EDSP 474-1001 Curriculum Development in ECSE  Spring 2017 - Buchter

Syllabus

Special Education
University of Nevada, Las Vegas

I. Prefix and Number: EDSP 474
II. Title: Curriculum Development in Early Childhood 
Special Education
III. Credit: 3 hours
IV. Semester/Time/Location: Spring 2017
V. Instructor: Jennifer Buchter MEd, MSW, LSW
IV. Office Location: CEB 111
VII. Office Hours: Mon, 2-4; Tues 2:00-4:00, Wed 2-6:45, Thurs 12-2:00,
Additional hours as needed

VIII. Telephone: (702) 895-1383
IX. Email: Jennifer.Buchter@unlv.edu
IX. Prerequisite Course(s): Students must have completed ESP 470-Introduction to Early Childhood Special Education or have permission of the instructor; and as seen on My UNLV, EDSP 471 and ESPBA or ESPBS or ECEBS and PPST scores: Reading 174, Writing 172, Math 172 or PRAXIS CORE scores: Reading 156, Writing 162, Math 150

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, that is young children with developmental delays or those at-risk for developmental delays.

Provost Statements:

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 Disability Services (DS) for coordination in your academic accommodations. Disability Services is located within Learning Enhancement Services (LES), in the Reynolds Student Services Complex (SSC), Room 137. The phone number is 895-0866 or TTY 895-0652.
For additional information about Disability Services please refer to their website at: http://www.unlv.edu/studentlife/les.

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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...
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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.

Tutoring -- The Academic Success Center (ASC) provides tutoring and academic assistance for all UNLV students taking UNLV courses. Students are encouraged to stop by the ASC to learn more about subjects offered, tutoring times and other academic resources. The ASC is located across from the Student Services Complex (SSC). Students may learn more about tutoring services by calling (702) 895-3177 or visiting the tutoring website at: http://academicsuccess.unlv.edu/tutoring/.

UNLV Writing Center – The following statement is recommended for inclusion in course syllabi:
One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. 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. More information can be found at: http://writingcenter.unlv.edu/

Rebelmail – By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu

Final Examinations – The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: http://www.unlv.edu/registrar/calendars.

Incomplete Grades - The grade of I – Incomplete – can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

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.

**InTASC Standards Addressed:**

- Standard 1.0 Learner Development
- Standard 2.0 Learning Differences
- Standard 3.0 Learning Environments
- Standard 4.0 Content Knowledge
- Standard 5.0 Application of Content
- Standard 7.0 Planning for Instruction
- Standard 8.0 Instructional Strategies
- Standard 9.0 Professional Learning and Ethical Practice
- Standard 10.0 Leadership and Collaboration

**NAEYC Standards Addressed:**

- Standard 1 Promoting Child Development and Learning
- Standard 3 Observing, Documenting, and Assessing to Support Young Children and Families
- Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families
- Standard 5 Using Content Knowledge to Build Meaningful Curriculum

**XI. Course Objectives:**

**Knowledge:**

1. Each student will demonstrate knowledge of the Nevada Early Learning Guidelines, the Nevada Pre-K Standards and the CCSD Curriculum Essentials Framework for K-5 (emphasis upon K-2 sections). InTASC4(n), InTASC7(g), NAEYC1a, NAEYC5c.


2. Each student will demonstrate knowledge of the requirements of Part B and Part C of P.L. 108-446 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”. NAEYC3a

   Measurement/Evaluation: Exams

3. Each student will demonstrate knowledge of the implementation and operational characteristics of collaborative teams as the establishment of school based support teams for students with disabilities exemplifies it. InTASC10(n).


4. Each student will demonstrate knowledge of the relationship(s) between results of assessment and content of instruction for infants and preschool children with disabilities. InTASC7(l).

5. Each student will demonstrate knowledge of the appropriate components of communication, motor and social skill curricula for young children with disabilities. NAEYC3b.


6. Each student will demonstrate knowledge of methods of measuring individual child progress and of evaluating the effectiveness of program components. InTASC1(e), InTASC2(g).


7. Each student will demonstrate knowledge of components of effective transitioning from one educational setting to another.


