I. Prefix & Number: ESP 775 1001

II. Title: Strategies in Early Childhood Special Education

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1 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

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Disability Resource Center (DRC) – It is important to know that over two-thirds of the students in the DRC reported that this syllabus statement, often read aloud by the faculty during class, directed them to the DRC office. 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-A), Room 143, and the contact numbers are: Voice (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 at 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 not be avoided. For additional information, please visit: http://catalog.unlv.acalog.com/content.php?catoid=1&navoid=44&bc=1

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 – The following statement is recommended for inclusion in course syllabi: 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.
III. Credit: 3 hours

IV. Semester: Fall 2014

V. Instructor: Dr. Delilah Krasch

VI. Location/Meeting Time: CEB 239/Wednesday 7:00-9:45 p.m.

VII. Office Hours: By Appointment

VIII. Email: kraschd@unlv.nevada.edu

IX. Prerequisite Course(s): none

X. Course Description:

This course involves a survey of strategies for teaching children from diverse cultural and racial backgrounds with atypical patterns of development. Emphasis is placed upon methods that can be employed in the typical setting. Included is an introduction to the principle of behavioral analysis, positive approaches to behavior management, cooperative learning, strategies for adapting the general curriculum, formative measurement and setting accommodations for young children with developmental delays.

InTASC Standards Addressed:

- Standard 1.0 Learner Development
- Standard 2.0 Learning Differences
- Standard 3.0 Learning Environments
- Standard 4.0 Content Knowledge
- Standard 7.0 Planning for Instruction
- Standard 8.0 Instructional Strategies
- Standard 9.0 Professional Learning and Ethical Practice

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

NAEYC Standards Addressed:

- Standard 2: Building Family and Community Relationships
- Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families
- Standard 4: Using Developmentally Appropriate Practices
- Standard 5: Using Content Knowledge to Build Meaningful Curriculum
Standard 6: Becoming a Professional

XI. Course Objectives: (InTASC; ICC= Common Core CEC; ECSE= CEC Early Childhood Special Ed; NAEYC= NAEYC)

Knowledge
(Subj ect matter or discipline(s), Professional field of study, Pedagogical knowledge, Pedagogical content knowledge, Professional knowledge):

1. Students will demonstrate knowledge of differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing those differences. InTASC2(g), InTASC2(i), InTASC3(j), InTASC4(k), InTASC7(j), ICC3K5, NAEYC2a.
   Measurement/Evaluation: Exams and Lesson Plan Adaptations

2. Students will demonstrate knowledge of the demands of differing learning environments including the home and general educational settings. InTASC3(o), ICC5K1, NAEYC2c.
   Measurement/Evaluation: Exams and Lesson Plan Adaptations

3. Candidates will demonstrate knowledge of instructional and remedial methods, techniques, and curriculum materials and methods for management and assessment of learning and instruction. InTASC3(i), InTASC4(n), InTASC7(k), InTASC8(k), InTASC8(l), ICC7K1, ICC5K3, NAEYC4b.
   Measurement/Evaluation: Exams and Lesson Plan Adaptations

4. Each participant will demonstrate knowledge of roles of individuals with exceptionalities, parents, teachers, and other school and community personnel in planning an individualized program. InTASC8(n), ICC7K5, ICC10K1, ECSE10S4, NAEYC4c.
   Measurement/Evaluation: Exams and Lesson Plan Adaptations

Performance (Skills)
(The ability to use content, professional and pedagogical knowledge effectively and readily in diverse teaching settings in a manner that ensures that all students are learning.)

1. Students will demonstrate the use of knowledge of future educational settings to develop learning experiences and instructional strategies that prepare young children for future instructional settings. InTASC4(a), InTASC7(b), InTASC7(c), ECSE4S2.
   Measurement/Evaluation: Exams and Lesson Plan Adaptations

2. Each student will demonstrate the use of strategies to facilitate inclusion. ICC4S1, ECSE5S1.
   Measurement/Evaluation: Lesson Plan Adaptations

3. Each student will demonstrate the use of communication strategies and resources to facilitate understanding of subject matter by young students whose primary language is not English. InTASC2(e), ICC6S2
   Measurement/Evaluation: Exams and Lesson Plan Adaptations

