“Preparing Professionals for Changing Educational Contexts”
Department of Special Education
College of Education
University of Nevada, Las Vegas
Syllabus

I. Prefix & Number: ESP 473
II. Title: Curriculum Development in Early Childhood Special Education
III. Credit: 3 hours
IV. Semester: Spring 2004
V. Class Location: CEB 133
VI. Instructor: Keri Altig
VII. Office Location: CEB 155
VIII. Office Hours: Monday, Tuesday 9:00 a.m. – 12:30 p.m.
       Wednesday, Thursday 1:00 p.m. – 3:30 p.m.
IX. Telephone: 895-0438

Prerequisite Course(s):
ESP 470-Introduction to Early Childhood Special Education or permission of the instructor.
Passing PPST scores.

X. Course Description:
This course is an introduction to the various curricular approaches to the education of children birth to 8 years with disabilities. As such it is focused upon review of materials, published guides and descriptions of curricular methods often used with young children with physical, communication and/or disorders of behavior, learning and development. Emphasis is placed upon the development of skills needed to adapt general education curricula to address outcomes identified in individual IFSPs or IEPs.

CEC Standards Addressed
• EC 1: Philosophical, Historical, and Legal Foundations of Special Education
• EC 2: Characteristics of Learners
• EC 3: Assessment, Diagnosis, and Evaluation
• EC 4: Instructional Content and Practice

NAEYC Guidelines Addressed
• Standard 1.0 Child Development and Learning
• Standard 2.0 Curriculum Development and Implementation

XI. Course Objectives
Knowledge
(Subject matter or discipline(s), Professional field of study, Pedagogical knowledge, Pedagogical content knowledge, Professional knowledge)
• Use knowledge of how children develop and learn to provide opportunities that support the physical, social, emotional, language, cognitive, and aesthetic development of all young children from birth through age eight. (NAEYC 1.1)
• Use knowledge of how young children differ in their development and approaches to learning to support the development and learning of individual children. (NAEYC 1.2, 1.2.1, 1.2.2)

• Apply knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts for development and learning, and recognize that children are best understood in the contexts of family, culture, and society. (NAEYC 1.3, 1.3.1, 1.3.2)

Performance (Skills)
(The ability to use content, professional and pedagogical knowledge effectively and readily in diverse teaching settings in a manner that ensures that all students are learning.)

• Use individual and group guidance and problem-solving techniques to develop positive and supportive relationships with children, to encourage positive social interaction among children, to promote positive strategies of conflict resolution, and to develop personal self-control, self-motivation, and self-esteem. (NAEYC 2.2)

• Incorporate knowledge and strategies from multiple disciplines (for example, health, social services) into the design of intervention strategies and integrate goals from IEP's and IFSP's into daily activities and routines. (NAEYC 2.3)

• Establish and maintain physically and psychologically safe and healthy learning environments for children. (NAEYC 2.4, 2.4.1, 2.4.2, 2.4.3, 2.4.5)

• Articulate the historical, philosophical, and legal basis of services for young children both with and without special needs. (CEC EC1:S1)

• Identify ethical and policy issues related to educational, social, and medical services for young children and their families. (CEC EC1:S2)

• Identify current trends and issues in early childhood education, early childhood special education and special education. (CEC EC1:S3)

• Identify legislation that affects children, families, and programs for children. (CEC EC1:S4)

• Apply theories of child development, both typical and atypical, and apply current research with emphasis on cognitive, motor, social-emotional, communication, adaptive, and aesthetic development in learning situations in family and community contexts. (CEC EC2:S1)

• Identify specific disabilities, including the etiology, characteristics, and classification of common disabilities in young children, and describe specific implications for development and learning in the first years of life. (CEC EC2:S3)

• Apply knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts for development and learning, and recognize that children are best understood in the contexts of family, culture, and society. (CEC EC2:S4)

• Involve families as active participants in the assessment process. (CEC EC3:S5)

• Communicate assessment results and integrate assessment results from others as an active team participant in the development and implementation of the individualized education program (IEP) and individual family service plan (IFSP). (CEC EC3:S7)

• Monitor, summarize, and evaluate the acquisition of child and family outcomes as outlined on the IFSP or IEP. (CEC EC3:S8)

• Communicate options for programs and services at the next level and assist the family in planning for transition. (CEC EC3:S10)

• Develop and use formative and summative program evaluation to ensure comprehensive quality of the total environment for children, families, and the community. (CEC EC3:S12)

