ESP 470

Introduction to Early Childhood Education for Students with Disabilities

3 hours

Summer I, 2007
Friday (4:00pm to 9:00pm)
Saturday (8:00am to 4:00pm)
May 11 through June 2

If you have a documented disability that may require assistance you will need to contact Disability Services (DS) for coordination in your academic accommodations. Disability Services is located within Learning Enhancement Services in the Reynolds Student Services Complex (SSC), Room 137. The telephone number is 895-0866 or TDD 895-0652. You may also visit their website at http://www.unlv.edu/studentlife/les.

UNLV and its College of Education demand a high level of scholarly behavior and academic honesty on the part of students. Violations by students exhibiting dishonesty while carrying out academic assignments and procedural steps for dealing with academic integrity are delineated in the handbook of Regulations Governing Probation and Suspension Within the College of Education. This publication may be found in the Curriculum Materials Library (CML-CEB 101), or the Office of the Dean of the College of Education.

It is UNLV’s policy to give students who miss class because of observance of religious holidays the opportunity to make up missed work. Students are responsible for notifying the instructor no later than the last day of registration for the semester or summer term of plans to observe the holiday.

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

VI. Office Location: CEB 118A

VII. Office Hours: By Appointment

VIII. Telephone: 895-1105 (Voice Mail)
                john.filler@unlv.edu (email)

IX. Prerequisite Course(s): None

X. Course Description:

This course provides content relevant to characteristics of young children with disabilities age birth to six years; local, state and national programs; legislation; assessment and intervention strategies; curriculum; inclusion strategies; classroom management; and family involvement. It is intended to provide information critical to the successful programming for young children in least restrictive general education environments.

NAEYC Guidelines Addressed:

1. Promoting Child Development and Learning

Candidates use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.

   1.1 Knowing and understanding young children’s characteristics and needs
   1.2 Knowing and understanding the multiple influences on development and learning
   1.3 Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

CEC (ECSE) Guidelines Addressed:

- Standard 1.0 Foundations
- Standard 2.0 Characteristics of Learners
- Standard 3.0 Assessment, Diagnosis, Evaluation
- Standard 4.0 Instructional Content
- Standard 7.0 Communication & Collaborative Partnership
- Standard 8.0 Professionalism

XI. Course Objectives

Knowledge:

1. Each student will demonstrate knowledge of the history of services to young children with disabilities. ECSE 1.1
2. Each student will demonstrate knowledge of federal and state legislation applicable to the provision of educational and related services to young children with disabilities. **ECSE 1.1; ECSE 1.3; ECSE 1.4**

3. Each student will demonstrate knowledge of the general principles of child development including scope, skill inter-relationship, sequence and typical vs. atypical differences. **EC 1.1, EC 1.2; ECSE 2.1; ECSE 2.2**

4. Each student will demonstrate knowledge of health and safety issues and possible medical management issues that may arise. **EC 1.3; ECSE 4.13**

5. Each student will demonstrate knowledge of ethical and policy issues related to early childhood special education. **ECSE 8.1**

6. Each student will demonstrate knowledge of the characteristics of the eligible population of young children with disabilities as well as those factors that lead to a judgment of eligibility. **EC 1.2; ECSE 2.2; ECSE 3.7**

7. Each student will demonstrate knowledge of the content of the IEP and IFSP and demonstrate the ability to form goals and objectives that are structurally sound and able to be implemented in inclusive settings. **ECSE 3.7; ECSE 3.8**

8. Each student will demonstrate knowledge of antecedent and consequent strategies for teaching young children including strategies for managing disruptive and/or aggressive behavior. **ECSE 4.1;**

9. Each student will demonstrate knowledge of typical inclusive curricular models for young children (e.g., DAP, Functional etc.). **EC 1.2.1; ECSE 4.1**

10. Each student will demonstrate a general knowledge of the relevance of activity-based instruction for the infusion of IEP and IFSP objectives into general preschool/kindergarten curricula. **ECSE 4.1**

11. Each student will demonstrate knowledge of strategies for including young children with severe multiple disabilities in the general preschool/kindergarten program. **ECSE 7.13**

12. Each student will demonstrate knowledge of the roles which families may play as members of the intervention team as well as the concerns they may express relevant to inclusion. **EC 1.2.**

13. Each student will demonstrate knowledge of the differences which exist among interdisciplinary, multidisciplinary and transdisciplinary models for the delivery of related services. **ECSE 7.14**

14. Each student will demonstrate knowledge of issues in early childhood special education unique to specific cultural backgrounds (e.g. matriarchal versus patriarchal rearing practices) and inner city versus rural geographical settings (e.g. home based versus center based services). **ECSE 1.2; ECSE 8.5**
15. Each student will demonstrate knowledge of the role which program evaluation plays in the provision of effective early intervention.

