

Revised by: R. Roth
Reviewed by: S. Eveland
Date Revised: February 2016
Text update: July 25, 2013
C&GE approved: March 14, 2016
Board approved: April 13, 2016

Early Care, Education and Family Studies (ECE) 1612 Curriculum and Intervention for Children with Special Needs (3 Units) (DS9) CSU
[formerly Early Childhood Education 1612; Early Childhood Education 16B]

Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended. Completion of or concurrent enrollment in Early Care, Education and Family Studies 1611 recommended

Total Hours: 48 hours lecture

Catalog Description: This course covers curriculum and intervention strategies for working with children with special needs in partnership with their families. Emphasis is on the use of observation and assessment in meeting individual needs, adapting curriculum strategies to facilitate all domains of development, and providing inclusive and natural environments. It also addresses the role of the teacher as the professional working with families, collaboration with interdisciplinary teams, and cultural competence. This course will satisfy one of the requirements for the Early Intervention Certificate.

Type of Class/Course: Degree Credit

Text: Cook, Ruth, M. Diane Klein, and Deborah Chen. *Adapting Early Childhood Curricula for Children with Special Needs*. 8th ed. New York: Pearson, 2011. Print.

Additional Instructional Materials: None

Course Objectives:

By the end of the course, a successful student will be able to:

1. Explain current special education laws and the impact on early care and education,
2. Describe strategies that support the role of the family and their partnership with team member and community professionals,
3. Demonstrate knowledge of reflective practice, cultural responsiveness, confidentiality, and professional practice,
4. Describe and practice various formal and informal observation and assessment procedures used to support identification and guide intervention practices,
5. Identify curriculum, environment and natural learning opportunities to meet individual needs, outcomes and goals of young children and families, and
6. Design modifications and accommodations based on observation, evidence-based practices and legal requirements to support children's development.

Course Scope and Content:

- Unit I Policies and Procedures for Early Intervention and Education
- A. Individuals with Disabilities Education Act (IDEA)
 - B. Individualized Family Service Plan/Individualized Education Program (IFSP/IEP)

- C. Intervention
- D. Least Restrictive Environment
- E. Family Rights
- F. Working with Public/Private School Districts
- G. People First Language
- H. Advocacy and Public Policy
- I. Community Resources and Agencies

- Unit II Teacher's Role
- A. Ethics and Professional Behavior
 - B. Collaborating with family and early interventionists
 - C. Communication
 - D. Respecting Diversity and Cultural Perspectives
 - E. Working with IFSP and IEP Teams
 - F. Implementation of IFSP and IEP goals
 - G. Adaptations: curriculum and environments
 - 1. Adaptive equipment and materials
 - 2. Routines and schedules
 - 3. Guidance and interactions
 - 4. Challenging behaviors

- Unit III Developmental Screening and Assessment Tools
- A. Purpose, value and use of various tools
 - B. Role of observation and assessment
 - C. Referral and placements

Learning Activities Required Outside of Class:

The students in this class will spend a minimum of 6 hours per week outside of the regular class time doing the following:

- 1. Studying
- 2. Answering questions
- 3. Completing required reading
- 4. Completing written work

Methods of Instruction:

- 1. Films
- 2. Workshops
- 3. Visiting specialists
- 4. Class presentations
- 5. Reading and evaluations
- 6. Peer interactions

Methods of Evaluation:

- 1. Written assignments, including:
 - a. journal entries
 - b. self assessment inventory
- 2. Skill demonstrations, including:

- a. presentations
 - b. computational or non-computational problem solving and conflict resolution
 - c. observations
 - d. field work
3. Reading assignments, including:
- a. clinical studies
 - b. developmental profiles
 - c. issues, rationales, challenges and strategies
4. Other examinations, including:
- a. multiple choice
 - b. matching items
 - c. true/false
 - d. essay
 - e. group

Supplemental Data:

TOP Code:	130520: Children with Special Needs
SAM Priority Code:	C: Clearly Occupational
Distance Education:	Online; Offline
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	E: Credit By Exam

Eligible for Pass/No Pass:	C: Pass/No Pass
Taft College General Education:	NONE