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

I. Prefix & Number: ESP 475
II. Title: Strategies for Teaching Young Children with Disabilities
III. Credit: 3 hours
IV. Semester: Fall 2008; F 4:00 – 8:00 p.m. S 8:00 – 4:00 8/29-9/20
V. Instructor: Lillian Englund
VII. Office Hours: Fridays 4:00-4:30 or by appointment
VIII. Telephone & email: 895-3205 Use england8@unlv.edu
IX. Prerequisite Course(s): ESP 470-Introduction to Early Childhood Special Education or permission of the instructor.

X. Course Description:
This course involves a survey of strategies for teaching children from diverse cultural and racial backgrounds with atypical patterns of development. Emphasis is placed upon methods that can be employed in the typical setting. Included is an introduction to the principle of behavioral analysis, positive approaches to behavior management, cooperative learning, strategies for adapting the general curriculum, formative measurement and setting accommodations for young children with developmental delays.

CEC Guidelines Addressed
• Standard 1. Philosophical, Historical and Legal Foundations of Special Education
• Standard 2. Characteristics of Learners
• Standard 3. Assessment, Diagnosis, and Evaluation
• Standard 4. Instructional Content and Practice
• Standard 5. Planning and Managing the Teaching and Learning Environment
• Standard 6. Managing Student Behavior and Social Interaction Skills
• Standard 7. Communication and Collaborative Partnerships

NAEYC 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
• Standard 5.0 Professionalism
• Advanced Standard 1.0 Extend and develop knowledge and understanding of dominant theories
• Advanced Standard 2.0 Extend an develop knowledge and understanding of theories
• Advanced Standard 3.0 Critically examine alternative perspectives
• Advanced Standard 4.0 Extend knowledge and ability of various related procedures
• Advanced Standard 5.0 Develop and evaluate programs for children from diverse backgrounds
• Advanced Standard 9.0 Develop knowledge and skills required to serve as a mentor
• Advanced Standard 10 Understand the socio-cultural, historical, and political forces
• Advanced Standard 11 Collect and interpret research findings
• Advanced Standard 13 Apply theoretical and research knowledge to practice
• Advanced Standard 15 Understand the diversity of delivery systems
• Advanced Standard 17 Demonstrate deeper understanding and exemplary practices in at least one area of specialization

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 disciplines, to design, implement, and evaluate experiences that promote positive development and learning for all children.

a. Connecting with children and families. Knowing and understanding and using positive relationships and supportive interactions.


XI. Course Objectives

Knowledge
(Subject matter or discipline(s), Professional field of study, Pedagogical knowledge, Pedagogical content knowledge, Professional knowledge)

1. Use knowledge of how young children differ in their development and approaches to learning to support the development and learning of individual children. (4a, 4b)

2. Plan and implement developmentally appropriate curriculum and instructional practices based on knowledge of individual children, the community and curriculum goals and content (NAEYC 2.1.1, 2.1.5, 2.1.6, 2.1.7, 2.1.8).

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

4. Demonstrate sensitivity to differences in family structures and social and cultural backgrounds. (NAEYC 3.2)

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)

6. Extend their knowledge and understanding of the dominant theories of human and socio-cultural development and learning through the lifespan; knowledge of research on social, emotional, cognitive, language, aesthetic, motor, and perceptual development and learning in children from birth through age eight, including children with special developmental and learning needs and their families; and understanding of the child in the family and cultural context. (NAEYC ADV,1.0)

7. Extend and develop knowledge and understanding of theories and content of curriculum and instruction and alternative models and methodologies. (NAEYC ADV.2.0)

8. Critically examine alternative perspectives regarding central issues in the field (for example, child development, programs for young children and their families, research priorities, or implications for teacher education and staff development). (NAEYC ADV. 3.0)
9. Develop knowledge and skills required to serve as a mentor to others and a model of professional behavior for volunteers and other staff members. (NAEYC Adv. 9.0)

10. Understand the socio-cultural, historical, and political forces that influence the diverse delivery systems through which programs are offered for young children and their families (for example, social service agencies, public schools, private enterprise.) (NAEYC Adv. 10)

11. Develop and select learning experiences and strategies that affirm and respect family, cultural, and societal diversity, including language differences (CEC EC4, S4)

12. Plan for and link current developmental and learning experiences and teaching strategies with those of the next educational setting. (CEC EC4, S5)

13. Select intervention curricula and methods for children with specific disabilities including motor, sensory, health, communication, social-emotional, and cognitive disabilities. (CEC EC4, S6)

14. 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)

15. Select, develop, and evaluate developmentally and functionally appropriate material, equipment, and environments. (CEC EC5, S3)

**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.)

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

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

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

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

5. 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. (EC2, S10.)


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

8. Communicate options for programs and services at the next level and assist the family in planning for transition. (CEC EC4, S10)
9. 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)

10. 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. (CEC EC4, S4).

11. Develop and select learning experiences and strategies that affirm and respect family, cultural, and societal diversity, including language differences (CEC EC4, S5).

12. Plan for and link current developmental and learning experiences and teaching strategies with those of the next educational setting. (CEC EC4, S5).

13. Select intervention curricula and methods for children with specific disabilities including motor, sensory, health, communication, social-emotional, and cognitive disabilities (CEC EC4, S6).

14. 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).

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

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

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

18. 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)

19. Evaluate and design processes and strategies that support transitions among hospital; home; and infant/toddler, preprimary, and primary programs. (CEC EC7, S17)

20. Provide feedback and evaluate performance in collaboration with other adults. (CEC EC7, S23).

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.)

