Department of Early Childhood, Multilingual, and Special Education  
College of 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: Spring 2019
V. Instructor & Email: Dr. Hailey Love, PhD
VI. Class Time & Location: Mondays, 4-6:45 pm; CBC C148
VII. Office Hours & Location: Tuesdays 10 am-12 pm, Wednesdays 3-4 pm, or by appointment; CEB 110
VIII. Office Phone & Email: 702-895-1104, hailey.love@unlv.edu

IX. Prerequisite Course(s): ECEBS Major and EDSP 471

X. Course Description
This course is an introduction to the various curricular approaches to the education of children birth to 8 years of age with disabilities. As such, it is focused on materials, published guides, and descriptions of curricular methods used with young children with developmental delays or those at-risk for developmental delays. Emphasis is placed upon the development of skills needed to adapt general education curricula to address outcomes identified in individual IFSPs or IEPs.

XI. Course Objectives
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 6.0 Assessment
Standard 7.0 Planning for Instruction
Standard 8.0 Instructional Strategies
Standard 9.0 Professional Learning and Ethical Practices
Standard 10.0 Leadership and Collaboration

NAEYC (NAEYC) Standards Addressed:
Standard 1: Promoting Child Development and Learning
Standard 3: Observing, Documenting, and Assessing to Support Young Children
Standard 4: Using Developmentally Effective Approaches
Standard 5: Using Content Knowledge to Build Meaningful Curriculum
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. 

   Measurement/Evaluation: Exams and Activities Matrix and Adaptation/Accommodation Plan

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 teaming as the establishment of school based support teams for students with disabilities exemplifies it. InTASC10(n).

   Measurement/Evaluation: Exams and Activities Matrix and Adaptation/Accommodation Plan

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).

   Measurement/Evaluation: Exams and Activities Matrix and Adaptation/Accommodation Plan

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

   Measurement/Evaluation: Exams and Activities Matrix and Adaptation/Accommodation Plan

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).

   Measurement/Evaluation: Exams and Activities Matrix and Adaptation/Accommodation Plan

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

   Measurement/Evaluation: Exams and Activities Matrix and Adaptation/Accommodation Plan

Performance (Skills):
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).**

*Measurement/Evaluation: Exams and Activities Matrix and Adaptation/Accommodation Plan*

**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.**

*Measurement/Evaluation: Exams and Activities Matrix and Adaptation/Accommodation Plan*

**Academic Misconduct** – Academic integrity is a legitimate concern for every member of the campus community; 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 Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the **Student Academic Misconduct Policy** (approved December 9, 2005) located at: http://studentconduct.unlv.edu/misconduct/policy.html.

**Copyright** – The University requires all members of the University Community to familiarize themselves 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 information can be found at: http://www.unlv.edu/provost/copyright.

**Disability Resource Center (DRC)** – The UNLV Disability Resource Center (SSC-A 143, http://drc.unlv.edu/, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to 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 me during office hours so that we 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 me before or after class to discuss your accommodation needs.

UNLV complies with the provisions set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The DRC is located in the Student Services Complex (SSC-A), Room 143, phone (702) 895-0866, fax (702) 895-0651. For additional information, please visit: http://drc.unlv.edu/

Religious Holidays Policy – Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor no later than the end of the first two weeks of classes, February 1st, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. This policy shall not apply in the event that administering the test or examination at an alternate time would impose an undue hardship on the instructor or the university that could not reasonably been avoided. For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=4&navoid=164.

Incomplete Grades - The grade of I – Incomplete – can be granted when a student has satisfactorily completed three-fourths of coursework for this semester, but for reason(s) beyond the student’s control, and acceptable to the instructor, they cannot complete the last part of the course. A student who receives an I is responsible for making up whatever work was missing at the end of the semester. If course requirements are not completed by the end of the following semester, 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.

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 web site at: http://academicsuccess.unlv.edu/tutoring/.

UNLV Writing Center – 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.

XII. Texts, Readings, and Instructional Resources:

Required Text:


Recommended Text:


Supplemental Readings:


Professional Resources:

National Association for the Education of Young Children - http://www.naeyc.org
- *Young Children* -Practitioner journal for NAEYC

Zero to Three - http://www.zerotothree.org

The Division for Early Childhood (DEC) –http://www.dec-sped.org
- *Young Exceptional Children* -Practitioner journal for DEC

Nevada Association for the Education of Young Children - http://www.nevaeyc.org/

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


UNLV Library –http://www.library.unlv.edu/

Purdue OWL APA Style Guide –https://owl.english.purdue.edu/owl/section2/10/
Description of Instructional Procedures:
This is an in-person class that will take place for the entire semester. 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; and media presentations. Out-of-class learning activities may include, but are not limited to the following learning activities: assigned readings; exam; application projects; and Canvas postings and/or discussions.

XIII. Assignments, Evaluation Procedures, and Grading Policy

1. Student Survey (10 points):
This survey will help me better understand your background, interests, and learning needs. Please complete the survey honestly and with as much detail as you would like to provide. Surveys will be submitted using a Qualtrics link that will be provided on the first day of class. The survey requires a password that is embedded in this syllabus.

