

**Summary Information: The Carolina Curriculum for Preschoolers with Special Needs, Second Edition
(CCPSN; 2004)**

Publisher	Brookes Publishing
Website for information	www.brookespublishing.com
Cost	\$44.95 for Curriculum; \$25.00 for package of 10 assessment logs that include the developmental progress chart; \$75.00 for downloadable printable masters of assessment logs
Age range	2 – 5 years
Purpose	“The CCPSN is a systematic curriculum that directly links a skills assessment with activities to promote those skills that have not been mastered.”
Areas included	<ul style="list-style-type: none"> ▪ Personal-Social ▪ Cognition ▪ Communication ▪ Fine Motor ▪ Gross Motor
Time to administer	60-120 minutes. It can be split into two or more sessions
Scored	Yes. Approximate age-based levels of development in each domain are suggested based on the pattern of credit received on items in the curriculum sequence in the developmental progress chart
Age norms	No
Age ranges given for items	Yes. Age levels are “ <i>estimates</i> based on information from standardized instruments and the literature on preschool development.”
How frequently it can be given	Flexible
Standardized tasks	No. Assessment guidelines include general assessment procedures to elicit each skill if it is not observed during the informal observation period at the beginning of the assessment
Based on observation in natural settings	Yes. Informal observation and directed assessment

Note: This is a preliminary draft developed by the Early Childhood Outcomes (ECO) Center. We are still in the process of refining and revising this document which means that some of the categorizations could change based on additional discussion. We welcome your feedback to <staff@the-eco-center.org>.

**Summary Information (continued): The Carolina Curriculum for Preschoolers with Special Needs,
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Instructions related to parent role	Observe the child playing in a familiar setting with familiar adults and peers. Supplement observations and directed assessment by talking with the parent about the child's skills
Data provided on reliability	Not available
Data provided on validity	Not available
Web-based data entry	Not available
Electronic scoring	Not available
Other languages	Assessment log and developmental progress chart available in Spanish
Who administers	Support broad usage, including by teachers, child care workers, and therapists working with children
Training available through the publisher	Yes. See http://www.brookespublishing.com/onlocation/topics/carolina.htm

The Carolina Curriculum for Preschoolers with Special Needs (CCPSN; 2004): Crosswalk to Child Outcomes

<p>Outcome 1: Has positive social relationships</p>	<p>Outcome 2: Acquires and uses knowledge and skills</p>	<p>Outcome 3: Takes appropriate action to meet needs</p>
<p><u>Personal-Social</u> 2. Interpersonal Skills a-cc. Negotiates with peers about toys, converses with peers, takes turns most of the time, plays simple games, identifies special friends, demonstrates an interest in people outside of the family and immediate circle of friends, etc.</p> <p>3. Self-Concept a-n. Shows guilt or shame over accidents or prohibited behavior, describes own feelings, talks about own feelings in relation to events, shows pride in accomplishments, etc.</p> <p><u>Communication</u> 14. Conversation Skills a-w. Asks simple questions with a vocalization or gesture, sustains conversation for several turns, creates interest in a listener by indirect references, etc.</p>	<p><u>Personal-Social</u> 3. Self-Concept a-n. Knows age, tells own first name, answers correctly when asked if he/she is a boy or girl, tells what eyes/ears/nose are used for, shows interest in own body asking questions about its functions, etc.</p> <p><u>Cognition</u> 5. Attention & Memory: Visual/Spatial a-s. Recognizes familiar signs, remembers incidental information, matches colors and shapes, describes events that happened in the past, finds hidden pictures, etc.</p> <p>6-I. Visual Perception: Blocks & Puzzles a-m. Imitates block train, bridge, puts together puzzle, builds representationally with blocks, etc.</p> <p>6-II. Visual Perception: Matching & Sorting a-n. Sorts by size, shape, matches letters, matches name and short words, etc.</p> <p>7. Functional Use of Objects & Symbolic Play a-l. Talks to dolls or animals, assumes different roles in fantasy play, uses materials to construct other objects, engages in complex adult role playing, etc.</p>	<p><u>Personal-Social</u> 1. Self-Regulation & Responsibility a-l. Avoids common dangers, adapts readily to changes in routine, performs simple chores, etc.</p> <p>4-I. Self-Help: Eating a-i. Begins to use fork, pours liquid, independently fixes sandwich, etc.</p> <p>4-II. Self-Help: Dressing a-i. Removes shoes, puts on coat, buttons clothing, zips, etc.</p> <p>4-III. Self-Help: Grooming a-i. Dries hands, brushes teeth, blows nose, etc.</p> <p>4-IV. Self-Help: Toileting a-h. Uses toilet by self, tears toilet tissue and flushes toilet after use, etc.</p> <p><u>Communication</u> 14. Conversation Skills c. Requests assistance</p>

