

CDE 234: INCLUSION STRATEGIES FOR CHILDREN WITH SPECIAL NEEDS

Formerly known as:

ECE 035 (or if cross-listed - inactivated courses associated with this course)

Originator

wsanders

Co-Contributor(s)**Name(s)**

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Justification / Rationale

We regularly update CDE courses every two years according to CTE requirements.

Effective Term

Fall 2023

Credit Status

Credit - Degree Applicable

Subject

CDE - Child Development & Education

Course Number

234

Full Course Title

Inclusion Strategies for Children with Special Needs

Short Title

INCLUSION SPECIAL NEEDS

Discipline**Disciplines List**

Child Development/Early Childhood Education

Modality

Face-to-Face

100% Online

Hybrid

Catalog Description

This course prepares students to become professionals in programs serving children with special needs and their families. Covers curriculum and intervention strategies for working with children with special needs in partnership with their families and communities. Focuses on the use of observation and assessment in meeting the individualized needs of children in inclusive and natural environments. Including the role of the teacher and other professionals working with families, collaboration with interdisciplinary teams and cultural competence. Strategies to support children with challenging behaviors are emphasized.

Schedule Description

This course prepares students to become professionals in programs serving children with special needs and their families. Covers curriculum and intervention strategies for working with children with special needs in partnership with their families and communities.

Prerequisite: CDE 233

Lecture Units

3

Lecture Semester Hours

54

In-class Hours

54

Out-of-class Hours

108

Total Course Units

3

Total Semester Hours

162

Prerequisite Course(s)

CDE 233

Required Text and Other Instructional Materials**Resource Type**

Book

Open Educational Resource

No

Formatting Style

APA

Author

McLeskey, J. M. Rosenberg, M. S. Westling, D. L.

Title

Inclusion: Highly Effective Practices for all Students.

Edition

3rd

City

Upper Saddle River, NJ

Publisher

Pearson

Year

2018

College Level

Yes

Flesch-Kincaid Level

14

ISBN #

9780134577517

Class Size Maximum

35

Entrance Skills

Students will be required to understand the different types of special needs children may have in order to learn how to meet those needs in a classroom setting. This course addresses teaching practices and environment with children with special needs and

students coming into the course need to be able to comprehend the various categorical conditions of special needs, such as autism, Down's Syndrome, cerebral palsy, and so forth, in order to be able to focus on and plan for the environment, activity, guidance, peer integration, language and social/emotional development strategies to utilize.

Requisite Course Objectives

CDE 233-List and identify characteristics and causes of categorical conditions of disabilities.

CDE 233-Explain various strategies that support collaborative practices in promoting the optimal development of children within the context of their family and community.

CDE 233-Identify the benefits of using a strength-based approach in working with children with special needs and their families.

Course Content

A. Policies and Procedures for Early Intervention and Special Education

1. Individual with Disabilities 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
10. Instructional strategies to support inclusion

B. Professional's Role

1. Philosophical approach
2. Ethic-professional behavior
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; development of a positive behavior support plan.

C. Developmental Screening and Assessment Tools

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

Course Objectives

	Objectives
Objective 1	Explain current special education laws and their impact on early childhood practices.
Objective 2	Describe strategies that support the central role of families and their collaborative partnerships with team members and community professionals.
Objective 3	List and demonstrate positive strategies for preventing and managing challenging behaviors in the preschool classroom.
Objective 4	Demonstrate knowledge of reflective practice, cultural responsiveness, confidentiality, and professional practices when working with colleagues, children and families.
Objective 5	Practice various formal and informal observation and assessment procedures used to guide identification and intervention decisions.
Objective 6	Identify curriculum, environment and natural learning opportunities to meet individualized needs, outcomes, and goals of young children and families.
Objective 7	Design modifications and accommodations based on observation, evidence-based practices, and legal requirements to support children's development in the areas of cognitive, social and self-help skills.

Student Learning Outcomes

Upon satisfactory completion of this course, students will be able to:	
Outcome 1	Evaluate program, educational and professional policies, based on special education laws and evidence-based practices.
Outcome 2	Design developmentally appropriate curriculum strategies that foster the growth of all developmental domains based on children's individualized needs in inclusive and natural environments incorporating principles of Universal Design.
Outcome 3	Identify strategies to create effective partnerships with families, interdisciplinary team members, and community resource specialists.

Methods of Instruction

Method	Please provide a description or examples of how each instructional method will be used in this course.
Discussion	Students will discuss text and other readings to deepen understanding of course materials.
Lecture	Instructor will present short lectures designed to illustrate course content.
Observation	Students will observe paraprofessionals working with children with special needs in both a full inclusion classroom and in a special education class.
Activity	Students will practice assisting students by role playing in the classroom. Students will practice different techniques with each other.

