I. Prefix & Number: ESP 775 1001

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 Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling at 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: https://www.unlv.edu/studentconduct/student-conduct.

Classroom Conduct—Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn or to instructors to teach. Use of electronic devices such as pagers, cellular phones, or recording devices, or potentially disruptive devices or activities, are permitted only with the prior explicit consent of the instructor. The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative drop.

Classroom Surveillance— Nevada Revised Statutes (State Law) 396.970 Surrupetitious electronic surveillance on campus; exceptions. [Effective January 1, 2017.]

1. Except as otherwise provided in subsection 2, it is unlawful for a person to engage in any kind of surreptitious electronic surveillance on a campus of the System without the knowledge of the person being observed.
2. Subsection 1 does not apply to any electronic surveillance:
   (a) Authorized by a court order issued pursuant to a public or private law or the order of a court or other licenced law enforcement official, based upon a showing of probable cause to believe that criminal activity is occurring on the property under surveillance;
   (b) By a law enforcement agency pursuant to a criminal investigation;
   (c) By a peace officer pursuant to NRS 289.830;
   (d) By a uniformed peace officer of the Nevada Highway Patrol Division of the Department of Public Safety pursuant to NRS 480.365;
   (e) Which is necessary as part of a system of security used to protect and ensure the safety of persons on the campus; or
   (f) Of a class or laboratory when authorized by the teacher of the class or laboratory.

(Amended by 702 1993, 2138; A 2015, 575, 3668, effective January 1, 2017)

Copyright—The University requires all members of the University Community to familiarize themselves with 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 if you violate 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://www.unlv.edu/provost/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 in front of others to discuss your accommodation needs.

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 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 an “I” grade 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.

Library Resources—Students may consult with a librarian on research needs. Subject librarians for various classes can be found here: https://www.library.unlv.edu/contact/librarians_by_subject. UNLV libraries provide resources to support students’ access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at https://www.library.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. Emailing within WebCampus is acceptable.

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 within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, 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?coid=4&navoid=523.

Transparency in Learning and Teaching—The University encourages students to use a transparency template to discuss with their instructors how assignments and course activities benefit student success: https://www.unlv.edu/sites/default/files/page_files/27/TILT_Framework_Students.pdf.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit http://www.unlv.edu/asc or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TBE second floor.

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 702-895-3988. 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/.

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. However we will meet for the final exam at the regularly scheduled class time unless otherwise notified.
II. Title: Strategies in Early Childhood Special Education

III. Credit: 3 hours

IV. Semester: Spring 2019

V. Instructor: Dr. John Filler

VI. Office Location: CEB 154
   Class Location: CEB 133

VII. Office Hours: Wednesday: 2:00 – 4:00pm
                Thursday: 2:00 – 4:00pm
                Others by appointment

VIII. Telephone & email: 895-1105
       jfiller@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
(Subject 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. For example, the syllabus distributed to students enrolled in Spring of 2017 contains approximately 110 references to published articles on topics addressed in this 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.


**UNLV Library Information and Resources:** Access library resources and ask questions at [www.library.unlv.edu](http://www.library.unlv.edu)

**Other Internet Resources:**

The Division for Early Childhood (CEC):

National Early Childhood Technical Assistance System:
[http://www.nectas.unc.edu/](http://www.nectas.unc.edu/)

National Association for the Education of Young Children
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. Out-of-class learning activities may include, but are not limited to the following learning activities: assigned readings; a paper or project; and Webcampus postings and/or 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. Each exam is worth a total of 100 points. Exam questions will be graded on accuracy, integration of content, organization and clarity of ideas and concepts, writing mechanics and fluency.

2. Lesson plan adaptation (100 Points)

   Plagiarism

   Plagiarism has become an increasingly more common phenomenon. It will not be tolerated in any form in this course. To assist you in understanding what plagiarism is, and to indicate before hand how plagiarism will be viewed in this course, the following definition and examples are provided. The next four paragraphs describe a definition of plagiarism.

   All academic work, written or otherwise, submitted by a student to this instructor or other academic supervisor, is expected to be the result of her/his own thought, research, or self-expression. In any case in which a student feels unsure about a question of plagiarism involving her/his work, s/he is obligated to consult the instructor on the matter before submitting it.

   When a student submits work purporting to be his/her own, but which in any way borrows ideas, organization or anything else from another source without appropriate acknowledgment of the fact, the student is guilty of plagiarism.

   Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file or whatever. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work that a student submits as his/her own, whoever that person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. Any accommodations, because of disability, that may be interpreted by anyone to constitute a possible violation of this premise must be coordinated through the Disability Resource Center (see note 1) and be discussed, in advance, with the instructor.

   When a student's assignment involves research in outside sources or information, s/he must carefully acknowledge exactly what, where and how s/he has employed them. If the words of someone else are used, quotation marks must be placed around the passage and there must be, in APA (6th Ed.) style, the appropriate indication of origin. Making simple changes while leaving the content and phraseology intact, without the appropriate citation, is plagiarism. However, nothing in these statements should be construed to apply to those ideas that are so generally held and circulated as to be a part of the public domain.

