

Syllabus¹
Department of Special Education
College of Education, University of Nevada, Las Vegas

I. Prefix & Number:	ESP 775 1001
II. Title:	Strategies in Early Childhood Special Education

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 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 of 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 Surreptitious 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 to a public officer, 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.
- (Added to NRS by 1993, 2138; A 2015, 575, 3668, effective January 1, 2017)

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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.

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>.

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.

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 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/>.

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.**

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 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 702-895-3908. 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/>.

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.

- III. Credit:** 3 hours
- IV. Semester:** Spring 2018
- 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:

Johnson, J.J., Rahn, N.L., & Bricker, D. (2015). *An activity-based approach to early intervention* (4th Ed.). Baltimore, MD: Paul H. Brookes Publishing Co.

Recommended Texts:

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.

Hyatt, K.J., & Filler, J.W., Jr. (2016). *Developing IEPs: The Complete Guide to Educationally Meaningful Individualized Educational Programs for Students with Disabilities*, 2nd ed., Kendall Hunt Publishing Company: Dubuque, IA.

Mallory, B. L., & New, R. S. (1994). *Diversity & Developmentally Appropriate Practices: Challenges for Early Childhood Education*.

The K-5 Curriculum Essentials Framework (1998). Las Vegas, NV: The Clark County School District, Author.

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)

- 34 CFR Parts 300 and 303: Early Intervention Program for Infants and Toddlers With Disabilities; Assistance to States for the Education of Children With Disabilities; Final Rule and Proposed Rule, RIN 1820-AB59 C.F.R. (2011).

- 34 CFR Parts 300 and 301: Assistance to States for the Education of Children with Disabilities and Preschool Grants for Children with Disabilities; Final Rule, 1820-AB57 C.F.R. (2006)
- Aguiar, C., Moiteiro, A. R., & Pimentel, J. S. (2010). Classroom Quality and Social Acceptance of Preschoolers with Disabilities. *Infants and Young Children*, 23(1), 34-41.
- Alberto, P.A., & Troutman, A.C. (1986). *Applied behavior analysis for teachers*. (2nd. Ed.). Columbus, OH: Merrill Publishing Company.
- Alwell, M., & Cobb, B. (2009). Functional Life Skills Curricular Interventions for Youth with Disabilities: A Systematic Review. *Career Development for Exceptional Individuals*, 32(2), 82-93.
- Arnold, D. H., Kupersmidt, J. B., Voegler-Lee, M. E., & Marshall, N. A. (2012). The Association between Preschool Children's Social Functioning and Their Emergent Academic Skills. *Early Childhood Research Quarterly*, 27(3), 376-386.
- Ayres, K. M., Douglas, K. H., Lowrey, K. A., & Sievers, C. (2011). I Can Identify Saturn but I Can't Brush My Teeth: What Happens when the Curricular Focus for Students with Severe Disabilities Shifts. *Education and Training in Autism and Developmental Disabilities*, 46(1), 11-21.
- 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.
- Barton, E. E., Lawrence, K., & Deurloo, F. (2012). Individualizing Interventions for Young Children with Autism in Preschool. *Journal of Autism and Developmental Disorders*, 42(6), 1205-1217
- Barton, E. E. (2010). Development of a Taxonomy of Pretend Play for Children with Disabilities. *Infants and Young Children*, 23(4), 247-261.
- 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.
- Boat, M. B., Dinnebeil, L. A., & Bae, Y. (2010). Individualizing Instruction in Preschool Classrooms. *Dimensions of Early Childhood*, 38(1), 3-11.
- Boavida, T., Aguiar, C., McWilliam, R. A., & Pimentel, J. S. (2010). Quality of Individualized Education Program Goals of Preschoolers with Disabilities. *Infants and Young Children*, 23(3), 233-243.
- Branson, D. M., & Bingham, A. (2009). Using Interagency Collaboration to Support Family-Centered Transition Practices. *Young Exceptional Children*, 12(3), 15-31.
- 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.

