

*CAROLINA CURRICULUM FOR
INFANTS AND TODDLERS
WITH SPECIAL NEEDS
(CCITSN), 3rd Edition*

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- Introductions
- Make yourselves comfortable😊
- Ask questions as you have them; First Steps questions on parking lot

KY APPROVED ASSESSMENTS

- *Assessment, Evaluation, and Programming System (AEPS)*
- *Carolina Curriculum for Infants and Toddlers with Special Needs (CCITSN)*
- *Hawaii Early Learning Profile (HELP)*

MATERIALS FOR YOU

- *Carolina Curriculum for Infants and Toddlers with Special Needs, 3rd Edition*
- CCITSN Assessment Logs and Developmental Charts
- Handout/Evaluation
- Note: We have permission to copy completed protocols for data entry only. Do not copy and use blank protocols.

WHY ASSESS IN ALL DOMAINS?

- Assist in developing functional child outcomes
- Track progress for Office of Special Education Programs
- Use data to make program decisions
- Use a common tool that monitors child progress across developmental areas

OUTCOMES FOR TODAY

By the end of this session, participants will:

- Identify the components of the CCITSN
- Describe the various methods for collecting information as part of the assessment process
- Observe and score children's skills using the Assessment Log and Developmental Profile

AGENDA FOR TODAY

- Introduction to *Carolina Curriculum for Infants and Toddlers with Special Needs, 3rd Edition*
- Review of manual and assessment log
- Practice with scoring-video clips
- Summarize strengths of *Carolina*

GENERAL CHARACTERISTICS

- Based on normal development without assumption of even development across domains
- Transdisciplinary model
- Free of jargon and family-friendly
- Compatible with IFSP domains
- Needs least adaptation for children with mild/moderate impairment

APPROPRIATE USES OF THE CAROLINA CURRICULUM

- Determine initial status
- Plan and implement intervention
- Document change

VALUES AND ASSUMPTIONS

- Cognitive portions based on Piagetian theory
- Behavioral theory used in constructing items
- Need for adaptive skills is recognized

FEATURES

- Items in each domain are arranged in logical teaching sequences
- Modifications are suggested for children with motor, visual and hearing impairments

FEATURES OF LATEST EDITIONS

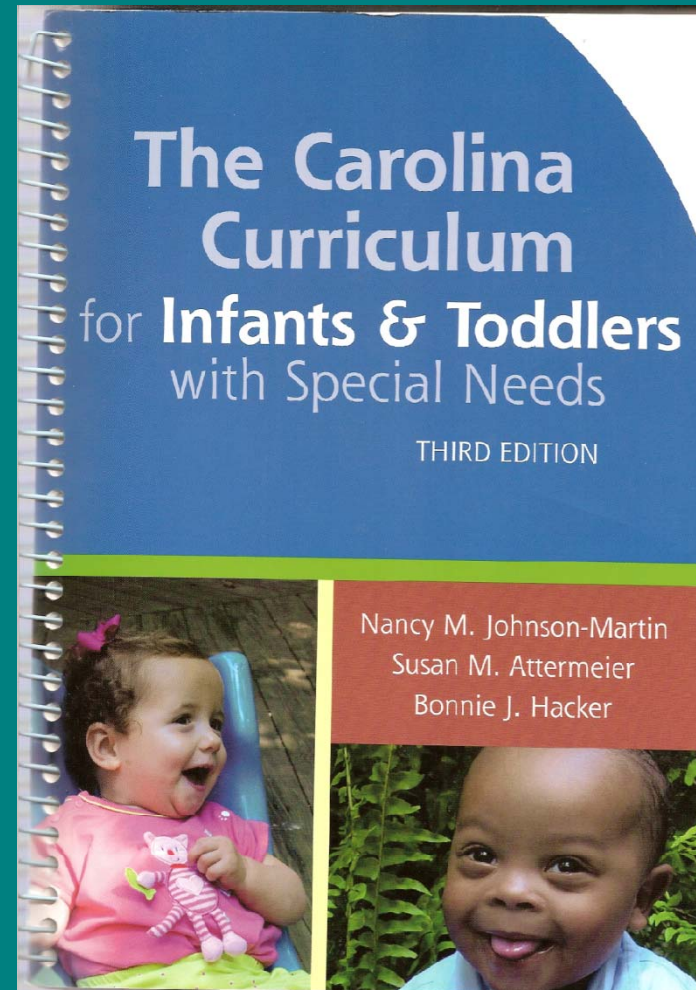
- Two volumes covers 0-3 and 2-5 years
- Sequences match between volumes
- Some language and cognition sequences are combined
- Modifications for children with motor, vision and hearing impairments precede each sequence

