I. Prefix & Number: ESP 774

II. Title: Curriculum Development in Early Childhood Special Education

III. Credit: 3 hours

IV. Semester: Fall 2014

V. Instructor: Dr. Catherine Lyons

VI. Office Location: CEB 124
   Class Location: CEB 210

VII. Office Hours: Wednesdays 12:00 – 4:00 pm by Appointment

VIII. Telephone: 895-1112 (Voice Mail); e-mail: lyonsc@unlv.nevada.edu

IX. Prerequisite Course(s): Students must have completed ESP 470-Introduction to Early Childhood Special Education or permission of the instructor.

X. Course Description: This course is an introduction to the various curricular approaches to the education of children birth to 8 years with disabilities. As such it is focused upon review of materials, published guides and descriptions of curricular methods often used with young children with physical, communication and/or disorders of behavior, learning and development. Emphasis is placed upon the development of skills needed to adapt general education curricula to address outcomes identified in individual IFSPs or IEPs.

InTASC Standards Addressed:

- Standard 1.0 Learner Development
- Standard 2.0 Learning Differences
- Standard 3.0 Learning Environments
- Standard 4.0 Content Knowledge
- Standard 5.0 Application of Content
- 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

DEC (CEC) Standards Addressed:

- Standard 3: Individual Learning Differences
- Standard 4: Instructional Strategies
- Standard 5: Learning Environments and Social Interactions
- Standard 6: Language
- Standard 7: Instructional Planning
- 2 -

- Standard 8: Assessment
- Standard 9: Professional and Ethical Practice
- Standard 10: Collaboration

**NAEYC Standards Addressed:**

- Standard 1: Promoting Child Development and Learning
- Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families
- Standard 4: Teaching and Learning
- Standard 5: Growing as a Professional

**XI. Course Objectives:**

**Knowledge:**

1. Each student will demonstrate knowledge of the [Nevada Early Learning Guidelines and Pre-K Standards](#) and the CCSD Curriculum Essentials Framework for K-5 (emphasis upon K-2 sections). InTASC4(n), InTASC5(j), InTASC5(g), ICC7K2, ICC7K3, NAEYC1a, NAEYC5c
   
   Measurement/Evaluation: Curriculum Portfolio and Critique

2. Demonstrate knowledge of theories and research that guide curriculum development and instructional practices. InTASC7(i), ICC2K1, ECSE2K1, ECSE2K2, NAEYC1b
   
   Measurement/Evaluation: Research Paper, Curriculum Critique

3. Demonstrate knowledge and understanding of the demands of general and special education learning environments including the scope and sequence required of instructional skills to meet individual student and environmental needs. InTASC1(d), InTASC1(e), InTASC1(g), InTASC2(g), InTASC3(p), InTASC3(i), InTASC3(j), InTASC3(k), InTASC3(l), InTASC3(m), InTASC4(k), InTASC4(n), InTASC5(j), InTASC7(j), InTASC9(h), InTASC10(n), InTASC10(o), ICC5K1, ICC5k8, NAEYC1c, NAEYC5a
   
   Measurement/Evaluation: Curriculum Critique and Curriculum Portfolio

4. Each student will demonstrate knowledge of the relationship(s) between results of assessment and content of instruction for infants and preschool children with disabilities. InTASC7(i), InTASC9(h), ICC8K2, ICC8K4, ICC8K5, ECSE8K3, NAEYC3a, NAEYC3b
   
   Measurement/Evaluation: Curriculum Critique and Curriculum Portfolio

5. Each student will demonstrate knowledge of the appropriate components of communication, motor, social skill and life skill curricula for young children with disabilities. InTASC1(e), InTASC1(g), ICC4S3, ECSE6K1
   
   Measurement/Evaluation: Curriculum Critique and Curriculum Portfolio
6. Provide consultation and training in content areas specific to services for children and families and organization/development programs. InTASC10(n), ECSE9S2, ECSE9S5

Measurement/Evaluation: Curriculum Portfolio

Performance:

1. Each student will demonstrate the use of the Activities Matrix and Activity Plans (lesson plans) to adjust curricular focus for students with disabilities. InTASC1(b), InTASC2(c), InTASC2(e), InTASC3(e), InTASC7(a), InTASC7(b), InTASC7(c), InTASC7(d), InTASC7(f), InTASC9(c), ICC7S1, ICC7S4, ICC7S5, ICC7S8, ICC7S10, ECSE3S2, ECSE7S5, ECSE7S6, ECSE7S7, ECSE7S8, NAEYC1a, NAEYC1c