• Develop an IFSP or IEP, incorporating both child and family outcomes in partnership with family members and other professionals. (CEC EC4:S2)
• Develop and implement an integrated curriculum that focuses on children's needs and interests and takes into account culturally valued content and children's home experiences. (CEC EC4:S8)

• Demonstrate appropriate use of technology, including adaptive and assistive technology. (CEC EC4:S9)

• Employ pedagogically sound and legally defensible instructional practices. (CEC EC4:S10)

• Use appropriate health appraisal procedures and recommend referral and ongoing follow-up to appropriate community health and social services. (CEC EC4:S12)

• Recognize signs of emotional distress, child abuse, and neglect in young children and follow procedures for reporting known or suspected abuse or neglect to appropriate authorities. (CEC EC4:S14)

• Make specific adaptations for the special needs of children who have unique talents, learning and developmental needs, or specific disabilities. (CEC EC5:S1)

• Design plans that incorporate the use of technology, including adaptive and assistive technology. (CEC EC5:S2)

• Select, develop, and evaluate developmentally and functionally appropriate materials, equipment, and environments. (CEC EC5:S3)

• Establish and maintain physically and psychologically safe and healthy learning environments that promote development and learning. (CEC EC5:S14)

• Provide a stimulus-rich indoor and outdoor environment that employs materials, media, and technology, including adaptive and assistive technology. (CEC EC5:S5)

• Organize space, time, peers, materials, and adults to maximize child progress in group and home settings. (CEC EC5:S6)

• Use individual and group guidance and problem-solving techniques to develop positive and supportive relationships with children; to encourage and teach positive social skills and interaction among children; to promote positive strategies of conflict resolution; and to develop personal self-control, self-motivation, and self-esteem. (CEC EC6:S1)

• Select and implement methods of behavior support and management appropriate for young children with special needs, including a range of strategies from less directive, less structured methods (e.g., verbal support and modeling) to more directive, more structured methods (e.g., applied behavior analysis). (CEC EC6:S2)

• Support and facilitate family and child interactions as primary contexts for learning and development. (CEC EC6:S3)

• Establish and maintain positive, collaborative relationships with families. (CEC EC7:S1)

• Demonstrate sensitivity to differences in family structures and social and cultural backgrounds. (CEC EC7:S3)

• Assist families in identifying their resources, priorities, and concerns in relation to their child's development. (CEC EC7:S4)

• Respect parents' choices and goals for children and communicate effectively with parents about curriculum and children's progress. (CEC EC7:S5)

• Involve families in assessing and planning for their children, including children with special needs. (CEC EC7:S6)

• Collaborate/consult with other professionals and with agencies in the larger community to support children's development, learning, and well being. (CEC EC7:S10)

• Apply models of team process in diverse service delivery settings. (CEC EC7:S11)
• Employ two-way communication skills. (CEC EC7:S16)
• Evaluate and design processes and strategies that support transitions among hospital; home; and infant/toddler, preprimary, and primary programs. (CEC EC7:S17)
Disposition(s)

(Values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth—guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility and social justice.)

- Establish and maintain positive, collaborative relationships with families. (NAEYC 3.1, 3.1.1, 3.1.2, 3.1.3)
- Demonstrate sensitivity to differences in family structures and social and cultural backgrounds. (NAEYC 3.2)
- Apply family systems theory, knowledge of the dynamics, roles, and relationships within families and communities. (NAEYC 3.3)
- Link families with a range of family-oriented services based on identified resources, priorities, and concerns. (NAEYC 3.4)
- Communicate effectively with other professionals concerned with children and with agencies in the larger community to support children's development, learning, and well-being. (NAEYC 3.5)
- Demonstrate an understanding of conditions of children, families, and professionals; current issues and trends; legal issues; and legislation and other public policies affecting children, families, and programs for young children and the early childhood profession. (NAEYC 5.2)
- Demonstrate an understanding of the early childhood profession, its multiple historical, philosophical, and social foundations, and how these foundations influence current thought and practice. (NAEYC 5.3)
- Demonstrate awareness of and commitment to the profession's code of ethical conduct. (NAEYC 5.4)
- Actively seek out opportunities to grow professionally by locating and using appropriate professional literature, organizations, resources, and experiences to inform and improve practice. (NAEYC 5.5)
- Serve as advocates on behalf of young children and their families, improved quality of programs and services for young children, and enhanced professional status and working conditions for early childhood educators. (NAEYC 5.7)
- Adhere to the profession's code of ethical conduct. (CEC EC8:S1)
- Serve as advocates on behalf of young children and their families, improved quality of programs and services for young children, and enhanced professional status and working conditions for early childhood special educators. (CEC EC8:S20)

Results

(In what ways do candidates demonstrate that their "patterns" of behavior, and what they know and are able to do make a difference in student (child) learning?)

