

**CHLD 53B Course Outline as of Fall 2023****CATALOG INFORMATION**

Dept and Nbr: CHLD 53B Title: CHILD W/ SPEC NEEDS (B)  
 Full Title: Supporting Children w/ Special Needs in Early Childhood Prgm  
 Last Reviewed: 2/13/2023

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	8	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

Title 5 Category: AA Degree Applicable

Grading: Grade Only

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly:

**Catalog Description:**

In this course, students will be introduced to effective intervention strategies for working with children with special needs in early childhood education programs. The focus will be on young children, birth through age eight, with disabilities, delays, or special health care needs. Course topics will include adaptations and accommodations, Individual Education Plans (IEP), inclusive practices, and working with additional support professionals in the classroom. Best practices and developmentally appropriate curriculum strategies will be the focus. This course can be combined with CHLD 53A to fulfill the requirements for specialization units on the Child Development Permit Matrix.

**Prerequisites/Corequisites:**

Course Completion of CHLD 53A (or CHLD 53)

**Recommended Preparation:**

Eligibility for ENGL 1A or equivalent and Course Completion of CHLD 90.2

**Limits on Enrollment:****Schedule of Classes Information:**

Description: In this course, students will be introduced to effective intervention strategies for

working with children with special needs in early childhood education programs. The focus will be on young children, birth through age eight, with disabilities, delays, or special health care needs. Course topics will include adaptations and accommodations, Individual Education Plans (IEP), inclusive practices, and working with additional support professionals in the classroom. Best practices and developmentally appropriate curriculum strategies will be the focus. This course can be combined with CHLD 53A to fulfill the requirements for specialization units on the Child Development Permit Matrix. (Grade Only)

Prerequisites/Corequisites: Course Completion of CHLD 53A (or CHLD 53)

Recommended: Eligibility for ENGL 1A or equivalent and Course Completion of CHLD 90.2

Limits on Enrollment:

Transfer Credit: CSU;

Repeatability: Two Repeats if Grade was D, F, NC, or NP

## **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

<b>AS Degree:</b>	<b>Area</b>	Effective:	Inactive:
<b>CSU GE:</b>	<b>Transfer Area</b>	Effective:	Inactive:
<b>IGETC:</b>	<b>Transfer Area</b>	Effective:	Inactive:
<b>CSU Transfer:</b>	Transferable	Effective: Fall 2017	Inactive:
<b>UC Transfer:</b>		Effective:	Inactive:

**CID:**

**Certificate/Major Applicable:**

Both Certificate and Major Applicable

## **COURSE CONTENT**

### **Student Learning Outcomes:**

At the conclusion of this course, the student should be able to:

1. Design effective learning environments and curriculum strategies for the inclusion of all children, focusing on children with disabilities and other special needs.
2. Evaluate educational, professional, and program policies based on special education laws and evidence-based practices.
3. Develop strategies for constructive partnerships with families, professionals, and community resources that support and advocate for children with special needs.

### **Objectives:**

At the conclusion of this course, the student should be able to:

1. Explain current special education laws and their impact on early childhood practice.
2. Describe strategies that support the central role of families and their collaborative partnerships with team members and community professionals.
3. Demonstrate knowledge of reflective practice, cultural responsiveness, confidentiality, and professional practices when working with colleagues, children, and families.
4. Practice various formal and informal observation and assessment procedures used to guide identification and intervention decisions.
5. Identify curriculum, environment, and natural learning opportunities to meet individualized needs, outcomes, and goals of young children and families.

6. Design modifications and accommodations based on observation, evidence-based practices, and legal requirements to support children's development.

## **Topics and Scope:**

### **I. Policies and Procedures for Early Intervention and Special Education**

- A. Understanding state and local policies as they apply to the educational setting
- B. Applying best practices from professional organizations
  - 1. Council for Exceptional Children, Division for Early Childhood (DEC)
  - 2. Other organizations
- C. Prioritizing family needs and rights

### **II. Environments and Curriculum**

- A. Creating environments for a variety of developmental needs
  - 1. Developmentally appropriate environments for infants, toddlers, preschoolers, and early primary
  - 2. Adaptations to accommodate children's physical needs and disabilities
  - 3. Guidance, interactions, and challenging behaviors
- B. Planning curriculum for young children
  - 1. Developmentally appropriate curriculum for infants, toddlers, preschoolers, and early primary
  - 2. Adaptations for a variety of physical and intellectual special needs
- C. Inclusion and mainstreaming
  - 1. Compliance with laws and regulations for including children with special needs in early childhood programs
  - 2. Council for Exceptional Children, Division for Early Childhood (DEC) recommended practices
  - 3. Adaptations for children's full participation in early childhood curriculum, routines, and indoor and outdoor environments
  - 4. Program policies and classroom practices to support inclusion
  - 5. Waivers and exemptions for early childhood programs
- D. Respecting family and cultural diversity in curriculum practices

