



CDE-544: CURRICULUM AND STRATEGIES FOR CHILDREN WITH SPECIAL NEEDS (FORMERLY CDE-144)

Effective Term

Fall 2023

BOT Approval Date

01/12/2023

Discipline

CDE - Child Development & Education

Course Number

544

Course Title

Curriculum and Strategies for Children With Special Needs (formerly CDE-144)

Short Title

Curr/Strategies - Spec Needs

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lecture Units**

3.00

Total Units

3.00

Hours**Lecture Contact Hours**

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education**Distance Education Type**

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:

a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course



b. Any planned face-to-face meetings, such as an orientation or study session, must be optional

c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times. ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Catalog Description

This course covers curriculum and intervention strategies for working with children with special needs in partnership with their families. The course focuses on the use of observation and assessment in meeting the individualized needs of children in inclusive and natural environments. The course emphasizes the role of the teacher as a professional and the importance of developing cultural competence when working with families and collaborating with interdisciplinary teams. Students will be required to observe children in a group setting. (formerly CDE-144)

Attach Supporting Documents

ece-performance-expectations-pdf.pdf

outline-curriculum-and-strategies-special-needs-7-25-13.pdf

Requisites

Prerequisite(s)

Prerequisite(s) (must be taken before)

CDE-147 (with a grade of C or better).

Recommended Preparation

Recommended Preparation (note that students can enroll in the class even if they haven't take the recommended course)

CDE-140 and CDE-143.

Other Enrollment Criteria

Other Enrollment Criteria

Students may be required to observe in educational settings. Students must be able to meet state health and safety mandates and educational site-specific mandates. Students must be able to pass a criminal required clearance. In this course, students may be required to implement activities with children. Additionally, in compliance with the American Disability Act and California Community Care Licensing students enrolled in this course, with reasonable accommodations, must be physically and mentally capable of performing the essential functions of the program in the classroom, during observations, and in their fieldwork setting (e.g., ability to lift 25 lbs., bending, prolonged standing, occasional pressures and multiple requests from children and adults).

Codes

TOP Code (CB 03)

1305.20* - *Children with Special Needs



CIP Code

13.1001 - Special Education and Teaching, General.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Learning Objectives

Learning Objectives

Learning Objective
1. Explain current special education laws and their impact on early childhood practice.
2. Describe strategies that support the central role of families and their collaborative partnerships with team members and community professionals.
3. Demonstrate knowledge of reflective practice, cultural responsiveness, confidentiality, and professional practices when working with colleagues, children and families.
4. Practice various formal and informal observation and assessment procedures to guide identification and intervention decisions.
5. Plan and implement curriculum, environment and natural learning opportunities to meet individualized needs, outcomes, and goals of young children and families.
6. Design modifications and accommodations based on observation, evidence-based practices, and legal requirements to support children's development.
7. Analyze the role of an early intervention/special education aide with regards to confidentiality issues, interaction with families, staff relations, and professional ethics.
8. Define interdisciplinary roles for effective team structures.
9. Describe how to guide parents to be effective advocates for their student's education.
10. Generate a list of necessary and effective tools for advocating.
11. Summarize the IEP process and all team member roles.
12. Explain how accommodations and modifications are used to support student success.
13. Explain the problem of disproportionate representation of students of color and BI-POC students in special education

Learning Outcome Information

Course Learning Outcomes

Learning Outcome
Students will evaluate program, educational, and professional policies based on special education laws and evidence-based practices.
Students will design and implement curriculum strategies based on children's individualized needs in inclusive and natural environments.
Students will advocate for effective partnerships with families, interdisciplinary team members, and community resource specialists
Students will incorporate and encourage diverse perspectives.
Students will reexamine judgments when considering evidence.

Program Learning Outcomes

Learning Outcome
Demonstrate professionalism based upon the NAEYC Code of Ethics.
Demonstrate a commitment to lifelong learning including personal and professional development and responsibility.
Become permit and/or transfer eligible and thus prepared to enter the workforce.

Institutional Learning Outcomes

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Personal

and Professional Responsibility

Civic

Content

Course Lecture Content

i. Evaluation of program, educational, and professional policies

A. Current Laws

i. Education Act for all Handicapped Children Act of 1975

ii. Education Act for all Handicapped Children Act Amendments of 1986

iii. Education Act for all Handicapped Children Act Amendments of 1990

iv. Individuals with Disabilities Education Act Amendments of 1991

v. Individuals with Disabilities Education Act Amendments of 1997

vi. Individuals with Disabilities Education Act Amendments of 2004

vii. Americans with Disabilities Education Act Amendments 2004

viii. Americans with Disabilities Act of 1990

viv. Access to Grade Level Curriculum for All

B. Practices Implemented Due to Laws

i. Ethical Referral and placements

ii. Individualized Family Service Plan (IFSP)/Individualized Education Program (IEP) processes

