

Course Outline for ECE 91

ADAPTIVE CURRICULUM FOR CHILDREN WITH EXCEPTIONAL NEEDS

Effective: Fall 2014

I. CATALOG DESCRIPTION:

ECE 91 — ADAPTIVE CURRICULUM FOR CHILDREN WITH EXCEPTIONAL NEEDS — 3.00 units

Direct experience working with young children in special day classes or inclusive settings: application of intervention strategies using best practices of early childhood development and special education in adapting curriculum to meet the individual needs of children. Observation of the assessment process by the special education team and assisting in the implementation of the educational plan. Includes the role of the teacher as a professional working in partnership with families, collaboration with interdisciplinary teams and cultural competence. Prerequisite: Early Childhood Development 60 and Early Childhood Development 90 (both completed with a "C" or higher.) Lab hours required in an inclusive setting.

2.00 Units Lecture 1.00 Units Lab

Prerequisite

ECD 60 - Introduction to the Young Child With Exceptional Needs
with a minimum grade of C
and

ECE 90 - Practicum-Supervised Experience
with a minimum grade of C

Grading Methods:

Letter Grade

Discipline:

- Child Development/Early Childhood Education

	MIN
Lecture Hours:	36.00
Lab Hours:	54.00
Total Hours:	90.00

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

III. PREREQUISITE AND/OR ADVISORY SKILLS:

Before entering the course a student should be able to:

A. ECD60

1. differentiate typical and atypical development in the infant and preschooler and the identification, screening and assessment processes;
2. demonstrate an understanding of infants and children with exceptional needs;
3. define and describe the general purpose of laws protecting children with exceptional needs including Individual Development Education Act (IDEA);
4. demonstrate and compare understanding of the Individual Education Plan (IEP) and Individual Family Service Plan (IFSP);
5. examine and demonstrate knowledge of the importance of accurate objective observations and recordings that lead to understanding the child's needs in all developmental areas;
6. demonstrate knowledge and understanding of basic health and safety conditions which assures the least restrictive environment for young children;
7. demonstrate an understanding of the importance of culturally sensitive techniques when working with families with a child with exceptional needs;
8. identify available community resources that meet the needs of families with children with exceptional needs;
9. demonstrate a knowledge of least restrictive environment, inclusion and natural environments and its impact on a typical classroom for young children;
10. demonstrate an understanding of the impact of empowering for effective advocacy for children with exceptional needs;
11. demonstrate and compare intervention strategies and techniques used for implementing a child's IFSP or IEP;
12. demonstrate understanding of the family's process (stages of grief) when the child has been identified with exceptional needs.

B. ECE90

IV. MEASURABLE OBJECTIVES:

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

- A. evaluate program, educational and professional policies based on special education laws and evidence-based practices.
- B. describe strategies that support the central role of families and their collaborative partnerships with team members and community professionals;
- C. implement practical intervention and instructional strategies derived from the Individual Family Service Plan (IFSP) or Individual Education Plan (IEP) to promote the development of motor skills, communication, cognitive, social and emotional growth in inclusive settings;
- D. use formal and informal observations and assessments to integrate curriculum goals and objectives across developmental domains, content areas, and routines for infants and children at high risk and/or differing abilities;
- E. demonstrate best practices in working with infants and children in an inclusive or special day classroom setting;
- F. design modifications and accommodations based on observation, evidence-based practices and legal requirements to support children's development.
- G. demonstrate reflective practices, cultural responsiveness, confidentiality, and professional practices when working with colleagues, children and families;
- H. identify community partners and resources that support families with children with exceptional needs.

