

Course Outline for ECE 91

ADAPTIVE CURRICULUM FOR CHILDREN WITH EXCEPTIONAL NEEDS

Effective: Fall 2019

I. CATALOG DESCRIPTION:

ECE 91 — ADAPTIVE CURRICULUM FOR CHILDREN WITH EXCEPTIONAL NEEDS — 3.00 units

Provides direct experience working with young children in special day classes or inclusive settings. Application of intervention strategies using best practices of early childhood development and special education in adapting curriculum to meet the individual needs of children. Observation of the assessment process by the special education team and assisting in the implementation of the educational plan. Includes the role of the teacher as a professional working in partnership with families, collaboration with interdisciplinary teams and cultural competence. Lab hours required in an inclusive setting.

2.00 Units Lecture 1.00 Units Lab

Prerequisite

ECE 60 - Introduction to the Young Child With Exceptional Needs
 with a minimum grade of C
 and

ECE 90 - Practicum-Supervised Experience
 with a minimum grade of C

Grading Methods:

Letter Grade

Discipline:

- Child Development/Early Childhood Education

	MIN
Lecture Hours:	36.00
Lab Hours:	54.00
Total Hours:	90.00

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

III. PREREQUISITE AND/OR ADVISORY SKILLS:

Before entering the course a student should be able to:

A. ECE60

1. Differentiate typical and atypical sequence and interrelationship of development in infants and children
2. Examine the key contributions of developmental theorist, advocates and historical legal decisions in influencing best practices in early childhood special education
3. Define and describe the general purpose of laws protecting children with exceptional needs including Individual Development Education Act (IDEA), Individual Education Plan (IEP) and the Individual Family Service Plan (IFSP)
4. Summarize the steps in the referral process including observation, documentation, screening and assessment
5. Define and explain basic health and safety conditions which assures the least restrictive environment for young children
6. Identify available community resources that meet the needs of families with children with exceptional needs
7. Identify the benefits of using a strength-based approach in working with children with exceptional needs and their families
8. Explain various strategies that support collaborative practices in promoting the optimal development of children within the context of their family culture and community
9. Describe strategies for empowering families to be effective advocates for children with exceptional needs
10. Identify the family's stages of grief when their child has been identified with exceptional needs
11. Explain least restrictive environment, inclusion and natural environments and the impact on a typical classroom for young children

B. ECE90

IV. MEASURABLE OBJECTIVES:

Upon completion of this course, the student should be able to:

- A. evaluate program, educational and professional policies based on special education laws and evidence-based practices.
- B. describe strategies that support the central role of families and their collaborative partnerships with team members and community professionals;
- C. implement practical intervention and instructional strategies derived from the Individual Family Service Plan (IFSP) or Individual

Education Plan (IEP) to promote the development of motor skills, communication, cognitive, social and emotional growth in inclusive settings;

- D. use formal and informal observations and assessments to integrate curriculum goals and objectives across developmental domains, content areas, and routines for infants and children at high risk and/or differing abilities;
- E. demonstrate best practices in working with infants and children in an inclusive or special day classroom setting;
- F. design modifications and accommodations based on observation, evidence-based practices and legal requirements to support children's development.
- G. demonstrate reflective practices, cultural responsiveness, confidentiality, and professional practices when working with colleagues, children and families;
- H. identify community partners and resources that support families with children with exceptional needs.