iii. Response to intervention

iv. Assessment tools - norming population

v. Least restrictive environment

vi. Family rights

1. Due process

2. Culture switching - build and bridge

vii. Working with local public/private school systems

C. Public Policy

i. People first language

ii. Inequities versus Disabilities

iii. NCLB

iv. RTI – Interventions and Appropriate Referral Practice

v. Disproportionate Identification, Over Identification and Under Identification of BI-POC and African American Students

vi. Addressing Bias in Curriculum Development

vii. Validating and affirming cultural differences

viii. Confidentiality

viv. Limitations of the Role and Liability Issues

ii. Implementing Curriculum Strategies

A. Philosophical approach; Purpose; value; and use of various tools Ethics-professional behaviors

B. Teaching Philosophies and Theories to Practice

i. Review of Learning Theories – Bandura, Skinner, Pavlov

ii. Review of Cultural Theories as it Relates to Special Education – Apple, Bernstein

iii. Risk Factors – Maslow

iv. Evidence-based strategies

1. Knowledge of appropriate pedagogy for key content and skill areas in the early childhood curriculum

2. Knowledge of children, including their prior experiences, interests, and social-emotional learning needs, their background knowledge (“funds of knowledge”) and cultural, language, and socioeconomic backgrounds, to engage them in learning

3. Apply assessment results to inform planning and learning experiences

C. Creating Curriculum

i. Lesson plan design

ii. Modification to curriculum

1. Supporting Development of African American Students in Special Education

iii. Differentiate characteristics of typical and atypical child development

iv. Implementation of IFSP/IEPs

v. Preschool Frameworks and Foundations

1. All domains

2. Importance of monitoring children's development and adjusting learning experiences so that children continue to be actively engaged in their learning

3. Planning developmental and learning experiences that can be individualized to accommodate different skill levels and learning styles

D. Environments

i. Classroom arrangement

ii. Classroom versus Home-Based Strategies

iii. Supportive learning environment for children's first- and dual-language acquisition, development and learning

iv. Adaptive equipment and materials

v. Routines and schedules

E. Collaborating with service providers

F. Role of observation and assessment

G. Challenging behaviors / behavior modification strategies Accommodations and evidence-based instruction Developmental screening and assessment

i. Guidance and interactions

ii. Teacher bias

iii. Acknowledging the Role of White Privilege and Racism

iii. Advocacy for Children and Partnerships with Families

A. Collaborating with family and early interventionists/specialists

i. IFSP/IEP teams - Diverse and cultural perspectives

ii. Empathy for parents and family situation

iii. Attention to cultural/racial differences

iv. Culturally appropriate communication

v. Role of child advocate

vi. Removing barriers to ensure equity

vii. Shared communication between service providers

B. Community resources and agencies

i. Knowledge of the special education system

ii. Collaborative partnerships

iv. Professionalism

A. Intentional teacher and teaching philosophies

B. NAEYC code of ethics

C. Professional organizations

D. Professional growth

Methods of Instruction

Method

Discussion

Integration

Discussions will be used to analyze the role of an early intervention/special education aide with regards to confidentiality issues, interaction with families, staff relations, and professional ethics.

DE Adaptations for MOI

Using the CMS, discussions will be used to analyze the role of an early intervention/special education aide with regards to confidentiality issues, interaction with families, staff relations, and professional ethics. The instructor will provide feedback within three days following the due date by phone, via accessible video chat session or through written feedback to the student via the course management system.

Method

Homework

Integration

Written self-reflection homework will be used for students to demonstrate knowledge of reflective practice, cultural responsiveness, confidentiality, and professional practices when working with colleagues, children and families.

DE Adaptations for MOI

Written self-reflection homework available in CMS modules will be used for students to demonstrate knowledge of reflective practice, cultural responsiveness, confidentiality, and professional practices when working with colleagues, children and families. The instructor will provide feedback using grading comment areas in the CMS within three days after the due date.

Method

In-class Exercises

Integration

In class sessions will be used to plan curriculum, environment and natural learning opportunities to meet individualized needs, outcomes, and goals of young children and families.

DE Adaptations for MOI

CMS modules will be used to provide examples of curriculum and opportunities for students to plan curriculum, environment and natural learning opportunities to meet individualized needs, outcomes, and goals of young children and families. The instructor will provide feedback within three days following the due date by phone, accessible video chat sessions, or written feedback using the grading comment area in the CMS.

