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Crosswalk for *The Carolina Curriculum*

Name	The Carolina Curriculum for Infants & Toddlers with Special Needs (CCITSN), <i>Third Edition</i> The Carolina Curriculum for Preschoolers with Special Needs (CCPSN), <i>Second Edition</i>
Authors	Nancy M. Johnson-Martin, Ph.D., Susan M. Attermeier, Ph.D., PT, & Bonnie J. Hacker, M.H.S., OTR/L
Publisher	Brookes Publishing Co.
Website for information	http://www.brookespublishing.com/carolina
Cost	Manuals: Infant and Toddler (0–3 years) \$54.95, Preschool (2–5 years) \$54.95 Two-volume set: \$99.95 Assessment Log and Progress Chart available in English print, on CD-ROM, or in PDF format on the web; forthcoming in Spanish PDF format on the web.
Age Range	Infant & Toddler 0–3 years; Preschool 2–5 years
Purpose	For use with young children from birth to 5 years who have mild to severe disabilities, this system helps professionals to evaluate a child's progress in five developmental areas and encourage children's development through teaching activities.
Areas Included	The following five major areas of development are divided into 24 sequences of skills: <ul style="list-style-type: none">• Personal Social• Cognition• Communication• Fine Motor• Gross Motor



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Time to administer	An assessment is based on a parent interview, observations of a child's play and directed assessment activities. Time varies with the age and skills of the child, from 1 to 2 hours, and need not be completed in one session. After the initial assessment, the assessment log is updated as the child masters skills, making subsequent formal assessments very brief.
Scored	Items scored as: + Observed or reported - Not observed or reported +/- An emerging Skill A Skill accomplished with minor physical assistance Scored items are recorded on a progress chart to provide a visual record of strengths and needs.
Scores provided for	Progress chart shows age ranges for a child's skills and is shared with families and teachers.
Age Norms	No normative study has been done.
Age ranges given for items	Yes. These are based on ranges cited in recently normed tests and in child development literature.
How frequently it can be given	Intended for ongoing assessment.
Standardized tasks	Each item in the curriculum includes specific procedures for assessing the skill it represents using materials and situations naturally occurring in the child's environment. The goal of the curriculum is to help a child develop generalized skills, skills that can be demonstrated with a variety of materials or in a variety of settings. Modifications are suggested for specific handicapping conditions.
Based on observation in natural settings	Yes, although some skills may be more efficiently observed in a structured assessment situation.
Based on information requested from parents or providers	Yes, in addition to direct observation



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Data provided on reliability	No, although is available for the first edition of the Infant and Toddler Curriculum
Data provided on validity	No, although is available for the first edition of the Infant and Toddler Curriculum
Electronic Scoring	No
Other Languages	CCITSN has been translated into Portuguese, Russian, Korean, Chinese, Spanish, and Italian. CCPSN has been translated into Korean.
Who administers	Professionals who work in child care or early intervention programs. Educated parents may be able to complete parts of it on their own.
Training	Available through Brookes on Location. (Email seminars@brookespublishing.com)



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Crosswalk between OSEP Child Outcomes and The Carolina Curriculum

Outcome 1: Has positive social relationships	Outcome 2: Acquires & uses skills and knowledge	Outcome 3: Takes appropriate action to meet needs
1. Self-regulation & responsibility. 2. Interpersonal skills 3. Self concept 14. Conversation skills	5. Attention & memory: visual/spatial 6-I Visual Perception: Blocks & puzzles 6-II. Visual Perception: Matching & Sorting 7. Functional Use of Objects & symbolic play 8. Problem solving/reasoning 9. Number Concepts 10. Concepts/Vocabulary Receptive 11. Concepts/Vocabulary Expressive 12. Attention & Memory: auditory 13. Verbal Comprehension 14. Conversation Skills 15. Grammatical Structure 16. Imitation: vocal 17. Imitation: motor 20. Tool Use 21 Visual-Motor Skills	2. Interpersonal skills 4-I Self Help: Eating 4-II Self Help: Dressing 4-III Self Help: Grooming 4-IV Self Help: Toileting 14. Conversation Skills 18. Grasp & Manipulation 19. Bilateral Skills 20. Tool Use 21. Visual-Motor Skills 22-I Gross Motor Upright: Posture & Locomotion 22-II Gross Motor Upright: Balance 22-III Gross Motor Upright: Ball Play 22-IV Gross Motor Upright: Outdoor Play 23 Gross Motor Prone 24 Gross Motor Supine