

University of Nevada, Las Vegas
Department of Educational & Clinical Services¹
Preparing professionals for changing educational context

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| I. | Prefix & Number: | ESP 771 1001 |
| II. | Course Title: | <i>Perspectives on Early Childhood Special Education</i> |
| III. | Course Credit Hours: | 3 hours |
| IV. | Semester: | |
| V. | Instructor: | |
| VI. | Office Location: | |
| VII. | Office Hours: | |
| VIII. | Telephone: | |
| IX. | Prerequisite Course(s): | None |
| X. | Course Description: | |

Perspectives of national, state, and local programs in special education for young children with disabilities. Reviews variables related to: program development, classroom management, parent involvement, legislation and funding, disability condition, identification, screening and assessment, learning and developmental problems, research, typical child development and developmental deviations.

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 6.0 Assessment
- Standard 7.0 Planning for Instruction
- Standard 8.0 Instructional Strategies

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- Standard 9.0 Professional Learning and Ethical Practice
- Standard 10.0 Leadership and Collaboration

DEC (CEC) Standards Addressed:

- Standard 1.0 Foundations
- Standard 2.0 Development and Characteristics of Learners
- Standard 3.0 Individual Learning Differences
- Standard 5.0 Learning Environments and Social Interactions
- Standard 4.0 Instructional Strategies
- Standard 6.0 Language
- Standard 7.0 Instructional Planning
- Standard 8.0 Assessment
- Standard 9.0 Professional and Ethical Practice
- Standard 10.0 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 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. Each student will demonstrate knowledge of the history of services to young children with disabilities. InTASC4(j), InTASC5(p), InTASC9(i), InTASC10(l), ICC1K1, ICC1K8, ICC1K2, ECSE1K1, ECSE1K2
Measurement/Evaluation: Exams and Paper
2. Each student will demonstrate knowledge of federal and state legislation applicable to the provision of educational and related services to young children with disabilities. InTASC5(p), InTASC9(j), ICC1K2, ICC1K3, CC1K4, ICC1K5, ICC1K6, ICC8K2, ECSE1K2
Measurement/Evaluation: Exams and Paper
3. Each student will demonstrate knowledge of the general principles of child development including scope, skill inter-relationship, skill sequence and typical vs. atypical differences.

InTASC1(d), InTASC1(e), InTASC1(f), InTASC1(h), InTASC2(g), InTASC7(i), ICC2K2, ICC2K3, NAEYC1a

Measurement/Evaluation: Exams and Paper

4. Each student will demonstrate knowledge of and ability to recognize health and safety issues and possible medical management issues that may arise. InTASC3(m), ICC2K3, ECSE2K5, ECSE9S1
Measurement/Evaluation: Exams and Paper
5. Each student will demonstrate knowledge of ethical and policy issues related to early childhood special education as they relate to their personal philosophy of special education. InTASC5(k), InTASC9(k), ICC1S1, ICC5K4, ICC6K2, ICC9K2
Measurement/Evaluation: Exams and Paper
6. Each student will demonstrate knowledge of the characteristics of the eligible population of young children with disabilities as well as those factors that lead to a judgment of eligibility. InTASC2(h), InTASC8(j), ICC2K6, ICC8K1, ECSE2K2, ICC3K1, NAEYC1a
Measurement/Evaluation: Exams and Paper
7. Each student will demonstrate knowledge of the content of the IEP and IFSP and demonstrate the ability to form goals and objectives that are structurally sound and able to be assessed and implemented in inclusive settings. InTASC3(n), InTASC4(l), InTASC6(r), ICC1K2, ECSE3K1, NAEYC3a
Measurement/Evaluation: Exams and Paper
8. Each student will demonstrate knowledge of antecedent and consequent strategies for teaching young children including strategies for managing disruptive and/or aggressive behavior. ICC1K2, ICC5K3, NAEYC1b
Measurement/Evaluation: Exams and Paper
9. Each student will demonstrate knowledge of typical inclusive curricular models for young children (e.g., IDAP, Functional etc.). InTASC2(j), InTASC9(g), ECSE2K1, ECSE7K1
Measurement/Evaluation: Exams and Paper
10. Each student will demonstrate a general knowledge of the relevance of activity-based instruction for the infusion of IEP and IFSP objectives into general preschool/ kindergarten curricula. ECSE1K2
Measurement/Evaluation: Exams and Paper
11. Each student will demonstrate knowledge of strategies for including young children with severe multiple disabilities in the general preschool/kindergarten program. InTASC5(1), ICC5K1
Measurement/Evaluation: Exams and Paper
12. Each student will demonstrate knowledge of the roles that families may play as members of the intervention team as well as the concerns they may express relevant to inclusion.

