I. Prefix and Number: EDSP 474 CC4

II. Title: Curriculum Development in Early Childhood Special Education

III. Credit: 3 hours

IV. Semester/Time/Location: Summer III, 2010/
F 4:00-9:00pm
SA 8:00am-4:00pm/ CEB 133

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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.

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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).

http://catalog.unlv.acalog.com/content.php?catoid=1&navoid=44&b=1

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 895-3808. 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.
V. Instructor: Dr. John Filler

IV. Office Location CEB 118A

VII. Office Hours: By appointment

VIII. Telephone: 895-1105
Email: john.filler@unlv.edu

IX. Prerequisite Course(s):
Students must have completed ESP 470-Introduction to Early Childhood Special Education or have permission of the instructor.

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(EC) Guidelines Addressed:
- Standard 1.0 Child Development and Learning
- Standard 2.0 Curriculum Development and Implementation
- Standard 3.0 Family and Community Relationships
- Standard 4.0 Assessment and Evaluation

CEC (ECSE) Guidelines Addressed:
- Standard 2.0 Characteristics of Learners
- Standard 4.0 Instructional Content
- Standard 5.0 Managing Learning Environment
- Standard 6.0 Behavior & Social Interaction
- Standard 7.0 Communication & Collaborative Partnership

XI. Course Objectives:
Knowledge:
1. Each student will demonstrate knowledge of the CCSD Curriculum Essentials Framework for K-5 (emphasis upon K-2 sections). EC 1.1; EC 2.1; EC 2.4 / ECSE 5.1
2. Each student will demonstrate knowledge of the requirements of Part B and Part C of P.L. 105-17 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”. EC 1.2; EC 1.2.1; EC 1.2.2; / ECSE 4.2
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. EC 2.1.5; EC 3.1; EC 3.1.1; EC 3.1.2; EC 3.1.3; EC 3.5 /ECSE 5.1; ECSE 6.3; ECSE 7.1; ECSE 7.4; ECSE 7.5; ECSE 7.6; ECSE 7.10; ECSE 7.11; ECSE 7.16; ECSE 8.2.

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. EC 2.1; EC 2.1.2; EC 3.1.2; EC 3.4; EC 4.1; EC 4.1.1; EC 4.1.2 / ECSE 5.1

5. Each student will demonstrate knowledge of the appropriate components of communication, motor and social skill curricula for young children with disabilities. EC 1.2.1; EC 2.1; EC 2.1.1; EC 2.1.2; EC 2.1.3; EC 2.2; EC 2.4.1/ ECSE 2.1; ECSE 4.1; ECSE 4.2; ECSE 4.6; ECSE 6.1

6. Each student will demonstrate knowledge of methods of measuring individual child progress and of evaluating the effectiveness of program components. EC 4.1; EC 4.1.1; EC 4.1.2; EC 4.1.3; EC 4.2; EC 3.1; EC 3.4; EC 4.1.5 / ECSE 7.5

7. Each student will demonstrate knowledge of components of effective transitioning from one educational setting to another. EC 2.3; EC 2.4.1; EC 3.1.3; EC 3.4; EC 3.5

**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. EC 2.0; EC 1.2.2; EC 2.1.2; EC 2.1.3; EC 2.1.4; EC 2.1.5; EC 2.1.8; EC 2.3; EC 3.1; EC 3.1.2/ ECSE 2.4; ECSE 4.1; ECSE 4.6; ECSE 5.1; ECSE 5.3; ECSE 5.6

**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. EC 1.2.2; EC 1.3; EC 1.3.; EC 1.3.2; EC 2.1.4; EC 2.1.5; EC 2.1.8; EC 2.3; EC 2.4.5; EC 3.1.2; EC 3.1.3; EC 3.2 / ECSE 2.3; ECSE 4.1; ECSE 4.4; ECSE 4.6; ECSE 4.8; ECSE 5.1; ECSE 5.3; ECSE 5.4; ECSE 5.5; ECSE 5.6; ECSE 7.3; ECSE 7.10; ECSE 7.11

**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. EC 1.2.2; EC 1.3; EC 1.3.2; EC 2.1.1; EC 2.1.3; EC 2.1.4; EC 2.1.5; EC 2.1.8; EC 2.3; EC 2.4; EC 2.4.1; EC 3.1.1; EC 3.1.2; EC 3.1.3 / ECSE 4.1; ECSE 4.6; ECSE 5.1; ECSE 5.3; ECSE 5.5; ECSE 5.6; ECSE 7.10; ECSE 7.11
XII. Texts, readings and instructional resources:

Required Texts:


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, each worth 100 points, 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.

2. Activities Matrix - Accommodation/Adaptation Plan:

Each student is expected to develop an Activities Matrix (after visiting a preschool or Kindergarten classroom) and develop plan to adapt and/or accommodate the curriculum of the general education setting to meet the needs of a student with disabilities who you will select.

The 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 Activities Matrix filled out completely. **Section III** contains a detailed description of Adaptations (modifications to the general education curriculum). **Section IV** contains a complete description of needed Accommodations. Finally, there should be a **Reference** section containing 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.