- 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.
- Boutot, E. A., & Hume, K. (2012). Beyond time out and table time: Today's applied behavior analysis for students with autism. *Education and Training in Autism and Developmental Disabilities, 47*(1), 23-38.
- Bulotsky-Shearer, R. J., Manz, P. H., Mendez, J. L., McWayne, C. M., Sekino, Y., & Fantuzzo, J. W. (2012). Peer play interactions and readiness to learn: A protective influence for African American preschool children from low-income households. *Child Development Perspectives, 6*(3), 225-231. doi: 10.1111/j.1750-8606.2011.00221.x
- Campbell, P. H., Sawyer, L. B., & Muhlenhaupt, M. (2009). The meaning of natural environments for parents and professionals. *Infants and Young Children, 22*(4), 264-278.
- Carlson, B., McLaughlin, T. F., Derby, K. M., & Blecher, J. (2009). Teaching Preschool Children with Autism and Developmental Delays to Write. *Electronic Journal of Research in Educational Psychology, 7*(1), 225-238.
- Cicirello, N., Hall, S., & Reed, P. (1987). *Developing a collaborative IEP*. Salem, OR: Oregon Department of Education, Services for Students with Orthopedic Impairments.
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- Committee, T. I. a. T. E. G. (2012). Nevada Infant and Toddler Early Learning Guidelines (draft Copy) (pp. 80).
- 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., & Howard, 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.
- Council for Exceptional Children. Div. for Early, C. (2009). Code of Ethics: Division for Early Childhood, Council for Exceptional Children.
- Craighead, W., Kazdin, A., & Mahoney, M. (Eds.). (1981). *Behavior modification*. Boston: Houghton Mifflin.
- Curenton, S. M., & Craig, M. J. (2011). Shared-reading versus oral storytelling: associations with preschoolers' prosocial skills and problem behaviours. [Article]. *Early Child Development & Care, 181*(1), 123-146. doi: 10.1080/03004430903292208

- DiCarlo, C. F., Schepis, M. M., & Flynn, L. (2009). Embedding Sensory Preference into Toys to Enhance Toy Play in Toddlers with Disabilities. *Infants and Young Children*, 22(3), 188-200.
- Diliberto, J. A., & Brewer, D. (2012). Six Tips for Successful IEP Meetings. [Article]. *Teaching Exceptional Children*, 44(4), 30-37.
- Driscoll, C., & Carter, M. (2010). The Effects of Spatial Density on the Social Interaction of Preschool Children with Disabilities *International Journal of Disability, Development, and Education* v. 57 no. 2 (June 2010) p. 191-206.
- Ellmer, M. (2010). Socially and Culturally Sensitive Communication: Using Person First Language: Online Submission.
- Erwin, E. J., Brotherson, M. J., Palmer, S. B., Cook, C. C., Weigel, C. J., & Summers, J. A. (2009). How to Promote Self-Determination for Young Children with Disabilities : Evidenced-Based Strategies for Early Childhood Practitioners and Families. *Young Exceptional Children*, 12(2), 27-37.
- Evans, I. M., & Meyer, L. H. (1985). *An educative approach to behavior problems: A practical decision model for interventions with severely handicapped learners*. Baltimore: Paul H. Brookes Publishing Co.
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- Filler, J.W., Jr. & Kasari, C. (1981). Acquisition, maintenance and generalization of parent taught skills with two severely handicapped infants, *Journal of the Association for Severely Handicapped*, 6, 30-39.
- 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.
- 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.
- Frankel, E. B., Gold, S., & Ajodhia-Andrews, A. (2010). International Preschool Inclusion: Bridging the Gap between Vision and Practices. *Young Exceptional Children*, 13(5), 2-16.
- 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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- Ganz, J. B., & Flores, M. M. (2010). Supporting the Play of Preschoolers with Autism Spectrum Disorders: Implementation of Visual Scripts. *Young Exceptional Children*, 13(2), 58-70.