V. CONTENT:

- A. Foundation of diverse inclusive classrooms
 - 1. History and legal requirements of child-centered inclusive programs
 - 2. People First language
 - 3. Strategies for intervention decisions
 - 4. Benefits of inclusion for children, families, teachers and communities
 - 5. Strategies for establishing inclusive classrooms
 - a. Natural and least restrictive environments
 - b. Instructional strategies
 - c. Adaptations for children with specific needs
 - 6. Special day classrooms
- B. Forming partnerships with families of children with exceptional needs
 - 1. Communication with families
 - 2. Respect for diverse and cultural perspectives
 - 3. Family and child's rights and Individuals with Disabilities Education Act (IDEA)
 - 4. Guidelines for developing family-teacher partnerships
 - 5. Fostering family involvement
 - 6. Recognizing the stresses families face
 - 7. Understanding families' emotional reactions
 - 8. Building a supportive team
- C. Working with the Early Childhood Special Education team
 - 1. Procedures for developing IFSP and IEP
 - 2. The role of the early childhood educator
 - a. Contributing information for IFSP or IEP
 - b. Implementing an IFSP or IEP within the inclusive environment
 - 3. Collaborative processes within the team
 - 4. Effective and ethical communication strategies
- D. Observation, screening, assessment and referral
 - 1. Purpose, value and use of various tools
 - 2. Role and use of observations and assessments to plan curriculum for individual children's needs
 - 3. Families, teachers and early interventionist/specialist as assessment partners
 - 4. Ethical responsibilities in assessment
 - 5. Child's developmental progress record
- E. Facilitating learning in an inclusive classroom
 - 1. Role of teacher
 - a. Philosophical approach
 - b. Ethics-professional behaviors
 - c. Advocacy and public policy
 - d. Reflective practices
 - 2. Supporting and facilitating children's development
 - a. social and emotional
 - b. independence and self-help skills
 - c. language development
 - d. cognitive
 - e. physical skills
 - 3. Adapting the environment, equipment, and materials for learning activities for all children
 - 4. Routines and schedules
 - 5. Guidance and positive interactions
 - 6. Challenging behaviors
- F. Communicating and forming connections with community partners
 - 1. School district's policies and procedures
 - 2. Referrals and placements
 - 3. Communication strategies
 - 4. Community agencies and resources

VI. METHODS OF INSTRUCTION:

- A. **Discussion** - Small group discussions
- B. **Lecture** -
- C. **Classroom Activity** - In class activities; adapting and implementing these activities with children in the program.
- D. Observation of children in an inclusive setting or special day classes
- E. **Guest Lecturers** -
- F. Feedback on classroom interactions from instructor, specialist team and site mentor
- G. **Audio-visual Activity** -

VII. TYPICAL ASSIGNMENTS:

- A. Writing, observing, planning and evaluating
 - 1. Conduct a developmental assessment on a child with exceptional needs in an inclusive setting and an adaptive curriculum plan
 - 2. Participate in an IFSP and/or an IEP meeting and write a report on the experience
 - 3. Structured weekly journal reflections to interpret, analyze and integrate course content into professional knowledge base and professional practices
 - 4. Observations of an early childhood special educator working within a group setting focusing on adaptation strategies and practical applications of working with children with exceptional needs; Specialist may include:
 - a. Speech-Language specialist
 - b. Physical therapist
 - c. Occupational therapist
 - d. Visual impairment specialist
 - e. Deaf and hard of hearing specialist

- f. Behavior specialist
- B. B. Application of critical thinking 1.
 1. Plan, implement and evaluate activities with children in and inclusive setting.
 2. Create a portfolio of a specific child with representative sampling of all developmental domains. Include observations, identified educational goals and objectives for the child.
 3. Analyze the effectiveness or ineffectiveness of modifications and strategies in meeting the developmental needs of the child.
 4. Identify two additional modifications that may address the child's IFSP or IEP and provide rationalization for adaptations.

VIII. EVALUATION:

Methods/Frequency

- A. Portfolios
1 per semester
- B. Papers
Bi-weekly
- C. Oral Presentation
1 per semester
- D. Class Participation
Weekly
- E. Lab Activities
Weekly
- F. Other
Other: Lab observations and activities

IX. TYPICAL TEXTS:

1. Bagnato, ., Neisworth, J. & Pretti-Frontczak, K *Linking Authentic Assessment and Early Childhood Intervention*. 2nd ed., Brooks Publishing, 2010.
2. Klein, D., R. Cook, and A. Tessier. *Adapting Early Childhood Curricula for Children with Special Needs*. 9th ed., Pearson, 2016.
3. Grisham-Brown, Ed.D., Jennifer Grisham-Brown, and Mary Hemmeter, Ph.D.. *Blended Practices for Teaching Young Children in Inclusive Settings, Second Edition*. 2nd ed., Brookes Publishing, 2017.
4. Cook, Ph.D., Ruth, Anne Marie Richardson-Gibbs, M.A., and Laurie Nielsen. *Strategies for Including Children with Special Needs in Early Childhood Settings, 2nd Edition*. 2nd ed., Cengage, 2018.

X. OTHER MATERIALS REQUIRED OF STUDENTS:

- A. TB clearance required