2. Take-Home Midterm Exam (100 points):
A take-home midterm exam will be given to students. The exam will be short-answer in nature and emphasize your ability to integrate readings and class lecture materials, and to apply them to practical problems. Students must cite readings or course materials used based on APA 6th Ed. standards. Students must complete the mid-term exam alone. Late submissions will not be permitted.

3. Daily Embedding Schedule/Activities Matrix (25 points):
Each student will develop a Daily Embedding Schedule (also known as an Activities Matrix) after visiting a preschool or kindergarten classroom. You will use the provided Daily Embedded Schedule template to identify individualized learning opportunities within the classroom routines and activities. Note that students are not able to ask classroom teachers to identify children with disabilities in the observed classrooms without permission in advance.

4. Adaptation/Accommodation Plan & Assessment Rubric (50 points each; 100 points total):
Students will use their daily embedding schedule (activities matrix) to develop two different plans for adaptations and/or accommodations to a general early childhood education activity to meet the needs of two children, one with a mild developmental delay/disability in a single developmental domain (i.e., cognitive, language, social/emotional, physical, self-help/adaptive), and one with a significant disability in a different developmental domain. Students will need to describe the child and their unique needs, develop the adaptation/accommodation plan, provide a rationale for the adaptation(s)/accommodation(s), and develop a data collection plan and rubric to collect individualized data on the child’s development. A template will be provided.

| Description of the child & their developmental delay/disability, including an IEP goal | 10 pts. |
| Rationale: Connection to objectives/development milestones, child abilities & needs | 5 pts. |
| Detailed Description of Adaptations & Accommodations | 15 pts. |
| Individualized Progress Monitoring Plan & Rubric | 15 pts. |
| Next Steps | 5 pts. |

Total: 50 pts.
5. **Lesson Plan with Adaptation/Accommodation & Assessment (115 points):**

Design one complete early childhood education lesson plan, an associated accommodation/adaptation plan, and an assessment for both classroom-wide (curricular) and individualized (individual goal) data collection. Each submitted assignment will include: (1) the lesson plan (a template will be provided), focusing on a selected early childhood age range (e.g., preschool/3-5 yrs; 1st, 2nd, or 3rd grade) and addressing different student learning needs using UDL principles, (2) an assessment/ accommodations plan specific to an individual child with a disability, (3) a data collection plan and rubric for both a curricular goal and an individualized goal, and (4) a message/note you would send to families summarizing what your classroom is learning and a recommended at-home activity supporting children’s development in the topic of the lesson plan. The adaptations/accommodations plan must be different from the ones previously developed. This lesson planning project will be due at the end of the semester in place of a final exam.

**Lesson Plan**

- Developmental Focus on a select early childhood age range 5
- Nevada Early Learning Standard 5
- Curricular Objective(s)/Activity Goal(s) and Prerequisites 5
- Materials & Equipment 5
- Activity Description (instructional sequence, key concepts, and key vocabulary) 15
- Incorporation of UDL Principles 15

**Adaptation/Accommodation Plan**

- Description of the child & their developmental delay/disability 5
- Rationale: Connection to objectives/development milestones, child needs 5
- Detailed Description of Adaptations & Accommodations 15

**Assessment**

- Logistics: Type of Assessment, Timing, Objective 5
- Description of behaviors, skills, and/or knowledge criteria being assessed 5
- Assessment/Data Collection Rubrics –Classroom-wide (Curricular) & Individual 15
- Next Steps based on data collection 5

**Family Communication**

- Description of lesson for families (family-friendly language) 5
- Recommended at-home activity relevant to lesson plan 5

**Total: 115 pts.**

6. **Participation & Attendance Points (50 points):**

Attendance and participation are essential for mastery of course content. This will be a very interactive class and students are encouraged to take a proactive role in their own learning. Students are expected to come to class each week prepared to discuss and respond to main topics from the readings. Additionally, students will be expected to participate in any online discussion posts in a timely fashion. For full participation and attendance credit, students are expected to (1) arrive on time, (2) participate through active engagement and/or discussion (including online discussion), (3) attend all of class and not leave early. Some participation points may be explicitly associated with certain classroom activities or tasks. Participation points cannot be made up if students miss class. If you know you will be missing a class ahead of time and have extenuating circumstances allowed for in University policy (e.g., representing UNLV in an
official extracurricular activity, observing a religious holiday), contact the instructor ahead of time.

Course Grading:
Student Survey 10 points
Mid-Term Exam 100 points
Daily Embedding Schedule/Activities Matrix 25 points
Accommodation/Assessment Plan 100 points (50 points each)
Lesson Plan with Accommodation/Adaptation & Assessment 115 points
Participation & Attendance 50 points
Total 400 points

Grading Policy (%):
A = 90-100
A- = 88-89
B+ = 85-87
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

Administrative Requirements and Course Policies:
1) **Late Submission Policy**: Assignments are due by 11:59 pm on their due date and should be turned in online via Canvas, unless otherwise instructed. Assignments turned in late will receive a 10% deduction per day, up to 3 days. Assignments turned in more than 3 days late will not be accepted. This policy does not apply to the midterm exam –late submissions will not be permitted. The password to complete the Student Survey is “ECSE Rocks”.

