

Cabrillo College
Early Childhood Education
ECE 146 ~ THE CHILD WITH SPECIAL NEEDS IN CHILD CARE (2 U.)
Spring 2018

Instructors: Dana Cox and Lisa Gerber

E-mail: dacox@cabrillo.edu or ligerber@cabrillo.edu

Phone

Dana (831) 769.6915

Lisa (831) 296.2229

Web site: <http://ECEZero2Three.com>

**** Please use CANVAS when possible for communication**

Required Text: *"Including One, Including All"* Roffman, L. & Wanerman, T. , Redleaf 2011

Course Dates: Meets eleven (11) weeks on Mondays, March 5, through May 21, 2018, 6:30-9:35 PM, in Room 1521. There will be no class on March 26, 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 **relationship-based** inclusive programs for young 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 as 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: Read & Reflect entries), are to be submitted by computer or typewriter, via CANVAS. You must email or talk to the instructor(s) if you need to have an **accommodation** made.
3. The last day to drop with no grade placed on permanent record is 3/12/18. The last day to drop classes with option of "W" grade is 4/30/18. **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(s) 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 does not allow for more than two class absences for a 2 Unit course. Tardiness and/or leaving class early will result in a loss of 5 points 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 assigned.* 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 and/or web sites provided by the instructor(s).
3. *Read and Respond (R & R) 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 to your current or future work and/or interactions with children and families. You will submit your journals on the due dates below. Each R & R is worth 40 points for a total of 200 points. Students are allowed (1) late R & R, without penalty, otherwise late R & R will not be accepted. 50 % of the R & R must include a response to the weeks reading text and internet assignment. No R & Rs will be accepted after 5/14/18. Your R & Rs 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 student knowledge of course content and competencies. The exam will account for 200 points, 20% of your final course grade.

5. **Mini-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 will 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 **April 16**. 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 7**. The Research Project is 15% of your final course grade.
6. **Group Project.** Groups of 4 to 5 students will do a semester long case study of a young child with special needs and develop a “plan of action” for this child’s inclusion into an educational setting. The group will be asked to describe relationship-based supports, accommodations, and/or modifications to the curriculum/instructional program 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. **Addend a 1-hour to full-day workshop** related to children with special needs. We will provide information on local opportunities, including a full-day workshop free to full-time Cabrillo students on April 14, 2018.
 - E. **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 typewritten (1 ½ spaced) report of your research findings (Not Both!).

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**

<u>Grading Scale:</u> 900 - 1000 pts.	90% A
800 – 900 pts.	80% B
700 - 800 pts.	70% C
600- 700 pts.	60% D
< 600 pts. 59% or less	F

** 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.

SEMESTER TOPICS & ASSIGNMENTS

DATE	TOPICS	ASSIGNMENTS
Week 1 March 5	Course Overview, Providing for Special Needs in Early Education, Exploring Individual Experiences and Attitudes About Disability and Introduction to Path to Inclusion	<p>Orient yourself to Dana's website (ECE 146 Section): http://ECEZero2Three.com</p> <p>Read for next week:</p> <p>1- Including One, Including All (IOIA)—<i>Preface xiii-xvii, Chapter 1 pg 3-11</i></p> <p>2-Orient to the Special Parent Information Network of Santa Cruz Co.: http://www.spinsc.org</p>
Week 2 March <u>12</u>	<p>Recognizing Special Needs; Finding Resources; and Partnering with Families</p> <p>Guest: SPIN (Special Parent Information Network)</p>	<p>Due this week: Read & Respond #1, and documentation that you have fully read and understand the course syllabus</p> <p>Read for next week:</p> <p>1- IOIA <i>Chapter 2 pg. 12-25</i></p> <p>2- Orient to MAP Website https://cainclusion.org/camp/map-tour/</p>
Week 3 March <u>19</u>	<p>Introduction to Inclusive Programs & Practices</p> <p>** Spring Break—No class 3/26/18**</p>	<p>Due: Personal Objectives (1-2) Choice Project Plan</p> <p>Read for next week:</p> <p>1- IOIA <i>Chapter 3-4 pg. 26-48</i></p> <p>2- Orient to the ADA http://www.childcarelaw.org/pubs-issue.shtml#disabilities</p> <p>3- Read about the differences between IDEA Part C (Early Start) and Part B (Special Education) http://earlychildhoodcop.blogspot.com/2008/02/differences-between-part-c-and-</p>

		<p>part-b.html</p> <p>4- Explore: Section on Dana’s site on Self-Regulation and Sensory Processing; and http://www.sensory-processing-disorder.com</p>
<p>Week 4 April <u>2</u></p>	<p>Introduction to Sensory Processing</p> <p>Introduction to the Laws: ADA, and IDEA Part C (IFSP)—Early Start and Part B (IEP) Special Education;</p> <p>Guest: Occupational Therapist</p>	<p>Due: Read & Respond # 2 and Research Question</p> <p>Read: Inclusion Works pg. 33-55 https://www.cde.ca.gov/sp/cd/re/documents/inclusionworks.pdf</p>
<p>Week 5 April <u>9</u></p>	<p>Introduction to Inclusive Strategies</p>	<p>Due: Read & Respond # 3</p> <p>Read for next week:</p> <p>1- IOIA Chapter 5-6 pg. 51-106</p> <p>2- https://cainclusion.org/camap/map-project-resources/california-collaborative-on-the-social-emotional-foundations-for-early-learning/</p>
<p>Week 6 April <u>16</u></p>	<p>Promoting Social and Emotional Development; Challenging Behaviors and Autism</p>	<p>Due: Mini- Research Project Part 1</p> <p>Read for next week:</p> <p>1- IOIA Chapter 7-8 pg. 107-154</p>
<p>Week 7 April <u>23</u></p>	<p>Health & Medical Aspects; Vision & Hearing</p> <p>Guest: Teachers of the Visually Impaired, and Deaf/HOH</p>	<p>Due: Read & Respond # 4</p> <p>Read for next week:</p> <p>1- IOIA Chapter 9-10 pg. 157-208</p> <p>2- Explore: http://www.asha.org/public/speech/development/</p>

Week 8 April <u>30</u>	Nurturing Communication; and Introduction to Issues with Speech and Language Guest: Speech and Language Pathologist	Due: Read & Respond # 5 Read for next week: 1- IOIA <i>Chapter 11-13 pg. 209-238</i> 2- Receive Take-Home Final
Week 9 May <u>7</u>	Encouraging the Development of Cognitive Skills and Literacy; Introduction to Trauma Informed Practices Guest: Children’s Mental Health Therapist	Due: Mini Research Project Part 2
Week 10 May <u>14</u>	Teaming and Collaboration—Putting it All Together/ Final	Due: Choice Assignment and Take-Home Final
Week 11 May <u>21</u>	Group and Individual Presentations	

COURSE SYLLABUS

9

ECE 146 – The Child with Special Needs in Child Care

Cox & Gerber

Name _____

ECE 146 Spring 2018

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 E If A, B, C where are you going to visit? _____

My Snack Day is (optional):

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

3/5	3/12	3/19	4/2	4/9	4/16	4/23	4/30	5/7	5/17

Total _____

- Read & Respond 40pts/ possible for 5 R & R (200 points possible)

#1	#2	#3	#4	#5

Turn in late option: R & R # _____

Total _____

- Research Project (150 points possible)

Total _____

#1	#2	#3
Topic	Sites (50 pt.)	Summary (100 pt.)

- Final Exam (200 points possible)

Total _____

- Group Project (150 points possible)

Total _____

- Choice Assignment (200 points possible)

Total _____

Total Points _____ /1000 = _____