Method

Individualized Instruction

Integration

To provide analytical thinking opportunities, there will be reviews of mentor teacher and college instructor observations and assessments of student planning and curriculum implementation, and teaching performance within the special needs setting.

DE Adaptations for MOI

Individualized coaching and feedback will be given to the students through the viewing of students interactions with children in an approved fieldwork teaching site. The instructor will view the videos and then provide feedback and coaching during an accessible video chat session through the course management system.

Method

Lecture

Integration

To promote students' understanding of current special education laws and their impact on early childhood practice and the strategies that support the central role of families and their collaborative partnerships with team members and community professionals.

DE Adaptations for MOI

e-Lectures will be administered using accessible AV presentations, wiki pages, embedded videos, and quality web link via the course management system. Topics will include but are not limited to teaching about effective roles for advocating for children and development and implementation of curriculum for special education. All resources will meet WCAG 2.0 AA standards.



Method

Observation and Demonstration

Integration

An observation in a group setting provides students observation skills and knowledge about care and education to children with special needs.

DE Adaptations for MOI

An observation in a group setting provides students observation skills and knowledge about care and education to children with special needs. The observation will be used to guide their in-depth research paper and discussions during class. Observation papers will be submitted on the CMS under assignments via attachments or URL links. The instructor will provide feedback using the course management system.

Method

Critique

Integration

The review of quizzes and exams will help student understand his/her ability to connect theory to effective teaching strategies and how to make changes as needed.

DE Adaptations for MOI

Exams will be open for review via a Course Management System once all students have taken the exam. Exams will cover various topics in early intervention and special need development. Exams may include multiple choice and short essay questions. Instructor will provide feedback via CMS to ensure that students understand current special education laws, IEP processes, modifications, and accommodations.

Method

Reading

Integration

Readings focusing on professional ethics, special education policies and laws, and intervention and planned curriculum for children with special needs will be provided for students.

DE Adaptations for MOI

Module readings on the CMS focusing on professional ethics, special education policies and laws, and intervention and planned curriculum for children with special needs will be provided for students. Quizzes will be designed to assess students knowledge with the readings.

Methods of Evaluation**Method**

Class Participation

Integration

Class discussions will be evaluated based on the quantity and quality of participation, and the student's ability to address prompts thoughtfully either in discussion or written format. This evaluation method will demonstrate the student's ability to communicate, guide, and teach effectively.

DE Adaptations for MOE

Participation and contributions to discussions and activities about student teacher learning competencies which will demonstrate the student's ability to communicate, guide and teach effectively. These discussions will take place on the course management system full course or small group discussion area. Topics will include but will not be limited to describing strategies that support central

role of families and their collaborative partnerships. The instructor will provide feedback within three days following the due date by phone, via accessible video chat session or through written feedback to the student via the course management system.

Method

Exams/Tests

Integration

Quizzes and/or exams will be composed of multiple-choice, short answer or essay questions. Quizzes will be used to evaluate the student's ability to comprehend the connection of theory to effective teaching strategies within the special needs classroom.

DE Adaptations for MOE

Exams will be open for review via a Course Management System once all students have taken the exam. Exams will cover various topics in early intervention and special need development. Exams may include multiple choice and short essay questions. Instructor will provide feedback via CMS to ensure that students understand current special education laws, IEP processes, modifications, and accommodations. The instructor will provide feedback within three days after the due date via accessible video chat session or through written feedback to the student via the course management system.

Method

Homework

Integration

Home Work assignments will be evaluated based on the quality and integration of course material used to apply and evaluate thematic and emergent curriculum with adaptations for special needs.

DE Adaptations for MOE

In lieu of homework, course assignments will be submitted online via the course management system which demonstrate the students' ability to plan, implement and evaluate special need curriculum and development. The instructor will provide feedback within three days after the due date via accessible video chat session or through written feedback to the student via the course management system.

Method

Papers

Integration

The Research Paper will be evaluated using a rubric that delineates the required expectations of the research and it's findings.

DE Adaptations for MOE

The in-depth research paper will be evaluated on the quality and quantity of the required elements presented such details in the accommodations and modifications given to a child, as well as the number of resources used to provide techniques and evidence-based strategies. The paper will be completed, submitted, and evaluated using the course management system. These papers will focus on but not limited to topics such as demonstrating knowledge of reflective practice and cultural responsiveness. The instructor will provide feedback within three days after the due date via accessible video chat session or through written feedback to the student via the course management system.

Method

Projects

Integration

IEP Write Up Project will be evaluated based on the student's ability to demonstrate their ability to decide on developmentally appropriate modifications and accommodations, as well as purpose for placement and communication with families.

