

The Carolina Curricula: The Carolina Curriculum for Infants and Toddlers with Special Needs, Second Edition (CCITSN)

Author(s): N.M. Johnson-Martin, K.G. Jens, S.M. Attermeier, & B.J. Hacker
Year: 1991
Publisher: Paul H. Brookes Publishing Co.
Address: Post Office Box 10624, Baltimore, Maryland 21285-0624
Phone: 800-638-3775
Cost: \$40
Assessment Log and Developmental Progress Charts for The Carolina Curriculum for Infants and Toddlers with Special Needs (package of 10), \$20; also available, Assessment Log and Developmental Progress Charts for The Carolina Curriculum (CCITSN and CCPSN, 12 Months to 3 Years) (package of 10), \$23

Assessment type: Curriculum embedded.

Age/focus group: Designed for children who have mild to severe special needs and who function in the birth to 24-month developmental range. It can be used individually in either a home- or center-based program.

Scale(s): Assessment Log and Developmental Progress Charts for children from birth to 2 years and for children from 12 months to 3 years (the latter charts are designed for children whose skills fall between those covered by the infant curriculum and those covered by the preschool curriculum).

Data system: Individual assessment logs and developmental progress charts are provided.

Domains/content: Cognition, communication, social/adaptation, fine motor skills, and gross motor skills.

Special needs options: Vision, motor, and hearing.

Authenticity: This curriculum is high in authenticity and includes many naturally occurring tasks.

Family involvement: It is emphasized that very young children receive most care from their families; therefore, the activities are structured so that families can be involved throughout.

Training needed: Knowledge of principles of learning in and assessment of children with special needs; can be used by professionals, assistants, and parents with some professional support.

Validation: Among the best technical data of any curriculum; reliability, validity, and program efficacy data are provided.

- Comments:**
- *Family involvement*
 - *Specific adaptations are noted to accommodate sensory/motor needs*
 - *Easy to implement with a good system for data collection*
 - *Functional activities*
 - *Great detail and suggestions for activities*

LINK Index			
Authentic	1	2	③
Convergent	1	2	3
Collaborative	1	②	3
Equitable	1	2	3
Sensitive	1	2	3
Congruent	1	2	③
Total Index	□ +	② +	③ + ③ + 3 = □
Overall quality:	high to exemplary		

3.0, exemplary; 2.5, high; 2.0, acceptable; 1.5, low; 1.0, negligible.

The Carolina Curricula: The Carolina Curriculum for Preschoolers with Special Needs (CCPSN)

Author(s): N.M. Johnson-Martin, S.M. Attermeier, & B.J. Hacker

Year: 1990

Publisher: Paul H. Brookes Publishing Co.

Address: Post Office Box 10624, Baltimore, Maryland 21285-0624

Phone: 800-638-3775

Cost: \$34

Assessment Log and Developmental Progress Chart for the Carolina Curriculum for Preschoolers with Special Needs (package of 10), \$22; also available, *Assessment Log and Developmental Progress Charts for The Carolina Curriculum (CCITSN and CCPSN, 12 Months to 3 Years)* (package of 10), \$23.

Assessment type: Curriculum embedded.

Age/focus group: Designed for children who have mild-to-severe special needs and who function in the 2-year to 5-year developmental range. It can be used individually in either a home- or center-based program.

Scale(s): Assessment Log and Developmental Progress Charts for children from 2 to 5 years and children from 12 months to 3 years (the latter charts are designed for children whose skills fall between those covered by the infant curriculum and those covered by the preschool curriculum).

Data system: Individual assessment logs and developmental progress charts are provided.

Domains/content: Cognition, communication, social adaptation, fine motor, and gross motor skills.

Special needs options: Vision, motor, and hearing.

Authenticity: This curriculum is high in authenticity and emphasizes many naturally occurring tasks.

Family involvement: The importance of family involvement is stressed, and activities are structured so that families can be involved throughout the entire assessment and instruction process.

Training needed: Knowledge of principles of learning in and assessment of children with special needs; can be used by professionals, assistants, and parents with some professional support.

Validation: Among the best technical data of any curriculum; reliability, validity, and program efficacy data are provided.