4. Students will evaluate supports needed for integration into various program placements. ICC5S3.
   Measurement/Evaluation: Exams and Lesson Plan Adaptations
5. Students will interpret and use assessment and performance data from all stakeholders for instruction. InTASC7(d), InTASC7(f), InTASC9(c), InTASC9(h), ICC5S6, NAEYC3b.  
Measurement/Evaluation: Exams and Lesson Plan Adaptations

6. Students will develop and/or select instructional content, materials, resources, and strategies that respond to different characteristics of learners and standards. InTASC1(b), InTASC1(e), InTASC2(b), InTASC2(c), InTASC7(a), InTASC8(a), ICC4S3.  
Measurement/Evaluation: Lesson Plan Adaptations

7. Students will identify and prioritize areas of the general curriculum and accommodations and adaptations for individuals with exceptional learning needs. ICC7S1  
Measurement/Evaluation: Lesson Plan Adaptations

8. Students will develop plans for comprehensive, longitudinal individualized programs in collaboration with team members. ICC7S2, NAEYC4d.  
Measurement/Evaluation: Lesson Plan Adaptations

9. Each student will demonstrate use of instructional practices based on knowledge of child, family, community and general curriculum. ECSE4S1.  
Measurement/Evaluation: Lesson Plan Adaptations

10. Each student will demonstrate the ability to prepare appropriate lesson plans. ICC7S10.  
Measurement/Evaluation: Lesson Plan Adaptations

11. Each student will demonstrate the ability to use task analysis. ICC7S5  
Measurement/Evaluation: Exams and Lesson Plan Adaptations

12. Each participant will demonstrate the ability to select, adapt, and use instructional strategies and materials according to characteristics of the learner. InTASC8(a), ICC7S13.  
Measurement/Evaluation: Exams and Lesson Plan Adaptations

13. Each student will demonstrate the ability to sequence, implement, and evaluate individual learning objectives. ICC7S6.  
Measurement/Evaluation: Exams and Lesson Plan Adaptations

14. Each student will demonstrate ability to use strategies for facilitating maintenance and generalization of skills across learning environments. ICC4S4.  
Measurement/Evaluation: Lesson Plan Adaptations

15. Each student will demonstrate the ability to choose and implement instructional techniques and strategies that promote successful transitions for individuals with exceptional learning needs. ECSE4S6, ECSE10S1.  
Measurement/Evaluation: Exams and Lesson Plan Adaptations

16. Each student will demonstrate ability to prepare and organize materials to implement daily lesson plans. ICC7S11.  
Measurement/Evaluation: Lesson Plan Adaptations
17. Each student will demonstrate ability to design a learning environment that encourages active participation by learners in a variety of individual and group learning activities. ICC5S4, ECSE7S4.
   Measurement/Evaluation: Lesson Plan Adaptations

18. Each student will demonstrate ability to use objective data to evaluate instruction and monitor progress of young children with disabilities. ICC8S8, NAEYC3b.
   Measurement/Evaluation: Exams and Lesson Plan Adaptations

19. Each student will demonstrate ability to create an environment that encourages self-advocacy, self-esteem and self-management. ICC4S5.
   Measurement/Evaluation: Exams and Lesson Plan Adaptations

20. Each student will demonstrate ability to collaborate with regular classroom teachers and other school and community personnel in integrating individuals with exceptional learning needs into various learning environments. InTASC8(c), ECSE7S3, NAEYC5c.
   Measurement/Evaluation: Lesson Plan Adaptations

21. Each student will demonstrate the ability to sequence, implement, and evaluate individual learning objectives. InTASC8(d), ICC7S6.
   Measurement/Evaluation: Exams and Lesson Plan Adaptations

22. Each student will demonstrate ability to use instructional time properly. ICC7S12.
   Measurement/Evaluation: Lesson Plan Adaptations

Disposition(s)
(Values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth—guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility and social justice.)

1. Each participant will demonstrate a commitment to practice within the CEC Code of Ethics and other standards and policies of the profession. InTASC8(p), InTASC8(s), InTASC9(l), ICC9S1, NAEYC6b, NAEYC6c.
   Measurement/Evaluation: Exams and Lesson Plan Adaptations

2. Each participant will demonstrate knowledge of ethical considerations inherent in behavior management. ICC7S13, ECSE4S6.
   Measurement/Evaluation: Exams and Lesson Plan Adaptations

3. Each student will demonstrate a commitment to data based decision models that include family participation. InTASC1(j), InTASC7(n), InTASC7(q), ICC7S4, CC7S13, ICC8S8, ECSE9S2, ECSE9SS3.
   Measurement/Evaluation: Exams and Lesson Plan Adaptations

Results:
(The ways students demonstrate what they know and how they are able to put skills in to practice to make a difference in child learning).