Measurement/Evaluation: Curriculum Portfolio

2. Each student will demonstrate the ability to employ pedagogically sound and legally defensible instructional practices. InTASC1(b), InTASC2(c), ICC1S1, ECSE1S1, NAEYC4a, NAEYC4b

Measurement/Evaluation: Curriculum Critique and Portfolio

Disposition(s):

1. Each student will demonstrate awareness of the range of curricular modifications necessary to insure safety, programmatic sensitivity to cultural diversity and individual appropriateness for children with disabilities. InTASC3(p), InTASC4(o), InTASC4(r), InTASC5(s), InTASC7(n), InTASC7(q), InTASC8(p), InTASC8(r), InTASC8(s), InTASC9(l), ECSE4S1, NAEYC1c

Measurement/Evaluation: Curriculum Critique and Portfolio

Results:

1. Demonstrate through written explanation and developed curriculum plans an understanding of the essential elements of curricular modification for the inclusion of children with disabilities in general education setting and curriculum

XII. Texts, readings and instructional resources (required):

Required Texts:


Supplemental Text(s):

New York: Merrill.

**Supplemental Readings(s):**

**Position Statements/Standards:**

DEC Position Statements
Available at: http://www.dec-sped.org/About_DEC/PositionStatements_and_Concept_Papers

- Code of Ethics
- Family Cultures, Values & Language
- Promoting Positive Outcomes for Children with Disabilities: Recommendations for Curriculum, Assessment, and Program Evaluation

NAEYC Position Statements
Available at: http://www.naeyc.org/positionstatements

- Code of Ethical Conduct and Statement of Commitment
- Curriculum, Assessment, and Program Evaluation
- DEC/NAEYC Position on Early Childhood Inclusion
- Developmentally Appropriate Practices
- Early Learning Standards
- Learning to Read and Write
- Respecting and Responding to Diversity
- Technology and Young Children

Anti-Bias Education for Young Children and Ourselves

TAM Technology Fans
Available at: http://www.tamcec.org/publications/technology-fans/

- Supports for Young Children
- Universal Design for Learning

**Internet Resources:**

Council for Exceptional Children (CEC)
http://www.cec.sped.org/
Division of Early Childhood (DEC)
http://www.dec-sped.org/

National Association for the Education of Young Children
http://www.naeyc.org

Nevada’s Quality Rating Improvement System
http://www.nevadaregistry.org/resources/QRIS.html

UNLV Library
http://www.library.unlv.edu

Zero to Three
http://www.zerotothree.org

Additional required readings will be made available through WebCampus.

XIII: Assignments, evaluation procedures, grading policy, and student expectations

Below is an explanation of assignments, activities, and examinations due throughout the term. Due dates for each item are listed in the course schedule. Late assignments will result in the assignment being graded down one letter grade. Scoring guides will be provided for presentations and homework assignments.

Research Paper (25 points)

Read five most recent articles (last 5 years and not websites) from professional (peer reviewed) journals (three must be research based) relevant to adapting early childhood curricula for young children with special needs and report your findings in a five page paper. Paper should include: cover page, introduction, findings (Do the articles selected promote positive outcomes for young children with disabilities based on your knowledge of the DEC Recommended Practices, DEC and NAEYC position statements on early childhood curriculum? Early Childhood Inclusion?), summary/conclusion, and reference page (cover and reference page do not count toward page limit).

Curriculum Critique (30 points)

Students will work as part of a 3-5 person team to evaluate and present a packaged curriculum program. Groups will select two commercial curriculum to evaluate and present (a) the theoretical basis, (b) describe the content, (c) identify the strengths and weaknesses, (d) make recommendations about the curriculum, and (e) relevance to each and every child-culturally, linguistically, and ability diverse (f) present a lesson from each curriculum that embeds a child’s IFSP Outcomes/IEP Goals into the activity.
Curriculum Portfolio (40 points)

The portfolio will be divided into six smaller assignments that will be due throughout the term. The portfolio will require students to visit a general education preschool or kindergarten classroom and develop plans to include children with special needs (domain consideration) in the curriculum. Each assignment will build on previous assignments and students will be asked to turn in the cumulative product and scoring guide with each assignment. Assignments #5 & 6 make up the rubric assignment for this course. Students completing a portfolio for the Master’s degree will need to keep assignments #5 & 6.