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	<p><u>Cognition</u> 8. Problem Solving/Reasoning a-t. Experiments with cause and effect when playing, completes sequences of color or shapes, responds appropriately to ‘tell me how’ questions, describes new uses for familiar objects, etc.</p> <p>9. Number Concepts a-x. Selects ‘just one,’ gives ‘one more,’ counts 10 objects in a row (one-to-one correspondence), correctly counts to 20, identifies numbers 0-9, etc.</p> <p><u>Cognition/Communication</u> 10. Concepts/Vocabulary: Receptive a-cc. Selects pictures of action, points to five or more colors, understands ‘fast’ versus ‘slow,’ recognizes 10 uppercase letters, understands time concepts, etc.</p> <p>11. Concepts/Vocabulary: Expressive a-v. Names six or more pictures of common objects, uses a variety of adjectives, names objects by function, asks word meanings, defines 10 or more words, etc.</p> <p>12. Attention & Memory: Auditory a-l. Joins in saying nursery rhymes, sings songs, tells two familiar stories without pictures for help, etc.</p>	<p><u>Fine Motor</u> 18. Grasp & Manipulation* a-j. Turns doorknob with forearm rotation, holds writing implement with fingers in tripod position, places paper clips on paper, etc.</p> <p>19. Bilateral Skills* a-j. Demonstrates hand preference, screws on lids, holds deck of cards and sorts, folds paper in half, etc.</p> <p>20. Tool Use a-j. Holds bowl and stirs, spreads with knife, uses hammer to pound in nails, etc.</p> <p>21. Visual-Motor Skills* a-q. Imitates horizontal stroke, snips with scissors, copies a circle, square, traces outline of simple stencil, etc.</p> <p><u>Gross Motor*</u> 22-I. Upright: Posture & Locomotion a-o. Walks backward 10 feet, walks at least 20 feet on tiptoes, gallops five cycles, skips five cycles, broad jumps at least 36 inches, etc.</p>

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	<p><u>Communication</u> 13. Verbal Comprehension a-m. Follows two-part related commands in novel contexts, understands negatives, sorts by named categories, follows instructions that include four elements, etc.</p> <p>14. Conversation Skills a-w. Responds appropriately to ‘where’ and ‘why’ questions, describes events occurring in the environment, describes functions of objects, asks and responds appropriately to ‘how far’ questions, etc.</p> <p>15. Grammatical Structure a-v. Uses two-word utterances, uses negative terms, prepositional phrases, uses ‘I’ instead of given name, uses verbal nouns and/or verbal adjectives, uses comparatives, etc.</p> <p>16. Imitation: Vocal a-q. Repeats sounds, imitates inflection imitates familiar words, repeats sentences, etc.</p> <p><u>Fine Motor*</u> 17. Imitation: Motor a-f. Imitates postures or actions, imitates finger plays, etc.</p>	

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	<p>Fine Motor* 21. Visual-Motor Skills* a-q. Imitates horizontal stroke, pretends to write, copies a circle/square, draws a person with a head and features, draws simple representational pictures, etc.</p>	

*Precursor skills for functional behaviors. These skills may not be appropriate or expected for some children, including those with sensory, motor, or other impairments.

Note: Areas that are not precursor to or components of any of the three outcomes, and therefore not included in the crosswalk were:

Gross Motor

22-II. Upright: Balance

a-p. Stands sideways with both feet on balance beam, walks three steps on balance beam, does one somersault, walks full length of balance beam with hands on hips, etc.

22-III. Upright: Ball Play

a-l. Throws 3-inch ball to an adult at various distances, throws 3-inch ball overhand to adult at various distances, kicks ball various distances, catches ball with elbows bent at various distances, etc.

22-IV. Upright: Outdoor Play

a-k. Runs on playground pausing at surface changes, climbs on low jungle gym bars and will drop several inches to the ground, pedals tricycle at least 10 feet, pumps swing, rides two-wheel bike, etc.