I. Prefix & Number: EDSP 475

II. Course Title: Strategies for Early Childhood Special Education

III. Course Credit Hours: 3 semester hours

IV. Semester: Fall, 2015

V. Instructor: Jennifer Buchter MEd, MSW, LSW

VI. Class Time & Location: CEB 117, Mondays 7:00-9:45 pm

VII. Office Location & Hours: CEB 144, Wednesdays and/or Thursdays 2:00pm-3:30 pm or by appointment.

VIII. Telephone: Preferred- buchterj@UNLV.Nevada.edu

IX. Prerequisite Course: EDSP 471 or consent of instructor.

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you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor before or after class in front of others to discuss your accommodation needs.

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 first two of classes, September 4, 2015, 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 which could not be avoided. For additional information, please visit: http://catalog.unlv.acalog.com/content.php?catoid=1&navoid=44&bc=1

**Incomplete Grades** - The grade of I – Incomplete – can be granted when a student has satisfactorily completed all course work up to the withdrawal date of 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. A student who receives an I is responsible for making up whatever work was lacking at the end of the 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.

**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, #22 on the current UNLV map. 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.

**Final Examinations**- The University requires that final exams given at the end of a course occur at the times and on the day specified in the final exam schedule.
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.

X. Course Description:

This class is designed to assist professionals to work effectively with young children with disabilities in inclusive community and school-based settings. Discussions will include legal mandates, implementation of behavior modification strategies, support strategies for parents and children, assessment, activity-based instruction, the classroom physical environment, and methods of facilitating positive interpersonal interactions among children. Additionally, it will focus upon the development of behavioral objectives and task analysis.

InTASC Standards Addressed:

- Standard 1.0 Learner Development
- Standard 2.0 Learning Differences
- 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 2 Building Family and Community Relationships
- Standard 3 Observing, Documenting and Assessing to Support Young Children and Families
- Standard 4 Using Developmentally Effective Approaches
- Standard 5 Using Content Knowledge to Build Meaningful Curriculum
- Standard 6 Becoming a Professional

XI. Course Objectives

Knowledge:
(The ways students demonstrate what they know and how they are able to put skills in to practice to make a difference in child learning).

1. Use knowledge of how young children differ in their development and approaches to learning to support the development and learning of individual children. InTASC1(a), InTASC1(b), NAEYC1a, NAEYC1b, NAEYC1c

2. Plan and implement developmentally appropriate curriculum and instructional practices based on knowledge of individual children, the community, and curriculum goals and content. InTASC1(e), InTASC1(g), InTASC7(l), NAEYC 4b, NAEYC4c  

3. Understands how to establish and maintain physically and psychologically safe and healthy learning environments for children. (NAEYC1c)  

4. Demonstrate sensitivity to differences in family structures and social and cultural backgrounds. InTASC2(j), NAEYC2a, NAEYC2b, NAEYC2c  

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. NAEYC6b  

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. InTASC1(d), InTASC2(g), InTASC2(i), InTASC7(g), NAEYC1a)  

7. Extend and develop knowledge and understanding of theories and content of curriculum and instruction and alternative models and methodologies. InTASC7(j), NAEYC4c  

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). InTAS4(k), NAEYC4c  

9. 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.) NAEYC4c  

**Performances (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 NAEYC1a.


2. Identify ethical and policy issues related to educational, social, and medical services for young children and their families NAEYC6b.


3. Identify legislation that affects children, families, and programs for children NAEYC6d.


4. 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 InTASC7(b), NAEYC5a.


5. Develop a plan for formative and summative program evaluation to ensure comprehensive quality of the total environment for children, families, and the community InTASC7(a), InTASC7(b), InTASC7(c), NAEYC3b.


6. Plan developmentally and individually appropriate instructional practices based on knowledge of individual children, the family, the community, and curricula goals and content InTASC7(b), NAEYC2a.


7. Plan intervention strategies for children with specific disabilities including motor, sensory, health, communication, social-emotional, and cognitive disabilities (InTASC7(e), NAEYC5a)


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. Actively seek out opportunities to grow professionally by locating and using appropriate professional literature, organizations, resources, and experiences to inform and improve practice. InTASC8(p), InTASC9(l), NAEYC6a


2. Establish and maintain positive, collaborative relationships with colleagues, other professionals and families, and work effectively as a member of a professional team. InTASC8(r), (q), NAEYC 6c

3. 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. NAEYC6e


Results:
The ways students demonstrate what they know and how they are able to put skills in to practice to make a difference in child learning.

Upon completion of this course participants will be able to demonstrate theoretical and research knowledge critical to the implementation of appropriate instructional strategies in early childhood educational settings.

XII. Resources:

Required Text:


Supplemental Text(s):


XIII. Course Requirements, Assignments, Evaluation Procedures, and Grading Policy:

Course Requirements:

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
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personnel and panel discussions; and student presentations. Each student is expected to read assigned material prior to class and participate in class discussions.

Attendance is an important part of course work. In-class activities and discussions will support content and assignments. University policies on attendance are applicable. Please contact the instructor if you will be missing a class.

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.

Course Assignments:

1. Grade Level In-service (20 points): Each student is expected to complete a 15 minute in-service (PowerPoint) related to adaptations/modifications for working with children with disabilities in the preschool or primary grades. The in-service should focus on strategies used in an assigned learning center within the preschool or primary grades (3 to 8) that will meet the needs of all children in an inclusive classroom (intellectual disabilities, physical disabilities, social/emotional, hearing impairments/deafness, and visual impairments/blindness). Five references required. Handout for peers and the instructor are required.