1. Each student will demonstrate the ability to adapt lesson plans for typically developing children served in regular educational settings to incorporate the learning and performance objectives and outcomes from the IEPs and/or IFSPs of children with disabilities including but not limited to an analysis and evaluation of needed accommodations.

XII. Texts, readings, and instructional resources:

Required Texts:


Recommended Texts:


Current and Classical Reference:

(Each reference below is accessible through UNLV Libraries databases. ERIC, Scopus, and PsycINFO are primary sources for the articles listed. Lists change from semester to semester and are available ONLY to those actually enrolled in the class.)


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.


**Internet Resources**

The Division for Early Childhood (CEC):  

UNLV Library:  
[http://www.library.unlv.edu/](http://www.library.unlv.edu/)

National Association for the Education of Young Children  
[http://www.naeyc.org/about/](http://www.naeyc.org/about/)
Description of Instructional Procedures:

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.

Out-of-class learning activities may include, but are not limited to the following learning activities: assigned readings; a paper or project; and Webcampus discussions.

XIII. Assignments, evaluation procedures, and grading policy:

Academic Requirements

1. Examinations (200 Points): Each student is expected to complete two in-class examinations (midterm and final) that cover readings, in class discussion and notes. Exam questions will be graded on accuracy, integration of content, organization and clarity of ideas and concepts, writing mechanics and fluency.

2. Lesson plan adaptations (100 Points): Each student is expected to adapt 2 typical preschool/primary grade lesson/activity plans for students with disabilities in the general classroom and present them with pages stapled neatly. Each is worth a total of 50 points. One must be completed by the midterm (see syllabus for date due) and the remaining one is due the last week of regularly scheduled classes. Included for each adapted lesson/activity, must be a specification of the materials, instructional format, adaptations and/or modifications, an instructional setting and references. Each Lesson Plan Adaptation should include a copy of the original lesson plan in addition to the adaptation requirements. Each lesson must be unique and should vary across age/grade levels (pre K-2). See handout for further description.

Administrative Requirements

1. Attendance and participation in learning activities (in class and outside of class) that may include discussion role-play and simulations, individual and collaborative learning/problem solving processes.

2. This class is supported by Webcampus. Each student enrolled in the class is expected to log on to Webcampus and to monitor closely the class site for messages and additional assignments.

3. Exams are to be taken on the date and at the time indicated. The final will be held at the scheduled time (4:15 PM) unless otherwise noted in class. Failure to take the exams at the scheduled times or to turn in the Adaptation Plans on the date and at the time indicated (without an acceptable excuse consistent with UNLV policies) will result in a 0 score for the missed work WITHOUT EXCEPTION. REMEMBER you are responsible for all material, including announcements re: schedule changes, handouts, and material presented in class whether or not you are present. You are also responsible for messages/announcements and all material posted on your UNLV Webcampus class site.

4. A grade of "Incomplete" will be granted only for reasons beyond the student’s control and consistent with UNLV policies. When such cases as illness and/or family tragedy occur the student and instructor will negotiate a due date for completion of the course assignments.
5. All assignments MUST be typed and double-spaced. Work submitted should reflect graduate level expectations in terms of scope, depth, writing mechanics, appearance, and APA Publication Manual 6th Edition style (where appropriate).

**NOTE:** STUDENTS TAKING THIS CLASS AS PART OF A DOCTORAL PROGRAM OF STUDIES MAY HAVE DIFFERENT REQUIREMENTS IMPOSED. IF THIS APPLIES TO YOU MAKE AN APPOINTMENT WITH THE INSTRUCTOR, AS SOON AS POSSIBLE, TO DISCUSS WHAT THOSE REQUIREMENTS WILL INVOLVE.