Methods of Evaluation

Method	Please provide a description or examples of how each evaluation method will be used in this course.	Type of Assignment
Student participation/contribution	Students will be evaluated on their use of techniques in the classroom with other students acting as children.	In Class Only
Mid-term and final evaluations	Students will be provided with a traditional mid term and final examination.	In Class Only
Group activity participation/observation	Students will watch video clips and read case studies and design supports for children with special needs.	In and Out of Class
Presentations/student demonstration observations	Students will create reports and will demonstrate skills to meet the needs of children with special needs.	In and Out of Class
Reading reports	Students will read the text and answer quizzes and write journal responses to the text and other materials provided.	Out of Class Only
Guided/unguided journals	Students will respond to journal prompts provided by the instructor.	Out of Class Only

Assignments
Other In-class Assignments

1. large and small group discussions
2. journal article reviews
3. quizzes

Other Out-of-class Assignments

1. Reading of text. View videos. Create written responses for the text and video materials presented (approximately 32 hours)
2. Case study analysis (approximately 16 hours)
3. Journal article reviews (approximately 16 hours)
4. Group presentations (approximately 16 hours)
5. Modify and or create adaptive equipment for children with special needs (approximately 30 hours)

Grade Methods

Letter Grade Only

Distance Education Checklist

Include the percentage of online and on-campus instruction you anticipate.

Online %

70

On-campus %

30

What will you be doing in the face-to-face sections of your course that necessitates a hybrid delivery vs a fully online delivery?

Orientation, team work, small group discussion, hands-on activities.

Instructional Materials and Resources**Effective Student/Faculty Contact**

Which of the following methods of regular, timely, and effective student/faculty contact will be used in this course?

Within Course Management System:

Chat room/instant messaging
Discussion forums with substantive instructor participation
Online quizzes and examinations
Private messages
Regular virtual office hours
Timely feedback and return of student work as specified in the syllabus
Video or audio feedback
Weekly announcements

External to Course Management System:

Direct e-mail
E-portfolios/blogs/wikis
Listservs
Posted audio/video (including YouTube, 3cm mediasolutions, etc.)
Synchronous audio/video
Telephone contact/voicemail
USPS mail

For hybrid courses:

Field trips
Library workshops
Orientation, study, and/or review sessions
Scheduled Face-to-Face group or individual meetings

Briefly discuss how the selected strategies above will be used to maintain Regular Effective Contact in the course.

Faculty will log into the course shell at least twice a week to post announcements, video or audio feedback, and will hold regular virtual office hours

If interacting with students outside the LMS, explain how additional interactions with students outside the LMS will enhance student learning.

Hybrid face-to-face meetings will provide an opportunity to orient students to the LMS and will allow for practice of hands-on application of course content.

Other Information

MIS Course Data

CIP Code

13.1015 - Education/Teaching of Individuals in Early Childhood Special Education Programs.

TOP Code

080900 - Special Education

SAM Code

C - Clearly Occupational

Basic Skills Status

Not Basic Skills

Prior College Level

Not applicable

Cooperative Work Experience

Not a Coop Course

Course Classification Status

Credit Course

Approved Special Class

Not special class

Noncredit Category

Not Applicable, Credit Course

Funding Agency Category

Not Applicable

Program Status

Program Applicable

Transfer Status

Transferable to CSU only

General Education Status

Y = Not applicable

Support Course Status

N = Course is not a support course

Allow Audit

No

Repeatability

No

Materials Fee

No

Additional Fees?

No

Files Uploaded

Attach relevant documents (example: Advisory Committee or Department Minutes)

CDE_Mail In Vote on Course Modifications Spring 2022.pdf

Approvals

Curriculum Committee Approval Date

10/04/2022

Academic Senate Approval Date

10/13/2022

Board of Trustees Approval Date

11/10/2022

Course Control Number

CCC000609930

Programs referencing this course

Early Childhood Education Master Teacher Certificate of Achievement (<http://catalog.collegeofthedesert.eduundefined/?key=129>)

Elementary Teacher Assistant Special Education, Bilingual Certificate of Achievement (<http://catalog.collegeofthedesert.eduundefined/?key=132>)

Elementary Teacher Assistant Special Education Certificate of Achievement (<http://catalog.collegeofthedesert.eduundefined/?key=133>)

Early Childhood Education AS Degree (<http://catalog.collegeofthedesert.eduundefined/?key=62>)