1. Demonstrate sensitivity to differences in family structures and social and cultural backgrounds. (NAEYC 3.2)

2. 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)

3. 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)
4. Establish and maintain positive, collaborative relationships with colleagues, other professionals and families, and work effectively as a member of a professional team. (NAEYC 5.6)

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 ADV. 1.0)

6. Extend their knowledge and understanding of the dominant theories of human and socio-cultural development and learning through the lifespan; knowledge of research on social, emotional, cognitive, language, aesthetic, motor, and perceptual development and learning in children birth through age eight, including children with special developmental and learning needs and their families; and understanding of the child in the family and cultural context. (NAEYC ADV. 1.0)

7. Develop knowledge and skills required to serve as a mentor to others and a model of professional behavior for volunteers and other staff members (NAEYC Adv. 9.0)

8. Understand the diversity of delivery systems through which programs are offered for young children and their families (for example, social service agencies, public schools, private enterprise) and become advocates for providing families with coordinated, quality services that are accessible and affordable. Doctoral candidates demonstrate understanding of the implications of contrasting missions, mores, resources, constraints, and potential of each system for preparing personnel to work in those settings. (NAEYC Adv. 15)

9. Demonstrate deeper understanding and exemplary practice in at least one area of specialization (for example, teacher education, assessment and evaluation, early childhood special education/early intervention, literacy, bilingual/bicultural education, or curriculum theory and development). (NAEYC Adv. 17)

Results

1. Use informal and formal assessment strategies to plan and individualize curriculum and teaching practices (NAEYC 4.1)

2. Apply theoretical and research knowledge to practice in early childhood settings (their own classroom or other field assignments). For example, applications of theory to practice may be demonstrated during field study projects, action research, curriculum projects, or observed clinical practice (NAEYC Adv. 13).

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/ecaol/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): Each student is expected to complete an in-class 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. Grade Level In-service (25 points): Each student is expected to complete a 10–15 minute in-service related to adaptations/modifications for working with children with disabilities in the preschool or primary grades. The inservice should focus on strategies used in one curricular area within the preschool or primary grades. Each student must focus on a different area of disability. Disability areas include, but are not limited to: developmental delay(s), learning disabilities, mental retardation, emotional/behavior disorder(s), physical disabilities, blindness/visual impairment(s), deafness/hard of hearing, autism, multiple disabilities, traumatic brain injury.

3. Service Learning Project (75 points): Each student is expected to complete a 20-hour service learning project during the semester. The project requires each student to spend 20 hours minimum implementing a learning strategy or intervention with a young child with disabilities (2-6 years of age). The service learning project must take place in the child’s typical learning environment and the learning strategy or intervention should be based on the child’s IFSP/IEP. The project will involve assessment of the child’s current skill level (baseline data collection), development of a learning strategy or intervention plan, implementation of the learning strategy or intervention, formative assessment of the learning strategy or intervention plan, and summative assessment of child skill level after completion of the learning strategy or intervention.

Activity Points (25): Participation in in-class activities

Evaluation Procedures:

Class assignments are due on the dates specified in the course syllabus. Assignments not handed in on time will be penalized a full grade point. The final exam must be taken on the assigned day.

All assignments must be typed – APA style (5th ED.)

Grading policy:

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<tr>
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<th>Points</th>
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<tr>
<td>Grade level In-service</td>
<td>25</td>
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<td>Service Learning Project</td>
<td>75</td>
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<tr>
<td>Final Exam</td>
<td>50</td>
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<td>In-class Activities</td>
<td>25</td>
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</table>
Grades are calculated by percent of total.

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
F    62 and below

Children - Student’s children should not be present in class.

Cell phones – need to be silenced during class.

Absences – Because of the short nature of this class, students are expected to be in attendance. After one session, Friday night, Saturday morning, or Saturday afternoon, each absence will result in final grade being reduced by one letter grade.

**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: “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://studentlife.unlv.edu/judicial/misconductPolicy.html](http://studentlife.unlv.edu/judicial/misconductPolicy.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. To familiarize yourself with copyright and fair use policies, you are encouraged to visit the following website: [http://www.unlv.edu/committees/copyright/](http://www.unlv.edu/committees/copyright/).
Disability Resource Center (DRC) – The Office of the Executive Vice President and Provost and Faculty Senate have endorsed the statement below to be included in all course syllabi. It is important to know that over two-thirds of the students in the DRC reported that the syllabus statement, often read aloud by the faculty during class, directed them to the DRC office.

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.

UNLV complies with the provisions set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, offering reasonable accommodations to qualified students with documented disabilities. If you have a documented disability that may require accommodations, you will need to contact the DRC for the coordination of services. The DRC is located in the Student Services Complex (SSC), Room 137, and the contact numbers are: Voice (702) 895-0866, TTY (702) 895-0652, fax (702) 895-0651. For additional information, please visit: http://studentlife.unlv.edu/disability/.

Missed Class(es)/Student – 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 25, 2008, 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).

This policy shall not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the university that could reasonably have been avoided. There should be good faith effort by both faculty and student to come to a reasonable resolution. When disagreements regarding this policy do arise, they can be appealed to the department chair/unit director, college/school dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to; band, drama, intercollegiate athletics, recruitment, and any other activity sanctioned by a college/school dean, and/or the Executive Vice President and Provost.

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. All UNLV students receive a Rebelmail account after admission to the university. Non-admitted students should contact the Student Help Desk at (702) 895-0761, in the Student Union Room 231, or by e-mail: studenthelp@unlv.edu. See http://rebelmail.unlv.edu/ for additional information.
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-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/

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 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.