**Grading Policy:**

Final grades will be based on the total number of points earned:

- **A** = (285 – 300 points)
- **A-** = (270 – 284 points)
- **B+** = (261- 269 points)
- **B** = (249- 260 points)
- **B-** = (240 – 248 points)
- **C+** = (231- 239 points)
- **C** = (219- 230 points)
- **C-** = (210- 218 points)
- **D+** = (201- 209 points)
- **D** = (189- 200 points)
- **D-** = (180 – 188 points)
- **F** = (< 180 points)

**XIV. Course Outline:**

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Readings / Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (8/27)</td>
<td>I. Introduction</td>
<td>Pretti-Fronczak &amp; Bricker, Chapter 1</td>
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<td></td>
<td>II. Review 108-446</td>
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<td>2 (9/3)</td>
<td>III. Review Differences Between IFSP and IEP</td>
<td>Pretti-Fronczak &amp; Bricker, Chapter 2</td>
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<td>IV. ECSE Goals and Objectives</td>
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<td></td>
<td>*Collaborative Goal Planning</td>
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<tr>
<td>3 (9/10)</td>
<td>*Writing Annual Goals and Short-Term Objectives</td>
<td>Pretti-Fronczak &amp; Bricker, Chapter 3 with Appendix</td>
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<td></td>
<td>*In-Class Objective Practice</td>
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<td></td>
<td>V. Task Analysis and Developmental Milestones</td>
<td>Wolery &amp; Bredekamp (1994) in “Handouts” folder</td>
</tr>
<tr>
<td>4 (9/17)</td>
<td>*Task Analysis In-Class Practice</td>
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<td></td>
<td>VI. Learning Theory and ECSE Strategy</td>
<td>Pretti-Fronczak &amp; Bricker,</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading Material</td>
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<tr>
<td>5 (9/24)</td>
<td>VII. Formative Assessment and Planning Strategy *Introduction to Arrangement of Antecedents and Consequences</td>
<td>Chapter 4 of Pretti-Fronczak &amp; Bricker.</td>
</tr>
<tr>
<td>6 (10/1)</td>
<td>VIII. Arranging proximal and distal antecedents (instructional cues) IX. Arranging proximal and distal consequences (e.g. program and placement)</td>
<td>Chapter 4 of Pretti-Fronczak &amp; Bricker.</td>
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<tr>
<td>7 (10/8)</td>
<td>Review for Midterm Exam</td>
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<td>*8 (10/15)</td>
<td>Midterm Exam</td>
<td>First Lesson Plan Adaptation Due Beginning of Class</td>
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<tr>
<td>9 (10/22)</td>
<td>X. Arrangement of &quot;Special case&quot; consequences. Dealing with aggressive and/or disruptive behavior</td>
<td>Chapter 5 of Pretti-Fronczak &amp; Bricker.</td>
</tr>
<tr>
<td>10 (10/29)</td>
<td>XI. Teaching self-help &amp; toileting skills- An example of how to &quot;put it all together&quot;</td>
<td>Chapter 6 of Pretti-Fronczak &amp; Bricker.</td>
</tr>
<tr>
<td>11 (11/5)</td>
<td>XIII. Environmental Inventories (REVIEW FROM PREVIOUS CLASSES)</td>
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<tr>
<td>12 (11/12)</td>
<td>XIV. Elements of Activity-Based Intervention * Planning activities * Center-based programming and generalization</td>
<td>Chapter 7 of Pretti-Fronczak &amp; Bricker.</td>
</tr>
<tr>
<td>12 (11/12)</td>
<td>XV. Environmental engineering (overview)</td>
<td>Chapter 7 of Pretti-Fronczak &amp; Bricker.</td>
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<tr>
<td>12 (11/12)</td>
<td>XVI. Selection of materials (novelty, complexity, and responsivity)</td>
<td>Chapter 7 of Pretti-Fronczak &amp; Bricker.</td>
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<tr>
<td>Date</td>
<td>Assignment</td>
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| 13 (11/19) | XVII. Strategies for Integration/Inclusion Pretti-Fronczak & Bricker, Chapter 9  
XVIII. Activities Matrix Filler & Xu, (2006)  
Second Lesson Plan Adaptation due Beginning of Class |                                          |
| 14 (11/26) | Program evaluation  
* Strategies for implementing program modification Pretti-Fronczak & Bricker, Chapter 10 |                                          |
| 15 (12/3)  | Review for Final Exam  
Final Exam** |                                          |
| *16 (12/10) | Final Exam** |                                          |

Exams are to be taken on the date and at the time indicated. The final will be held at the scheduled time unless otherwise noted in class. *Failure to take the exams at the scheduled times or to turn in the Adaptation Plans on the date and at the time indicated (without an acceptable excuse consistent with UNLV policies) will result in a 0 score for the missed work WITHOUT EXCEPTION. REMEMBER you are responsible for all material, including announcements re: schedule changes, handouts, and material presented in class whether or not you are present.*