### **III. Types of Early Childhood Programs and Services**

- A. Early childhood programs
- B. Special Day Class
- C. Recreation programs
- D. Parent support programs
- E. Other educational programs
- F. Community resources

### **IV. Support Professionals and Organizations**

- A. Working collaboratively with special education professionals
  - 1. Individual Education Plan (IEP) and Individual Family Support Plan (IFSP)
    - a. Process
    - b. Composition and function of IEP and/or IFSP team
    - c. Collaborating with families
    - d. Adaptation and modification of the environment and curriculum to support goals and objectives.
  - 2. Careers in the field
    - a. Paraprofessionals in preschools and public schools
    - b. Professional positions in education and support services
  - 3. Collaboration between parents and professionals to support children with special needs
    - a. Building relationships with parents
    - b. Collaborating with specialists

- c. Understanding adult learning styles
- d. Resolving conflicts
- e. Negotiating culture and values
- B. Support services and organizations
  - 1. School district early intervention services
  - 2. Regional centers
  - 3. Easter Seals
  - 4. California Early Start
  - 5. Accessing services for children
  - 6. Jurisdiction and collaboration between service providers
  - 7. Multidisciplinary teams
- V. Observation and Documentation of Children's Learning
  - A. Observation strategies
  - B. Uses of observational data
    - 1. Program planning
    - 2. Early identification and screening
    - 3. Documentation of children's learning
  - C. Tools for recording data
  - D. Other methods of data collection
  - E. The referral process
  - F. Implementing program plans
  - G. The importance of early identification and screening
  - H. Communicating data to inter-agency, multidisciplinary teams

### **Assignment:**

The course will include some or all of the following assignments:

#### **Reading and Discussion Assignments:**

Reading and discussion of assigned text and handouts; approximately 30 pages per week

#### **Writing Assignments:**

- 1. Written analysis of reading (study questions, article responses), 3-5 papers
- 2. Research paper on selected topics related to development of young children with special needs

#### **Skill Demonstrations Assignments:**

- 1. Practical projects, including adapting learning materials and environments to meet the needs of children with various disabilities
- 2. Observations and analysis (2-4) of a child with special needs or a program for children with special needs using observational research technique and developmental terminology
- 3. Present a design for an inclusive preschool program
- 4. IEP Practice: Written goals and objectives for children with special needs in an early childhood program
- 5. Group role play IEP/IFSP
- 6. Interview of parent of child with special needs and in-class presentation of findings
- 7. Portfolio of resources for young children with special needs

#### **Examination Assignments:**

- 1. Quizzes (2-5)
- 2. Midterm
- 3. Final

## Other Assignments:

1. Class participation and in-class (or online) activities

### Methods of Evaluation/Basis of Grade:

**Writing:** Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Reading analysis; research paper

Writing  
10 - 40%

**Problem Solving:** Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None

Problem solving  
0 - 0%

**Skill Demonstrations:** All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Practical projects; observations; present a design; IEP practice; group role play, parent interview; portfolio

Skill Demonstrations  
20 - 50%

**Exams:** All forms of formal testing, other than skill performance exams.

Quizzes, midterm; final

Exams  
10 - 30%

**Other:** Includes any assessment tools that do not logically fit into the above categories.

Class participation and in-class (or online) activities

Other Category  
0 - 20%

### Representative Textbooks and Materials:

Strategies for Including Children with Special Needs in Early Education Settings. 2nd ed. Cook, Ruth and Richardson-Gibbs, Anne and Nielsen, Lauria. Wadsworth Publishing. 2017 (classic).

A Practical Guide to Early Childhood Inclusion: Effective Reflections. Gruenberg, Ann and Miller, Regina. Pearson. 2011 (classic).

Developmentally Appropriate Practices. Copple, Carol. NAEYC. 2010 (classic).

DEC Recommended Practices in Early Intervention/Early Childhood Special Education. Sandall, Susan. Council for Exceptional Children. 2005 (classic).

Young Exceptional Children Monograph No. 02: Natural Environments and Inclusion. Sandall, S. and Ostrosky, M. Sopris West. 2001 (classic).

Inclusion Works! Creating Child Care Programs That Promote Belonging for Children with Disabilities 2nd ed. California Department of Education Sacramento, 2021.