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- Goodman, G., Bains, L., & Moussalli, M. (2011). IEP Workboxes: An Intervention for Increasing the Cognitive Development of Preschool Students with Disabilities. *Intervention in School and Clinic*, 46(4), 251-256.
- Graue, E. (2009). Reimagining Kindergarten: Restoring a Developmental Approach when Accountability Demands Are Pushing Formal Instruction on the Youngest Learners. *School Administrator*, 66(10), 10-15.
- Grisham-Brown, J., Cox, M., Gravil, 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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- Hanline, M. F., Milton, S., & Phelps, P. C. (2010). The Relationship between Preschool Block Play and Reading and Maths Abilities in Early Elementary School: A Longitudinal Study of Children with and without Disabilities. *Early Child Development and Care*, 180(8), 1005-1017.
- Hardin, B., Mereoiu, M., Hung, H.-F., & Roach-Scott, M. (2009). Investigating Parent and Professional Perspectives Concerning Special Education Services for Preschool Latino Children. *Early Childhood Education Journal*, 37(2), 93-102. doi: 10.1007/s10643-009-0336-x
- Hare, W. (2010). Taking One's Principles Seriously: A Teacher Confronts Controversy. *Journal of Cases in Educational Leadership*, 13(1), 1-7.
- Harris, D. J. (2011). Shake, Rattle and Roll--Can Music Be Used by Parents and Practitioners to Support Communication, Language and Literacy within a Pre-School Setting? *Education 3-13*, 39(2), 139-151.
- Harte, H. A. (2010). The Project Approach: A Strategy for Inclusive Classrooms. *Young Exceptional Children*, 13(3), 15-27.
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UNLV Library Information and Resources: Access library resources and ask questions at www.library.unlv.edu

Other Internet Resources:

The Division for Early Childhood (CEC):
<http://www.dec-sped.org/>

National Early Childhood Technical Assistance System:
<http://www.nectas.unc.edu/>

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

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):** Each student is expected to adapt at least 1 typical preschool/primary grade lesson/activity plan for a student with disabilities in the general classroom 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.
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:

<u>Session</u>	<u>Topic</u>	<u>Readings / Assignments</u>
1 (1/17)	I. Introduction II. Review 108-446	Johnson et al., Chapter 1
2 (1/24)	III. Review Differences Between IFSP and IEP IV. ECSE Goals and Objectives *Collaborative Goal Planning	Johnson et al., Chapter 2
3 (1/31)	*Writing Annual Goals and Short-Term Objectives *In-Class Objective Practice	Johnson et al., Chapter 3
4 (2/7)	V. Task Analysis and Developmental Milestones *Task Analysis In-Class Practice	Wolery & Bredekamp (1994) in “Handouts” folder
5 (2/14)	VI. Learning Theory and ECSE Strategy *Developmentally Appropriate and Individually Appropriate Practice (DIAP)	Johnson et al., Chapter 8
6 (2/21)	VII. Formative Assessment and Planning Strategy *Introduction to Arrangement of Antecedents and Consequences	
7 (2/28)	VIII. Arranging proximal and distal <u>antecedents</u> (instructional cues) IX. Arranging proximal and distal <u>consequences</u> (e.g. program and placement)	Johnson et al., Chapter 4

*8 (3/7)	MIDTERM EXAM	All Notes and Assigned Readings to Date
9 (3/14)	X. Arrangement of "Special case" consequences. Dealing with aggressive and/or disruptive behavior	Johnson et al., Chapter 5
11 (3/21)	XI. Teaching self-help & toileting skills- An example of how to "put it all together"	
12 (3/28)	NO CLASS- SPRING BREAK	
13 (4/4)	XII. Developing Individual Daily Activity Plans XIII. Environmental Inventories (REVIEW FROM PREVIOUS CLASSES)	Johnson et al., Chapter 6
14 (4/11)	XIV. Elements of Activity-Based Intervention (cont.) * Planning activities * Center-based programming and generalization	Johnson et al., Chapters 9 & 10 with appendices!
15 (4/18)	XV. Environmental engineering (overview) XVI. Selection of materials (novelty, complexity, and responsivity)	Johnson et al., Chapter 7
16 (4/25)	XVII. Strategies for Integration & Inclusion XVIII. Activities Matrix	Filler & Xu, (2006)
17. (5/2)	Program evaluation * Strategies for implementing program modifications * Review for exam	Lesson Plan Adaptation(s) due Beginning of Class
*18 (5/9)	Final Exam**	<u>(All assigned readings. Handouts, and notes since midterm)</u>

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.