 - 86</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 82</td>
</tr>
<tr>
<td>C+</td>
<td>77 - 79</td>
</tr>
<tr>
<td>C</td>
<td>73 - 76</td>
</tr>
<tr>
<td>C-</td>
<td>70 - 72</td>
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<tr>
<td>D+</td>
<td>67 - 69</td>
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<td>D</td>
<td>63 - 66</td>
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<tr>
<td>D-</td>
<td>60 - 62</td>
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<tr>
<td>F</td>
<td>59 and below</td>
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</tbody>
</table>

XIV. **Course Outline and Schedule**

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic(s) and Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>5/14</td>
<td>I. Introduction (What is ECSE?)</td>
</tr>
<tr>
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<td>II. ECSE Eligibility Requirements</td>
</tr>
<tr>
<td></td>
<td></td>
<td>III. History of Services</td>
</tr>
<tr>
<td>2.</td>
<td>5/15</td>
<td>IV. IFSP &amp; IEP</td>
</tr>
</tbody>
</table>
V. Typical / Atypical Development
VI. Causes Atypical Development
   (Allen & Cowdery, Chapters 2 & 4)

3. 5/21
VII. Annual Goals & Related Objectives
   VII. Writing Objectives
   Review for Exam
   (Allen & Cowdery, Chapters 5 and 10)

4. 5/22
   VIII. Task Analysis
   IX. Antecedent Events
   X. Proximal Consequent Events
   XI. DAP and Functional Skills
   MIDTERM EXAMINATION
   (All notes & readings to date)

5. 5/28
   XII. Activity-Based ECE
   XIII. Infusing IEP/IFSP Objectives
       (Activity Matrix)
   XIV. Developing Adaptations and Accommodations
       (Allen & Cowdery, Chapter 13)
   POSITION PAPER DUE 4:30pm

6. 5/29
   XV. Overv. -Strats. For Including Students with SD
   XVI. Models for Related Services
       (Allen & Cowdery, Chapter 3)

7. 6/4
   XVII. Parent/Family Involvement
   XVIII. Cultural Diversity in ECSE
       (Allen & Cowdery, Chapter 9 & 19)
   POSITION PAPER DUE 4:30pm

8. 6/5
   Catch-up
   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.
<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                                                                               |
| BELOW EXPECTATIONS  | • Disorganized & difficult to follow  
• Objectives do not follow from goal  
• Many spelling or grammar errors  
• Objectives do not build one upon the other | • Terms not stated behaviorally  
• Unclear as to what the student is to do  
• Absolute level of proficiency not clearly stated  
• Conditions under which proficiency is to be exhibited not clearly stated |
| < 35 points         |                                               | < 35 points                                                                                 |
## RUBRIC FOR EDSP 471 POSITION PAPER

<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 (with headings &amp; subheadings)</td>
<td>- Contained at least 10 references</td>
</tr>
<tr>
<td></td>
<td>- Consistent use of APA style</td>
<td>- Used a variety of references</td>
</tr>
<tr>
<td></td>
<td>- Correct spelling &amp; grammar</td>
<td>- Presented original perspective concerning topic and issues</td>
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<td></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>
<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>
</tr>
<tr>
<td></td>
<td>- APA style with minor discrepancies</td>
<td>- More than 3 references came from the Internet</td>
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<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>
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<td></td>
<td>- Addressed the required issues</td>
<td>- Summary/conclusions clearly presented</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</td>
<td>- Did not contain 10 references</td>
</tr>
<tr>
<td></td>
<td>- Minimal use of APA style with major discrepancies</td>
<td>- More than 3 references were from the Internet</td>
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<tr>
<td></td>
<td>- Many spelling or grammar errors</td>
<td>- Poor variety of references</td>
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<tr>
<td></td>
<td>- References in text &amp; reference list not cited correctly</td>
<td>- Information not current</td>
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<tr>
<td></td>
<td>- Did not address the required issues</td>
<td>- Summary/conclusions not clearly presented or omitted entirely</td>
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<td><strong>&lt; 35 points</strong></td>
<td><strong>&lt; 35 points</strong></td>
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## RUBRIC FOR EDSP 471 MIDTERM AND FINAL EXAM

<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</td>
<td>- Answers at least 95% of total # of questions correctly</td>
</tr>
<tr>
<td></td>
<td>- Consistent use of APA style</td>
<td>- Uses a variety of sources</td>
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<td></td>
<td>- Correct spelling and grammar</td>
<td>- Presents comprehensive perspective</td>
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<td>- References each answer to text, notes or outside readings</td>
<td>- Synthesizes information and reaches conclusions</td>
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<td>- Answers all questions</td>
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<td><strong>48 – 50 POINTS</strong></td>
<td><strong>48 – 50 POINTS</strong></td>
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<tr>
<td><strong>MEETS EXPECTATIONS</strong></td>
<td>- Occasional lapses of clarity in organization</td>
<td>- Answered fewer than 80% of the questions correctly</td>
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<tr>
<td></td>
<td>- One or two spelling or grammar errors</td>
<td>- At least 1/2 of the answers contain references</td>
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<tr>
<td></td>
<td>- Inconsistent correct use of references</td>
<td>- Uses less than 3 references</td>
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<tr>
<td></td>
<td>- Covered the required points in each answer</td>
<td>- Answers are only partially responsive to questions</td>
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<td><strong>40 – 47 POINTS</strong></td>
<td><strong>40 – 47 POINTS</strong></td>
</tr>
<tr>
<td><strong>BELOW EXPECTATIONS</strong></td>
<td>- Disorganized and difficult to follow</td>
<td>- Answered fewer than 80% of questions correctly</td>
</tr>
<tr>
<td></td>
<td>- Minimal use of APA style</td>
<td>- No reference to text or outside reading</td>
</tr>
<tr>
<td></td>
<td>- Many spelling errors</td>
<td>- No synthesis of information from different sources</td>
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<tr>
<td></td>
<td>- No references or incorrect references</td>
<td>- Numerous incomplete answers</td>
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<td></td>
<td>- Did not answer all questions</td>
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<td><strong>&lt; 40 POINTS</strong></td>
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