DE Adaptations for MOE

IEP Write Up Project will be evaluated based on the student's ability to demonstrate their ability to decide on developmentally appropriate modifications and accommodations, as well as purpose for placement and communication with families. An assessment



rubric will be designed and offer explicit details about their work. The project will be evaluated using the course management system. These projects will focus on but not be limited to topics such as designing curriculum that demonstrates modifications and accommodations based on observations and evidence-based practices. Students will submit these projects via CMS in an attachment or URL. The instructor will provide feedback within three days after the due date via accessible video chat session or through written feedback to the student via the course management system.

Method

Self-Evaluation

Integration

The Self evaluation will be evaluated based on the student's apply and document essential teaching skills and to utilize self-evaluation techniques to enhance teaching ability. Students will complete the same teaching evaluation method as the mentor teacher.

DE Adaptations for MOE

Student self evaluations will be assessed based on the student's ability to apply and document essential teaching skills and to utilize self-evaluation techniques to enhance teaching ability. Students will complete the same teaching evaluation method as the mentor teacher. This evaluation form will be submitted via the course management system and reviewed during a final meeting with the instructor either face to face or through video conferencing.

Assignments**Assignment Type**

Writing

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Develop an IEP for a young child by determining developmentally appropriate modifications and accommodations, as well as purpose for placement and communication with families.

How assignment will be adapted in online format

Develop an IEP for a young child by determining developmentally appropriate modifications and accommodations, as well as purpose for placement and communication with families. An assessment rubric will be provided and offer explicit details. The project will be evaluated using the course management system. These projects will focus on but not be limited to topics such as designing curriculum that demonstrates modifications and accommodations based on observations and evidence-based practices. You will submit these projects via CMS in an attachment or URL. The instructor will provide feedback within three days after the due date via accessible video chat session or through written feedback to the student via the course management system.

Assignment Type

Reading

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Read "Examining the Quality of IEPs for Young Children with Autism" by Lisa A. Ruble, J, Autism Developmental Disorders. 2020 Dec; 40(12): 1459–1470.



How assignment will be adapted in online format

In an online module, Read "Examining the Quality of IEPs for Young Children with Autism" by Lisa A. Ruble, J, Autism Developmental Disorders. 2020 Dec; 40(12): 1459–1470.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Design a set of lesson plan by utilizing an individualized plan for a child with special needs and/or learning disabilities.

How assignment will be adapted in online format

Design a set of lesson plan by utilizing an individualized plan for a child with special needs and/or learning disabilities. This lesson plan will be submitted via the course management system and reviewed during a final meeting with the instructor either face to face or through accessible video conferencing.

Course Materials**Textbooks**

Cook, R. E., Klein, M. D., & Chen, D. (2020). Adapting Early Childhood Curricula for Children with Special Needs, 11 Pearson. ISBN: 0135204372

Class Size Information**Class Size**

32

Class Size Category

G - Large lab 32

Diversity and Inclusion**Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.**

Content such as minimizes inequities and teacher bias are critical to this course.

Additional content such as supporting children at-risk, disproportionate identification of children who are BI-POC, and focusing on how to implement curriculum will be included.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

Accessible video conferencing, written lectures, readings with videos focus on curriculum for children with special needs will align with the reading, and opportunities for students to summarize their ideas either in writing or video - allowing choice for modes of learning and modes of delivery. For example, after students design their IEPs and lesson plans for children, they will have a better understanding of ways to ensure that all children have equitable opportunities and accessible learning experiences that accommodate their modes of learning.

Interactions**Explain how the course will incorporate student-to-student interaction.**

A question and answer forum provided on the CMS will be provided so that students can dialogue about special education, meeting the needs of children, answer questions and helping one another. A chat feature will be provided on the CMS to discuss curriculum

resources will be provided to students. A special interest groups to study special education concepts and dialogue on policies and advocacy news related to special education.

Explain how the course will incorporate instructor-to-student interaction.

The faculty will participate in discussion forums, send grade submission reminders via email or grade book. Feedback on course assignments will be provided in a timely manner. Optional accessible video chat meetings with students to discuss curriculum and IEPs and provide individualized mentoring will be offered for students face-to-face or in online courses. Feedback will be provided for online students utilizing the CMS comment section as well as grading area.

Explain how the course will incorporate student-to-content interaction.

Discussions about special education content will be utilized. Module providing discussion forums and/or face-to-face table discussions will be incorporated using content that challenges students to use critical thinking and reflect on text, videos, and other materials. Interactions for online sections will be designed using chats, discussions, and blogs under the CMS tool.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Students in face-to-face and online sections will journal and provide reflections on findings, interviews with professionals, and summaries of observations using the CMS tools. These opportunities will provide students an opportunity to draw conclusions about their professional beliefs regarding their role as a special education teacher and professional in the field of education.

Key: 833