Performance:

1. Each student will demonstrate the use of the Activities Matrix and Plan for Adaptation and Accommodation to adjust curricular focus for students with disabilities. NAEYC4(b).


Disposition(s):

1. Each student will demonstrate awareness of the range of curricular modifications necessary to insure safety, programmatic sensitivity to cultural diversity and individual appropriateness for children with disabilities. InTASC3(p), InTASC4(o), InTASC4(r), InTASC7(n), InTASC7(q), InTASC8(p), InTASC8(r), InTASC8(s), InTASC9(l), NAEYC1c.


Results:

1. Demonstrate through written explanation and developed plans for adaptations and accommodations an understanding of the essential elements of curricular modification for the inclusion of children with disabilities in general education setting and curriculum.

XII. Texts, readings and instructional resources:

Course Texts- Recommended:


Recommended Texts:


Current & Classical References:


Eichinger, J., Davern, L., & Ayres, B. (1989). Integrating students with severe handicaps: Cooperative learning works. Syracuse, NY: Syracuse University, Division of Special Education and Rehabilitation.


XIII: Assignments, evaluation procedures and grading policy

Course Requirements:

1. **Examinations:**

   Two exams are required. One will be given at midterm and the other at the scheduled time and date of the final exam. Each of these two exams will be short-answer in nature and stress your ability to integrate readings and class lecture materials and apply them to practical problems. The midterm exam is on March 13th and the final exam is on May 8th. Each exam is worth 100 points.

2. **Daily Embedding Schedule (Activities Matrix):**

   Each student is expected to develop a Daily Embedding Schedule (also known as an Activities Matrix) after visiting a preschool or kindergarten classroom. You will use the attached Daily
Embedded Schedule and it must be completed and turned in Monday March 6th at 4pm. This assignment is worth 25 points.

3. Accommodation/Adaptation Plan:

Develop 2 different plans to adapt and/or accommodate the curriculum of the general education setting to meet the needs of 2 students, one with a mild disability and one with a severe disability. You will need to create 2 plans, one for a child with a mild disability and one for a child with a severe disability. Each of the Accommodation/Adaptation plans are worth 50 points, for an overall total of 100 points.

Each plan should consist of five sections:

Section I should contain both a general description of the student (age, gender, cultural identity etc.) and a detailed description of his disability including, if possible, information regarding the need for adaptive/assistive equipment, related services etc. taken from either the IFSP or the IEP or this can be a student that you “create” from your knowledge of the characteristics of a child with a disability that you are familiar with. Copies of the IFSP or IEP may be included as an Appendix to the paper but must have all identifying information removed. Section II of the paper consists of the completed Daily Embedded Schedule (Activities Matrix) filled out completely. This is the same form that you turned in for the Daily Embedded Schedule (Activities Matrix) assignment. You must make sure that you are not turning in the same one and that you are creating a Daily Embedded Schedule (Activities Matrix) for each of the students you are creating Accommodation/Adaptation plans. Section III contains a detailed description of Adaptations (modifications to the general education curriculum). Section IV contains a complete description of needed Accommodations. Section V, the references section, should contain a complete list of all references cited in the any previous section of text. The entire paper should conform to the standards contained in the Publication Manual of the APA, 6th edition.

Accommodation Plan / Adaptation Plan #1 MUST be turned in no later than 4:00pm on March 27, 2017
Accommodation Plan / Adaptation Plan #2 MUST be turned in no later than 4:00pm on April 24, 2017.

4. Attendance and Participation (60 points):

Students are expected to arrive to each class session on-time, remain for the entire class session, and participate in group activities and discussions. Students are also expected to have all course materials read and activities prepared prior to the beginning of class, such as demonstrations of skills, discussions, written assignments, exit slips, finding articles, online modules, and quizzes. Failure to participate will result in the loss of attendance and participation points. Attendance and participation points can only be earned if the student is in class; they cannot be made up.