Performance (Skills):

1. Each student will develop goals, objectives and benchmarks that are structurally sound and able to be implemented in inclusive settings. **EC 1.2.**

2. Each student will develop task analyses of skills typically targeted for instruction in inclusive early childhood settings in at least two different curricular domains. **EC 1.2**

3. Each student will develop a written rationale including justification, explication of benefits and possible challenges and strategies for successful inclusion of children with disabilities in typical early childhood care and education centers. **EC 1.1**

Disposition(s):

1. Demonstrate awareness of and commitment to the CEC Code of Ethics.

2. Demonstrate knowledge of ethical and policy issues related to early childhood special education. **ECSE 1.2; ECSE 8.5**

3. Demonstrate the ability to explain the values represented in both law and educational practice relative to inclusive individually and developmentally appropriate practices. **ECSE 1.1; ECSE 8.2**

XII. Texts, readings, and instructional resources:

**Required Text(s):**


**Optional Text(s):**


**Current and Classical Reference(s):**


National Association for the Education of Young Children. (1986). Position statement on developmentally appropriate practice in early childhood programs serving young children from birth through age 8. *Young Children, 41*(6), 4-19.


XIII. **Course Requirements and grading policy:**

**Course Requirements:**

1. **Examinations:**

   Two tests are required. One will be given mid-session and the other at the end of the session. Each will be taken in class and consist of 10 to 15 short-answer questions which cover material presented in class and in the assigned readings. At the student's option, the final may be comprehensive and consist of 20 to 30 short-answer questions.

2. **Position Paper:**

   You will provide a reasoned and referenced discussion of, first, why it is so important to use an inclusive approach to early childhood education and, second, what challenges face us as we implement inclusive programs for children with and without disabilities. Finally, your paper will address how we might deal with any challenges that might arise. Feel free to include discussion of the relationship between inclusive programming and developmentally appropriate programming.

3. **Behavioral Objectives:**

   You will be expected to demonstrate an acceptable level (perfection) writing annual goals and short-term objectives (outcome statements in an IFSP). Each student will successfully complete an assignment requiring that at least three objectives be written in perfect form including all three parts of a behavioral objective. The assignment may be repeated as many times as necessary to achieve 100% proficiency.
4. Attendance:

Regular attendance in class is expected, that is, your grade will not be positively affected by attendance; however, repeated absences that are not excused can result in up to 10 points being deducted from your final grade. Absences will result in one warning before point deduction. If there is a reason for you to be repeatedly absent have a discussion with the professor regarding how you intend to keep up with the material presented in class.

Grading Policy:

Final grade for this class will be determined by computation of the simple arithmetic average of scores obtained on the two non-comprehensive 10-15 short answer tests and the position paper. Behavioral objectives are required but since each student may repeat the assignment as many times as is necessary to achieve a perfect score, that score will not be included in computation of the final grade. Each test is worth 100 points and the position paper is also worth 100 points (300 total). If the student chooses to take a comprehensive final, then the final grade will be determined by taking the average of the midterm and the weighted final (final counts 1/2 of grade instead of 1/3 of your grade), the midterm and the position paper. Otherwise the grade will be the simple average of the two non-comprehensive exams and the position paper, each counting 1/3 of the final grade. The following scale will be used to determine the course grade:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>AVERAGE POINTS (Midterm / Final / Position Paper)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95 - 100</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 94</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89</td>
</tr>
<tr>
<td>B</td>
<td>83 - 86</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 82</td>
</tr>
<tr>
<td>C+</td>
<td>77 - 79</td>
</tr>
<tr>
<td>C</td>
<td>73 - 76</td>
</tr>
<tr>
<td>C-</td>
<td>70 - 72</td>
</tr>
<tr>
<td>D+</td>
<td>67 - 69</td>
</tr>
<tr>
<td>D</td>
<td>63 - 66</td>
</tr>
<tr>
<td>D-</td>
<td>60 - 62</td>
</tr>
<tr>
<td>F</td>
<td>59 and below</td>
</tr>
</tbody>
</table>