- Plan and implement developmentally appropriate curriculum and instructional practices based on knowledge of individual children, the community, and curriculum goals and content under the direct supervision of the classroom teacher through 20 hours of learning strategy or intervention implementation with a young child with disabilities. (NAEYC 2.1, 2.1.1, 2.1.3, 2.1.4, 2.1.5, 2.1.8)
- Use informal and formal assessment strategies to plan and individualize curriculum and teaching practices under the direct supervision of the classroom teacher through 20 hours of learning strategy or intervention implementation with a young child with disabilities. (NAEYC 4.1, 4.1.1, 4.1.2, 4.1.3, 4.1.5)
• Select and use a variety of informal and formal assessment instruments and procedures, including observational methods, to make decisions about children's learning and development under the direct supervision of the classroom teacher through 20 hours of learning strategy or intervention implementation with a young child with disabilities. (CEC EC3:S2)

• Develop and use authentic, performance-based assessments of children's learning to assist in planning, communicate with children and parents, and engage children in self-assessment under the direct supervision of the classroom teacher through 20 hours of learning strategy or intervention implementation with a young child with disabilities. (CEC EC3:S4)

• Plan and implement developmentally and individually appropriate curricula and instructional practices based on knowledge of individual children, the family, the community, and curricula goals and content under the direct supervision of the classroom teacher through 20 hours of learning strategy or intervention implementation with a young child with disabilities. (CEC EC4:S1)

• Incorporate information and strategies from multiple disciplines in the design of intervention strategies under the direct supervision of the classroom teacher through 20 hours of learning strategy or intervention implementation with a young child with disabilities. (CEC EC4:S3)

• Develop and select learning experiences and strategies that affirm and respect family, cultural, and societal diversity, including language differences under the direct supervision of the classroom teacher through 20 hours of learning strategy or intervention implementation with a young child with disabilities. (CEC EC4:S4)

• Plan for and link current developmental and learning experiences and teaching strategies with those of the next educational setting under the direct supervision of the classroom teacher through 20 hours of learning strategy or intervention implementation with a young child with disabilities. (CEC EC4:S5)

• Select intervention curricula and methods for children with specific disabilities including motor, sensory, health, communication, social-emotional, and cognitive disabilities under the direct supervision of the classroom teacher through 20 hours of learning strategy or intervention implementation with a young child with disabilities. (CEC EC4:S6)

• Implement developmentally and functionally appropriate individual and group activities using a variety of formats, including play, environmental routines, parent-mediated activities, small-group projects, cooperative learning, inquiry experiences, and systematic instruction under the direct supervision of the classroom teacher through 20 hours of learning strategy or intervention implementation with a young child with disabilities. (CEC EC4:S7)

XII. Texts, readings, and instructional resources:

Required Texts:


Recommended Texts:


**Internet Resources**

The Council for Exceptional Children (CEC)
http://www.cec.sped.org/

The Division for Early Childhood (DEC)
http://www.dec-sped.org/

Early Childhood Education Online
http://www.ume.maine.edu/~cofed/eceol/welcome.html

National Early Childhood Technical Assistance System
http://www.nectas.unc.edu

National Association for the Education of Young Children
http://www.naeyc.org/default.htm
Description of Instructional Procedures:
The primary in-class instructional formats for this course include lecture and discussions; collaborative/cooperative learning activities, individual and small group problem solving and contextual applications; role-play/simulations; media presentations, community resource personnel and panel discussions; and student presentations.

Out-of-class learning activities may include, but are not limited to the following learning activities: assigned readings; a paper or project; a 20 hour service learning project and, observations of early childhood/early childhood special education programs.