Grading Policy:

Final grade for the course will be determined by the average of the points earned on the two tests, the Activities Matrix and Adaptation/Accommodation Plan, and Classroom Activities/Participation. Grades with associated average point ranges are:
A = 95 - 100
A- = 90 - 94
B+ = 87 - 89
B = 83 - 86
B- = 80 - 82
C+ = 77 - 79
C = 73 - 76
C- = 70 - 72
D+ = 67 - 69
D = 63 - 66
D- = 60 - 62
F = 59 and below

Course Grading:

Final Grades will be based on the following criteria

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>Midterm Exam</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
</tr>
<tr>
<td>Daily Embedded Schedule (Activities Matrix)</td>
<td>25</td>
</tr>
<tr>
<td>Accommodations/Adaptations Plan</td>
<td></td>
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<tr>
<td>(with Daily Embedded Schedule or Activities Matrix)</td>
<td>100 (50 each)</td>
</tr>
<tr>
<td>Accommodations/Adaptations Plan #1 resubmit</td>
<td>15</td>
</tr>
<tr>
<td>Class Participation/Activities</td>
<td>60</td>
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<tr>
<td>Total</td>
<td>400</td>
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Late Policy:

Assignments are due at the start of class at 7:00 via hard copy. Assignments turned in late will receive a 10% deduction per day, up to 2 days. Assignments turned in more than 2 days late (Wednesdays at 7:00 pm) will not be accepted. No exceptions.

Attendance Policy:

Weekly class attendance is highly encouraged in order to fully benefit from the class and learning more about curriculum development in early childhood special education. Attendance will be taken each week by the instructor. Although attendance is not mandatory, class participation/activities points will only be awarded each week if a student attends class. If the instructor notices a pattern in absenteeism, the student will receive a warning. After the warning and a student continues to be frequently absent, additional points will be deducted from class participation points. It is requested if a student knows they are going to be absent due to illness, the student informs the instructor 24 hours in advance via email. Additionally, a student who will be absent is highly encouraged to seek out a peer to get information discussed in class.

Note: Students are expected to demonstrate professional behavior at all times. This includes:
- Refraining from inappropriate or personal comments about other students or the instructor
- Refraining from excessive questions, particularly about information the student does not know because s/he did not complete the assigned readings
- Cell phones for emergency use only during class
- Not using laptops unless for purposes explicitly related to the course. If laptop use becomes a distraction to students in the class, laptops will no longer be permissible.
The instructor may deduct points from students’ grades or ask students to leave class for any of the activities above. Students who are asked to leave class will receive an unexcused absence for that day and will not be allowed to make up any assignments. Assignments must be typed, double-spaced, at 12 font, with no more than a 1 inch margin around. Assignments must be completed in APA 6th edition. Students who wish to take an incomplete in the course, MUST contact the instructor by email on or before the last class day. Determination of whether or not to assign an "I" will be made on an individual basis.

XIV. Instructional Methods:

Material will be presented using a variety of formats, primary among them is lecture, class discussion, and class activities. Other methods, including role playing, discussion groups and video presentations will also be employed to a lesser degree.