FEATURES continued

- Themes of literacy, music and play are incorporated
- Descriptions of disabling conditions are available online
- Assessment logs are available on CD (English) and online (English and Spanish)
- Home-based care is assumed

COMPONENTS

MANUAL
log
chart



INFORMATIONAL CHAPTERS

- Introduction
Checklist for Emergent Literacy Skills p. 12
- Guiding Learning- Ch 2
- Environmental Factors Influencing Learning, Development, and Emergent Literacy-Ch 3
- Instructions for using the Carolina Curriculum- Ch 4

ASSESSMENT CHAPTERS

- Assessment Log- begins on page 53
- Curriculum Sequences- begin on page 83
- For each item: materials, procedures, daily routines, and criterion

APPENDICES

- Selected Impairments and Their Effects on Development- page 465
- Resources and Recommended Readings
- Play and Children with Motor Impairments
- Object Boards as Teaching Aids for Children with Severe Motor Impairments
- Motor Milestones

COMPONENTS

- Components:
manual
LOG
chart

Age (months)	Curriculum Sequences	Date:	Date:	Date:	Date:	Notes:
6-9	h. Turns head back and forth or reaches to either side for two sounds					
	i. Anticipates frequently occurring events in familiar games involving sounds after two or three trials					
9-12	j. Anticipates frequently occurring events in familiar games involving sounds on first trial					
12-15	k. Actively searches for source of sound when sound is not visible					
15-18	l. Shows recognition of a few familiar sounds					
	m. Makes sounds associated with pictures or objects					
18-21	n. Attends to stories, repeating words and/or sounds					
21-24	o. Matches objects to their sounds					
	p. Identifies objects, people, and events by their sounds					
24-30	q. Anticipates parts of rhymes or songs					
	r. Joins in saying nursery rhymes (repeats parts of them)					
30-36	s. Says or sings at least two nursery rhymes or songs in a group with an adult					
	t. Independently says or acts out parts of rhymes or songs					
	u. Notices and reacts to changes in familiar rhymes, songs, or stories					
Communication						
13. Verbal Comprehension						
0-3	a. Appropriately reacts to tone of voice and/or some facial expressions					
3-6	b. Turns to the direction from which name is being called					
	c. Stops activity when name is called					
6-9	d. Does previously learned task on verbal or gestural cue					
	e. Responds with correct gestures to "up" and "bye-bye"					
	f. Responds to "no" (briefly stops activity)					
9-12	g. Responds to "give me" (spoken or signed)					
12-15	h. Follows two or more simple commands (one object, one action), spoken or signed					
	i. Appropriately indicates "yes" or "no" in response to questions					

GENERAL CHARACTERISTICS

- Components: manual, log, **CHART**

DEVELOPMENTAL PROGRESS CHART																				
Dates																				
1.	_____	Child: _____																		
2.	_____	Interventionist: _____																		
3.	_____																			
4.	_____																			
Curriculum Sequence	0-3 Months			3-6 Months			6-9 Months			9-12 Months			12-15 Months							
1. Self-Regulation & Responsibility	a	b	c	d			e			f			g h							
2. Interpersonal Skills	a	b	c	d	e	f	g	h	i	j	k	l m								
3. Self-Concept										a	b	c								
4-I. Self-Help: Eating	a		b	c	d	e	f	g	h	i	j	k	l	m		n	o			
4-II. Self-Help: Dressing										a	b	c								
4-III. Self-Help: Grooming							a			b			c							
4-IV. Self-Help: Toileting																				
5. Attention & Memory: Visual/Spatial	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	
6-I. Visual Perception: Blocks & Puzzles													a							
6-II. Visual Perception: Matching & Sorting																				
7. Functional Use of Objects & Symbolic Play	a		b	c	d	e	f		g	h		i	j							
8. Problem Solving/Reasoning	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p				
9. Number Concepts																				
10. Concepts/Vocabulary: Receptive										a	b	c								
11. Concepts/Vocabulary: Expressive							a			b	c	d	e							
12. Attention & Memory: Auditory	a	b	c	d	e	f	g	h	i	j			k							
13. Verbal Comprehension	a			b		c	d	e	f	g			h		i					
14. Conversation Skills	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t
15. Grammatical Structure																				
16. Imitation: Vocal	a		b	c	d	e	f		g	h	i	j		k	l					
17. Imitation: Motor	a			b		c	d			e		f	g		h					
18. Grasp & Manipulation	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t
19. Bilateral Skills	a		b	c		d	e	f	g	h			i		j	k		l		
20. Tool Use										a			b							
21. Visual-Motor Skills													a							
22-I. Upright: Posture & Locomotion	a			b			c			d	e		f	g	h	i	j		k	
22-II. Upright: Balance																				
22-III. Upright: Ball Play																				
22-IV. Upright: Outdoor Play																a				
23. Prone (on Stomach)	a		b	c	d	e	f	g	h	i	j	k	l	m		n	o		p	
24. Supine (on Back)	a	b	c	d	e	f	g													

