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.

**CEC Program Standards addressed in this course**
- 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 in this course**
- 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 and develop and 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
XI. Course Objectives

Knowledge

Upon completion of this course, the candidate will:

1. Use knowledge of how young children differ in their development and approaches to learning to support the development and learning of individual children. (NAEYC 1.2, 1.2.2)

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 experience sand 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 interest 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).

Skills

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 (CEC EC2, S1).


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 transitions (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, S1).

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 interest 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).

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

17. Organize space, time, peers, material, and adults to maximize child progress in group and home settings (CEC EC5, 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 structures 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).

**Dispositions**
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 5.7)

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

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 (25 points):** Each student is expected to complete a 20–30 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 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. Handouts are required.

2. **Learning Center Adaptations – Group Project (2) (25 Points):** Students are expected to adapt an assigned learning center that will meet the needs of all children in an inclusive classroom (Gould & Sullivan, 1999). Peer presentation to include PowerPoint and handout.

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.

4. **Final Examination (25 Points):** Each student is expected to complete an 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.

   **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 final exam must be taken on the assigned day. A make-up exam will not be given unless prior arrangements are made with the instructor.

All assignments must be typed – APA style (5th 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>Task</th>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Grade Level In-Service</td>
<td>25</td>
<td>A = 95 – 100</td>
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<tr>
<td>Group (2) Chapter Presentation</td>
<td>25</td>
<td>A- = 90 - 94</td>
</tr>
<tr>
<td>Service Learning Project</td>
<td>75</td>
<td>B+ = 87 - 89</td>
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<tr>
<td>Final Exam</td>
<td>25</td>
<td>B = 83 - 86</td>
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<tr>
<td>Total Points</td>
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<td>B- = 80 – 82</td>
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<tr>
<td></td>
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<td>C+ = 77 - 79</td>
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<td></td>
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<td>C = 73 - 76</td>
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<td>D+ = 67 - 69</td>
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<td>D = 63 - 66</td>
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<td>F = 62 and below</td>
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### XIV. Class Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic(s) and Assignment</th>
</tr>
</thead>
</table>
| 1    | August 27  | Introductions/Syllabus Review/Requirements  
Philosophical and Historical Foundations of ECSE  
*Pretti-Frontczak & Bricker, About the Authors, Acknowledgments & Appendix*  
*Gould & Sullivan, Preface & Appendix* |
| 2    | September 3| Labor Day Recess – No Class |
| 3    | September 10| Legal Foundations of ECSE & Evolution of ABI  
*Weekly In-Service Presentations*  
*Pretti-Frontczak & Bricker, Chapter 1 & 2*  
*Weekly In-Service Presentations* |
| 4    | September 17| IFSP/IEP  
*Weekly In-Service Presentations*  
*Weekly Group Learning Center Adaptations*  
*Gould & Sullivan, Chapter 1* |
| 5    | September 24| Annual Goals & Short Term Objectives  
*Weekly In-Service Presentations*  
*Weekly Group Learning Center Adaptations*  
*Pretti-Frontczak & Bricker, Chapter 4*  
*Gould & Sullivan, Chapter 2* |
| 6    | October 1   | Task Analysis & Application of ABI  
Developmentally & Individually Appropriate Practices  
Pre-K Standards/Outcomes  
*Weekly In-Service Presentations*  
*Weekly Group Learning Center Adaptations*  
*Pretti-Frontczak & Bricker, Chapter 5*  
*Gould & Sullivan, Chapter 3* |
| 7    | October 8   | MAPS, ABI & the Team  
*In-Service Presentations*  
*Weekly In-Service Presentations*  
*Weekly Group Learning Center Adaptations*  
*Pretti-Frontczak & Bricker, Chapter 6*  
*Gould & Sullivan, Chapter 4* |
8  October 15  Activity Matrix  
**Weekly In-Service Presentations**
**Weekly Group Learning Center Adaptations**
**Weekly Group Discussion Projects**
*Pretti-Frontczak & Bricker, Chapter 7*
*Gould & Sullivan, Chapter 5*

9  October 22  Adaptations & Accommodations  
**Weekly In-Service Presentations**
**Weekly Group Learning Center Adaptations**
*Pretti-Frontczak & Bricker, Chapter 8*
*Gould & Sullivan, Chapter 6*

10  October 29  Formative Assessment  
**Weekly In-Service Presentations**
**Weekly Group Learning Center Adaptations**
*Pretti-Frontczak & Bricker, Chapter 9*
*Gould & Sullivan, Chapter 7*

11  November 5  Activity-Based Intervention & a Linked System  
**Weekly In-Service Presentations**
**Weekly Group Learning Center Adaptations**
*Pretti-Frontczak & Bricker, Chapter 3*
*Gould & Sullivan, Chapter 8*

12  November 12  Veteran’s Day Recess

13  November 19  Strategies for Inclusion  
**Weekly In-Service Presentations**
**Weekly Group Learning Center Adaptations**
*Pretti-Frontczak & Bricker, Chapter 10*
*Gould & Sullivan, Chapter 9*

14  November 26  Summative Assessment/Strategies for Inclusion  
**Weekly In-Service Presentations**
**Weekly Group Learning Center Adaptations**
*Gould & Sullivan, Chapter 10*

15  December 3  Strategies for Inclusion & Final Exam Review  
**Presentations**
**Service Learning Project Due**

16  December 10  Final Exam
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/>.

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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>

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, 2007, 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).

Writing Assistance. 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. 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 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.