

CDE A211: STRATEGIES FOR INCLUSION

Item	Value
Curriculum Committee Approval Date	10/06/2021
Top Code	130520 - Children with Special Needs
Units	3 Total Units
Hours	54 Total Hours (Lecture Hours 54)
Total Outside of Class Hours	0
Course Credit Status	Credit: Degree Applicable (D)
Material Fee	No
Basic Skills	Not Basic Skills (N)
Repeatable	No
Grading Policy	Standard Letter (S)

Course Description

Early Childhood Educators serve children with special needs often in the same setting as typically developing children. This class will prepare students so that they can provide quality, inclusive, teaching practices within a classroom setting. This class is an elective for some of our certificates. Formerly known as EC A240. Transfer Credit: CSU.

Course Level Student Learning Outcome(s)

1. Create curriculum accommodations adaptations for children with special needs.

Course Objectives

- 1. Explain the legal basis for the rights of persons with disabilities including civil rights legislation, American with Disabilities Act.
- 2. Address the social issues related to inclusivity and its benefits to the family, community, and society.
- 3. State a rationale for early childhood educational practices as the foundation for inclusive special education services.
- 4. Demonstrate professional collaborative skills needed for successful inclusive programs in the natural environment.
- 5. Understand and implement IFSP and IEP goals and objectives in inclusive EI (early intervention) and ECE settings.
- 6. Describe examples of effective adaptations accommodations to meet a range of abilities in an inclusive classroom/natural environment.
- 7. Explain the implications of inclusive practices on EI/ECE programs and practices.

Lecture Content

Concept and Implications of Inclusion in Natural Settings Americans with Disabilities Act Social Issues related to inclusion Disability as a diversity theme Social benefits of supporting parents, family, and community Attitudes and values of caregivers/educators for successful inclusion ECE as a framework for educating children with disabilities Developmental domains, typical vs atypical Predictable sequence of emergence and mastery of skills Piagetian concepts (social and cognitive functioning) Assessments, Eligibility, and Individualized

Educational Programs (IFSP/IEP/IPP) Guidelines for assessment and eligibility for early intervention services Components of the IFSP/IEP/IPP Models for collaboration communication Transdisciplinary practices, multidisciplinary model, teaming Team teaching, role release Modeling and demonstration Consultation and observation Meeting Educational Needs of Children with Disabilities Early intervention services and practices Specialized early intervention education practices (task analysis, chaining, behavioral analysis, etc.) Goals and objectives in IEPs/ outcomes for IFSPs Writing inclusive statements Levels of mastery: application, functionality, qualitative Measuring progress for IEPs (i.e., data, observational/anecdotal records, portfolios) Identifying strengths and weaknesses General adaptations effective in inclusive settings/ natural environments based on disability profiles. Environment Input Difficulty Levels of support Participation Time Alternative goals Output Alternative teaching opportunities Inclusive Practices for ECE Programs, Early Intervention, and Services Program philosophy (i.e., policy, procedures, handbooks) Curriculum (developmentally and individually appropriate to disability) Play and social interaction Language and communication interaction Environments and accessibility Schedule, routines, and care giving opportunities (ERRAP) Addressing interests and concerns of families

Method(s) of Instruction

- Lecture (02)
- DE Live Online Lecture (02S)
- DE Online Lecture (02X)

Instructional Techniques

Problem solving, critical thinking, demonstration, field visits

Reading Assignments

Textbook and/or supplemental article reading 2 hours per week.

Writing Assignments

Written assignments throughout the semester may include: Given a case study of a child with disabilities placed in a regular preschool classroom, the students will: Develop appropriate goals and activities that are inclusive/ERRAP Identify adaptations that would enhance full participation in the existing program Identify specific times and places in the regular program to address IFSP and IEP goals Identify appropriate roles for specialists and regular educators in addressing IFSP and IEP goals Develop a method for measuring progress Philosophy statement Article summary from Young Childrens Journal Role-play of an IFSP/IEP meeting and reaction paper 2 hours per week

Out-of-class Assignments

Total of 5 hours Observe in a classroom and write a summary analysis of the following: Classroom observation Physical environment and space Schedule and routines ERRAP Adult-child interactions (language and communication) Develop appropriate activities/early intervention strategies Anti-bias/diversity (environment and attitude) Evaluation of strengths and weaknesses

Demonstration of Critical Thinking

Written case study, observations, group projects and presentations, exam, and final project

Required Writing, Problem Solving, Skills Demonstration

1. Given a case study of a child with disabilities placed in a regular preschool classroom, the students will:
 - a. Develop appropriate goals and activities that are inclusive/ERRAP
 - b. Identify

adaptations that would enhance full participation in the existing program

- c. Identify specific times and places in the regular program to address IFSP and IEP goals
 - d. Identify appropriate roles for specialists and regular educators in addressing IFSP and IEP goals
 - e. Develop a method for measuring progress
2. Classroom observation
- a. Physical environment and space
 - b. Schedule and routines
 - c. Adult-child interactions (language and communication)
 - d. Develop appropriate activities/early intervention strategies
 - e. Anti-bias/diversity (environment and attitude)
 - f. Evaluation of strengths and weaknesses
3. Philosophy statement
4. Article summary from Young Children's Journal
5. Role-play of an IFSP/IEP meeting and reaction paper

Eligible Disciplines

Child development/early childhood education: Masters degree in child development, early childhood education, human development, home economics/family and consumer studies with a specialization in child development/early childhood education, or educational psychology with a specialization in child development/early childhood education OR bachelors degree in any of the above AND masters degree in social work, educational supervision, elementary education, special education, psychology, bilingual/bicultural education, life management/home economics, family life studies, or family and consumer studies OR the equivalent. Masters degree required.

Textbooks Resources

1. Required Cook, Ruth, E. Strategies for Including Children with Special Needs in Early Childhood Settings, 2 ed. Washington DC: Cengage, 2017

Legacy Textbook Transfer Data: Note: The textbook is preferred by the instructors because of the wealth of knowledge, information and theory presented. Other updated supplemental materials, websites and resources are provided.