Cabrillo College
Early Childhood Education
ECE 146 ~ THE CHILD WITH SPECIAL NEEDS IN CHILD CARE (2 U.)
Spring 2016

Instructors: Dana Cox
E-mail: dacox@cabrillo.edu
Web site: http://ECEZero2Three.com

Required Text: Gould, P., and Sullivan, J., The Inclusive Early Childhood Classroom

Course Dates: Meets eleven (11) weeks on Mondays, February 29 through May 15, 2016:30-9:35PM in Room 1521. There will be no class on March 28, for Spring Break.

Office Hours: Monday 5:30-6:20 in Rm. 1521 and by arrangement with instructor.

Course Requirements: Prerequisite-ECE 31 and/or equivalent Child Growth & Development course—Proof of course work required.

Course Description: Examines issues and practices that support all children, teachers, and families in creating an inclusive program for children with special needs. This course focuses on learning to work with children with disabilities and other special needs and their families in inclusive early childhood educational settings. Course content can also be adapted for anyone working with young children with special needs and their families. It will include an exploration of the following: 1-characteristics of young children with disabilities and other special needs; 2-impact on the family; accessing research and resources; approaches to screening; 3-assessment and curriculum; 4-types of educational and other programs/services that are available; 5-modification of the educational environment; 6-integration and future trends. Upon completion, students should be able to recognize atypical development, make appropriate referrals, and work collaboratively to plan, implement, and evaluate inclusion strategies.

Core Cabrillo Competencies
Communication - reading, writing, listening, speaking and/or conversing

Critical Thinking and Information Competency - analysis, computation, research, problem solving

Global Awareness - an appreciation of scientific processes, global systems and civics, and artistic variety

Personal Responsibility and Professional Development - self-management and self-awareness, social and physical wellness, workplace skills

Course Learning Outcomes
1. Integrate knowledge of the current systems, programs, policies, and issues regarding children with special needs, to support a child and their family in an inclusive setting by developing adaptations and modifications in collaboration with a team of professionals
Course Objectives

1. Based on an understanding of ages and stages, recognize, identify, and describe characteristics of a wide variety of young children with disabilities and other special needs.
2. Identify personal and societal attitudes and cultural beliefs about disabilities as well processes by which bias is reinforced or resisted.
3. Describe the impact of a disability on the family and describe beginning strategies to inform and support the families of children with disabilities.
4. Identify skills to support non-disabled children and their families in understanding disability through classroom literature, equipment, play materials, and ability awareness.
5. Identify laws (ADA, IDEA) and legislation related to young children with special needs and their families and evaluate their impact on the early childhood classroom.
6. Evaluate and apply principles of developmentally appropriate curriculum for young children and describe adaptations or modifications for children with special needs in integrated/inclusive classroom environments.
7. Explain screening and assessment approaches and methods for young children with special needs.
8. Construct and evaluate individualized learning plans that support child development in the context of the family and the individual child.
9. Evaluate local, state and national resources that can be used for child, family, and classroom support for young children with special needs and their families.

Course Content:

1. The Americans with Disabilities Act (ADA) and its implications on classrooms and child care programs.
2. Review of typical development, ages and stages.
3. The Individuals with Disabilities Education Act (IDEA); definitions and eligibility criteria for various disabilities and developmental delays.
4. Language development stages and assessment of speech delays.
5. Social-emotional development and challenging behaviors: typical development and particular needs of children with disabilities.
6. Social, personal, and cultural attitudes and beliefs about disabilities.
7. Recognizing our own biases, developing an anti-bias approach and appreciation for differences and diversity.
8. Impact of a disability on the family.
9. Effective communication and partnerships with families of children with special needs. Developing strategies for talking with families when concerns arise.
10. Key components of inclusive classroom environment that support all children and families.
11. Strategies for rethinking curriculum, environment, and interactions and adapting the classroom for inclusion of children with special needs.
12. Emergent curriculum as it relates to issues of special needs.
13. National, state and community resources: agencies and professionals.
14. Screening and inter-disciplinary assessment (formal & informal) for young children with special needs.
15. Potential professional development opportunities for ECE students.
Course Outcomes (from the student/learner perspective). These two specific personal objectives will be included as a self-evaluation on your final exam:

1. ________________________________

2. ________________________________

Course Information:

1. Late assignments will not be accepted without prior permission from the course instructors.

2. All assignments, unless otherwise noted (ie: journal entries), are to be submitted by computer or typewriter. You must email or talk to the instructor if you need to have a handwriting accommodation made.