PROGRESS CHART

DEVELOPMENTAL PROGRESS CHART

Dates: _____ Child: _____
 1. _____ Interventionist: _____
 2. _____
 3. _____
 4. _____

Curriculum Sequence		0-3 Months	3-6 Months	6-9 Months	9-12 Months	12-15 Months
PERSONAL-SOCIAL	1. Self-Regulation & Responsibility	k g G	S	S	T	q h
	2. Interpersonal Skills	C D H	I L A	U B T	I J K	L M
	3. Self-Concept				A B	C
	4-I. Self-Help: Eating	V I R	T B C L S	T I I T I	M	N O
	4-II. Self-Help: Dressing				A B	C
	4-III. Self-Help: Grooming			N	B	C
4-IV. Self-Help: Toileting						
COGNITION	5. Attention & Memory: Visual/Spatial	S T X S R I	U D L J	N Y W Y	A P Q	R S
	6-I. Visual Perception: Blocks & Puzzles					A
	6-II. Visual Perception: Matching & Sorting					
	7. Functional Use of Objects & Symbolic Play	N I Z	Q S P	T G	H I	J
LANGUAGE	8. Problem Solving/Reasoning	T R H	V C D	K B I J K	L M	N O P
	9. Number Concepts					
	10. Concepts/Vocabulary: Receptive				A B	C
FINE MOTOR	11. Concepts/Vocabulary: Expressive			A	B C	D E
	12. Attention & Memory: Auditory	N Z X	R T I G	Z L	J	K
	13. Verbal Comprehension		N W H	S R T	G	H I
	14. Conversation Skills	V Z R S A	I G T E Z	Z W N O	P Q R	S T
	15. Grammatical Structure					
	16. Imitation: Vocal	A J D	X S H	I G	H I	J K L
	17. Imitation: Motor		R I W	M	Q	F
	18. Grasp & Manipulation	U R N M	A H Y X T	T T I P H	O Q	R S T
GROSS MOTOR	19. Bilateral Skills	N Z	X S X H Y	D	I J	K L
	20. Tool Use				A	B
	21. Visual-Motor Skills					A
	22-I. Upright: Posture & Locomotion	T	R	U S	A I T T T	J K
	22-II. Upright: Balance					
22-III. Upright: Ball Play						
22-IV. Upright: Outdoor Play					A	
23. Prone (on Stomach)	N R	A S U T T Z	O Y J	M T	O P	
24. Supine (on Back)	V R U S	C I G				

METHOD FOR ADMINISTRATION AND SCORING

- Preparation
 - Become familiar with the Assessment Log
 - Assemble Materials
 - When in doubt for scoring, read the manual

SCORING CODES FOR ASSESSMENT LOG

+ = mastery and generalization

+/- = emerging or inconsistent

- = unable to demonstrate skill

A+ or A+/- = can demonstrate with physical assistance a cognitive or language skill
(UPDATED BY DR. ATTERMIEER)

ASSESSMENT LOG

5 domains:

- Personal-Social
- Cognition
- Communication
- Fine Motor
- Gross Motor

Curriculum Sequences within each domain; 24
in all

FIND THE METHODS FOR ADMINISTRATION



With a partner, look at Chapter 4, pages 32-34 and find recommended ways for gathering assessment information

4-Step Process:

1-PREPARATION/PARENT INTERVIEW

- Important means of establishing a partnership with parent, acknowledging their expertise
- Necessary to assess activities of daily living that may be difficult to observe
- Efficient means of obtaining information
- After interview, fill in as much of assessment log as possible

2-OBSERVATION

- Observe a 15-20 minute play session
- Fill in assessment log as much as possible

3-DIRECTED ASSESSMENT

- Systematically complete the sequences as necessary (may be integrated into play)
- Administer items until child passes all at one age level and continue until child passes none at a higher age level

4-COMPLETE DEVELOPMENTAL PROGRESS CHART

- Color code and date the chart
- For + items color in entire square
- For +/- items color top diagonal of square
- For – items leave square blank

Dates
 1. Lucrezia
 2.
 3.
 4.