V. CONTENT:

- A. Foundation of diverse inclusive classrooms
 - 1. History and legal requirements of child-centered inclusive programs
 - 2. People First language
 - 3. Strategies for intervention decisions
 - 4. Benefits of inclusion for children, families, teachers and communities
 - 5. Strategies for establishing inclusive classrooms
 - a. Natural and least restrictive environments
 - b. Instructional strategies
 - c. Adaptations for children with specific needs
 - 6. Special day classrooms
- B. Forming partnerships with families of children with exceptional needs
 - 1. Communication with families
 - 2. Respect for diverse and cultural perspectives
 - 3. Family and child's rights and Individuals with Disabilities Education Act (IDEA)
 - 4. Guidelines for developing family-teacher partnerships
 - 5. Fostering family involvement
 - 6. Recognizing the stresses families face
 - 7. Understanding families' emotional reactions
 - 8. Building a supportive team
- C. Working with the Early Childhood Special Education team
 - 1. Procedures for developing IFSP and IEP
 - 2. The role of the early childhood educator
 - a. Contributing information for IFSP or IEP
 - b. Implementing an IFSP or IEP within the inclusive environment
 - 3. Collaborative processes within the team
 - 4. Effective and ethical communication strategies
- D. Observation, screening, assessment and referral
 - 1. Purpose, value and use of various tools
 - 2. Role and use of observations and assessments to plan curriculum for individual children's needs
 - 3. Families, teachers and early interventionist/specialist as assessment partners
 - 4. Ethical responsibilities in assessment
 - 5. Child's developmental progress record
- E. Facilitating learning in an inclusive classroom
 - 1. Role of teacher
 - a. Philosophical approach
 - b. Ethics-professional behaviors
 - c. Advocacy and public policy
 - d. Reflective practices
 - 2. Supporting and facilitating children's development
 - a. social and emotional
 - b. independence and self-help skills
 - c. language development
 - d. cognitive
 - e. physical skills
 - 3. Adapting the environment, equipment, and materials for learning activities for all children
 - 4. Routines and schedules
 - 5. Guidance and positive interactions
 - 6. Challenging behaviors
- F. Communicating and forming connections with community partners
 - 1. School district's policies and procedures
 - 2. Referrals and placements
 - 3. Communication strategies
 - 4. Community agencies and resources

VI. METHODS OF INSTRUCTION:

- A. **Discussion** - Small group discussions
- B. **Lecture** -
- C. **Classroom Activity** - In class activities and adapting and implementing with children in the program
- D. Observation of children in an inclusive setting or special day classes
- E. **Guest Lecturers** -
- F. Feedback on classroom interactions from instructor, specialist team and site mentor
- G. **Audio-visual Activity** -

VII. TYPICAL ASSIGNMENTS:

A. Writing, observing, planning and evaluating

1. Conduct a developmental assessment on a child with exceptional needs in an inclusive setting and an adaptive curriculum plan
2. Participate in an IFSP and/or an IEP meeting and write a report on the experience
3. Structured weekly journal reflections to interpret, analyze and integrate course content into professional knowledge base and professional practices
4. Observations of an early childhood special educator working within a group setting focusing on adaptation strategies and practical applications of working with children with exceptional needs;

Specialist may include: a. Speech-Language specialist b. Physical therapist c. Occupational therapist d. Visual impairment specialist e. Deaf and hard of hearing specialist f. Behavior specialist

B. Application of critical thinking

1. Plan, implement

and evaluate activities with children in and inclusive setting 2. Create a portfolio of a specific child with representative sampling of all developmental domains. Include observations, identified educational goals and objectives for the child. 3. Analyze the effectiveness or ineffectiveness of modifications and strategies in meeting the developmental needs of the child. 4. Identify two additional modifications that may address the child's IFSP or IEP and provide rationalization for adaptations

VIII. EVALUATION:

A. **Methods**

1. Exams/Tests
2. Quizzes
3. Portfolios
4. Papers
5. Oral Presentation
6. Class Participation
7. Lab Activities
8. Other:
Other: Lab observations and activities

B. **Frequency**

1. Weekly assignments such as observations and reflective journaling
2. Weekly lab observations and feedback
3. Weekly class activities
4. 2-3 quizzes
5. 1 midterm
6. 1 final exam or final project

IX. TYPICAL TEXTS:

1. Klein, D., Cook, R., & Tessier, A. *Adapting Early Childhood Curricula for Children with Special Needs*. 8th ed., Pearson, 2011.
2. Bagnato, J., Neisworth, J. & Pretti-Frontczak, K *Linking Authentic Assessment and Early Childhood Intervention*. 2nd ed., Brooks Publishing, 2010.

X. OTHER MATERIALS REQUIRED OF STUDENTS:

- A. TB clearance required