1. Description of site (5 points)
2. Description of child (5 points)
3. Goals/objectives (cognitive, communication, physical, social-emotional, and adaptive development (5 points)
4. Activity Matrix (5 points)
5. Intervention Guide (5 points)
6. Activity Plan (5 points)
7. Embedding Schedule (5 points)
8. Data for decision making (5 points)

Class Activities (5 points)

The purpose of class activities are to allow students an opportunity to apply the content from this course. These activities will require students to synthesize what they have learned from the course content, readings, and class discussion to applied examples. Students MUST BE PRESENT in order to obtain points for class activities. Students can earn a maximum of 5 points toward their final grade. There will be no make-ups for activities.

Evaluation Procedures (see below and course rubrics):

1. All assignments are due on the day indicated in the course schedule. Missed assignments/exams cannot be made up and will result in a score of 0 (zero) unless deemed extraordinary by the instructor (prior approval from instructor required).

2. A grade of "Incomplete" will be granted only if the student has:
   - completed 75% of the course,
   - earned a grade of "B" or better at the time the "Incomplete" grade is requested, and
   - requested an "Incomplete" grade for personal or academic reasons deemed extraordinary by the instructor.
   - The student and instructor must negotiate a due date for completion of the course assignments. If course requirements are not completed by the agreed upon date, the earned grade will be submitted. There is no grading penalty for completing the course by the agreed upon date.

3. All assignments MUST be typed double-spaced APA style (6th Ed.). Work submitted should reflect graduate level expectations in terms of scope, depth, writing mechanics, and appearance.
4. 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:

Final grades for the course will be determined based on the total number of points earned. Grades with associated point totals are:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Point Range</th>
<th>Grade</th>
<th>Point Range</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100</td>
<td>C</td>
<td>73-76</td>
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<tr>
<td>A-</td>
<td>90-94</td>
<td>C-</td>
<td>70-72</td>
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<tr>
<td>B+</td>
<td>87-89</td>
<td>D+</td>
<td>67-69</td>
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<tr>
<td>B</td>
<td>83-86</td>
<td>D</td>
<td>63-66</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>D-</td>
<td>60-62</td>
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<tr>
<td>C+</td>
<td>77-79</td>
<td>F</td>
<td>59 or below</td>
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Student Expectations:

In-class Behavior: Students are expected to conduct themselves in a professional manner in relationship to the opinions, ideas, and values of fellow classmates. Examples of additional in-class behaviors that are considered by the instructor to be unprofessional include: (a) carrying on side conversations during class instruction and/or while another individual is speaking, (b) arriving late to class and disrupting others already engaged in the session's activities, and (c) not coming to class prepared causing a lack of meaningful participation and/or effort on the part of the student.

Cellular Phones and Beepers: All cellular phones and beepers should be turned off or placed in vibration (in case of family emergency situation).

WebCampus: The instructor will utilize WebCampus (https://webcampus.nevada.edu) to display course notes and materials. Students are expected to bring a copy of the course notes and materials from WebCampus for each scheduled class session.

XIV. Instructional Methods:

Material will be presented using a variety of formats, primary among them being lecture, activities and class discussion. Other methods, including discussion groups and video presentations may also be employed to a lesser degree.
This is a tentative schedule. The syllabus deadlines may change at the discretion of the instructor.

