ESP 771-3 credits **Perspectives on ECSE**. 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 and atypical child development.

ESP 772-3 credits **Family Education in ECSE**. Review of average family structure and interaction patterns, roles, expectations and conflicts; mother-infant, infant-family bonding patterns; general specific problems and needs of families of young children with disabilities; programs developed for family involvement and education; national, state and local program models and evaluation.

ESP 773-3 credits **Assessment for Young Children with Disabilities**. Focuses on subjective, objective, unstructured, and structured observations of young children with physical disabilities and disabilities of behavior, communication, learning, and development. Survey, review and critique of standardized and non-standardized tests as well as the use of test data in planning instruction.

ESP 774-3 credits **Seminar in Curriculum Development in ECSE**. Focuses on the identification of important components of ECE for young children with disabilities; critical evaluation for the suitability of various curriculum modes for various disabilities; critical evaluation of commercial materials; design of new curriculum models.

ESP 775-3 credits **Strategies for ECSE**. Focuses upon development of behavioral objectives, task analysis, and grouping and regrouping of children. Includes behavior modification, precision teaching, interaction analysis, and microteaching procedures. Consideration of modifications of the classroom physical and learning environments, reinforcement patterns, and questioning styles, etc.

ESP 778-3 credits **Behavior Management for Early Childhood**. Provides a background in applied behavior analysis and positive behavior support, with a focus on the application of behavior support for young children and their families. Future service providers receive important knowledge and skills for implementing positive, preventive and function-based interventions in school, home and community environments.

ESP 779-3 credits **Early Intervention Service Coordination**. Provides content related to staffing patterns in programs for very young children with disabilities; the organization and implementation of training to meet the identified needs of varied para-professionals and professions; supervisory and consultative roles; and budget and fiscal matters.

ESP 780 and 781 (3 and 6 credits for each) **Field Experience in ECSE-Infancy or Preschool/Kindergarten**. A 15 week full- or part-time experience with high-risk children and infants with disabilities or young children with disabilities and their families. The experience includes working with children below age three years or three to six years of age in individual and small group activities, planning and implementing IFSPs or IEPs, and exploring community resources.