InTASC10(m), ICC1K7, ICC2K4, ICC6K3, ECSE3K2, NAEYC1b, NAEYC2a, NAEYC2b, NAEYC2c

Measurement/Evaluation: Exams and Paper

13. Each student will demonstrate knowledge of the differences which exist among interdisciplinary, multidisciplinary and transdisciplinary models for the delivery of InTASC5(k)related services. InTASC3(r), InTASC5(i), InTASC7(h), ICC7K5, ECSE10S3, NAEYC2b, NAEYC4a

Measurement/Evaluation: Exams and Paper

14. Each student will demonstrate knowledge of issues in early childhood special education unique to specific cultural backgrounds and inner city versus rural geographical settings (e.g. home based versus center based services). InTASC9(j), InTASC10(o), ICC1K5, ICC1K8, ECSE3K2, ICC6K1, ICC6K3

Measurement/Evaluation: Exams and Paper

15. Each student will demonstrate knowledge of the essential components for successful team planning to support young children with severe disabilities in inclusive settings. ICC10K1, ECSE10K1

Measurement/Evaluation: Exams and Paper

Performances (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. Each student will develop goals, objectives and benchmarks that are structurally sound and able to be implemented in inclusive settings. ICC7S6, ICC7S7, NAEYC4c

Measurement/Evaluation: Assignments, Exams, and Paper

2. Each student will develop task analyses of skills typically targeted for instruction in inclusive early childhood settings in at least two different curricular domains. ICC7S8

Measurement/Evaluation: Assignments and Exams

3. Each student will develop a written rationale including justification, explication of benefits and possible challenges and strategies for successful intervention with young students with disabilities in typical early childhood care and education centers. InTASC9(b), InTASC9(e), InTASC10(d), InTASC10(h), ECSE5S, ECSE9S6

Measurement/Evaluation: Exams and Paper

4. Each student will explain the fundamentals of instructional strategy as related to teaching in inclusive environments. InTASC3(f), InTASC10(d), ICC4S1, ICC4S4

Measurement/Evaluation: Exams and Paper

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. Demonstrate awareness of and commitment to the CEC Code of Ethics and generally accepted standards for professional development. InTASC1(j), InTASC2(l), InTASC4(k), InTASC5(q), InTASC5(r), InTASC6(r), InTASC9(l), InTASC9(n), InTASC9(o), ICC9K1, ICC9K2, ICC9K3, ICC9K4, ICC9S1, ECSE9K1, NAEYC6a
Measurement/Evaluation: Exams and Paper
2. Demonstrate knowledge of ethical and policy issues related to early childhood special education. InTASC2(m), InTASC3(o), InTASC4(p), InTASC4(q), InTASC7(q), ICC9K1, ICC9K2, ICC9K3, ICC9K4, ECSE9K1
Measurement/Evaluation: Exams and Paper
3. Demonstrate the ability to explain the values represented in both law and educational practice relative to inclusive individually and developmentally appropriate practices. InTASC1(h), InTASC1(i), InTASC1(j), InTASC1(k), InTASC4(q), InTASC5(s), InTASC7(n), InTASC7(p), InTASC10(s), InTASC10(t), ICC1K2, ECSE1K1, NAEYC4c
Measurement/Evaluation: Exams and Paper

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 students will be demonstrate the ability to explain the values represented in both law and educational practice relative to inclusive individually and developmentally appropriate practices and do so in manner that reflects principles of child development, ethical practice and an introductory understanding of the basics of curricular design, assessment, family participation and instructional strategy.

XII. Texts, readings, and instructional resources:

Required Text(s):

Allen, K. E., & Cowdery, G. E. (2012). *The exceptional child: Inclusion in early childhood education*. Belmont, CA: Wadsworth.

