



El Camino College
COURSE OUTLINE OF RECORD – Official

Course Acronym:	CDEV
Course Number:	152
Descriptive Title:	Curriculum and Strategies for Children with Special Needs
Division:	Behavioral and Social Sciences
Department:	Child Development
Course Disciplines:	Child Development, Early Childhood Education
Catalog Description:	In this course, students will study curriculum and intervention strategies for working with children with special needs. Focus will be placed on the use of observation and assessment in meeting the individualized needs of children in inclusive and natural environments. The role of the teacher and the special education assistant will be emphasized. Topics include working in partnership with families, designing curriculum and accommodations, collaborating with interdisciplinary teams, and developing cultural competence and responsiveness.
Prerequisite:	
Co-requisite:	
Recommended Preparation:	Eligibility for English 1A
Enrollment Limitation:	
Hours Lecture (per week):	3
Hours Laboratory (per week):	0
Outside Study Hours:	6
Total Course Hours:	54
Course Units:	3
Grading Method:	Letter Grade only
Credit Status:	Credit, degree applicable
Transfer CSU:	Yes
Effective Date:	
Transfer UC:	No
Effective Date:	
General Education:	ECC
Term:	
Other:	
CSU GE:	

Term:	
Other:	
IGETC:	
Term:	
Other:	
Student Learning Outcomes:	<p>SLO #1 Evaluating Programs and Policies</p> <p>Evaluate program, educational, and professional policies based on special education laws and evidence-based practices.</p> <p>SLO #2 Curriculum Strategies</p> <p>Design and implement curriculum strategies based on children's individual needs in inclusive and natural environments.</p> <p>SLO #3 Advocacy</p> <p>Demonstrate how you would advocate for effective partnerships with families, interdisciplinary teams members, and community resource specialists.</p>
Course Objectives:	<ol style="list-style-type: none"> 1. Explain current special education laws and their impact on early childhood practice. 2. Analyze legal and ethical issues involving children with disabilities that are governed by local and national laws, policies, and regulations. 3. Describe strategies that support the central role of families and their collaborative partnerships with team members and community professionals. 4. Demonstrate knowledge of reflective practice, cultural responsiveness, confidentiality, and professional practices when working with colleagues, children and families. 5. Practice various formal and information observation and assessment procedures used to guide identification and intervention decisions. 6. Identify curriculum, environment and natural learning opportunities to meet individual needs, outcomes, and goals of young children and families. 7. Design modifications and accommodations based on observation, evidence-based practices, and legal requirements to support children's development. 8. Evaluate behavior and select the appropriate behavioral techniques to support children with disabilities. 9. Examine the role and responsibility of a special education teacher and assistant. 10. Identify and describe various community services available to support the individual with disabilities.
Major Topics:	<p>I. Policies and Procedures for Early Intervention and Special Education (3 hours, lecture)</p> <p>A. Individuals with Disabilities Education Act (IDEA)</p> <p>B. Individualized Family Service Plan (IFSP)/Individualized Education Program (IEP) Process</p> <p>C. Response to Intervention</p> <p>D. Least Restrictive Environment</p> <p>E. Disabling Categories and Conditions</p> <p>F. Family Rights</p> <p>G. Working with Local Public/Private School Systems</p> <p>H. People-first Language</p> <p>I. Advocacy and Public Policy</p> <p>J. Community Resources and Agencies</p>

II. Developmental Screening and Assessment Tools (3 hours, lecture)

- A. Role of Observation and Assessment
- B. Purpose, Value, and Use of Various Tools
- C. Referral and Placements

III. Role of the Teacher (3 hours, lecture)

- A. Philosophical Approaches
- B. Ethics and Professional Behaviors
- C. Collaborating with Family and Early Interventionists/Specialists
 - 1. Communication
 - 2. Diverse and Cultural Perspectives
 - 3. IFSP/IEP Teams
 - 4. Implementation of an IFSP/IEP

IV. Role of Other Special Education Professionals (6 hours, lecture)

- A. Special Education Assistants
 - 1. Roles and Responsibilities
 - 2. Ethics and Professional Behavior
 - 3. Strategies for Effective Communication with Teachers and Other Professionals

V. Adaptations: Curriculum and Environments (6 hours, lecture)

- A. Adaptive Equipment and Materials
- B. Routines and Schedules
- C. Guidance and Interactions
- D. Challenging Behaviors
- E. Functional, Academic, and Prevocational Goals

VI. Modifications and Accommodations for Infants and Toddlers (6 hours, lecture)

- A. Development
 - 1. Physical
 - 2. Cognitive
 - 3. Social and Emotional
 - 4. Recognition of Emerging Disabilities
- B. The Environment
- C. The Curriculum

