

California Community Colleges ECE/CD 2013 Curriculum Alignment Project Expansion

Title: Curriculum and Strategies for Children with Special Needs

Suggested Short Title: Curr for Sp Nds

Course Description

Covers curriculum and intervention strategies for working with children with special needs 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.

Student Learning Outcomes

Upon completion of this course student will be able to:

1. Evaluate program, educational and professional policies, based on special education laws and evidence-based practices.
2. Design and implement curriculum strategies based on children's individualized needs in inclusive and natural environments.
3. Advocate for effective partnerships with families, interdisciplinary team members, and community resource specialists.

Objectives

In this course students will:

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.

Content

A. Policies and Procedures for Early Intervention and Special Education

1. Individuals with Disabilities Education Act (IDEA)
2. Individualized Family Service Plan (IFSP)/Individualized Education Program (IEP) process
3. Response to intervention
4. Least restrictive environment
5. Family rights
6. Working with local public/private school systems
7. People first language
8. Advocacy and public policy
9. Community resources and agencies

B. Teacher's Role

1. Philosophical approach
2. Ethics-professional behaviors
3. Collaborating with family and early interventionists/specialists

- a. Communication
 - b. Diverse and cultural perspectives
 - c. IFSP/IEP teams
 - d. Implementation of IFSP/IEPs
4. Adaptations: curriculum and environments
- a. Adaptive equipment and materials
 - b. Routines and schedules
 - c. Guidance and interactions
 - d. Challenging behaviors

C. Developmental Screening and Assessment Tools

- 1. Purpose, value, and use of various tools
- 2. Role of observation and assessment
- 3. Referral and placements