- Comments:**
- *Characteristics of specific disabilities, the effects of disability in the classroom, and classroom tips are noted*
 - *Easy to implement with a good system for data collection*
 - *Functional activities*
 - *Family involvement*
 - *Offers great detail (e.g., task analyses, alternative activities)*

LINK Index			
Authentic	1	2	③
Convergent	1	2	③
Collaborative	1	②	3
Equitable	1	2	③
Sensitive	1	2	③
Congruent	1	2	③
Total Index	□ +	② +	③ ÷ 6 = □
Overall quality: high to exemplary			

3.0, exemplary; 2.5, high; 2.0, acceptable; 1.5, low; 1.0, negligible.

The Carolina Curricula: The Carolina Curriculum for Infants and Toddlers with Special Needs, Second Edition (CCITSN) and The Carolina Curriculum for Preschoolers with Special Needs (CCPSN)

The Carolina Curriculum for Infants and Toddlers with Special Needs (CCITSN) organizes the five domains of child development into 26 subdomains. This jargon-free curriculum provides detailed teaching and needs assessment techniques to enhance the growth of children who have special needs or who are at risk for developmental delays. The CCITSN spans the birth to 24-month developmental age range and is replete with teaching procedures, sensorimotor adaptations, routine integration strategies, evaluation criteria, and a sample Assessment Log for recording a child's progress. These materials allow professionals to tailor programs to the special strengths and needs of each child.

The Assessment Log and Developmental Progress Charts for The Carolina Curriculum for Infants and Toddlers with Special Needs permits easy recording of each child's progress in a 24-page log that has four spaces for recording a child's performance in the 26 developmental subdomains over time. This log has an orderly format and keeps data organized and accessible.

The Carolina Curriculum for Preschoolers with Special Needs (CCPSN) begins where the first curriculum left off—with children between the developmental ages of 2 and 5 years who have special needs or who are considered at risk for developmental delays. The curriculum for preschoolers focuses on 25 specific subdomains of development, providing a detailed picture of a child's functioning. This "hands-on" curriculum tool enables the teacher to identify effective intervention techniques for use in the preschool classroom and to plan individual preschool programs for children with special needs. A sample Assessment Log for charting a child's progress is also included.

The Assessment Log and Developmental Progress Chart for The Carolina Curriculum for Preschoolers with Special Needs is a 28-page companion to the preschool curriculum; this form provides an efficient graphic system for charting individual preschool programs. Because the system is so easy to use, it encourages data collection of a child's performance on more than 400 discrete skills in the 25 developmental subdomains that are assessed. The log includes spaces for recording a child's performance on four occasions to demonstrate progress over time.

Sample from The Carolina Curriculum for Infants and Toddlers with Special Needs,
Second Edition (CCITSN)

Using the Curriculum

Name: _____ Week: _____
Location: _____

Situation for activities	Opportunity to observe					Mastered (date)
	M	T	W	Th	F	
<i>Child on back (e.g., diapering, playing)</i> Visually tracks in circle						
Turns head to search for sound						
Feet in air for play						
<i>Child on back or sitting supported</i> Glance from toy to toy when one in each hand						
Plays with toys placed in hand(s)						
Places both hands on toy at midline						
Looks or reaches for object that touches body out of sight						
Reacts to tactile stimulation with movement						
Repeats activities that get interesting results						
<i>Social interactions, including meals</i> Anticipates frequently occurring events in familiar games						
Responds differently to stranger and family members						
Laughs						
Repeats sounds when imitated						
Turns to name being called						
Repeats vocalizations that get reactions						
Smiles reciprocally						
<i>Mealtime</i> Munches food						
Vocalizes 5 or more consonant-vowel combinations						
<i>Bathing and dressing</i> Holds trunk steady when held at hips						

From Johnson-Martin, N.M., Ivers, K.G., Altemeyer, S.M., & Hacker, B.J. (1991). *The Carolina curriculum for infants and toddlers with special needs* (2nd ed.), p. 41. Baltimore: Paul H. Brookes Publishing Co.; reprinted by permission.