XIII. Assignments, evaluation procedures, and grading policy:

Academic Requirements:
1. Examination I (50 Points - midterm): Each student is expected to complete an exam that covers readings, discussion and problem solving, and personal experience. Exam questions will be graded on accuracy, integration of content, organization and clarity of ideas and concepts, writing mechanics and fluency.
2. Activities Matrix & Accommodation/Adaptation Plan (50 Points): Each student is expected to develop an Activities Matrix (after visiting a preschool or Kindergarten classroom) and a plan to adapt and/or accommodate the curriculum of the general education setting to meet the needs of a hypothetical student with disabilities who will be described to you in class.
3. Examination II (50 Points - final): Each student is expected to complete an exam that covers readings, discussion and problem solving and personal experience. Exam questions will be graded on accuracy, integration of content, organization and clarity of ideas and concepts, writing mechanics and fluency.

Administrative Requirements
1. Attendance and participation in learning activities (in class and outside of class) that include discussion role-play and simulations, individual and collaborative learning/problem solving processes. Note: regular attendance, completion of assigned reading(s), and participation in class is expected (after 2 absences, 5 points will be deducted from the final grade for each absence; similarly, 2 points will be deducted from the final grade each time the student is more than 10 minutes late for class, after the first two tardies).
2. All assignments are due on the day indicated in the course schedule. One letter grade will be deducted for each day an assignment is late. Missed assignments cannot be made up and will result in a score of 0 (zero).
3. A grade of "Incomplete" will be granted only if the student has:
   • completed 75% of the course,
   • earned a grade of "C" or better at the time the "Incomplete" grade is requested, and
   • requested an "Incomplete" grade for personal or academic reasons deemed extraordinary by the instructor.
   • The student and instructor must negotiate a due date for completion of the course assignments. If course requirements are not completed by the agreed upon date, the earned grade will be submitted. There is no grading penalty for completing the course by the agreed upon date.
4. All assignments MUST be typed and double-spaced. Work submitted should reflect undergraduate level expectations in terms of scope, depth, writing mechanics, appearance, and APA 5th Edition style (where appropriate).

**Performance Assessments and Grading Policy**
Based on performance indicators (i.e., what tools are used assess learning in the four domains?) (see attached rubrics)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>135 - 150</td>
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<tr>
<td>B</td>
<td>120 - 134</td>
</tr>
<tr>
<td>C</td>
<td>105 - 119</td>
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<tr>
<td>D</td>
<td>90 - 104</td>
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</table>

**Learning Enhancement Services**
The Americans with Disabilities Act mandates accessibility in all aspects of the learning environment. "If you have a documented disability that may require assistance, you will need to contact the Learning Enhancement Services (LES) for coordination in your academic accommodations. The LES is located in the Reynolds Student Services Complex, room 137. The LES phone number is 895-0866 or TDD 895-0652."

**Academic Integrity Statement**
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 (CEB 301).

**Religious Holidays**
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.
**Class Schedule:** (the following is a guideline and may change during the semester)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/26</td>
<td>• Overview of course</td>
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</tr>
<tr>
<td>2/2</td>
<td>• ECSE and curriculum</td>
<td>Chapters 1, 2 – Davis</td>
</tr>
<tr>
<td></td>
<td>• Integrating ECE and ECSE</td>
<td>Chapter 1 - Cook</td>
</tr>
<tr>
<td></td>
<td>• ECSE and DAP</td>
<td></td>
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<tr>
<td>2/9</td>
<td>• Typical and Atypical Development</td>
<td>Chapters 3, 4 – Davis</td>
</tr>
<tr>
<td></td>
<td>• Assessment and practice</td>
<td>Chapter 2 - Cook</td>
</tr>
<tr>
<td>2/16</td>
<td>• Holiday</td>
<td>No Class</td>
</tr>
<tr>
<td>2/23</td>
<td>• DAP and IEPs/IFSPs</td>
<td>Chapter 5 – Davis</td>
</tr>
<tr>
<td></td>
<td>• Legal Issues</td>
<td>Chapter 4 - Cook</td>
</tr>
<tr>
<td>3/1</td>
<td>• Ethical practices</td>
<td>Chapter 5 – Davis</td>
</tr>
<tr>
<td></td>
<td>• Strategies and content</td>
<td>Chapter 5 – Cook</td>
</tr>
<tr>
<td>3/8</td>
<td>• Social/Emotional</td>
<td>Chapters 6, 7, 8 - Cook</td>
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<td></td>
<td>• Communication</td>
<td></td>
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<td></td>
<td>• Motor</td>
<td></td>
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<tr>
<td></td>
<td>• Review for Mid-Term</td>
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<tr>
<td>3/15</td>
<td>• <strong>Mid-Term Examination</strong></td>
<td></td>
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<tr>
<td>3/22</td>
<td>• Project work on Activities Matrix</td>
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<tr>
<td>3/29</td>
<td>• Project Work on Activities Matrix</td>
<td></td>
</tr>
<tr>
<td>4/5</td>
<td>• Spring Break</td>
<td>No Class</td>
</tr>
<tr>
<td>4/12</td>
<td>• Curricular Domains</td>
<td>Chapter 8, 9 – Davis</td>
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<td></td>
<td>• Cognitive development and skills</td>
<td>Chapter 9 - Cook</td>
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<tr>
<td>4/19</td>
<td>• Evaluating the progress of the child</td>
<td>Chapter 8, 9 – Davis</td>
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<td></td>
<td></td>
<td>Chapter 3 - Cook</td>
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<tr>
<td>4/26</td>
<td>• Diversity and DAP/IEPs/IFSPs</td>
<td>Chapters 6, 7 - Davis</td>
</tr>
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<td></td>
<td>• Environmental domains</td>
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<tr>
<td>5/3</td>
<td>• Inclusive support &amp; Community</td>
<td><strong>Activities Matrix &amp; Plan Due</strong></td>
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<tr>
<td></td>
<td>• Review for Final</td>
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<tr>
<td>5/10</td>
<td>• <strong>Final Examination</strong></td>
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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.
Activities Matrix & Accommodation/Adaptation Plan (50 Points): Each student is expected to develop an Activities Matrix (after visiting a preschool or Kindergarten classroom) and a plan to adapt and/or accommodate the curriculum of the general education setting to meet the needs of a hypothetical student with disabilities who will be described to you in class.
## ESP 473 - Activities Matrix Rubric

