



Brief on the *Emerging Language and Literacy Curriculum* and Children with Low-Incidence Disorders

Ornes, J., Patterson, S., McMillan, D., Thomas, J. & Trumbower, E. (2017). *The Emerging Language and Literacy Curriculum, Second Edition*. Dynamic Resources, Indiana, PA, <http://dynamic-resources.org/>

Children in an Emerging Language and Literacy Curriculum (ELLC) Classroom

The initial development of the ELLC was started in the late 1990s. It was based on research available at that time about early language and literacy and drew research from a number of professional disciplines (education, early education, special education, child development, speech-language pathology, occupational therapy, family studies). The ELLC has a research base that spans a small pilot study with children with and without disabilities (Children's TLC), a pre-post gain study on about 300 children in an Early Reading First (ERF) project in Kansas City, Missouri and approximately 500 children in a research project that could be classified as quasi-experimental utilizing a comparison group in a rural mid-Missouri ERF grant. Outcomes for the pilot study and both ERF grants are explained fully in the ELLC manual, Book A.

Who are the children? See ELLC Book A, The Children

- They are 3-5 years old
ELLC is most appropriate for 30-60 month developmental range
- They are from all socioeconomic levels
Range is from poverty to affluence. Outcomes indicate progress regardless of SES.
- Some are **at-risk for school/academic success**
Some children come with a number of risk factors to school success, such as: single parent homes; mothers with less than high school education; limited access to health coverage; limited community resources; and, familial illiteracy. In addition, some children are **English Language Learners**.
- They come to preschool with all abilities*
Typically developing children and **children with delays and disabilities** are part of the classroom community.

* **Children with low incidence disorders** (deaf, blind, deaf/blind, significant developmental delay, significant physical and multiple disabilities, severe autism), who are functioning in birth to 30 month developmental range may require additional programming or significant adaptations of the curriculum for instruction to be appropriate. In some cases, this curriculum may not be the most appropriate for children with significant low incidence disorders. See references below for more information.

See companion briefs:

- *The Emerging Language and Literacy Curriculum (ELLC)*
- The ELLC and Dual Language Learners
- The ELLC and Children with Disabilities
- The ELLC and Children Who Are Typically Developing or Children At-Risk
- The ELLC and Fidelity and Adaption

References for low incidence disabilities

Jackson, R., M. (2005). *Curriculum Access for Students with Low-Incidence Disabilities: The Promise of Universal Design for Learning*. Wakefield, MA: National Center on Accessing the General Curriculum. (Links updated 2011). Retrieved [August 2019] from <http://aem.cast.org/about/publications/2005/ncac-curriculum-access-low-incidenceudl.html>

Cook, R. Klein, M.D., Chen, D. (2019). *Adapting Early Childhood Curricula for Children with Disabilities and Special Needs*. Pearson