I. Prefix & Number: ESP 473
II. Title: Curriculum Development in Early Childhood Special Education
III. Credit: 3 hours
V. Instructor: Dr. Amanda Boutot
VI. Office Location: CEB 150
VII. Office Hours: Before and After class
VIII. Telephone: 895-1112

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.

NAEYC GUIDELINES ADDRESSED

4. Teaching and Learning

Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic discipline, to design, to implement, and evaluate experiences, that promote positive development and learning for all young children.

a. Candidates know, understand and use positive relationships and supportive interactions as the foundation for their work with young children.
b. Candidates know, understand, and use a wide array of effective approaches, strategies, and tools to positively influence children’s development and learning.

c. Candidates understand the importance of each content area in young children’s learning. They know the essential concepts, inquiry tools, and structure of content areas including academic subjects and can identify resources to deepen their understanding.

d. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful challenging curriculum that promotes comprehensive development and learning outcomes for all young children.

XI. Course Objectives:

**Knowledge**

1. Each student will demonstrate knowledge of the CCSD Curriculum Essentials Framework for preK-2. (4.c)

2. Each student will demonstrate knowledge of the requirements of Part B and Part C of IDEA 1997 as they relate to the content of the IEP and IFSP including, but not limited to, the requirement for the IEP/IFSP to address the general education curriculum or “activities”. (*)

3. Each student will demonstrate knowledge of the relationships between results of assessment and content of instruction for infants and preschool children. (4.c, 4.d)

4. Each student will demonstrate knowledge of the appropriate components of cognitive, communication, motor, self-help, and social skill curricula for young children with disabilities. (4.c)

**Skills**

5. Each student will demonstrate knowledge of the use of the Activities Matrix and Plan for adaptation and accommodation to adjust curricular focus for students with disabilities. (4.d)

6. Each student will demonstrate knowledge of methods of measuring individual child progress and of evaluating the effectiveness of program components. (4.c, 4.d)

7. Each student will demonstrate knowledge of the range of curricular modifications necessary to insure programmatic sensitivity to cultural diversity. (4.d)
8. student will demonstrate knowledge of components of effective transitioning from one educational setting to another. (4.d)

**Dispositions**

9. Each student will demonstrate knowledge of the implementation and operational characteristics of collaborative teaming as the establishment of school based support teams for students with disabilities exemplifies it. (4.a)

**XII. Texts, readings, and instructional resources:**

**Required Texts:**


**Recommended Texts:**


**Current & Classical References:**

A list of supplemental references is available in the CML.

**Description of Instructional Procedures:**

The primary in-
Out-of-class learning activities may include, but are not limited to the following learning activities: assigned readings; a paper/project; and, observations of early education programs for newborns, infants, and toddlers, and their families.

XIII. Assignments, evaluation procedures, and grading policy:

Academic Requirements:

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 in class is expected, that is, your grade will not be positively affected by attendance; however, repeated absences can result in up to 10 points being deducted from your final grade.

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. **Due: March 4**

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. **Due: March 11**

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. **Due: March 18**

Administrative Requirements:

1. Consistent Class Attendance is recommended: lecture and discussion are the bases for individual and collaborative learning activities; clarification of assigned readings/handouts

2. Assignments are due as indicated on the course schedule. Late assignments are accepted; they should be hand carried to the Division of Special Education office where the secretary will note the date and time received and put it in the instructor's mailbox. Please note: **5% of the total points will be deducted for each day the assignment is late.** Missing assignments will be scored as “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
   an "Incomplete" grade for personal or academic reasons deemed
   extraordinary by the instructor.
   A due date for completion of the course assignments must be negotiated
   by the student and instructor. 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
   graduate level expectations in terms of scope, depth, writing mechanics,
   appearance
   and APA 4th Edition style (where appropriate).

Course Evaluation:

Based on the total number of points earned for various learning activities:

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<thead>
<tr>
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<th>Points</th>
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<tbody>
<tr>
<td>Examination I</td>
<td>50</td>
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<tr>
<td>Activities Matrix and Plan</td>
<td>50</td>
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<tr>
<td>Examination II</td>
<td></td>
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<td>Total</td>
<td>150</td>
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Final grades will be based on the total number of points earned:

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

<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Topic</th>
<th>Textbook(s)</th>
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<tbody>
<tr>
<td>Feb 18</td>
<td>Introductory class</td>
<td>Cook (Ch. 1)</td>
</tr>
<tr>
<td></td>
<td>Overview of course requirements</td>
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<tr>
<td>Feb 19</td>
<td>ECSE and curriculum</td>
<td>Hirsch (Ch. 1, 11)</td>
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<td>Families, Assessment, and Planning</td>
<td>Cook (Ch. 2-4)</td>
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<td>Feb 25</td>
<td>IFSP</td>
<td>Cook (Ch. 4-5, Appendix A)</td>
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<td>Feb 26</td>
<td>Intelligences</td>
<td>Hirsch (Ch. 2-6)</td>
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<td>Mar 4</td>
<td>Promoting Development</td>
<td>Cook (Ch. 7, 9)</td>
</tr>
<tr>
<td>Mar 5</td>
<td>Promoting Development</td>
<td>Cook (Ch. 6, 8)</td>
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<tr>
<td>Mar 11</td>
<td>Planning activities</td>
<td>Hirsch (Ch. 7-9)</td>
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<tr>
<td>Mar 12</td>
<td>Additional Issues</td>
<td>Cook (Ch. 10)</td>
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<td></td>
<td></td>
<td>Hirsch (Ch. 10)</td>
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Disability Resource Center

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 Disability Resource Center (DRC) for coordination in your academic accommodations. The Disability Resource Center is located in the Reynolds Student Services Complex Room 137. The DRC 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 the last day of registration for the semester or summer term of plans to observe the holiday.