PREPARING PROFESSIONALS FOR CHANGING EDUCATIONAL CONTEXT
Department of Educational and Clinical Studies
College of Education
University of Nevada, Las Vegas

Strategies for Early Childhood Special Education

I.	Prefix and Number:	EDSP 475
II.	Title:	Strategies in Early Childhood Special Education
III.	Credit:	3 Credit Hours
IV.	Semester:	
V.	Instructor:	
VI.	Office Location:	
VII.	Class Location:	
VIII.	Office Hours:	
IX.	Office Phone:	
X.	E-Mail:	
XI.	Prerequisite Course(s):	EDSP 471 or consent of the instructor

XII. **Course Description:** This class is designed to assist professionals to work effectively with young children with disabilities in inclusive community and school-based settings. Discussions will include legal mandates, implementation of behavior modification strategies, support strategies for parents and children, assessment, activity-based instruction, the classroom physical environment, and methods of facilitating positive interpersonal interactions among children. Additionally, it will focus upon the development of behavioral objectives and task analysis.

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 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: https://www.unlv.edu/studentconduct/student-conduct.

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 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://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.

http://catalog.unlv.edu/content.php?catoid=6&navoid=531

https://www.unlv.edu/provost/teachingandlearning

https://www.unlv.edu/provost/transparency

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.

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides 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/.

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 the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB 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 702-895-3908. 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/.

Students may consult with a librarian on research needs. For this class, the Subject Librarian is
(https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides 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/

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.

InTASC Standards Addressed:

- Standard 1.0 Learner Development
- Standard 2.0 Learning Differences
- 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

NAEYC Standards Addressed:

- Standard 1 Promoting Child Development and Learning
- Standard 2 Building Family and Community Relationships
- Standard 3 Observing, Documenting and Assessing to Support Young Children and Families
- Standard 4 Using Developmentally Effective Approaches
- Standard 5 Using Content Knowledge to Build Meaningful Curriculum
- Standard 6 Becoming a Professional

XI.   Course Objectives

<u>Knowledge:</u>
(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. Use knowledge of how young children differ in their development and approaches to learning to support the development and learning of individual children. InTASC1(d), InTASC1(e), NAEYC1a, NAEYC1b, NAEYC1c
    Measurement/Evaluation: Exams, Inservice Present.

2. Plan and implement developmentally appropriate curriculum and instructional practices based on knowledge of individual children, the community, and curriculum goals and content. InTASC1(e), InTASC1(g), InTASC7(l), NAEYC 4b, NAEYC4c
    Measurement/Evaluation: Exams , Inservice Present.

3. Understands how to establish and maintain physically and psychologically safe and healthy learning environments for children. (NAEYC1c)
    Measurement/Evaluation: Exams, Inservice Present.

4. Demonstrate sensitivity to differences in family structures and social and cultural backgrounds. InTASC2(j), NAEYC2a, NAEYC2b, NAEYC2c
    Measurement/Evaluation: Exams , Inservice Present.

5. Demonstrate an understanding of conditions of children, families, and professionals; current issues and trends; legal issues; and legislation and other public policies affecting children, families, and programs for young children and the early childhood profession. NAEYC6b
    Measurement/Evaluation: Exams, Inservice Present.

6. Extend their knowledge and understanding of the dominant theories of human and socio-cultural development and learning through the lifespan; knowledge of research on social, emotional, cognitive, language, aesthetic, motor, and perceptual development and learning in children from birth through age eight, including children with special developmental and learning needs and their families; and understanding of the child in the family and cultural context. InTASC1(d), InTASC2(g), InTASC2(i), InTASC7(g), NAEYC1a)
    Measurement/Evaluation: Exams, Inservice Present.

7. Extend and develop knowledge and understanding of theories and content of curriculum and instruction and alternative models and methodologies. InTASC7(j), NAEYC4c

Measurement/Evaluation: Exams , Inservice Present.

8. Critically examine alternative perspectives regarding central issues in the field (for example, child development, programs for young children and their families, research priorities, or implications for teacher education and staff development). InTAS4(k), NAEYC4c
Measurement/Evaluation: Exams , Inservice Present.

