

### Course Outline for ECD 91

#### ADAPTIVE CURRICULUM FOR CHILDREN WITH EXCEPTIONAL NEEDS

Effective: Fall 2008

#### I. CATALOG DESCRIPTION:

ECD 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 best practices of both the fields of early childhood development and special education in adapting curriculum to meet the individual needs of children within an inclusive classroom setting. Observation of the assessment process by the special education team and assisting in the implementation of the educational plan.

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:

	<u>MIN</u>
<b>Lecture Hours:</b>	36.00
<b>Lab Hours:</b>	54.00
<b>Total Hours:</b>	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. demonstrate best practices in working with infant, toddler or early childhood children in an inclusive or special day classroom setting;
- B. demonstrate effective communication skills working with families, early educators, paraprofessionals, and disability specialists;
- C. demonstrate understanding of the five areas of development that are assessed when determining eligibility for special education

- services for infants, toddlers, and young children at high risk and/or with disabilities;
- D. use observations and assessment to integrate curriculum goals and objectives across developmental domains, content areas, and routines for infants, toddlers, and young children at high risk and/or with disabilities;
- E. implement practical intervention and instructional strategies derived from the IFSP and IEP to promote the development of motor skills, communication, cognitive, social and emotional growth in inclusive settings;
- F. identify community partners and resources that support families with children with exceptional needs.

#### V. CONTENT:

- A. Foundation of inclusive classrooms
  - 1. Basic principles of child-centered inclusive programs
  - 2. Benefits of inclusion for children, families, teachers and communities
  - 3. Strategies for establishing inclusive classrooms
    - a. Generic instructional strategies
    - b. Adaptations for children with specific disabilities
  - 4. Special day classrooms
- B. Forming partnerships with families of children with exceptional needs
  - 1. Communication with families
  - 2. Guidelines for developing family-teacher partnerships
  - 3. Fostering family involvement
  - 4. Recognizing the stresses families face
  - 5. Understanding families' emotional reactions'
  - 6. Building a supportive team
- C. Working with the Early Childhood Special Education team
  - 1. Procedures for developing IFSP and IEP's
  - 2. The role of the early childhood educator
    - a. Contributing information for IFSP or IEP
    - b. Utilizing information from family and specialist team derived from the IFSP or IEP to meet needs of the child within the inclusive environment
  - 3. Assisting in the implementation the IFSP and IEP's
  - 4. Collaborative processes within the team
  - 5. Effective and ethical communication strategies
- D. Observation and assessment
  - 1. Use of observations and assessment to plan curriculum for individual children's needs
  - 2. Families, teachers and specialist as assessment partners
  - 3. Ethical responsibilities in assessment
  - 4. Child's developmental progress record
- E. Facilitating learning in an inclusive classroom
  - 1. Adapting the classroom and materials for learning activities for all children
  - 2. Facilitating social and emotional development
  - 3. Facilitating language development
  - 4. Facilitating the development of cognitive skills
  - 5. Facilitating the development of physical skills
- F. Communicating and forming connections with community partners
  - 1. School districts
  - 2. Agencies
  - 3. Community resources

#### VI. METHODS OF INSTRUCTION:

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

#### 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**
- B. **Frequency**
  - 1. Frequency
    - a. Weekly assignments such as observations and reflective journaling
    - b. Weekly lab observations and feedback
    - c. Weekly class activities
    - d. 2-3 quizzes
    - e. 1 midterm
    - f. 1 final exam or final project

#### IX. TYPICAL TEXTS:

- 1. Daniels, Ellen R. and Stafford, Kay *Creating Inclusive Classrooms*. 2nd ed., Children's Resources International, 2002.
- 2. Gould, Patti and Sullivan, Joyce *The Inclusive Early Childhood Classroom*, Pearson Education, 2005.
- 3. Klein, D., Cook, R., & Tessier, A. *Adapting Early Childhood Curricula for Children with Special Needs*. 7th ed., Pearson, 2008.
- 4. Meisels, Samuel J. and Atkins-Burnett, Sally *Developmental Screening in Early Childhood: A Guide*. 5th ed., National Association for

the Education of Young Children, 2005.

X. OTHER MATERIALS REQUIRED OF STUDENTS: