

Cabrillo College
Early Childhood Education
ECE 146 ~ THE CHILD WITH SPECIAL NEEDS IN CHILD CARE
Spring 2011

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

Course Dates: Meets eleven (11) weeks on Tuesdays, March 15 through May 31, 2011 6:30-9:35PM. There will be no class on April 5, 2011 for spring break.

Office Hours: Tuesday 5:40-6:20 in Rm. 1522, and by arrangement with instructor.

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

Course Description: 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.

Course Competencies: At the completion of this course, students will be able to:

1. Discuss and explore our own attitudes and cultural beliefs about disabilities;
2. Describe the characteristics of the ages, stages and sequence of typical behavior in physical, cognitive, language and social-emotional development;
3. Identify laws and legislation related to young children with special needs and their families;
4. Recognize and describe characteristics of a wide variety of young children with disabilities and other special needs;
5. Discuss impact of a disability on family systems;
6. Identify principles and techniques of working with parents to become more empowered and skilled in caring for their child with special needs.
7. Identify the needs of young children with special needs in an early childhood setting;
8. Select and implement activities for young children with special needs in integrated/inclusive settings;
9. Select and develop appropriate materials for young children with special needs;

10. Explore and discuss screening and transdisciplinary assessment (formal & informal) for young children with special needs;
11. Obtain information/ resources (including evidence-based research) and establish collaboration with other agencies and resources involved with young children with special needs and their families.

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 preferably by computer or typewriter. If they must be handwritten they need to be clearly legible and of equivalent length.
3. The last day to drop with no grade placed on permanent record is 3/21/11. The last day to drop classes with option of "W" grade is 3/29/11 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 each class attended 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. **Journal Entries.** Minimum of one typed page. Your journals should reflect your responses to lectures, reading 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 will not be accepted. No journals will be accepted after 5/17/11. Your journals will account for **20%** of your final course grade.
4. **Take-home 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 Webquest.** This activity will provide students with a hands-on experience in using the internet to find 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 card or 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 3rd. This is worth a total of 50 pts. A 1-2 page typed summary of your findings, worth 100 points, is due no later than May 24. 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 a young child with special needs in an inclusive early childhood program.**

- C. *Visit an agency that provides service to children with special needs 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 a 4-5 page type-written report of your research findings or an individual oral presentation on the last day of class. .

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 the 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
- Journals 20% Includes (5) 40 pt. entries 200 points
- Examination 20% (1) 200 pt. Take home 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 4/5/11 if you want Pass/No Pass grade..

SEMESTER TOPICS & ASSIGNMENTS

DATE	TOPICS	ASSIGNMENTS
Week 1 March <u>15</u>	Course Overview, Providing for Special Needs in Early Education, Exploring Individual Experiences and Attitudes About Disability and Introduction to Path to Inclusion	Read: 1-Path to Inclusion Binder Section 1 and specific disabilities on: http://www.nichcy.org/Disabilities/Specific/Pages/default.aspx 2-Internet reading Poem: http://www.fsatoronto.com/programs/options/inclusion.html
Week 2 March <u>22</u>	Recognizing Special Needs and Finding Resources	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- Explore: http://www.spinsc.org
Week 3 March <u>29</u>	Partnering with Families & Introduction to the IFSP and IEP <u>** Spring Break—No class 4/5/11**</u>	Due: Journal #1 Read for next week: 1-Path to Inclusion Binder-Section 2 and 3 2- Explore: http://www.cainclusivechildcare.org 3- Explore: http://www.circleofinclusion.org/english/howto.html

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<p>Week 4 April <u>12</u></p>	<p>Introduction to Inclusive Program Strategies</p>	<p>Due: Research Question</p> <p>Read for next week: 1- Inclusive Classroom pg.77-90; 139-173</p> <p>2- Explore: http://www.sensory-processing-disorder.com</p>
<p>Week 5 April <u>19</u></p>	<p>Helping Young Children Develop Motor Skills; Introduction to Sensory Integration; Supporting Children in Sand/Water, Fine and Gross Motor Centers</p>	<p>Due: Journal # 2</p> <p>Read for next week: 1-Inclusive Classroom pg. 33-44; pg. 127-136</p> <p>2- Explore: http://csefel.vanderbilt.edu</p>
<p>Week 6 April <u>26</u></p>	<p>Promoting Social and Emotional Development; Introduction to Challenging Behaviors and Autism; Supporting Children at Circle-time and Transitions</p>	<p>Due: Journal #3</p> <p>Read for next week: 1-Inclusive Classroom pg. 115-126</p> <p>2- Explore: http://www.ucsfchildcarehealth.org/pdfs/Curricula/CCHC/15_CCHC_SpecialNeeds_0406_v2.pdf</p>
<p>Week 7 May <u>3</u></p>	<p>Health & Medical Aspects; Vision & Hearing; Supporting Children @ Mealtimes</p>	<p>Due: Research Internet or Literature Resources</p> <p>Read for next week: 1-Inclusive Classroom pg. 49-76</p> <p>2- Explore: http://www.asha.org/public/speech/development/</p>

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Week 8 May <u>10</u>	Nurturing Communication; Introduction to Issues with Speech and Language Development; Supporting Children in Art Centers	Due: Journal # 4 Read for next week: 1- Inclusive Childcare pg. 91-113 2- Explore: http://www.ccplus.org/Products.html
Week 9 May <u>17</u>	Encouraging the Development of Cognitive Skills and Literacy; Supporting Children in Block Centers and Dramatic Play ** Receive Take-Home Final**	Due: Journal #5 1-Explore: http://www.nectac.org
Week 10 May <u>24</u>	Teaming and Collaboration—Putting it All Together	Due: Research Summary (may turn in Final and/or Choice Assignment write up if completed)
Week 11 May <u>31</u>	Group and Individual Presentations	Due: Final and Choice Assignment write up

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Name _____

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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)

3/15	3/22	3/29	4/5	4/19	4/26	5/3	5/10	5/17	5/24	5/31

Total _____

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

#1	#2	#3	#4	#5

Turn in late option: Journal # _____

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 _____

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

Total Points _____ /1000 = _____