2. Service Learning Project (50 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. Five references required.

   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.

3. Examinations (30 points): Each student is expected to complete a midterm and final exam that covers readings, discussion, 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.

Evaluation Procedures:

Class assignments are due on the dates specified in the course syllabus unless prior arrangements have been made with the instructor. Assignments not handed in on time will be penalized 10% of the possible points. For each additional week, another 10% will be deducted from the total possible points. The exams must be taken on the assigned day. Make-up exams will not be given unless prior arrangements are made with the instructor.
All assignments must be typed – APA style (6th Ed.).

If a student wishes reconsideration of the scoring of an exam or an assignment, the student must submit a written request to the instructor that identifies – 1) the assignment to be reconsidered, and 2) the rationale.

Grading Policy

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Grade Level In-Service</td>
<td>20</td>
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<tr>
<td>Service Learning Project</td>
<td>50</td>
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<tr>
<td>Exams</td>
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<td>Total Points</td>
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<th>Grade</th>
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<td>90 – 94</td>
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<td>B+</td>
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<td>B</td>
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<td>70 – 72</td>
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<td>D+</td>
<td>67 – 69</td>
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<td>D</td>
<td>63 – 66</td>
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<td>F</td>
<td>62 and below</td>
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XIV. Class Schedule

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic(s) and Assignment</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>August 24</td>
<td>Introductions/Syllabus Review/Requirements</td>
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<td></td>
<td></td>
<td>Eligibility Requirements</td>
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<tr>
<td></td>
<td></td>
<td>What are Adaptations &amp; Accommodations?</td>
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<td></td>
<td></td>
<td><strong>Readings:</strong></td>
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<tr>
<td></td>
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<td><em>Pretti-Frontczak &amp; Bricker, About the Authors, Acknowledgments &amp; Appendix</em></td>
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<tr>
<td></td>
<td></td>
<td><em>Klein, Cook, &amp; Richardson-Gibbs, Ch 2</em></td>
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<tr>
<td>2</td>
<td>August 31</td>
<td>Legal Foundations of ECSE &amp; Evolution of ABI</td>
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<tr>
<td></td>
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<td>What are Adaptations &amp; Accommodations?</td>
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<td>-Grade Level In-Service Sign-up</td>
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<td><strong>Klein, Cook, &amp; Richardson-Gibbs, Ch 2 &amp; 3</strong></td>
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<tr>
<td>3</td>
<td>September 7</td>
<td>Labor Day Recess – No Class</td>
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<tr>
<td>4</td>
<td>September 14</td>
<td>Annual Goals &amp; Short Term Objectives</td>
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<td>-Service Learning Project Due: Sign-off &amp; Present Levels</td>
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<td>-Grade Level In-Service</td>
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<td><strong>Klein, Cook, &amp; Richardson-Gibbs, Ch 5</strong></td>
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<tr>
<td>5</td>
<td>September 21</td>
<td>IFSP/IEP</td>
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</tbody>
</table>
6  September 28  ABI & Task Analysis
Developmentally & Individually Appropriate Practices
-Weekly In-Service Presentations
-Service Learning Project Due: Goals & Objectives

Klein, Cook, & Richardson-Gibbs, Ch 5

7  October 5  Mid-Term Exam

8  October 12  Activity Matrix
-Weekly In-Service Presentations
-Service Learning Project Due: Strategy

Pretti-Frontczak & Bricker, Chapter 4
Klein, Cook, & Richardson-Gibbs, Ch 4

9  October 19  Formative Assessment
-Weekly In-Service Presentations
-Service Learning Project Due: Intervention

Pretti-Frontczak & Bricker, Chapter 5
Klein, Cook, & Richardson-Gibbs, Ch 5

10  October 26  ABI & the Team
-Weekly In-Service Presentations
-Service Learning Project Due: Intervention

Pretti-Frontczak & Bricker, Chapter 6
Klein, Cook, & Richardson-Gibbs, Ch 14 & 15

11  November 2  Strategies for Inclusion
-Weekly In-Service Presentations
-Service Learning Project Due: Intervention

Pretti-Frontczak & Bricker, Chapter 7
Klein, Cook, & Richardson-Gibbs, Ch 4

12  November 9  Strategies for Inclusion
-Weekly In-Service Presentations
-Service Learning Project Due: Intervention

Pretti-Frontczak & Bricker, Chapter 8
Klein, Cook, & Richardson-Gibbs, Ch 6 & 7
13 November 16  Summative Assessment/Strategies for Inclusion
-Weekly In-Service Presentations
-Service Learning Project Due

Pretti-Frontczak & Bricker, Chapter 9
Klein, Cook, & Richardson-Gibbs, Ch 8 & 9

14 November 23  Summative Assessment/Strategies for Inclusion
Weekly In-Service Presentations
Service Learning Project Due: Summative Assessment
Service Learning Project Due: Entire Project

Pretti-Frontczak & Bricker, Chapter 10
Klein, Cook, & Richardson-Gibbs, Ch10

15 November 30  Final Exam Review/Study Week
Weekly In-Service Presentations

16 December 7  Final Exam
FINAL SCHEDULE- 8:10 pm -10:10 pm