

## California Community Colleges Curriculum Alignment Project –CAP Expansion

### Curriculum and Strategies for Children with Disabilities or Delays

#### Description

Covers curriculum and intervention strategies for working with children with disabilities or delays in partnership with their families. Focuses on the use of observation and assessment in meeting the individualized needs of children in inclusive and natural environments. Includes the role of the teacher as a professional working with families, collaboration with interdisciplinary teams, and cultural competence.

#### Objectives

1. Identify current policies and procedures that govern early intervention and special education.
2. Describe the teacher’s responsibilities relating to reflective practice, cultural responsiveness, confidentiality, and professional practices when working with children, families, colleagues, and interdisciplinary teams.
3. Identify learning opportunities in the child’s natural environment to meet the individual needs and goals identified in the IFSP/IEP.
4. Design modifications and accommodations based on evidence-based practices, and legal requirements to support children’s developmental needs.
5. Explain various formal and informal observation and assessment procedures used to guide identification and intervention strategies.

#### Content

- 1. Laws, policies and procedures for early Intervention and special education**
  - a. Individuals with Disabilities Education Act (IDEA)
    - i. Individualized Family Service Plan (IFSP)
    - ii. Individualized Education Program (IEP)
    - iii. Free and Appropriate Education (FAPE)
  - b. Response to intervention
  - c. Representative & Respectful Language
    - i. People first language
    - ii. Identity first language
  - d. Least restrictive environment
  - e. Working with local public/private school systems
  - f. Advocacy and public policy
  - g. Resources and agencies
- 2. Responsibilities of teachers**
  - a. Recognition of personal beliefs and biases
    - i. Ethics and professional behaviors
    - ii. Cultural responsiveness
  - b. Reflective practice
  - c. Collaboration with families and early intervention specialists
  - d. Participation on IFSP/IEP teams
  - e. Implementation of IFSP/IEPs
- 3. Adaptations, modifications and supports**
  - a. Universal Design for Learning (UDL)
  - b. Environments

- i. Equipment and materials, including assistive technology
    - ii. Routines and schedules
    - iii. Room arrangement
  - c. Curriculum
    - i. Based on interests and needs
    - ii. Based on identified goals
  - d. Responses and interactions
    - i. Understanding the meaning of behaviors
    - ii. Responding to behaviors that are challenging
    - iii. Supporting individual goals
    - iv. Guidance
- 4. Developmental Screening and Assessment Tools**
  - a. Tools
    - i. Formal and informal
    - ii. Standardized and teacher-developed
    - iii. Formative and summative
  - b. Role of observation and assessment
  - c. Referral process and placements