9. Understand the socio-cultural, historical, and political forces that influence the diverse delivery systems through which programs are offered for young children and their families (for example, social service agencies, public schools, private enterprise.) NAEYC4c
Measurement/Evaluation: Exams , Inservice Present.

<u>Performances (Skills</u>):
(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. Articulate the historical, philosophical, and legal basis of services for young children both with and without special needs NAEYC1a.
Measurement/Evaluation: Service Learning Proj, Inservice Present.

2. Identify ethical and policy issues related to educational, social, and medical services for young children and their families NAEYC6b.
Measurement/Evaluation: Exams , Service Learning Proj, Inservice Present.

3. Identify legislation that affects children, families, and programs for children NAEYC6d.
Measurement/Evaluation: Exams , Service Learning Proj, Inservice Present.

4. Apply theories of child development, both typical and atypical, and apply current research with emphasis on cognitive, motor, social-emotional, communication, adaptive, and aesthetic development in learning situations in family and community contexts InTASC7(b), NAEYC5a.
Measurement/Evaluation: Exams , Service Learning Proj, Inservice Present.

5. Develop a plan for formative and summative program evaluation to ensure comprehensive quality of the total environment for children, families, and the community InTASC7(a), InTASC7(b), InTASC7(c), NAEYC3b.
Measurement/Evaluation: Exams , Service Learning Proj, Inservice Present.

6. Plan developmentally and individually appropriate instructional practices based on knowledge of individual children, the family, the community, and curricula goals and content InTASC7(b), NAEYC2a.

Measurement/Evaluation: Exams , Service Learning Proj, Inservice Present.

7. Plan intervention strategies for children with specific disabilities including motor, sensory, health, communication, social-emotional, and cognitive disabilities (InTASC7(e), NAEYC5a)

Measurement/Evaluation: Exams , Service Learning Proj, Inservice Present.

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. Actively seek out opportunities to grow professionally by locating and using appropriate professional literature, organizations, resources, and experiences to inform and improve practice. InTASC8(p), InTASC9(l), NAEYC6a

Measurement/Evaluation: Exams , Service Learning Proj, Inservice Present.

2. Establish and maintain positive, collaborative relationships with colleagues, other professionals and families, and work effectively as a member of a professional team. InTASC8(r), (q), NAEYC 6c

Measurement/Evaluation: Exams , Service Learning Proj, Inservice Present.

3. Serve as advocates on behalf of young children and their families, improved quality of programs and services for young children, and enhanced professional status and working conditions for early childhood educators. NAEYC6e

Measurement/Evaluation: Exams , Service Learning Proj, Inservice Present.

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).

Upon completion of this course participants will be able to demonstrate theoretical and research knowledge critical to the implementation of appropriate instructional strategies in early childhood educational settings.

XII.   Resources:

<u>Required Text</u>:

Klein, M. D., Cook, R. E., & Richardson-Gibbs, A. M. (2001). *Strategies for including children with special needs in early childhood settings.* Albany, NY: Delmar.

Johnson, J.J., Rahn, N., & Bricker, D. (2015). <u>*An activity-based approach to early Intervention (4th ed.).*</u> Baltimore, MD: Paul H. Brookes Publishing Co.

<u>Supplemental Text(s)</u>:

Bailey, D.B., & Wolery, M. (1992). *Teaching infants and preschoolers with disabilities* (2nd Ed.). New York: Merrill.

Bricker, D.D. (1989). *Early intervention for at-risk and handicapped infants, toddlers, and preschool children*. Palo Alto, CA: Vort Corporation. New York: Merrill.

Bricker, D.B., & Woods Cripe, J.J. (1992). *An activity-based approach to early intervention*. Baltimore, MD: Paul H. Brooks Publishing Co.

Cook, R.E., Tessier, A., & Klein, M.D. (2000). *Adapting the early childhood curricula for children in inclusive settings* (5th Ed.). Englewood Cliffs, NJ: Merrill.

Davis, M.D., Kilgo, J.L., & Gamel-McCormick, M. (1998). *Young children with special needs: A developmentally appropriate approach*. Needham Heights, MA: Allyn & Bacon.

Gould, P., & Sullivan, J. (1999). *The inclusive early childhood classroom: Easy ways to adapt learning centers for all children*. Beltsville, MD: Gryphon House.