Child: _____
 Interventionist: _____

Curriculum Sequence		0-3 Months	3-6 Months	6-9 Months	9-12 Months	12-15 Months
PERSONAL-SOCIAL	1. Self-Regulation & Responsibility	i	j	k	l	m n o
	2. Interpersonal Skills	n o p	q r	s t u v	w x	y z aa bb
	3. Self-Concept	d e	f g h i	j k l m	n o p	q r s t
	4-I. Self-Help: Eating	p q r	s t	u v	w x y	z
	4-II. Self-Help: Dressing	d	e f	g	h i j	k l
	4-III. Self-Help: Grooming	d	e	f g	h	i j
	4-IV. Self-Help: Toileting	a	b	c	d e	f g
COGNITION	5. Attention & Memory: Visual/Spatial	t u v	w x y z	aa	bb cc dd ee	ff gg hh
	6-I. Visual Perception: Blocks & Puzzles	b c d	e	f g h	i j	k l m n
	6-II. Visual Perception: Matching & Sorting				a b c	d
	7. Functional Use of Objects & Symbolic Play	k	l	m n	o	p q r
	8. Problem Solving/Reasoning	q r	s t	u v	w x y	z aa
COG COMM	9. Number Concepts			a	b c	d e f
	10. Concepts/Vocabulary: Receptive	d e	f g h i	j k l	m n o p q	r s t u v
	11. Concepts/Vocabulary: Expressive	f g	h i	j k	l m n o	p q r
	12. Attention & Memory: Auditory	l m	n o	p q	r s	t u
	13. Verbal Comprehension	j	k	l m	n	o
COMMUNICATION	14. Conversation Skills	u v w	x y	z aa bb cc dd	ee ff gg hh	ii jj kk ll
	15. Grammatical Structure		a	b	c d e f	g h i j k
	16. Imitation: Vocal	m	n	o	p	q
	17. Imitation: Motor	i j	k	l	m	n
FINE MOTOR	18. Grasp & Manipulation	u v	w x	y	z aa	bb
	19. Bilateral Skills	m n	o	p q	r	s t u
	20. Tool Use	c	d	e	f g	h i j
	21. Visual-Motor Skills	b	c	d e	f g	h i j
	22-I. Upright: Posture & Locomotion	a	b	c d	e f g h i	j k l
22-II. Upright: Balance	a	b				
22-III. Upright: Ball Play						

After Assessment: Goal Planning

- Use the Assessment Log to suggest next skills
- Confer with parents and caregivers/providers
- Build next steps into daily routines-play time, meal time, bath time, bed time

Let's Practice!

- Pair up with the person sitting next to you.
- Complete the next series of activities together.

Find the item

- Using your assessment log and manual, where would you find an item for...
 - stands alone
 - finger feeding
 - turns to sound
 - shares with peers
 - indicates “no” verbally or gesturally
 - completes simple puzzles

More “Find The Item”...

- Entertains self with toys
- Counts to 3
- Uses hammer on ball-and-hammer toy
- Sorts by shape
- Imitates novel one-syllable words
- Holds feet in air for play
- Finds fully hidden object
- Uses prepositional phrase

Score video clips

- Look through Assessment Log for items in the developmental age range;
- Watch video twice, take notes:
- Discuss and score with your partner, marking in pencil on one protocol with child's first initial and score (A+);
- Use item criterion statements in manual for clarification;
- Watch video again if needed, complete scoring including PROGRESS CHART;
- Successive pairs share scores.

Video Practice-Anna (22 mo)



Sequences to score in 5-24 mo range:

2-interpersonal skills

13-verbal comprehension

14-conversational skills

17-imitation-motor

22-I upright: posture and locomotion

Video Practice-Jamal (30 mo)



Sequences to score in 3-21 mo range:

1-self-regulation

19-bilateral skills

22-I upright: posture and locomotion

List strengths/needs

- In groups, list strengths of the *Carolina* based on your work today
- Record on flip chart paper
- Share

Data Collection

- All assessment data is being collected by POEs
- Data entry is done through KEDS site <https://www.kedsonline.org>

ADDITIONAL RESOURCES

- Lynn Butler at Lynn.Butler@ky.gov
- www.BrookesPublishing.com