Optional Text(s):

Friend, M., & Bursuck, W. D. (2006). *Including students with special needs: A practical guide for classroom teachers (4th Ed.)*. Boston: Allyn & Bacon.

Current and Classical Reference(s):

- Anastasiou, D., & Kauffman, J. M. (2011). A Social Constructionist Approach to Disability: Implications for Special Education. *Exceptional Children*, 77(3), 367-384.
- Alberto, P.A., & Troutman, A.C. (1986). *Applied behavior analysis for teachers. (2nd. Ed.)*. Columbus, OH: Merrill Publishing Company.
- Ardila, A., Rosselli, M., Matute, E., & Inozemtseva, O. (2011). Gender Differences in Cognitive Development. [Article]. *Developmental Psychology*, 47(4), 984-990.
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- Banda, D. R., Hart, S. L., & Liu-Gitz, L. (2010). Impact of Training Peers and Children with Autism on Social Skills during Center Time Activities in Inclusive Classrooms. *Research in Autism Spectrum Disorders*, 4(4), 619-625.
- Bayat, M. (2011). Clarifying Issues Regarding the Use of Praise with Young Children. *Topics in Early Childhood Special Education*, 31(2), 121-128.
- Bennett, K., Reichow, B., & Wolery, M. (2011). Effects of Structured Teaching on the Behavior of Young Children with Disabilities. *Focus on Autism and Other Developmental Disabilities*, 26(3), 143-152.
- Boylan, E., Goldman, D., & Education Law, C. (2010). Including Children with Disabilities in State Pre-K Programs. Pre-K Policy Brief Series: Education Law Center.
- Bredenkamp, S. (Ed.). (1987). *Developmentally appropriate practice in early childhood programs serving children from birth through age eight*. Washington, DC: National Association for the Education of young Children.
- Brekken, L. (2011). Early Head Start and Early Intervention: Partnerships That Make a Difference for Young Children with Disabilities and Their Families. *Zero to Three*, 31(4), 32-38.
- Bricker, D.D. (1989). *Early intervention for at-risk and handicapped infants, toddlers, and preschool children*. Palo Alto, CA: Vort Corporation.
- Brooks-Gunn, J., Han, W.-J., & Waldfogel, J. (2010). First-Year Maternal Employment and Child Development in the First 7 Years. *Monographs of the Society for Research in Child Development*, 75(2), 1-147.
- Bruder, M. B. (2010). Early Childhood Intervention: A Promise to Children and Families for Their Future. *Exceptional Children*, 76(3), 339-355.

- Brown, L., Branston, M. B., Hamre-Nietupski, S., Pumpian, I., Certo, N., & Gruenewald, L. (1979). A strategy for developing chronological-age-appropriate and functional curricular content for severely handicapped adolescents and young adults. *The Journal of Special Education, 13*(1), 81-90.
- Cicirello, N., Hall, S., & Reed, P. (1987). *Developing a collaborative IEP*. Salem, OR: Oregon Department of Education, Services for Students with Orthopedic Impairments.
- Cole, K. N., Harris, S. R., Eland, S. F., & Mills, P. E. (1989). Comparison of two service delivery model: In-class and out-of-class therapy approaches. *Pediatric Physical Therapy, 1*(2), 49-54.
- Conin-Powers, M. C., Ross-Allen, J., Konig, C. S., & McGowan, P. A. (1990). Transition of young children into the elementary education mainstream. *Topics in Early Childhood Special Education, 9*(4), 91-106.
- Cooper, J. O., Heron, T. E., & Heward, W. L. (1987). *Applied behavior analysis*. Columbus, OH: Merrill Publishing Company.
- Coplan, R. J., Schneider, B. H., Matheson, A., & Graham, A. (2010). "Play Skills" for Shy Children: Development of a "Social Skills Facilitated Play" Early Intervention Program for Extremely Inhibited Preschoolers. *Infant and Child Development, 19*(3), 223-237.
- Craighead, W., Kazdin, A., & Mahoney, M. (Eds.). (1981). *Behavior modification*. Boston: Houghton Mifflin.
- Danaher, J., & National Early Childhood Technical Assistance, C. (2011). Eligibility Policies and Practices for Young Children under Part B of IDEA. NECTAC Notes. No. 27: National Early Childhood Technical Assistance Center (NECTAC).
- Dell, A. G., Newton, D. A., & Petroff, J. G. (2011). Uses of technology in early intervention. In S. Eidelman, L. A. Kaczmarek, S. P. Maude, S. Eidelman, L. A. Kaczmarek & S. P. Maude (Eds.), *Early childhood intervention: Shaping the future for children with special needs and their families (Vols 1-3)*. (pp. 117-146). Santa Barbara, CA US: Praeger/ABC-CLIO.
- Denkyirah, A. M., & Agbeke, W. K. (2010). Strategies for Transitioning Preschoolers with Autism Spectrum Disorders to Kindergarten. *Early Childhood Education Journal, 38*(4), 265-270.
- Dinnebeil, L., Spino, M., & McInerney, W. (2011). Using Implementation Checklists to Reinforce the Use of Child-Focused Intervention Strategies. *Young Exceptional Children, 14*(2), 22-31.
- Engle, J. M., McElwain, N. L., & Lasky, N. (2011). Presence and quality of kindergarten children's friendships: concurrent and longitudinal associations with child adjustment in the early school years. *Infant & Child Development, 20*(4), 365-386.

