

## **Carolina Curriculum for Preschoolers with Special Needs (CCPSN)**

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The *Carolina Curriculum for Preschoolers with Special Needs* (CCPSN) has six developmental domains: Personal-Social, Cognition, Cognition/Communication, Communication, Fine Motor, and Gross Motor. The assessment and curriculum are integrated; that is, teachers individualize the curriculum based on each child's assessment results. Each assessment domain has several numbered sequences, for example, Communication has sequences in Verbal Comprehension (#13), Conversational Skills (#14), Grammatical Structure (#15), and Imitation: Vocal (#16). Each of the 29 sequences in turn has one or more lettered items, called "curriculum sequences," that progress from 24 to 60 months in six-month intervals. [The *Carolina Curriculum for Infants and Toddlers with Special Needs* spans development from birth to 36 months, with the period from 24-36 months overlapping in the two measures.] "The curriculum is based on typical sequences of development but does not assume that a child will develop at the same rate across domains or even within one domain" and the 455 "items [are] drawn from standard developmental assessment tools, clinical experience, and the research literature read by the authors, but behavioral theory and methodology underlie item construction" (p. 3).

There are four steps in the assessment process:

- 1) Preparation – The assessor becomes familiar with the Assessment Log and the skills in each sequence. The Assessment Log allows for four observation/ assessment periods with room for notes.
- 2) Observation – The assessor observes the child playing in a familiar setting (such as a preschool, child care center, or home). The observation can be completed in an hour, coupled with a short interview with the teacher or parent. The assessor enters (+) for a skill the child has mastered, (+/-) for an emerging skill, and (-) for a skill the child is unable to do. The assessor can also enter an (A) to indicate when a task has been performed with assistance.
- 3) Directed Assessment – The assessor sits down with the child and a familiar adult to assess items not seen during the observation, using the materials and procedures described in the administration manual. This part of the assessment can be completed in approximately two hours.
- 4) Complete the Developmental Progress Chart – The chart is found at the end of the Assessment Log. The manual describes procedures for completing the boxes in the chart based on the data recorded during the observation and direct assessment. Assessors share the results with teachers and parents, using the data to identify the next skills in each sequence for that child.

Training for the CCPSN is available through Brookes on Location. In person training is offered. For more information contact a representative at 1-800-638-3775 or fill out an online request at [www.brookespublishing.com](http://www.brookespublishing.com).