Sample from The Carolina Curriculum for Preschoolers with Special Needs
(CCPSN)

Age (Years)	Curriculum Sequences	Date:	Date:	Date:	Date:
	19-I. Visual-Motor Skills: Pencil control and copying				
	a. Makes a crayon rubbing				
	b. Imitates vertical stroke				
(2.5)	c. Imitates horizontal stroke				
(3)	d. Copies a circle with a circular scribble				
	e. Copies a circle				
(3.5)	f. Copies a cross				
	g. Traces a 6" x 1/4" line with no more than one deviation				
(4)	h. Holds marker with fingers in tripod position				
(4.5)	i. Copies a square				
	j. Traces outline of simple stencil				
(5)	k. Copies asterisk (*)				
	19-II. Visual-Motor Skills: Representational drawing				
(3.5)	a. Draws a person with a head and 1 feature				
(4)	b. Draws a person with a head and 4 features				
	c. Draws simple pictures of things seen or imagined				
(4.5)	d. Draws a person with a head and 6 features				
(5)	e. Draws a person with a head and 8 features				
	19-III. Visual-Motor Skills: Cutting				
	a. Snips with scissors				
(3)	b. Makes continuous cut across paper				
(3.5)	c. Cuts straight line, staying within 1/2" of guideline				
(4)	d. Cuts a 5" circle (at least three-fourths of the circle)				
(4.5)	e. Cuts a 5" square				
(5)	f. Cuts out pictures following general shape				
	20-I. Locomotion: Walking				
	a. Walks backward 10 feet				
(2.5)	b. Walks on all types of surfaces, rarely falling				
(3)	c. Uses heel-toe walking pattern, arms swinging at side or free to carry objects				

From Johnson-Martin, N.M., Attermeier, S.M., & Hacker, B.J. (1990). *The Carolina curriculum for preschoolers with special needs*, p. 59. Baltimore: Paul H. Brookes Publishing Co.; reprinted by permission.

Sample from The Carolina Curriculum for Infants and Toddlers with Special Needs,
Second Edition (CCITSN)

Visual-Motor Skills: Representational drawing

AREA: 19-II. Visual-Motor Skills: Representational drawing
BEHAVIOR: 19-IIc. Draws simple pictures of things seen or imagined

Materials: Paper, crayons, markers, pencils

Procedure	Group activities
Ask the child to draw a picture. If he or she scribbles or makes little response, suggest something that he or she might draw, particularly something you know in which he or she is interested. Often it is helpful to suggest and demonstrate easy to draw pictures (e.g., rainbow, car, house, flower). Draw a very simple picture and ask the child to make one like yours. The goal is not that the child reproduce yours exactly, but rather to give him or her some ideas on how to draw simple objects; a foundation upon which he or she can expand. When the child does draw spontaneous pictures, ask him or her to tell you about the picture.	<ol style="list-style-type: none">1. Ask the children to draw pictures related to a topic being explored that week or to a favorite story.2. Have the children use a flannel board to construct a scene.

Criterion: The child draws simple pictures of things he or she has seen or imagined.

AREA: 19-II. Visual-Motor Skills: Representational drawing
BEHAVIOR: 19-IIc. Draws a person with a head and 6 features

Materials: Paper, pencil (or markers or crayons)

Procedure	Group activities
Ask the child to draw a picture of him- or herself. This item expands on the skills demonstrated in item 19-IIb. Try having the child look in a mirror (preferably full length). Encourage the child to add a body to his or her picture, if he or she has not done this already. Show the child how arms and legs are attached to the body. Ask him or her what else is on the body that is not part of his or her picture. Draw a simple drawing of a person on a separate piece of paper as an example. On a different occasion, ask the child to draw a picture of him- or herself, without providing any cues initially. If he or she has limited success, repeat the teaching procedure.	<ol style="list-style-type: none">1. Make body tracings of children by having them lie on a large piece of paper while you trace around them. Then, have the children fill in the details by looking in a mirror for clues.2. Draw incomplete pictures of a person for the children to complete by adding the missing body parts.

Criterion: The child draws a head and 6 other features when asked to draw a picture of him- or herself.