

## Brief: Emerging Language and Literacy Curriculum (ELLC) and Children with Disabilities

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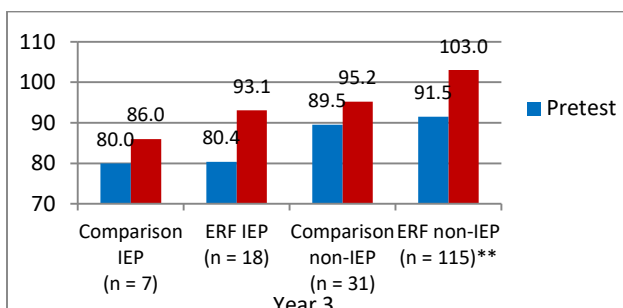
Trumbower, E. (2017). *The Emerging Language and Literacy Curriculum, Second Edition*. Dynamic Resources, Indiana, PA, <http://dynamic-resources.org/>

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

The 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 (see graph below). Outcomes for the pilot study and both ERF grants are explained fully in the ELLC manual, Book A. All studies included children with disabilities. Refer to “ELLC Low Incidence” brief\*. The Individuals with Disabilities Education Act (IDEA) defines children with disabilities as: ...having an intellectual disability, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness\*), a serious emotional disturbance (referred to in this part as “emotional disturbance”), an orthopedic impairment, autism, traumatic brain injury, an other health impairment, a specific learning disability, deaf-blindness\*, or multiple disabilities, and who, by reason thereof, needs special education and related services. In a letter from the UNITED STATES DEPARTMENT OF EDUCATION UNITED STATES DEPARTMENT OF HEALTH AND HUMAN SERVICES September 18, 2015, signed by Arne Duncan, Secretary U.S. Department of Education, they state, “It is the Departments’ position that all young children with disabilities should have access to inclusive high-quality early childhood programs where they are provided appropriate services and supports in meeting high expectations.”

The ELLC is designed so specialists may provide service in the classroom to co-teach, remediate individual children or small groups of children (e.g., oral language, social, physical goals) utilizing the transdisciplinary approach within the structure of the curriculum. Features of a universally designed curriculum are apparent in the ELLC classroom: **physical environment** (spacing for LC, visual schedules) and **instructional environment** (routines/schedules, accommodations and teaching techniques [explicit, systematic, cycled, repetitious]). Considering the aforementioned characteristics of the ELLC, the curriculum is consistent with the paper from the National Professional Development Center on Inclusion (2011). (National Professional Development Center on Inclusion. (2011). *Research synthesis points on practices that support inclusion*. Chapel Hill: The University of North Carolina, FPG Child Development Institute, Author. Available at <http://npdci.fpg.unc.edu>) where they define access, participation and supports: **Access**—removing physical barriers, providing a wide range of activities and environments, and making necessary adaptations to create optimal development and learning for individual children; **Participation**—using a range of instructional and intervention approaches to promote engagement in play and learning activities, and a sense of belonging for every child; and **Supports**—creating an infrastructure of systems-level supports for implementing high-quality inclusion.

**ELLC Principle 6:** Children with special needs learn best when a team of professionals and the child’s parents collaborate to develop a thoughtful individual plan, implement the plan as a team, and strive toward common goals that move the child forward to developmentally appropriate levels. ELLC Book A, page 9.



Graph to the left displays the composite results (mean=100, SD=15) of the **Test of Preschool Early Literacy** from Year-3 of an ERF grant (blue bar=pretest, red bar=posttest). The ERF group was using the ELLC and the Comparison group was using other curricula. The children in the ERF group achieved significant progress on the TOPEL on print awareness, expressive vocabulary, and phonological awareness.