XIV. Course Outline and Schedule

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic(s) and Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>5/11</td>
<td>I. Introduction (What is ECSE?)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>II. ECSE Eligibility Requirements</td>
</tr>
<tr>
<td></td>
<td></td>
<td>III. History of Services</td>
</tr>
</tbody>
</table>
2. 5/12  
IV. IFSP & IEP  
V. Typical / Atypical Development  
VI. Causes Atypical Development  
(Allen & Cowdery, Chapters 2 & 4)

3. 5/18  
VII. Annual Goals & Related Objectives  
VII. Writing Objectives  
Review for Exam  
(Allen & Cowdery, Chapters 5 and 10)

4. 5/19  
VIII. Task Analysis  
IX. Antecedent Events  
X. Proximal Consequent Events  
XI. DAP and Functional Skills  
**MIDTERM EXAMINATION**  
(All notes & readings to date)

5. 5/25  
XII. Activity-Based ECE  
XIII. Infusing IEP/IFSP Objectives  
(Activity Matrix)  
XIV. Developing Adaptations and Accommodations  
(Allen & Cowdery, Chapter 13)  
**POSITION PAPER DUE 4:30pm**

6. 5/26  
XV. Overv. -Strats. For Including Students with SD  
XVI. Models for Related Services

7. 6/1  
XVII. Parent/Family Involvement  
XVIII. Cultural Diversity in ECSE  
(Allen & Cowdery, Chapter 9 & 19)  
**POSITION PAPER DUE 4:30pm**

8. 6/2  
Catch-up  
**Final Exam**

* Exams must be taken on the date indicated at the time of the regularly scheduled class. Failure to do so, without an acceptable excuse approved by the instructor, will result in 0 points without exception. Also, the position paper MUST be turned in NO LATER than the date and time indicated above. Late papers will be scored 0 without exception.
# RUBRIC FOR ESP 470 – Behavioral Objectives

<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Format &amp; Organization</th>
<th>Completeness Of Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EXCEEDS EXPECTATIONS</strong></td>
<td>- Consistent organization</td>
<td>- Clear statements in terms anyone can understand</td>
</tr>
<tr>
<td></td>
<td>- Follow from Goals</td>
<td>- Exact statement of what student is to do</td>
</tr>
<tr>
<td></td>
<td>- Correct spelling &amp; grammar</td>
<td>- Absolute level of Proficiency stated</td>
</tr>
<tr>
<td></td>
<td>- Sufficient in Number</td>
<td>- # times and conditions under which proficiency is to occur is clearly stated</td>
</tr>
<tr>
<td></td>
<td>- Build One Upon the Other</td>
<td></td>
</tr>
<tr>
<td>45-50 points</td>
<td>45-50 points</td>
<td></td>
</tr>
<tr>
<td><strong>MEETS EXPECTATIONS</strong></td>
<td>- Inconsistent organization</td>
<td>- Not all terms stated behaviorally</td>
</tr>
<tr>
<td></td>
<td>- Not all follow from goals</td>
<td>- Statements not clear as to exactly what the student is to do</td>
</tr>
<tr>
<td></td>
<td>- One or two spelling or grammar errors</td>
<td>- Absolute level of proficiency is too high or too low or not clearly stated</td>
</tr>
<tr>
<td></td>
<td>- Insufficient in number (2 or fewer per goal)</td>
<td>- Conditions under which proficiency level is to occur not consistently stated</td>
</tr>
<tr>
<td></td>
<td>- Not all follow from the previous objective</td>
<td></td>
</tr>
<tr>
<td>35-44 points</td>
<td>35-44 points</td>
<td></td>
</tr>
<tr>
<td><strong>BELOW EXPECTATIONS</strong></td>
<td>- Disorganized &amp; difficult to follow</td>
<td>- Terms not stated behaviorally</td>
</tr>
<tr>
<td></td>
<td>- Objectives do not follow from goal</td>
<td>- Unclear as to what the student is to do</td>
</tr>
<tr>
<td></td>
<td>- Many spelling or grammar errors</td>
<td>- Absolute level of proficiency not clearly stated</td>
</tr>
<tr>
<td></td>
<td>- Objectives do not build one upon the other</td>
<td>- Conditions under which proficiency is to be exhibited not clearly stated</td>
</tr>
<tr>
<td>&lt; 35 points</td>
<td>&lt; 35 points</td>
<td></td>
</tr>
</tbody>
</table>
# RUBRIC FOR 470 POSITION PAPER