XV: Class Schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/16</td>
<td>No Class – Martin Luther King, Jr. Day Recess</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 1</td>
<td>Introduction</td>
<td>Chapter 1 Cook, Klein &amp; Chen</td>
<td>Go to Webcampus for weekly notes and updates</td>
</tr>
<tr>
<td>1/23</td>
<td>Class/Course Requirements</td>
<td></td>
<td>Print and review syllabus</td>
</tr>
<tr>
<td></td>
<td>Introduction to Young Children with Disabilities</td>
<td>Gallagher, 2000 OR Smith 2000</td>
<td></td>
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<tr>
<td>Week 2</td>
<td>Educating Young Children with Disabilities</td>
<td>Chapter 2 Cook, Klein &amp; Chen</td>
<td>In class- Inclusion Video Connect</td>
</tr>
<tr>
<td>1/30</td>
<td>ECSE Curriculum, Background, and Law</td>
<td>Fewell, R, 2000</td>
<td></td>
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<td></td>
<td>Accessing the Library</td>
<td></td>
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<tr>
<td>Week 3</td>
<td>Curriculum and the Law</td>
<td>Vandercook, York, &amp; Forest, 1989 (MAPS)</td>
<td>In class- Complete a MAPS</td>
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<tr>
<td>2/6</td>
<td>EBP</td>
<td>Joint inclusion statement on Family involvement</td>
<td>Evidenced based practices- WWC</td>
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<td></td>
<td>Partnering with Families</td>
<td></td>
<td>Harvard Brain videos and Handouts</td>
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<td></td>
<td>MAPS</td>
<td></td>
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<tr>
<td>Week 4</td>
<td>Linked System</td>
<td>Chapter 3 Cook, Klein &amp; Chen</td>
<td>In class- Complete an Activity Matrix. Plan one activity for the student for 1 IFSP/IEP goal.</td>
</tr>
<tr>
<td>2/13</td>
<td>Activities Matrix</td>
<td>Chapter 3 &amp; Appendix Frontczak &amp; Bricker</td>
<td>Curriculum adaptation case study</td>
</tr>
<tr>
<td></td>
<td>Activity-Based Intervention</td>
<td>Copple &amp;</td>
<td></td>
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<tr>
<td>Week 5 2/20</td>
<td>Holiday</td>
<td>Bredekamp (2009)</td>
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<thead>
<tr>
<th>Week 6 2/27</th>
<th>IEPs and IFSPs</th>
<th>Chapter 4 Cook, Klein &amp; Chen</th>
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<tbody>
<tr>
<td></td>
<td>Strategies and Content</td>
<td>Warash, Curtis, Hursh, &amp; Tucci, 2005</td>
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<tr>
<td></td>
<td>Activity Based Instruction- Daily Embedding Schedule</td>
<td>Part C Part B Venn diagrams</td>
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<tr>
<td></td>
<td>Embedding Schedule</td>
<td>Social communication-</td>
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<tr>
<th>Week 11 4/2</th>
<th>Play based, routine based assessments</th>
<th>Embedding Schedule</th>
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<thead>
<tr>
<th>Week 7 4/3</th>
<th>Support Teams and Curriculum Collaboration</th>
<th>Chapters 6 &amp; 8 Cook, Klein &amp; Chen</th>
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<tbody>
<tr>
<td></td>
<td>Teaching “Social Skills” &amp; Promoting Positive Interactions</td>
<td>Social communication-</td>
</tr>
<tr>
<td></td>
<td>Review Midterm Exam</td>
<td>Daily Embedding Schedule</td>
</tr>
<tr>
<td></td>
<td>SEAM TACSEI</td>
<td>Due (see attached rubric)</td>
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<td></td>
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<td>Due at 7pm</td>
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<table>
<thead>
<tr>
<th>Week 12</th>
<th>Spring Break</th>
<th>Accommodation/Adaptation Plan #1 Resubmit</th>
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<thead>
<tr>
<th>Week 13 4/10</th>
<th>Early Childhood Special Education Transitions</th>
<th>DEC Recommended</th>
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<thead>
<tr>
<th>Week 9 4/17</th>
<th>Overview of Developmental Domains The Bricke &amp; TSC/Creative Diversitiy (The Achievement Gap)</th>
<th>DEC Recommended</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>State of Nevada Standards 0-4 and pre-k Framework</td>
<td>Practice Transition</td>
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<tr>
<td></td>
<td>Current Events</td>
<td>Social communication-</td>
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<thead>
<tr>
<th>Week 14 4/24</th>
<th>Teaching Caregivers</th>
<th>Accommodation/Adaptation Plan #2 (see attached rubric)</th>
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<td>Due at 7pm</td>
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<thead>
<tr>
<th>Week 15</th>
<th>Review for Exam</th>
<th>Accommodation/Adaptation Plan #1 (see attached rubric)</th>
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<tr>
<th>Week 16</th>
<th>Environmental Domains</th>
<th>Accommodation/Adaptation Plan #1 (see attached rubric)</th>
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<tr>
<th>Week 17 5/8</th>
<th>Functional Skill Domains (The AEPS &amp; The Famly ELP)</th>
<th>Practices (Environment, Family)</th>
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<tr>
<th>Week 18</th>
<th>Typical and Atypical Motor Development</th>
<th>Ray, Pewitt, George, 2009</th>
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