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- Flippin, M., & Crais, E. R. (2011). The Need for More Effective Father Involvement in Early Autism Intervention: A Systematic Review and Recommendations. *Journal of Early Intervention*, 33(1), 24-50.
- Flippin, M., Reszka, S., & Watson, L. R. (2010). Effectiveness of the Picture Exchange Communication System (PECS) on Communication and Speech for Children with Autism Spectrum Disorders: A Meta-Analysis. *American Journal of Speech-Language Pathology*, 19(2), 178-195.
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- Filler, J. W., Jr. (1976). Modifying maternal teaching styles: Effects of task arrangement on the Match-to-Sample performance of retarded preschool age children. *American Journal of Mental Deficiency*, 80, 602-612.
- Filler, J., & Xu, Y. (Winter 2006/2007). Including children with disabilities in early childhood education programs: Individualizing developmentally appropriate practices. *Childhood Education*, 83, (2), 92-98.
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- Frey, J. R., & Kaiser, A. P. (2011). The Use of Play Expansions to Increase the Diversity and Complexity of Object Play in Young Children with Disabilities. *Topics in Early Childhood Special Education*, 31(2), 99-111.
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- Gaylord-Ross, R. J., & Browder, D. M. (1991). Functional assessment: Dynamic and domain properties. In L. H. Meyer, C. A. Peck, & L. Brown (Eds.). *Critical issues in the lives of people with severe disabilities* (pp. 45-67). Baltimore: Paul H. Brookes Publishing Co.
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- Grisham-Brown, J., Cox, M., Grivil, M., & Missall, K. (2010). Differences in Child Care Quality for Children with and without Disabilities. *Early Education and Development*, 21(1), 21-37.
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- Hurley, J. J., & Horn, E. M. (2010). Family and Professional Priorities for Inclusive Early Childhood Settings. *Journal of Early Intervention*, 32(5), 335-350.
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- Hyatt, K. J., & Filler, J. (2011). LRE re-examined: misinterpretations and unintended consequences. [Journal Article]. *International Journal of Inclusive Education*, 15, 1031-1045.
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- Hu, B. Y., Roberts, S. K., Wang, Y., & Zhao, H. (2011). The initiation of early childhood inclusion in China: A case study from Beijing. *International Journal of Early Years Education*, 19(2), 111-131.
- James, C., & Chard, G. (2010). A Qualitative Study of Parental Experiences of Participation and Partnership in an Early Intervention Service. *Infants and Young Children*, 23(4), 275-285.
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- Lehr, D. H., & Noonan, M. J. (1989). Issues in the education of students with complex health care needs. In F. Brown & D. H. Lehr (Eds.), *Persons with profound disabilities: Issues and practices*. (pp. 139-160). Baltimore: Paul H. Brookes Publishing Co.