<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Format &amp; Organization</th>
<th>Completeness of Information</th>
</tr>
</thead>
</table>
| **EXCEEDS EXPECTATIONS**    | • Consistent organization (with headings & subheadings)  
• Consistent use of APA style  
• Correct spelling & grammar  
• Cited all references in text & in reference section correctly  
• Covered the required components and addressed all of the issues | • Contained at least 10 references  
• Used a variety of references  
• Presented original perspective concerning topic and issues  
• Current references with both research and opinion/review papers represented  
• Summary/conclusions clearly stated |
|                             | **45-50 points**                                                                                                                                                                                                          | **45-50 points**                                                                                                                                      |
| **MEET EXPECTATIONS**       | • Frequent to occasional lapses in organization  
• APA style with minor discrepancies  
• One or two spelling or grammar errors  
• Not all references cited in text & in references correctly  
• Addressed the required issues | • Did not contain 10 references  
• More than 3 references came from the Internet  
• Variety of references not well represented/ mostly review papers  
• Information presented was only partially representative of new & current information  
• Summary/conclusions clearly presented |
|                             | **35-44 points**                                                                                                                                                                                                          | **35-44 points**                                                                                                                                      |
| **BELOW EXPECTATIONS**      | • Disorganized & difficult to follow  
• Minimal use of APA style with major discrepancies  
• Many spelling or grammar errors  
• References in text & reference list not cited correctly  
• Did not address the required issues | • Did not contain 10 references  
• More than 3 references were from the Internet  
• Poor variety of references  
• Information not current  
• Summary/conclusions not clearly presented or omitted entirely |
|                             | **< 35 points**                                                                                                                                                                                                          | **< 35 points**                                                                                                                                       |
# RUBRIC FOR ESP 470 MIDTERM AND FINAL EXAM

<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Format &amp; Organization</th>
<th>Completeness of Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EXCEEDS EXPECTATIONS</strong></td>
<td>- Consistent organization</td>
<td>- Answers at least 95% of total # of questions correctly</td>
</tr>
<tr>
<td></td>
<td>- Consistent use of APA style</td>
<td>- Uses a variety of sources</td>
</tr>
<tr>
<td></td>
<td>- Correct spelling and grammar</td>
<td>- Presents comprehensive perspective</td>
</tr>
<tr>
<td></td>
<td>- References each answer to text, notes or outside readings</td>
<td>- Synthesizes information and reaches conclusions</td>
</tr>
<tr>
<td>48 – 50 POINTS</td>
<td></td>
<td>- Answers all questions</td>
</tr>
<tr>
<td><strong>MEETS EXPECTATIONS</strong></td>
<td>- Occasional lapses of clarity in organization</td>
<td>- Answered fewer than 80% of the questions correctly</td>
</tr>
<tr>
<td></td>
<td>- One or two spelling or grammar errors</td>
<td>- At least 1/2 of the answers contain references</td>
</tr>
<tr>
<td></td>
<td>- Inconsistent correct use of references</td>
<td>- Uses less than 3 references</td>
</tr>
<tr>
<td></td>
<td>- Covered the required points in each answer</td>
<td>- Answers are only partially responsive to questions</td>
</tr>
<tr>
<td>40 – 47 POINTS</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>BELOW EXPECTATIONS</strong></td>
<td>- Disorganized and difficult to follow</td>
<td>- Answered fewer than 80% of questions correctly</td>
</tr>
<tr>
<td></td>
<td>- Minimal use of APA style</td>
<td>- No reference to text or outside reading</td>
</tr>
<tr>
<td></td>
<td>- Many spelling errors</td>
<td>- No synthesis of information from different sources</td>
</tr>
<tr>
<td></td>
<td>- No references or incorrect references</td>
<td>- Numerous incomplete answers</td>
</tr>
<tr>
<td>&lt; 40 POINTS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>