2) **All assignments MUST be completed according to APA 6th edition standards**, including typed, double-spaced, with in-text references, and a full references list, as applicable. Work submitted should always reflect college-level expectations in terms of scope, depth, writing mechanics, appearance, and APA 6th edition style.

3) **Class communication will primarily be done through Canvas and RebelMail**.
   Students should make sure they have access to the course on Canvas and make sure to consistently check both their email and Canvas for class updates or information.

Community Expectations:
Students are expected to demonstrate professional behavior at all times. This includes:

- **Learning Collaboratively**: We are, in part, responsible for each other’s learning. Read carefully and come ready to discuss readings. Actively listen to peers before responding. Contribute to class activities and discussions. Refrain from inappropriate or personal comments about other students, the instructor, and any classroom guest speakers.

- **Thinking Critically**: Embrace the spirit of inquiry. Seek to understand the ideas of your peers and of the authors. It’s okay to disagree. Be self-reflective of your own assumptions and beliefs. Be confident in your ability to contribute a unique perspective, but it is okay to change your mind based on new knowledge and discussion.
• **Taking Risks & Suspending Judgment:** Support your peers to take risks. By “trying on” the ideas of others and stepping outside our comfort zones, we can compare our experiences in this class to our prior knowledge/experiences. Be open to new ways of interacting and participating. This class is a safe environment, and is open to opinions from students, regardless of the content.

• **Communicating Openly:** Communicate with the professor promptly about any confusion, frustration, or anxiety related to the course. My goal is to respond to emails received during the week within 48 hours, so if you do not get a reply after 48 hours, please feel free to email again.

• **Staying Focused on Learning:** Stay actively engaged in all classroom discussions and activities. Cell phones are for emergency use only during class. Students should only use laptops for purposes explicitly related to the course. If a student is repeatedly observed in violation of this expectation, they may be asked to leave the classroom. If that happens, the student forfeits their participation points for that class session.
XIV. Weekly Schedule

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading (completed before class)</th>
<th>Assignments (due by 11:59 pm)</th>
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<td>Week 1</td>
<td>1/28/19</td>
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<td>Introductions &amp; Syllabus</td>
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<td>Introduction to Young Children with Disabilities</td>
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<td>Week 2</td>
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<td>Educating Young Children with Disabilities</td>
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<td>ECE &amp; ECSE Curriculum, Background, &amp; Law</td>
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<td>APA Review</td>
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<td>Week 3</td>
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<td>Universal Design for Learning IEPs &amp; IFSPs</td>
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<td>Cook, Klein, &amp; Chen Ch. 1</td>
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<td>UDL Guidelines Chart</td>
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<td>Optional: Grisham-Brown &amp; Hemmeter Ch. 5</td>
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<td>Week 4</td>
<td>2/18/19</td>
<td>No Class: President’s Day</td>
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<td>Week 5</td>
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<td>Activities-Based &amp; Embedded Instruction</td>
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<td>Grisham-Brown &amp; Hemmeter Ch. 6</td>
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<td>DEC Recommended Practices –Environment &amp;</td>
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<td>Grisham-Brown &amp; Hemmeter Ch. 7</td>
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<td>Cook, Klein, &amp; Chen Ch. 5, p. 148-157</td>
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<td>Week 7</td>
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<td>DEC Recommended Practices –Assessment</td>
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<td>Midterm Exam (by 4:00 pm)</td>
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| Week 10 4/1/19 | Supporting Language Development & Early Literacy | Cook, Klein, & Chen Ch. 8 & p. 307-323
Optional: Grisham-Brown & Hemmeter Ch. 10 & 11 |
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<td>Week 11 4/8/19</td>
<td>Supporting Motor &amp; Adaptive Development</td>
<td>Cook, Klein, &amp; Chen Ch. 7, p. 283-302</td>
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<td>Adaptation &amp; Accommodations Plan #1</td>
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| Week 12 4/15/19 | Supporting Math & Science Skills                | Grisham-Brown & Hemmeter Ch. 12
Cook, Klein, & Chen p. 302-307 |
| Week 13 4/22/19 | Partnering with Families                        | Cook, Klein, & Chen Ch. 2
| Week 14 4/29/19 | Collaborating with other Professionals Developmental & Functional Assessments (e.g., The Brigance, the AEPS) | Cook, Klein, & Chen Ch. 10
DEC Recommended Practices –Teaming & Collaboration |
| Week 15 5/6/19  | Current Issues & Trends in ECSE                  | Odom (2009)
Hyland (2010) |
|                | Course Review                                    | Optional: DEC Position Statement on RTI in EC (2013) |
| Final Exam Week |                                                 | Lesson Plan with Adaptation/ Accommodation & Assessment (due 5/13) |