I. Prefix & Number: ESP 774

II. Title: Curriculum Development in Early Childhood Special Education

III. Credit: 3 hours

IV. Semester: Fall 2015

V. Instructor: Dr. Catherine Lyons

VI. Class Time & Location: CEB 133, Wednesdays, 4:00 – 6:45 pm

VII. Office Location & Hours: CEB 124
Wednesday and Thursdays from 12:30 – 3:30 pm by Appointment

VIII. Telephone: 895-1112 (Voice Mail), catherine.lyons@unlv.edu (email)

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
- 2 -

- Standard 6: Language
- Standard 7: Instructional Planning
- 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:


-OR-

**Recommended Texts:**


**Supplemental Text(s):**


**Supplemental Readings(s):**


Head start. (2010) Understanding children who are language learners. Department of health and human services, Administration for children and families, Office of Head start, by the National center on cultural and linguistic responsiveness.


**Position Statements/Standards:**

DEC Position Statements
Available at: [http://www.dec-spied.org/About_DEC/PositionStatements_and_Concept_Papers](http://www.dec-spied.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](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


Nevada Pre-Kindergarten Content Standards Teacher Guidebooks
Creative Arts
Language and Literacy
Mathematics
Social Studies/Social Emotional
Music and Movement
Science


**Internet Resources:**

Center for Early Care and Education Research-Dual Language Learners (CECER-DLL)
http://cecerdll.fpg.unc.edu/

Connect Modules: CONNECT: The Center to Mobilize Early Childhood knowledge (an evidence-based approach to professional development), http://community.fpg.unc.edu/

Division for Early Childhood (CEC): http://www.dec-sp ed.org/


Early Childhood Technical Assistance Center (ECTA), http://ectacenter.org/

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

NAEYC Position Statement on Linguistic and Cultural Diversity
http://www.naeyc.org/positionstatements/linguistic

National Association of Bilingual Education
http://www.nabe.org/

Teacher of English to Speakers of Other Languages
http://www.nabe.org/

National Clearinghouse for English Language Acquisition
http://www.ncela.gwu.edu/

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 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 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 (35 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) how is it relevant to each and every child- culturally, linguistically, and ability diverse (biases, strategies provided, focus on language development for DLLs with disabilities, (e) make recommendations about the curriculum, (f) present critiques and a lesson from each curriculum that embeds a child’s IFSP Outcomes/IEP Goals into the activity, and (g) Summary/Conclusion. Five references required.

Curriculum Portfolio (40 points)
The portfolio will require students to visit an inclusive (general education) preschool or kindergarten classroom and develop plans to include a child with special needs in the curriculum. Five references required.

1. Description of site (5 points)
2. Description of child (5 points)
3. Goals/objectives (communication, physical, social-emotional, cognitive, adaptive development (2 goals with 2to3 objectives each) (5 points)
4. Activity Matrix (5 points)
5. Activity plan (5 points)
6. Group Activity Embedding Schedule (5 points)
7. Intervention Guide/Data for decision making (5 points)
8. Conclusion/Summary (5 points)

Evaluation Procedures (see below and course rubrics):

1. All assignments are due on the day indicated in the course schedule. One letter grade will be deducted for each day an assignment is late. Missed assignments/exams cannot be made up and will result in a score of 0 (zero).

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>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100</td>
<td>C</td>
<td>73-76</td>
</tr>
<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>
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<tr>
<td>B-</td>
<td>80-82</td>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>F</td>
<td>59 or below</td>
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</tbody>
</table>
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.
XV: Class Schedule:

This is a tentative schedule. The syllabus deadlines may change at the discretion of the instructor.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
| 1, 8/26 | Introductions  
- Syllabus  
- Curriculum Intro  
- ABI Introduction |  |  |
| 2 9/2 | • DAP & DEC  
Recommended practices  
- Quality Indicators  
- Curricular approaches  
- Evaluating curriculum approaches | Cook, Klein, & Chen Ch. 1  
NAEYC & DEC Position Statements on Curriculum |  |
| 3 9/9 | • Variables that influence learning  
- Environmental arrangement  
- Routines & expectations | Cook, Klein, & Chen Ch. 4 | Meet at UNLV/CSUN Preschool (please bring an ID with you)  
Critique Decisions Due |
| 4 9/16 | • Families & Present level of functioning | Cook, Klein, & Chen Ch. 2 | 1.Complete Description of Site |
| 5 9/23 | • Teaming: Collaboration, Problem Solving, and Inclusion Support | Cook, Klein, & Chen Ch. 10 |  |
| 6 9/30 | IEP/IFSP  
- Goals/objectives | Cook, Klein, & Chen Ch. 3 | 2.Complete Description of Child: Present Levels |
| 7 10/7 | Activity Matrix | TBA | 3.Complete Goals and Objectives |
| 8 10/14 | Considerations for Teaching Children with Special Needs  
Activity Plan and Embedding Schedules | Cook, Klein, & Chen Ch. 5 | Research Paper Due |
| 9 10/21 | Promoting Emotional and Social Development | Cook, Klein, & Chen Ch. 6 | 4.Complete Activity Matrix |
| 11 11/4 | Helping Young Children Develop Motor and Self-Help Skills | Cook, Klein, & Chen Ch. 7 | 7.Complete Intervention Guide |
| 12 11/11 | Nurturing Communication Skills | Cook, Klein, & Chen Ch. 8 |  |
| 13 11/18 | Encouraging the Development of Cognitive Skills and Literacy | Cook, Klein, & Chen Ch. 9 | Submit Curriculum Portfolio (Includes items 1 through 8 above) |
| 14 11/25 | Critique Groups |  |  |
| 15 12/2 | Curriculum Critique Presentations | Curriculum Critiques Due (1 paper from Group)  
Curriculum Presentations |  |
| 16 12/9 | Curriculum Critique Presentations |  | Curriculum Presentations |
**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 UNLV Disability Resource Center (SSC-A 143, http://drc.unlv.edu/, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you.

If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor before or after class in front of others to discuss your accommodation needs.

**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 end of the first two weeks of classes, **September 4, 2015**, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=6&navoid=531.

**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.

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 (SSC). 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 702-895-3908. 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. Emailing within WebCampus is acceptable.

Final Examinations – The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: http://www.unlv.edu/registrar/calendars.

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