3. The last day to drop with no grade placed on permanent record is 3/7/16. The last day to drop classes with option of “W” grade is 4/25/16 NOTE: It is the student’s responsibility to take these actions through the Admissions Office.

4. Content, assignments, and exams presented in this course syllabus are subject to change by the course instructor in order to adapt and individualize learning, and/or accommodate guest speakers.

5. Students are expected to adhere to a code of conduct that requires honest and ethical academic behavior and respect for others as well as for the learning environment.

6. The college policy on attendance, as stated in the catalog is: students missing one more class hour than the unit value for a particular course, without making prior arrangements may, at the instructor’s option be dropped without possibility of credit.

Course Requirements and Assignments:

1. **Regular attendance, preparation and participation** in the class. Cabrillo attendance policy which does not allow for more than two class absences for a 2 U. course. Tardiness and/or leaving class early will result in a loss of 5 point per class. A total of 10 points can be given for participation in class activities and for your participation. Attendance will include a sign-in in the beginning of class and role taken at the end of class. This portion will account for 10% of your final course grade.

2. **Assigned readings as required.** See course outline for weekly assigned chapters required pages will be in Italics. Students are expected to complete required readings prior to the class meeting and contribute to topic discussions. Reading may also include handouts provided by the instructor.

3. **“Read and Respond Entries.** Minimum of one 1 ½ spaced typed page. Your journals should reflect your responses to lectures, readings and internet assignments and how you are able to apply it to your current or future work and/or interactions with children and families. You will submit your journals on the due dates below. Each journal is worth 40 points for a total of 200 points.
Students are allowed (1) late journal, without penalty, otherwise late journals with not be accepted. 50% of the journal must include a response to the weeks reading text and internet assignment. No journals will be accepted after 5/15/13. Your journals will account for 20% of your final course grade.

4. **Exam.** There will be one exam covering course readings and lectures over the course of the semester, dates of which are noted in the semester topics calendar contained within this syllabus. The exam will also include a section on how the student was able to meet their personal objectives. This exam will be given to help measure students' knowledge of course content and competencies. The exam will account for 200 points, 20% of your final course grade.

5. **Research Project.** This activity will provide students with a hands-on experience in using the internet to find peer-reviewed and/or evidence-based resources and information. The students will go through the preliminary stages of researching a topic of interest (often this is related to one of your personal outcomes from this course). The subject matter must include both “early childhood” and “special needs” ideas or themes (i.e.: Working with families who have an infant with Down syndrome; Adapting curriculum for a toddler with cerebral palsy; Supporting a child with autism during circle time). This activity with include turning in a sheet of paper with a brief description of at least (4) internet sites that helped you find information or resources on your topic of interest. This is due by **May 2nd**. This part is worth a total of 50 pts. A 1 page minimum (1 ½ spaced) typed summary of your findings, worth 100 points, is due no later than **May 23**. The Research Project is 15% of your final course grade.

6. **Group Project.** Groups of 4 to 5 students will do a case study of a young child with special needs and asked to plan for his/her integration into an early childcare setting. The group will be asked to describe modifications to the curriculum/instructional program and classroom activities as well as any adaptations needed for the physical environment. Each group will be responsible for presenting their information orally in class. The majority of the work for the group project will take place in class. The class will cooperatively design a rubric for this project. The Group Project will account for 150 points, 15% of your final course grade.