<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Format of Activities Matrix, and Accommodations and Adaptations Information 10%</th>
<th>Family Values and MAPS Key and Information 4%</th>
<th>Completeness of Information on Activities Matrix 36%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target: Exemplary</td>
<td>XIV. Clear and logical sequence and order</td>
<td>• Family Values and MAPS key easy to find and read</td>
<td>• All components identified</td>
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<td></td>
<td>XV. Legible</td>
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<td>• Activities identified</td>
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<tr>
<td></td>
<td>XVI. Format matches schedule</td>
<td></td>
<td>• Daily Schedule identified</td>
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<tr>
<td></td>
<td>XVII. Easy to follow</td>
<td></td>
<td>• Skills areas identified</td>
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<tr>
<td></td>
<td>XVIII. Appropriate grammar and spelling</td>
<td></td>
<td>• Accommodations/adaptations identified with attached information</td>
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<td></td>
<td></td>
<td></td>
<td>• Alternative Activities identified</td>
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<td></td>
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<td>• Home/family information identified</td>
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<td></td>
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<td>• Personal information identified</td>
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<td></td>
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<td></td>
<td>• Information identified in a logical and</td>
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<tr>
<td>Acceptable</td>
<td>• Not in a very logical sequence and order</td>
<td>• Family values and MAPS key referred to, but may not be easy to find and read</td>
<td>• Some components missing</td>
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<tr>
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<td>• Legible</td>
<td></td>
<td>• Activities identified</td>
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<td></td>
<td>• Format doesn’t match schedule</td>
<td></td>
<td>• Daily Schedule identified</td>
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<td></td>
<td>• Difficult to follow</td>
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<td>• Skill areas identified</td>
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<tr>
<td></td>
<td>• Minimal grammar and spelling errors</td>
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<td>• Three to four other components not identified</td>
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<td></td>
<td>• Accommodations/adaptations information attached</td>
</tr>
<tr>
<td>Proficiency</td>
<td>Format of Activities Matrix, and Accommodations and Adaptations Information 10%</td>
<td>Family Values and MAPS Key and Information 4%</td>
<td>Completeness of Information on Activities Matrix 36%</td>
</tr>
<tr>
<td>Unacceptable</td>
<td>• No logical sequence and order</td>
<td>• Family values and MAPS key missing</td>
<td>• Numerous components missing</td>
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<td>• Illegible</td>
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<td>• Activities not identified</td>
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<td>• Format doesn’t match schedule</td>
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<td>• Daily Schedule not identified</td>
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<tr>
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<td>• Can’t follow</td>
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<td>• Skill areas not identified</td>
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<tr>
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<td>• Poor grammar and spelling</td>
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<td>• More than 4 other components are not identified</td>
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<tr>
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<td></td>
<td></td>
<td>• No accommodation/adaptation information attached</td>
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ESP 473 - Activities Matrix Rubric