VII. Modifications and Accommodations for Preschoolers (6 hours, lecture)

- A. Development
 - 1. Physical
 - 2. Cognitive
 - 3. Social and Emotional
 - 4. Recognition of Emerging Disabilities
- B. The Environment
- C. The Curriculum

VIII. Modifications and Accommodations for School-Age Children (6 hours, lecture)

- A. Development
 - 1. Physical
 - 2. Cognitive
 - 3. Social and Emotional
 - 4. Recognition of Emerging Disabilities
- B. The Environment

	<p>C. The Curriculum</p> <p>IX. Modifications and Accommodations for Adolescents and Young Adults (3 hours, lecture)</p> <p>A. Development</p> <ol style="list-style-type: none"> 1. Physical 2. Cognitive 3. Social and Emotional 4. Recognition of Emerging Disabilities <p>B. The Environment</p> <p>C. The Curriculum</p> <p>X. Discipline and Behavioral Support (6 hours, lecture)</p> <p>A. Limit Setting</p> <p>B. Reinforcement</p> <p>C. Redirection</p> <p>D. Time In/Time Out</p> <p>E. Behavior Modification</p> <p>F. Modeling Positive Behavior</p> <p>XI. Functional Skills (6 hours, lecture)</p> <p>A. Assessment</p> <p>B. Personal Survival</p> <ol style="list-style-type: none"> 1. Transportation 2. Shopping 3. Money Handling <p>C. Daily Living</p> <ol style="list-style-type: none"> 1. Grooming 2. Hygiene 3. Toileting
Total Lecture Hours:	54
Total Laboratory Hours:	0
Total Hours:	54
Primary Method of Evaluation:	1) Substantial writing assignments
Typical Assignment Using Primary Method of Evaluation:	Case Study Read the case study presented in class. Determine the disability or condition being discussed. Describe the particular needs of the child and family. Select the appropriate agencies that would serve the child and his/her family. In a two- to three- page paper, discuss your findings and be prepared to share them with the class.
Critical Thinking Assignment 1:	Observation Choose an age group of children from Kindergarten through Grade 12. Observe children of the same age with and without disabling conditions. (This can be done by observing in an integrated classroom or in two separate class settings.) Compare and contrast the abilities of these children. In a three- to four-page essay, assess the ways in which the

	disabling conditions affect the academic success and socialization skills of the children you observed.
Critical Thinking Assignment 2:	Curriculum Strategies Presentation Review the Case Study assigned to your group which may include a disability or a combination of disabilities. Design goals for these children similar to those outlined in an Individualized Education Program (IEP). Describe the types of accommodations and curriculum strategies that would be the most effective in helping these children meet these goals.
Other Evaluation Methods:	Completion, Essay Exams, Matching Items, Multiple Choice, Term or Other Papers, True/False, Written Homework
Instructional Methods:	Demonstration, Discussion, Group Activities, Guest Speakers, Lecture, Role play/simulation
If other:	
Work Outside of Class:	Answer questions, Observation of or participation in an activity related to course content (such as theatre event, museum, concert, debate, meeting), Required reading, Study, Written work (such as essay/composition/report/analysis/research)
If Other:	
Up-To-Date Representative Textbooks:	Pamela Brillante, <i>The Essentials: Supporting Young Children with Disabilities in the Classroom</i> . NAEYC, 2017. (Discipline Standard) Jan Levanger Dowling and Terri C. Mitchell, <i>I Belong: Active Learning for Children with Special Needs</i> , 1st ed., High Scope Press, 2007. (Discipline Standard)
Alternative Textbooks:	
Required Supplementary Readings:	
Other Required Materials:	
Requisite:	
Category:	
Requisite course(s): List both prerequisites and corequisites in this box.	
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	
Requisite Skill:	
Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable	
Requisite course:	

Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	
Requisite Skill:	Eligibility for English 1A
Requisite Skill and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). If applicable	<p>Students need reading skills in order to understand and interpret information in their textbooks and writing skills to develop essays and projects.</p> <p>Summarize, analyze, evaluate, and synthesize college-level texts.</p> <p>Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.</p>
Enrollment Limitations and Category:	
Enrollment Limitations Impact:	
Course Created by:	Peggy Kidwell-Udin and Janet Young
Date:	10/01/2002
Original Board Approval Date:	01/21/2003
Last Reviewed and/or Revised by:	Michelle Moen and Kumi Smart
Date:	10/23/2022
Last Board Approval Date:	12/19/2022