7. **Choice Assignment.** Students must choose one assignment (A), (B), (C), or (D) below to fulfill the requirements of this assignment. A one page (minimum) description of your choice assignment experience is required for choices A, B, or C. The Choice Assignment accounts for 20% of your final course grade:

   A. **Visit a special education early childhood program.** The course Instructor will assist students in selecting appropriate sites.

   B. **Observe an inclusive early childhood program.** Because of confidentiality concerns you may not be aware of what children in the program you choose have “special needs.”

   C. **Visit an agency that provides service to children with special needs and/or their families.** Interview a staff member and gather information to create a visual display and an oral presentation for the class.
D. **Research project.** This will be an extension of your research project assignment, and includes **either** an individual oral presentation on the last evening of class **or** a 4-5 page type written (1 ½ spaced) report of your research findings (Not both!)

OPTIONAL EXTRA CREDIT: Students can earn an additional 50 pts. extra credit, if they start and/or add to an existing RESOURCE BINDER/FILE. For the full points the “file” must be neatly organized and divided with headings. This resource is something that can be used in the future and/or shared with colleagues and/or families.

**Evaluation:**

- **Attendance /Participation** 10% A maximum of 10 pts./class 100 points
- **Read and Respond** 20% Includes (5) 40 pt. entries 200 points
- **Examination** 20% (1) 200 pt. Exam 200 points
- **Research Webquest** 15% (1) 50 pt. + (1) 100pt. summary 150 points
- **Group Project** 15% Class presentation 150 points
- **Choice Assignment** 20% Individually contracted 200 points

Total: 1000 points

**Grading Scale:**

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>900 - 1000</td>
<td>90%</td>
<td>A</td>
</tr>
<tr>
<td>800 – 900</td>
<td>80%</td>
<td>B</td>
</tr>
<tr>
<td>700 - 800</td>
<td>70%</td>
<td>C</td>
</tr>
<tr>
<td>600 - 700</td>
<td>60%</td>
<td>D</td>
</tr>
<tr>
<td>&lt; 600</td>
<td>59% or less</td>
<td>F</td>
</tr>
</tbody>
</table>