Taken together the matrix and plan are worth 100 points. **Activities Matrix & Accommodation Plan / Adaptation Plan MUST be turned in no later than 5:00pm Friday July 30.**

Grading Policy:

Final grade for the course will be determined by the average of the points earned on the two tests and the Activities Matrix and Adaptation/Accommodation Plan. 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
XIV. Instructional Methods:

Material will be presented using a variety of formats, primary among them is lecture and class discussion. 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>Session</th>
<th>Date</th>
<th>Topic &amp; Readings/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Friday</td>
<td>July 9</td>
<td>I. Introduction&lt;br&gt;- Course Requirements&lt;br&gt;- Student Background&lt;br&gt;II. ECSE and Curriculum: Background (Cook, Klein &amp; Tessier, Chapter 1 &amp; 2)</td>
</tr>
<tr>
<td>2. Saturday</td>
<td>July 10</td>
<td>III. Curriculum and the law&lt;br&gt;IV. MAPS&lt;br&gt;V. Activities Matrix&lt;br&gt;VI. Adaptations / Accommodations&lt;br&gt;VII. Strategies and Content</td>
</tr>
<tr>
<td>3. Friday</td>
<td>July 16</td>
<td>VIII. Support Teams and Curricular Collaboration&lt;br&gt;IX. Curriculum Variables Which Influence Learning (REVIEW FOR EXAM)</td>
</tr>
<tr>
<td>4. Saturday</td>
<td>July 17</td>
<td>MIDTERM EXAM&lt;br&gt;X. Overview of Developmental Domains (The Brigance &amp; The HOME)&lt;br&gt;XI. The CCSD K-5 Curriculum Essentials Framework</td>
</tr>
<tr>
<td>5. Friday</td>
<td>July 23</td>
<td>XII. Environmental Domains&lt;br&gt;XIII. Functional Skill Domains (The AEPS &amp; The Carolina)&lt;br&gt;(Review Notes from EDSP 471!!!)</td>
</tr>
<tr>
<td>6. Saturday</td>
<td>July 24</td>
<td>XIV. Teaching Language Skills&lt;br&gt;A. Language Defined&lt;br&gt;B. Language Training&lt;br&gt;XV. Teaching “Social Skills”&lt;br&gt; Promoting Positive Interactions&lt;br&gt;XVI. Teaching Caregiver (Cook, Klein &amp; Tessier, Chapters 6, 8 &amp; 10)</td>
</tr>
</tbody>
</table>
*7. Friday  July 30
ACTIVITY MATRIX DUE & ADAPT/ACCOM
PLAN DUE NOW

XVII. Typical and Atypical
Motor Development

XVIII. Curriculum for Ethnic and Cultural
Diversity
Review for Exam
(Cook, Klein & Tessier, Chapter 7)

*8. Saturday  July 31
Catch-up
FINAL EXAM

*Both the Midterm Exam and the Final Exam must be taken on the date and at the
time indicated unless prior approval of the instructor is obtained. Failure to do so
without an excuse acceptable to the instructor will result in a 0 score for the
missed work. Similarly, the Activities Matrix & Accommodation/Adaptation Plan
must be turned in by the time indicated on Friday July 30.
RUBRIC FOR EDSP 474- Activity Matrix – Dr. John Filler

<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Format of Matrix and Accommodations &amp; Adaptations Information</th>
<th>Completeness and Presentation of Family Values / MAPS Information</th>
<th>Completeness and Accuracy of Information for Activities Matrix &amp; Accoms. &amp; Adaptations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target</strong></td>
<td>• Clear &amp; logical sequence of order</td>
<td>• Family Values or MAPS information included and easy to follow</td>
<td>• All components of the Activity Matrix are addressed</td>
</tr>
<tr>
<td></td>
<td>• Legible</td>
<td></td>
<td>• All Accommodations are listed and addressed</td>
</tr>
<tr>
<td></td>
<td>• Format Matches Schedule</td>
<td></td>
<td>• Explanation is provided as to how to implement Accommodations and Adaptations</td>
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<td></td>
<td>• Appropriate grammar and spelling</td>
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<td></td>
<td>• Covered the required areas in order and with clarity</td>
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<td></td>
<td>25-30 points</td>
<td>8-10 points</td>
<td>55- 60 points</td>
</tr>
<tr>
<td><strong>Acceptable</strong></td>
<td>• Flaws in sequence</td>
<td>• Family Values and MAPS templates referred to but not easy to read or follow</td>
<td>• Some components of the Activity Matrix are not addressed</td>
</tr>
<tr>
<td></td>
<td>• Format does not completely match schedule</td>
<td></td>
<td>• Accommodations are listed but not addressed or explained</td>
</tr>
<tr>
<td></td>
<td>• Difficult to follow</td>
<td></td>
<td>• Adaptations are listed but not addressed or explained</td>
</tr>
<tr>
<td></td>
<td>• Minimal grammar and spelling</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>20- 24 points</td>
<td>5-7 points</td>
<td>45- 54 points</td>
</tr>
<tr>
<td><strong>Unacceptable</strong></td>
<td>• No logical sequence or order</td>
<td>• Family Values and/or MAPS forms are missing and not referred to</td>
<td>• Numerous components of the Activity Matrix are not addressed</td>
</tr>
<tr>
<td></td>
<td>• Format does not match schedule</td>
<td></td>
<td>• Accommodations are not listed or addressed</td>
</tr>
<tr>
<td></td>
<td>• Poor grammar and spelling</td>
<td></td>
<td>• Adaptations are not listed or addressed</td>
</tr>
<tr>
<td></td>
<td>&lt; 20 points</td>
<td>&lt; 5 points</td>
<td>&lt; 45 points</td>
</tr>
</tbody>
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