   Examples of plagiarized and non-plagiarized work include:
and present it with all pages stapled neatly. You may elect to do more than 1 and if you do the one
with the highest grade will be counted. Each adaptation plan must be for a student with a different
disability. Included for each adapted lesson/activity, must be a specification of the materials,
instructional format, adaptations and/or modifications, and instructional setting. It must include a
copy of the original lesson plan in addition to the adaptation requirements. Read carefully the Lesson
Plan Adaptation instructions in your Web Campus folder as well as the grading rubric.

**Administrative Requirement**

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
is expected. After 2 class absences (each half period equals one absence), 10 points may be deducted
from the final grade for each absence that is unexcused.

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**Plagiariized Example:** A minimum of three separate observation points, plotted on the graph, during this baseline
phase are required to establish a trend in the data.

- This statement would be considered to plagiarized because it is a direct quotation, and it is not cited as a
direct quotation.

**Non-Plagiariized Example:** "A minimum of three separate observation points, plotted on the graph, during this
baseline phase are required to establish a trend in the data" (Barlow & Hersen, 1973, p. 320).

- This statement is not an example of plagiarism because it is correctly quoted.

**Plagiariized Example:** A minimum of three separate observation points, plotted on the graph, during this baseline
phase are required to establish a trend in the data (Barlow & Hersen, 1973).

- This statement is considered plagiarism because it is a quotation of another source, but it is not
acknowledged as a quotation. According to the APA style manual, in this example the reader is led to believe
that the statement is the words of the writer. Quotation marks should have been placed around it thus
indicating that the words, as well as the idea, are those of the source.

**Non-Plagiariized Example:** Three baseline points are considered to be the minimum number in order to establish a
trend (Barlow & Hersen, 1973).

- This statement is not an example of plagiarism because the words are those of the student and credit for the
idea is given to the cited source.

For any case of plagiarism in this course a grade of F will be recorded and the instructor will definitely initiate the
disciplinary review procedures. If you are unsure as to whether or not you are correctly referencing the work of
others simply bring your question to the instructor before submitting your adaptation plan. I will be happy to
resolve any question you may have.
2. This class is supported by Web Campus. Each student enrolled in the class is expected to log on to Web Campus and to monitor closely the class site for messages and additional assignments on a daily basis.

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) indicated in this syllabus unless otherwise noted in class. Failure to take the exams at the scheduled times or to turn in the Adaptation Plan(s) on the date and at the time indicated (without an excuse acceptable to the instructor) 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. MONITOR YOUR CLASS WEBSITE DAILY.

4. 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 (1/23)</td>
<td>I. Introduction II. Review 108-446</td>
<td>Johnson et al., Chapter 1</td>
</tr>
<tr>
<td>2 (1/30)</td>
<td>III. Review Differences Between IFSP and IEP IV. ECSE Goals and Objectives *Collaborative Goal Planning</td>
<td>Johnson et al., Chapter 2</td>
</tr>
<tr>
<td>3 (2/6)</td>
<td>*Writing Annual Goals and Short-Term Objectives *In-Class Objective Practice</td>
<td>Johnson et al., Chapter 3</td>
</tr>
</tbody>
</table>
4 (2/13) V. Task Analysis and Developmental Milestones
*Task Analysis In-Class Practice
Wolery & Bredekamp (1994) in "Handouts" module

5 (2/20) VI. Learning Theory and ECSE Strategy
*Developmentally Appropriate and Individually Appropriate Practice (DIAP)
Johnson et al., Chapter 8
Akpovo et al. (2018) in "Handouts" module

6 (2/27) VII. Formative Assessment and Planning Strategy
*Introduction to Arrangement of Antecedents and Consequences

7 (3/6) VIII. Arranging proximal and distal antecedents (instructional cues)
IX. Arranging proximal and distal consequences (e.g. program and placement)
Johnson et al., Chapter 4

8 (3/13) MIDTERM EXAM
All Notes and Assigned Readings to Date

9 (3/20) NO CLASS- SPRING BREAK

10 (3/27) X. Arrangement of "Special case" consequences. Dealing with aggressive and/or disruptive behavior
Johnson et al., Chapter 5

11 (4/3) XI. Teaching self-help & toileting skills- An example of how to "put it all together"

12 (4/10) XII. Developing Individual Daily Activity Plans
XIII. Environmental Inventories (REVIEW FROM PREVIOUS CLASSES)
Johnson et al., Chapter 6

13 (4/17) XIV. Elements of Activity-Based Intervention (cont.)
* Planning activities with appendices!
* Center-based programming and generalization
Johnson et al., Chapters 9 &10

14 (4/24) XV. Environmental engineering (overview)
XVI. Selection of materials (novelty, complexity, and responsivity)
Johnson et al., Chapter 7

15 (5/1) XVII. Strategies for Integration & Inclusion
XVIII. Activities Matrix
Filler & Xu, (2006) in “Handouts” Module
16 (5/8) Program evaluation
   * Strategies for implementing
     program modifications
   * Review for exam

*18 (5/15) Final Exam** (All assigned readings, Handouts,
   and notes since midterm)

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.