XIII.   Course Requirements, Assignments, Evaluation Procedures, and Grading Policy:

   Course Requirements:

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

Out-of-class learning activities may include, but are not limited to the following learning activities: assigned readings; a paper or project; a 20 hour service learning project and, observations of early childhood/early childhood special education programs.

Course Assignments:

1. **Grade Level In-Service (20 points):** A group of 3-4 students are expected to complete a 15 minute in-service (PowerPoint) related to adaptations/modifications for working with children with disabilities in the preschool or primary grades. The in-service should focus on 3-4 adaptations/modifications and 3-4 strategies used in an assigned learning center within the preschool or primary grades (3 to 8) that will meet the needs of all children in an inclusive classroom (intellectual disabilities, physical disabilities, social/emotional, hearing impairments/deafness, and visual impairments/blindness). Five references required. Handout for peers and the instructor are required. See rubric for further details. Groups will sign up for a specific date and specific learning center.

2. **Service Learning Project (50 points):** Each student is expected to complete a 20-hour service learning project during the semester. The project requires each student to spend 20 hours or more implementing a learning strategy or intervention with a young child with disabilities (0-6 years of age) *in an inclusive environment.* The service learning project must take place in the child's typical learning environment and the learning strategy or intervention should be based on the child's IFSP/IEP. The project will be compiled and include a 5-page paper describing the experience and reflect on the assignment (not including data collection forms, intervention plan, etc.). Five references required. See the feedback form and rubrics for further information; both must be turned in with the completed project on November 21, 2016.

   The project will involve:
   - assessment of the child's current skill level (baseline data collection),
   - development of a learning strategy or intervention plan,
   - implementation of the learning strategy or intervention,
   - formative assessment of the learning strategy or intervention plan, and
   - summative assessment of child skill level after completion of the learning strategy or intervention.

3. **Examinations (30 points; 15 points each):** Each student is expected to complete a midterm and final exam that covers readings, discussion, problem-solving, and personal experience. Exam questions will be graded

on accuracy, integration of content, organization and clarity of ideas and concepts, writing mechanics and fluency.

4. **Attendance:** Weekly class attendance is highly encouraged in order to fully benefit from the class and learning more about early childhood special education. Regular attendance in class is expected, that is, your grade will not be positively affected by attendance; however, repeated absences that are not excused can result in points being deducted from your final grade. One absence is permitted each semester, and each additional absence beyond the first absence will result in 10 points being deducted from the final point total at the end of the term. Additionally, a student who will be absent is highly encouraged to seek out to a peer to get information discussed in class.

    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 on a daily basis.

Evaluation Procedures:

Class assignments are due on the dates specified in the course syllabus unless prior arrangements have been made with the instructor. Assignments not handed in on time will be penalized 10% of the possible points for up to three (3) days. After three (3) days, late assignments will not be accepted. The exams must be taken on the assigned day. Make-up exams will not be given unless prior arrangements are made with the instructor.

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

		A	= 95 – 100
Grade Level In-Service	20	A-	= 90 - 94
Service Learning Project	50	B+	= 87 - 89
Exams	30	B	= 83 - 86
Total Points	100	B-	= 80 – 82
		C+	= 77 - 79
		C	= 73 - 76
		B-	= 70 – 72

D+   = 67 - 69

D   = 63 - 66

F   = 62 and below

Administrative Requirements

1. **Late Policy: Assignments are due at the start of class at 7:00 pm. Assignments need to be uploaded to Webcampus/Blackboard Learn via Turn It In.** Assignments turned in late will receive a 10% deduction per day, up to 3 days. Assignments turned in more than 3 days late will not be accepted. No exceptions.

2. **All assignments MUST be done in APA 6th edition,** including typed and double-spaced. Work submitted should reflect college-level expectations in terms of scope, depth, writing mechanics, appearance, and APA 6th Edition style (where appropriate).

