“Preparing Professionals for Changing Educational Contexts”

Department of Educational and Clinical Studies
College of Education, University of Nevada, Las Vegas

I. Prefix and Number: EDSP 475
II. Title: Strategies for Teaching Young Students with Disabilities
III. Credit: 3 Credit Hours
IV. Semester: Fall 2019
V. Instructor: Elizabeth Messina, M.Ed.
VI. Office Location: CEB 144
VII. Office Hours: M 4-630p / T 12-4pm / W 12-4pm / Th-F by appointment
VIII. Class Location: CEB 240
IX. E-Mail: messinae@unlv.nevada.edu
X. Prerequisite Course(s): EDSP 471

XI. 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.

XII. Course Objectives
• 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

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. InTASC1(d), InTASC1(e), 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). \textbf{InTAS4(k), NAEYC4c}

\textit{Measurement/Evaluation: Exams, Inservice Present.}

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.) \textbf{NAEYC4c}

\textit{Measurement/Evaluation: Exams, Inservice Present.}

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. \textbf{NAEYC1a}

\textit{Measurement/Evaluation: Service Learning Project, Inservice Present.}

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

\textit{Measurement/Evaluation: Exams, Service Learning Project, Inservice Present.}

3. Identify legislation that affects children, families, and programs for children. \textbf{NAEYC6d}

\textit{Measurement/Evaluation: Exams, Service Learning Project, Inservice Present.}

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. \textbf{InTASC7(b), NAEYC5a}

\textit{Measurement/Evaluation: Exams, Service Learning Project, Inservice Present.}

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

\textit{Measurement/Evaluation: Exams, Service Learning Project, Inservice Present.}

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

\textit{Measurement/Evaluation: Exams, Service Learning Project, Inservice Present.}
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 into 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.

**XIII. Texts, Readings, and Instructional Resources:**

**Required Texts:**


**Supplemental Text(s):**


XIV. Assignments, Evaluation Procedures, and Grading Policy:

Course Assignments:

1. **Grade Level In-service (100 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. See rubric for further details.

2. **Service Learning Project (190 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. Five references required.

   **The project will include:**
   - 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, day
• formative assessment of the learning strategy or intervention plan,
• summative assessment of child skill level after completion of the learning strategy or intervention.
• documentation of time (with initials from supervising teacher)

3. Examinations (200 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.

No late work will be accepted, unless prior arrangements have been made with the instructor.

Grading Policy

<table>
<thead>
<tr>
<th>Grade Level In-Service</th>
<th>100</th>
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<tbody>
<tr>
<td>Service Learning Project</td>
<td>190</td>
</tr>
<tr>
<td>Exams</td>
<td>200</td>
</tr>
<tr>
<td>Total Points</td>
<td>490</td>
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A = 465 - 490
A- = 464 - 441
B+ = 440 - 426
B = 425 - 406
B- = 405 - 392
C+ = 391 - 377
C = 376 - 357
B = 356 - 343
D+ = 342 - 328
D = 327 - 308
F = 307 and below

XV. Administrative Requirements
A. Late Policy: Assignments are due at the start of class at 7:15pm. Hard copies of assignments need to be handed in. No late assignments will be accepted, unless prior arrangements have been made with the instructor.

B. All assignments MUST be done in APA 6th edition, including typed and double-spaced. Work submitted should reflect college-level expectations in terms of scope, depth, writing mechanics, appearance, and APA 6th Edition style (where appropriate). APA 7th edition is being released in October. However, 6th edition style will be accepted for the entire semester.

C. Other Notes - 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 the readings were not completed.
• Cell phones for emergency use only during class - please step outside if you need to take a call. All cell phones should be on silent for the duration of the 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.
• Use of professional / People First language
• Protection of confidential student information

The instructor may deduct points from students’ grades or ask students to leave class for any of the 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.
XVI. Class Schedule - Readings to be completed prior to date of class. All assignments due at the start of class. Any assignment submitted after 7:15pm, on the due date, will be considered late. Barring previous arrangements, no late work will be accepted. NO EXCEPTIONS.

Schedule Legend:  
(SLP) - Service Learning Project

<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignments</th>
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</table>
| 8/26  | 1    | Introductions - Syllabus Review - Eligibility Requirements | • KCR2017 - Introduction  
• JRB2015 - About the Authors, Acknowledgments & Appendix  
• Course syllabus | • Buy Textbooks  
• Review Syllabus |
| 9/2   | 2    | NO CLASS - LABOR DAY                       |                                                                         |                                       |
| 9/9   | 3    | Legal Foundation of ECSE & Evolution of ABI / Adaptations & Accommodations | • KCR2017 - Chp 2/3  
• JRB2015 - Chp 1/2 | In-Service Sign-up |
| 9/16  | 4    | Annual Goals & Short Term Objectives       | • KCR2017 - Chp 5  
• JRB2015 - Chp 3 | SLP - Sign Off & Present Levels  
Weekly In-Service Presentations |
| 9/23  | 5    | IFSP / IEP                                 | • KCR2017 - Chp 5 | SLP - Goals & Objectives  
Weekly In-Service Presentations |
| 9/30  | 6    | ABI & Task Analysis / DAP                  | • KCR2017 - Chp 6/7  
• JRB2015 - Chp 2/4 | SLP - Baseline  
Weekly In-Service Presentations |
| 10/7  | 7    | Activity Matrix                            | • KCR2017 - Chp 5 (Review)  
• JRB2015 - Chp 6 | SLP - Strategy  
Weekly In-Service Presentations  
Study for Midterm |
| 10/14 | 8    | MID TERM EXAM                               |                                                                         | Study for Midterm                      |
XVII. Provost Statements

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://provost.unlv.edu/copyright/.
**Disability Resource Center (DRC)** – The Disability Resource Center (DRC) determines accommodations that are “reasonable” in promoting the equal access of a student reporting a disability to the general UNLV learning experience. In so doing, the DRC also balances instructor and departmental interests in maintaining curricular standards so as to best achieve a fair evaluation standard amongst students being assisted. In order for the DRC to be effective it must be considered in the dialog between the faculty and the student who is requesting accommodations. For this reason faculty should only provide students course adjustment after having received this “Academic Accommodation Plan.” If faculty members have any questions regarding the DRC, they should call a DRC counselor.

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/](http://drc.unlv.edu/).

**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 for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700- level courses have up to one calendar year to complete the work, at the discretion of the instructor. 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.

**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 last day of late registration 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 have been avoided. For additional information, please visit: [http://catalog.unlv.edu/content.php?catoid=4&navoid=164](http://catalog.unlv.edu/content.php?catoid=4&navoid=164).

**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.