- Liso, D. R. (2010). The Effects of Choice Making on Toy Engagement in Nonambulatory and Partially Ambulatory Preschool Students. *Topics in Early Childhood Special Education*, 30(2), 91-101.
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- Mallory, B. L. (1992). Is it always appropriate to be developmental? Convergent models for early intervention practice. *Topics in Early Childhood Special Education*, 11(4), 1-12.
- Maltese, J., Aguayo, J., & Chavez, J. (2011). A Community-Based Response to Part C: A Community Embraces Its Most Vulnerable Children. *Zero to Three*, 31(4), 17-23.
- McWilliam, R. A. (2011). The Top 10 Mistakes in Early Intervention in Natural Environments-- And the Solutions. *Zero to Three*, 31(4), 11-16.
- Morrier, M. J., & Gallagher, P. A. (2011). Disproportionate Representation in Placements of Preschoolers with Disabilities in Five Southern States. *Topics in Early Childhood Special Education*, 31(1), 48-57.
- National Early Childhood Technical Assistance, C. (2011). The Importance of Early Intervention for Infants and Toddlers with Disabilities and Their Families. Fact Sheet Prepared by NECTAC: National Early Childhood Technical Assistance Center (NECTAC).
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- Ozen, A., & Ergenekon, Y. (2011). Activity-Based Intervention Practices in Special Education. *Educational Sciences: Theory and Practice*, 11(1), 359-362.
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- Pieters, S., De Block, K., Scheiris, J., Eyssen, M., Desoete, A., Deboutte, D., et al. (2012). How common are motor problems in children with a developmental disorder: rule or exception? [Article]. *Child: Care, Health & Development*, 38(1), 139-145.
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- Roberts, M. Y., & Kaiser, A. P. (2011). The Effectiveness of Parent-Implemented Language Interventions: A Meta-Analysis. *American Journal of Speech-Language Pathology*, 20(3), 180-199.
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- Taylor, K. R. (2011). Inclusion and the Law: Two Laws--IDEA and Section 504--Support Inclusion in Schools. *Education Digest: Essential Readings Condensed for Quick Review*, 76(9), 48-51.
- Van Horn, M. L., Karlin, E., & Ramey, S. (2012). Effects of Developmentally Appropriate Practices on Social Skills and Problem Behaviors in 1st through 3rd Grades. *Journal of Research in Childhood Education*, 26(1), 18-39.
- Vincent, L. J., & Broome, K. (1977). A public school service delivery model for handicapped children between birth and five years of age. In E. Sontag, J. Smith and N. Certo (Eds.). *Educational programming for the severely and profoundly handicapped* (pp. 177-189). Reston, VA: The Council for Exceptional Children.
- Vincent, L. J., Salisbury, C., Walter, G., Brown, P., Gruenewald, L. J., & Powers, M. (1980). Program evaluation and curriculum development in early childhood/special education: Criteria of the next environment. In W. Sailor, B. Wilcox and L. Brown (Eds.). *Methods of instruction for severely handicapped students* (pp. 303-329). Baltimore: Paul H. Brookes.
- Warming, H. (2011). Inclusive Discourses in Early Childhood Education? *International Journal of Inclusive Education*, 15(2), 233-247.

