CHLD 53B Course Outline as of Fall 2017

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:
This course presents 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, 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: This course presents 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, 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:

			Effective:	Inactive:
AS Degree:	**Area**		Effective:	Inactive:
CSU GE:	**Transfer Area**		Effective:	Inactive:
IGETC:	**Transfer Area**		Effective:	Inactive:
CSU Transfer:	Transferable	Effective: Fall 2017	Inactive:	
UC Transfer:		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. Develop strategies for constructive partnerships with families, professionals and community resources that support and advocate for children with special needs.
2. Design effective learning environments and curriculum strategies for the inclusion of all children, focusing on children with disabilities and other special needs.
3. Evaluate program, educational and professional policies based on special education laws and evidence-based practices.

Objectives:
Upon completion of the course students will 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. Individuals with Disabilities Education Act (IDEA)
    B. Individualized Family Service Plan (IFSP)/Individualized Education Program (IEP)
       process
    C. Response to intervention
    D. Least Restrictive Environment
    E. Family rights
    F. Working with local public/private school systems
    G. People first language
    H. Advocacy and public policy
    I. Community resources and agencies
II. Environments and Curriculum
    A. Typical development: milestones and domains
       1. Physical and motor development; sensory
       2. Cognitive development, including communication and language development
       3. Social-emotional development and self-help skills
    B. 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
    C. 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
    D. 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
    E. Respecting family and cultural diversity in curriculum practices
III. Types of Early Childhood Programs and Services
    A. Early Childhood Programs; Special Day Class
    B. Other educational programs
    C. Recreation programs
    D. Parent support programs
    E. 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. make up 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:

Assignments may include the following:
1. Reading and discussion of assigned text and handouts; approximately 30 pages per week.
2. Written analysis of reading (study questions, article responses) approximately 5 papers (3-4 pages).
3. Practical projects, including adapting learning materials and environments to meet the needs of children with various disabilities.
4. Observation and written analysis of a child with special needs or a program for children with special needs using observational research technique and developmental terminology. 2-4 observations of approximately 2-5 pages.
5. Written goals and objectives for children with special needs in an early childhood program (1 paper of 3-5 pages).
6. Exams (2-5), including quizzes and midterm.
7. Project: design an inclusive preschool program (written paper and presentation).
8. Group role play IEP/IFSP in groups.
9. Interview of parent of child with special needs and in-class presentation of findings.
10. Research paper on selected topics related to development of young children with special needs (approximately 6 pages).
11. Portfolio of resources for young children with special needs.

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.

Goals and objectives paper; research paper; reading analysis; design project (written); analysis of observations	Writing 30 - 50%

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.

Observations; parent interview; practical projects; design project (presentation); resource portfolio; group role play	Skill Demonstrations 15 - 20%

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

Quizzes; midterm	Exams 30 - 40%

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

Participation	Other Category 0 - 10%

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
A Practical Guide to Early Childhood Inclusion: Effective Reflections. Gruenburg, 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)