<table>
<thead>
<tr>
<th>Day</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 1</td>
<td>Introductions</td>
<td>P-F &amp; B Ch 1 &amp; 2</td>
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<tr>
<td>Aug 27</td>
<td>• Syllabus</td>
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<td></td>
<td>• Curriculum Intro</td>
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<td></td>
<td>• ABI Introduction</td>
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<tr>
<td>Class 2</td>
<td>DAP &amp; DEC Recommended practices</td>
<td><strong>C, K &amp; T Ch. 1</strong> Position Statements/Quality Indicators</td>
<td>Meet at UNLV/CSUN Preschool Selection of Site (Instructor Approval Required)</td>
</tr>
<tr>
<td>Sept 3</td>
<td>• Quality Indicators</td>
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<tr>
<td></td>
<td>• Curricular approaches</td>
<td></td>
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<tr>
<td></td>
<td>• Evaluating curriculum approaches</td>
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<tr>
<td>Class 3</td>
<td>Variables that influence learning</td>
<td><strong>C, K &amp; T Ch. 4</strong></td>
<td>Description of Site Due</td>
</tr>
<tr>
<td>Sept 10</td>
<td>• Environmental arrangement</td>
<td></td>
<td>Online: Complete Connect Module 1: Embedded Instruction Link to module:<a href="http://community.fpg.unc.edu/connect-modules/learners/module-1">http://community.fpg.unc.edu/connect-modules/learners/module-1</a></td>
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<td>• Routines &amp; expectations</td>
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<tr>
<td>Class 4</td>
<td>ABI</td>
<td><strong>C, K &amp; T Ch. 2</strong></td>
<td>Goals/Objectives Due</td>
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<tr>
<td>Sept 17</td>
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<tr>
<td>Class 5</td>
<td>Goals/objectives</td>
<td><strong>C, K &amp; T Ch. 3</strong></td>
<td>Description of Child Due (History &amp; Present Levels)</td>
</tr>
<tr>
<td>Sept 24</td>
<td>• IEP/IFSP</td>
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<td></td>
<td>• ABI</td>
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<tr>
<td>Class 6</td>
<td>Considerations for Teaching Children with Special Needs</td>
<td><strong>C, K &amp; T Ch. 5</strong> P-F &amp; B Ch. 3</td>
<td>Goals/Objectives Due</td>
</tr>
<tr>
<td>Oct 1</td>
<td>• ABI</td>
<td></td>
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<tr>
<td>Class 7</td>
<td>Teaming and Collaboration</td>
<td><strong>C, K &amp; T Ch. 10</strong></td>
<td>Online</td>
</tr>
<tr>
<td>Oct 8</td>
<td>• ABI</td>
<td>P-F &amp; B Ch. 6</td>
<td>Research Paper Due</td>
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<tr>
<td>Class 8</td>
<td>Social-Emotional Development</td>
<td><strong>C, K &amp; T Ch. 6</strong></td>
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<tr>
<td>Oct 15</td>
<td>• ABI</td>
<td>P-F &amp; B Ch. 4</td>
<td></td>
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<tr>
<td>Class 9</td>
<td>Activity Matrix</td>
<td>Review P-F &amp; B Ch. 5</td>
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<tr>
<td>Oct 22</td>
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<td>Filler &amp; Xu</td>
<td></td>
</tr>
<tr>
<td>Class 10</td>
<td>ABI: Using Data for Decision Making:</td>
<td><strong>C, K &amp; T Ch. 7</strong></td>
<td>Activity Matrix Due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P-F &amp; B Ch. 7</td>
<td></td>
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</tbody>
</table>
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/.

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.

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.

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.
Rubric for 774 Group Activity Schedule & Activity Plans

<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&lt;br&gt;- Correct spelling and grammar&lt;br&gt;- Group activity schedule includes daily program activities and target goals/objectives&lt;br&gt;- Activity plan follows format presented in class and is easy to follow and implement</td>
<td>- Group activity schedule reflects effort to include as many opportunities as possible for children to practice goals/objectives&lt;br&gt;- Includes sufficient detail that another interventionist could use the activity plan to embed children’s goals/objectives&lt;br&gt;- Activity plan includes specific multiple opportunities to embed goals/objectives within the activity&lt;br&gt;- Activity plan includes considerations for curriculum adaptations</td>
</tr>
<tr>
<td>95 – 100%</td>
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</tr>
<tr>
<td><strong>Meets Expectations</strong></td>
<td>- Occasional lapses of clarity in organization&lt;br&gt;- One or two spelling or grammar errors&lt;br&gt;- Inconsistent use of formats presented</td>
<td>- Group activity schedule is lacking some opportunities for children to practice goals/objectives&lt;br&gt;- Activity plan may need further explanation for another interventionist to use it to embed children’s goals/objectives</td>
</tr>
<tr>
<td>80 – 94%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Below Expectations</strong></td>
<td>- Disorganized and difficult to follow&lt;br&gt;- Many spelling errors&lt;br&gt;- Did not follow format&lt;br&gt;- Missing information</td>
<td>- Group activity schedule does not provide sufficient opportunities for children to practice goals/objectives throughout their daily routine&lt;br&gt;- Activity plans are missing components and/or would require extensive information for another interventionist to implement</td>
</tr>
<tr>
<td>&lt; 80%</td>
<td></td>
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</tbody>
</table>