3. **Other Notes -** Students are expected to demonstrate professional behavior at all times. This includes:
   - Refraining from inappropriate or personal comments about other students or the instructor
   - Refraining from excessive questions, particularly about information the student does not know because s/he did not complete the assigned readings
   - Cell phones for emergency use only during class
   - Not using laptops unless for purposes explicitly related to the course. **If laptop use becomes a distraction to students in the class, laptops will no longer be permissible.**
   - The instructor may deduct points from students' grades or ask students to leave class for any of the activities above. Students who are asked to leave class will receive an unexcused absence for that day and will not be allowed to make up any assignments.

   XIV.   **Class Schedule**

   XIV.   **Course Outline and Schedule**

Week	Date	Topic(s)	Reading (due at the beginning of class)	Assignments (due at the beginning of class)

1	8/29	• Introductions/Syllabus and Review/Requirements • Eligibility Requirements	• Klein, Cook, Richardson-Gibbs, Introduction • Johnson, Rahn, & Bricker, About the Authors, Acknowledgments & Appendix • Read course syllabus	• Order textbooks
2	9/5	NO CLASS – LABOR DAY		
3	9/12	• Legal Foundations of ECSE & Evolution of ABI • What are Adaptations & Accommodations	• Klein, Cook, Richardson-Gibbs Chapters 2 & 3 • Johnson, Rahn, & Bricker Chapters 1 & 2	• **In-service sign-up**
4	9/19	• Annual Goals & Short Term Objectives	• Klein, Cook, Richardson-Gibbs, Chapter 5 • Johnson, Rahn, & Bricker Chapter 3	• **Service Learning Project Due: Sign-Off & Present Levels** • Weekly in-service presentations
5	9/26	• IFSP/IEP	• Klein, Cook, Richardson-Gibbs, Chapter 5	• **Service Learning Project Due: Goals & Objectives** • Weekly in-service presentations
6	10/3	• ABI & Task Analysis • Developmentally & Individually Appropriate Practices	• Klein, Cook, Richardson-Gibbs, Chapters 6 & 7 • Johnson, Rahn, & Bricker Chapters 2 & 4	• **Service Learning Project Due: Baseline** • Weekly in-service presentations

7	10/10	• Activity Matrix	• Klein, Cook, Richardson-Gibbs, Chapter 5 (Review) • Johnson, Rahn, & Bricker Chapter 6 • Review for Midterm	• **Service Learning Project Due: Strategy** • Weekly in-service presentations
8	10/17	• **MIDTERM EXAM - ONLINE**		**ONLINE – DO NOT MEET IN PERSON**
9	10/24	• Formative Assessment	• Klein, Cook, Richardson-Gibbs, Chapter 5 (Review) • Johnson, Rahn, & Bricker Chapter 5	• **Service Learning Project Due: Intervention** • Weekly in-service presentations
10	10/31	• ABI & the Team	• Klein, Cook, Richardson-Gibbs, Chapters 14 & 15 • Johnson, Rahn, & Bricker Chapters 10 & 13	• **Service Learning Project Due: Intervention** • Weekly in-service presentations
11	11/7	• Strategies for Inclusion	• Klein, Cook, Richardson-Gibbs, Chapters 1& 4 • Johnson, Rahn, & Bricker Chapter 7	• **Service Learning Project Due: Intervention** • Weekly in-service presentations
12	11/14	• Strategies for Inclusion	• Klein, Cook, Richardson-Gibbs, Chapters 6 & 7 (Review) • Johnson, Rahn, & Bricker Chapters 9 & 12	• **Service Learning Project Due: Due for Feedback** • Weekly in-service presentations
13	11/21	• Summative Assessment/Strategies for Inclusion	• Klein, Cook, Richardson-Gibbs, Chapters 8 & 9 • Johnson, Rahn, & Bricker Chapter 8	• Weekly in-service presentations

14	11/28	• Summative Assessment/Strategies for Inclusion	• Klein, Cook, Richardson-Gibbs, Chapter 10 • Johnson, Rahn, & Bricker Chapter 14	• **Service Learning Project Due: Summative Assessment AND Entire Project** • Weekly in-service presentations
15	12/5	• Final Exam Review	• Review for Final Exam	• Weekly in-service presentations
16	Week of 12/12	• FINAL EXAM TBA		

Exams <u>must</u> be taken on the date indicated at the time of the regularly scheduled class. Failure to do so, without an acceptable excuse approved by the instructor, will result in 0 points <u>without exception</u>.