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XIII. Course Requirements and grading policy:

Course Requirements:

1. Examinations:

Two tests are required. One will be given mid-term and the other at the end of the class. Each will be taken in class and consist of 10 to 15 short-answer questions which cover material presented in class and in the assigned readings.

2. Position Paper:

You will provide a reasoned and referenced discussion of, first, why it is so important to use an inclusive approach to early childhood education and, second, what challenges face us as we implement inclusive programs for children with and without disabilities. Finally, your paper will address how we might deal with any challenges that might arise. Feel free to include discussion of the relationship between inclusive programming and developmentally appropriate programming. **Your position paper is due at the beginning of class on Saturday, June 2.**

3. Attendance:

Consistent attendance in class is expected, that is, your grade will not be positively affected by attendance; however, absences that are not excused will result in up to 10 points being deducted from your final grade. If you are more than 30 minutes late for class, you will be considered to be absent. If there is a compelling reason for you to be absent have a discussion with the professor regarding how you intend to keep up with the material presented in class.

Grading Policy:

Final grade for this class will be determined by computation of the simple arithmetic average of scores obtained on the two non-comprehensive 10-15 question short answer tests and the position paper. Each test is worth 100 points and the position paper is also worth 100 points (300 total). The final grade will be the simple average of the two non-

comprehensive exams and the position paper, each counting 1/3 of the final grade. The following scale will be used to determine the course grade:

<u>GRADE</u>		<u>AVERAGE POINTS</u> (Midterm / Final / Position Paper)
A	=	95 - 100
A-	=	90 - 94
B+	=	87 - 89
B	=	83 - 86
B-	=	80 - 82
C+	=	77 - 79
C	=	73 - 76
C-	=	70 - 72
D+	=	67 - 69
D	=	63 - 66
D-	=	60 - 62
F	=	59 and below

XIV. Course Outline and Schedule

<u>Session</u>	<u>Date</u>	<u>Topic(s) and Assignment</u>
1.	May 17 (4-7:00pm)	I. Introduction (What is ECSE?) II. ECSE Eligibility Requirements (Allen & Cowdery, Chapter 1)
2.	May 18 (4-7:00pm)	III. History of Services IV. IFSP & IEP (Allen & Cowdery, Chapter 2 & 3)
3.	May 19 (8am-4:00pm)	V. Typical / Atypical Development VI. Causes Atypical Development VII. Annual Goals & Related Objectives / Writing Objectives (Allen & Cowdery, Chapters 4 & 5)
4.	May 24 (4-7:00pm)	VIII. Task Analysis IX. A-R-C & Antecedent Events (Allen & Cowdery, Chapter 12 & 13) Review for Exam
5.*	May 25 (4-7:00pm)	MIDTERM EXAM (ALL NOTES AND READINGS TO DATE) IX. Antecedent Events (continued)

6.	May 26 (8am-4:00pm)	X. Proximal Consequent Events XI. DAP and Functional Skills XII. Activity-Based ECE XIII. Infusing IEP/IFSP Objectives (Intro. To Activity Matrix) (Allen & Cowdery, Chapter 14 & 15)

7.	May 31 (4-7:00pm)	XIII. Infusing IEP/IFSP Objectives (cont.) XIV. Developing Adaptations and Accommodations XV. Teaching Lang. & Comm. Skills
8.	June 1 (4-7:00pm)	XVI. Strats. For Including Students with SD XVII. Models for Related Services REVIEW FOR FINAL EXAM (Allen & Cowdery, Chapter 16 & 18)
9.*	June 2 (8am-4:00pm)	XVIII. Parent/Family Involvement XIX. Cultural Diversity in ECSE <u>Position Paper Due</u> FINAL EXAM

*Exams must be taken on the date indicated at the time of the regularly scheduled class and the Position Paper must be turned in no later than the beginning of class Sept. 29. Failure to do so, without an acceptable excuse approved by the instructor, will result in 0 points without exception.

RUBRIC FOR 771 POSITION PAPER

Proficiency	Format & Organization	Completeness of Information
EXCEEDS EXPECTATIONS	<ul style="list-style-type: none"> • Consistent organization with headings & subheadings • Consistent correct use of APA style • Correct spelling & grammar • Cited all references in text & in reference section correctly • Covered the required components 45-50 points	<ul style="list-style-type: none"> • Contained at least 10 references • Used a variety of references • Presented original perspective concerning topic & subtopics • Current information & citations • Summary and conclusions clearly stated 45-50 points
MEETS EXPECTATIONS	<ul style="list-style-type: none"> • Frequent to occasional lapses in organization • APA style with minor discrepancies • One or two spelling or grammar errors • Not all references cited in text & in references correctly • Covered the required components 35-44 points	<ul style="list-style-type: none"> • Did not contain 10 references • More than 3 references came from the Internet • Variety of references not well represented • Information presented was only partially representative of new & current information • Summary/conclusions clearly presented 35-44 points
BELOW EXPECTATIONS	<ul style="list-style-type: none"> • Disorganized & difficult to follow • Minimal use of APA style with major discrepancies • Many spelling or grammar errors • References in text & reference list not cited correctly • Did not contain the required topics < 35 points	<ul style="list-style-type: none"> • Did not contain 10 references • More than 3 references were from the Internet • Poor variety of references • Information not current • Summary/conclusions not clearly presented < 35 points

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>.

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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.

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?catoid=6&navoid=531>.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<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/>.

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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>.