SYLLABUS
Special Education
University of Nevada, Las Vegas

I. Prefix & Number:       ESP 474
II. Course Title:         Strategies for Early Childhood Special Education
III. Course Credit Hours: 3 semester hours
IV. Semester:            Fall, 2006
V. Instructor:           Catherine Lyons, Ph.D.
VI. Class Time & Location: EOB, Fridays 4:00 – 8:00p & Saturday 9:00a - 4:00p
VII. Office Location & Hours: COE 150, Monday 10-11:30am & 2:30-4:00pm
                         Wednesday 9:15am – 12pm & 2:15-3:30 or by appointment
VIII. Telephone:         895-1112 (Voice Mail)
                         Catherine.lyons@unlv.edu
IX. Prerequisite Course:  ESP 771 or consent of instructor.
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.

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 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

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 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).

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:

• Class Attendance. There will be one excused absence from class (each 2 block of time or any part thereof constitutes a class). Each subsequent absence will result in an automatic lowering of the final grade by 5 points.

• Class Participation. Each student is expected to read assigned material prior to class and participate in class discussions.

Course Assignments:

• Group Activity Plan. Each student will be required to research an instructional strategy to teach a young child with a disability. A two-page summary of the strategy must be included in the activity plan. The instructional strategy must address a goal in the child’s IEP. The project will include: a brief history of the child, present levels, and a goal with two-three objectives. Additionally, each student will be required to embed goals/objectives into an activity plan utilizing a general education lesson plan (assignment includes adapting and accommodating a general education lesson plan, developing an intervention guide, embedding schedule, group embedding schedule, activity matrix, and activity plan) designed to teach a specific skill to a young child with a disability in an inclusive early childhood classroom (baseline and intervention data included). The project must include a written description of the lesson in accordance
with the format presented in the text, references to IEP/IFSP goals and objectives being addressed, and references to the Nevada Pre-K Standards.

- **Weekly Group Discussion Project.** Group discussion projects will be assigned weekly. These projects may include goals & objectives, intervention guides, embedding schedules, and other materials as assigned.

- **Grade Level In-Service.** Each student is expected to complete a 10-15 minute in-service related to adaptations/modifications for working with children with disabilities in the primary grades. Each student must focus on a different area of disability. Disability areas include, emotional/behavior disorder(s), physical disabilities, blindness/visual impairments(s), deafness/hard or hearing, autism, multiple disabilities, traumatic brain injury.

- **Examination.** There will be a mid-term examination worth 100 points.

*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 mid-term 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 completed. Letter grades will be based on the total points earned (300) divided by three.

All assignments must be typed – APA style.

If a student wishes reconsideration of the scoring of exams 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*

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<th>Weekly Group Discussion Project</th>
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<tbody>
<tr>
<td>Mid-term</td>
<td>100</td>
<td>A- = 90 - 94</td>
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<tr>
<td>Activity Plan/In-service Presentation</td>
<td>100</td>
<td>B+ = 87 - 89</td>
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<tr>
<td>Total Points</td>
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<td>B = 83 - 86</td>
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XIV. Class Schedule

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<tr>
<th>Week</th>
<th>Date</th>
<th>Topic(s) and Assignment</th>
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| 1    | August 25 & 26| Introductions/Syllabus Review/Requirements  
Philosophical, Historical, and Legal Foundations of ECSE  
IFSP/IEP  
Annual Goals & Short Term Objectives  
Weekly Group Discussion Projects  
Pretti-Frontczak & Bricker, Chapters 1-3 |
| 2    | September 1 & 2| Task Analysis  
Developmentally & Individually Appropriate Practices  
Nevada Pre-K Standards  
MAPS/Fundamental Values  
Activity Matrix – Adaptations & Accommodations  
Weekly Group Discussion Projects  
Mid-Term Review  
Pretti-Frontczak & Bricker, Chapters 4 - 6 |
| 3    | September 8 & 9| Mid-Term  
Activity-Based Intervention & a Linked System  
Formative Assessment  
Intervention Guide, Embedding Schedules, Activity Plans  
Summative Assessment/Program Evaluation  
Weekly Group Discussion Projects  
Pretti-Frontczak & Bricker, Chapters 7 - 9 |
| 4    | September 15 & 16| Strategies for Inclusion  
Weekly Group Discussion Projects  
In-Service Presentations  
Group Activity Plan & Grade Level In-Service Due |
Learning Enhancement Services
The Americans with Disabilities Act mandates accessibility in all aspects of the learning environment. 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 (LES), in the Reynolds Student Services Complex, Suite 137. The phone number is 895-0866 or TDD 895-0652.

Academic Integrity Statement
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 (CEB 301). To help familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page at: http://www.unlv.edu/committees/copyright.

Religious Holidays
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.