**You must earn a total of 700 points to earn a PASS in this course if taking Pass/No Pass option. Please notify the instructor by ______ if you want Pass/No Pass grade..**
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPICS</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Course Overview, Providing for Special Needs in Early Education, Exploring Individual Experiences and Attitudes About Disability and Introduction to Path to Inclusion</td>
<td>Orient yourself to Dana’s website (ECE 146 Section): <a href="http://ECEZero2Three.com">http://ECEZero2Three.com</a> Read for next week: 1-Path to Inclusion Binder Section 1 and orient yourself to the information on specific disabilities on: <a href="http://www.nichcy.org/Disabilities/Specific/Pages/default.aspx">http://www.nichcy.org/Disabilities/Specific/Pages/default.aspx</a> 2-Orient to the Special Parent Information Network of Santa Cruz Co.: <a href="http://www.spinsc.org">http://www.spinsc.org</a></td>
</tr>
<tr>
<td>Feb 29</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Recognizing Special Needs and Finding Resources</td>
<td>Due: Personal Objectives (2), Choice Project Plan, and documentation that you have read and understand syllabus. Read for next week: 1-Inclusive Classroom pg.13-15, review check lists pg.16-32 2- Orient to the ADA <a href="http://www.childcarelaw.org/pubs-issue.shtml#disabilities">http://www.childcarelaw.org/pubs-issue.shtml#disabilities</a> 3- Read about the differences between IDEA Part C (Early Start) and Part B (Special Education <a href="http://earlychildhoodcop.blogspot.com/2008/02/differences-between-part-c-and-part-b.html">http://earlychildhoodcop.blogspot.com/2008/02/differences-between-part-c-and-part-b.html</a></td>
</tr>
</tbody>
</table>
| Week 3 | March 14 | Partnering with Families & Introduction to the Laws: ADA, and IDEA Part C (IFSP)—Early Start and Part B (IEP) Special Education | Due: Read & Respond #1
Read for next week:
1- Path to Inclusion Binder-Section 2 and 3
2- Explore: http://www.cainclusivechildcare.org
Guest: SPIN (Special Parent Information Network) |
| Week 4 | March 21 | Introduction to Inclusive Program Strategies
Guest: Head Start Disabilities and Mental Health Specialist | Due: Research Question
Read for next week:
1- Inclusive Classroom pg.77-90; 139-173
2- Explore:
section on Dana’s site on Self-Regulation and Sensory Processing; and http://www.sensory-processing-disorder.com
** Spring Break—No class 3/28/16** |
| Week 5 | April 4 | Helping Young Children Develop Motor Skills; Introduction to Sensory Processing; Supporting Children in Sand/Water, Fine and Gross Motor Centers
Guest: Occupational Therapist | Due: Read & Respond #2
Read for next week:
1- Inclusive Classroom pg. 33-44; pg. 127-136
2- Explore: http://cesefel.vanderbilt.edu |
| Week 6 | April 11 | Promoting Social and Emotional Development; Introduction to Challenging Behaviors and Autism; Supporting Children at Circle-time and Transitions
Guest: Special Educator with ASD (Autism) focus | Due Read & Respond #3
Read for next week:
1- Inclusive Classroom pg. 115-126
2- Explore: http://www.ucsfchildcarehealth.org/pdfs/Curricula/CCHC/15_CCHC_SpecialNeeds_0406_v2.pdf |
<table>
<thead>
<tr>
<th>Week 7</th>
<th>Health &amp; Medical Aspects; Vision &amp; Hearing; Supporting Children @ Mealtimes</th>
<th>Due: Research Internet or Literature Resources</th>
</tr>
</thead>
</table>
| April 18| Guest: Teachers of the Visually Impaired, and Deaf/HOH                    | Read for next week: 1-Inclusive Classroom pg. 49-76  
| Week 8  | Nurturing Communication; Introduction to Issues with Speech and Language Development; Supporting Children in Art Centers | Due: Read & Respond #4  
| April 26| Guest: Speech and Language Pathologist                                   | Read for next week: 1- Inclusive Childcare pg. 91-113  
|         |                                                                           | 2- Explore: [http://www.ccplus.org/Products.html](http://www.ccplus.org/Products.html) |
| Week 9  | Encouraging the Development of Cognitive Skills and Literacy; Supporting Children in Block Centers and Dramatic Play **Receive Final Study Guide** | Due: Read & Respond #5  
| May 2   | Guest: Children’s Mental Health Therapist                                | 1-Explore: [http://www.nectac.org](http://www.nectac.org) |
| Week 10 | Teaming and Collaboration—Putting it All Together/Final                  | Due: Research Summary (may turn Choice Assignment write up if completed) |
| May 9   |                                                                           |                                               |
| Week 11 | Group and Individual Presentations                                       | Due: Choice Assignment write up                |
| May 16  |                                                                           |                                               |
Name__________________________________________                      ECE 146   Spring 2016

I have read and understand the course syllabus________________________Date ______

My Two (2) Personal Objectives are:
1_____________________________________________________________________________
2_____________________________________________________________________________

My Choice Assignment is (Circle):
A       B       C       D       If A, B, C where are you going to visit? __________________

My Snack Day is (optional):

• Attendance/Participation 10 pts / 10 classes (100 Points possible)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total________

• Journal 40pts / 5 Journals (200 points possible)

#1
#2
#3
#4
#5

Turn in late option: Journal #______

Total________

• Research Project (150 points possible)

<table>
<thead>
<tr>
<th>#1</th>
<th>#2</th>
<th>#3</th>
</tr>
</thead>
</table>

Topic
Sites (50 pt.)
Summary (100 pt.)

Total________

• Final Exam (200 points possible) Total________

• Group Project (150 points possible) Total________

• Choice Assignment (200 points possible) Total________

EXTRA CREDIT: RESOURCE BINDER + 50 pt. possible +________

Total Points ______/1000 = ______