

BUTTE COLLEGE

COURSE OUTLINE

I. CATALOG DESCRIPTION

CDF 20 - Curriculum for Children with Special Needs

3 Unit(s)

Prerequisite(s): NONE

Recommended Prep: Reading Level V; English Level IV

Transfer Status: CSU

51 hours Lecture

This course covers curriculum and intervention strategies for working with children with special needs in partnership with their families. Focus is on the use of observation and assessment in meeting the individualized needs of children in inclusive and natural environments. Topics include the role of the teacher as a professional working with families, collaboration with interdisciplinary teams, and cultural competence.

II. OBJECTIVES

Upon successful completion of this course, the student will be able to:

- A. Evaluate program, educational and professional policies, based on special education laws and evidenced-based practices.
- B. Identify curriculum, environment and natural learning opportunities to meet individualized needs, outcomes, and goals of young children and families.
- C. Design and implement curriculum adaptation based on children's individualized needs in inclusive and natural environments.
- D. Advocate for effective partnerships with families, interdisciplinary team members, and community resource specialists.
- E. Communicate curricular strategies and interventions that support the central role of families and their collaborative partnerships with team members and community professionals.
- F. Demonstrate knowledge of reflective practice, cultural responsiveness, confidentiality, and professional practices when working with colleagues, children and families.

III. COURSE CONTENT

A. Unit Titles/Suggested Time Schedule

Lecture	
<u>Topics</u>	<u>Hours</u>
1. Special Education for children with special needs	3.00
2. Policies and procedures for early intervention and special education	3.00
3. Individuals with Disabilities Education Act (IDEA)	1.50
4. Individualized Family Service Plan (IFSP) and Individualized Education Program (IEP) process	1.50
5. Early intervention referrals	1.50
6. Policy and procedures for least restrictive environment	1.50
7. Family rights	1.50
8. Working with local public/private school systems	1.50
9. Myths about first language learners	1.50
10. Advocacy and public policy	1.50
11. The role of the Teacher in curriculum and environmental adaptations	1.50
12. Philosophical approach to special education	1.50

13. Ethics and professional behaviors	1.50
14. Collaborating and partnering with family and early interventionists/specialists	3.00
15. Implementation of IFSP/IEPs	1.50
16. Adaptations: curriculum and environments	12.00
a. Adaptive equipment and materials	
b. Routines and schedules	
c. Guidance and interactions	
d. Challenging behaviors	
17. Developmental Screening and Assessment Tools	12.00
a. Purpose, value, and use of various tools	
b. Role of observation and assessment	
c. Referral and placements	
Total Hours	51.00

IV. METHODS OF INSTRUCTION

- A. Lecture
- B. Group Discussions
- C. Guest Speakers
- D. Class Activities
- E. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- F. Demonstrations
- G. Problem-Solving Sessions
- H. Multimedia Presentations

V. METHODS OF EVALUATION

- A. Exams/Tests
- B. Oral Presentation
- C. Projects
- D. Journal
- E. Group Participation
- F. Class participation
- G. Written Assignments
- H. Performance Examinations
- I. Case Studies

VI. EXAMPLES OF ASSIGNMENTS

- A. Reading Assignments
 - 1. Read a current publication on environmental adaptations for children with special needs and discuss findings with class.
 - 2. Read an article in a professional publication, and then present current research on usage of screening systems (i.e., behavioral, speech, cognitive, etc.).
- B. Writing Assignments
 - 1. Complete an Individual Family Service Plan (IFSP) or an Individual Education Plan (IEP) based on an instructor-provided case study.
 - 2. Write a minimum 250 word journal entry after each classroom observation. Identify the specific curricular and/or environmental adaptations observed.
- C. Out-of-Class Assignments
 - 1. Observe an inclusive classroom to learn about curriculum and environmental adaptations

- for children with identified special needs. Be prepared to discuss in class.
2. Interview a family who has a child(ren) with special needs and submit a written paper addressing the questions generated in class.

VII. **RECOMMENDED MATERIALS OF INSTRUCTION**

Textbooks:

- A. Raver, Sharon A . Early Childhood Special Education - 0 to 8 Years: Strategies for Positive Outcomes. 1st Edition. Pearson, 2009.
- B. Cook, Klein & Chen. Adapting Early Childhood Curricula for Children with Special Needs. 9th Edition. Pearson, 2015.

Materials Other Than Textbooks:

- A. DRDP ACCESS

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