

CHLD 53NC: SUPPORTING CHILDREN WITH SPECIAL NEEDS IN CHILDREN'S PROGRAMS

Foothill College Course Outline of Record

Heading	Value
Effective Term:	Summer 2022
Units:	3
Hours:	3 lecture per week (36 total per quarter)
Degree & Credit Status:	Degree-Applicable Credit Course
Foothill GE:	Non-GE
Transferable:	CSU
Grade Type:	Letter Grade Only
Repeatability:	Not Repeatable

Student Learning Outcomes

- Identify the supports needed for all children and their families, as it relates to building partnerships with professionals in other disciplines. (i.e. therapists, doctors, educators, case managers, etc.)
- Design effective learning environments and experiences for all children including children with disabilities and other special needs conditions.
- Identify a variety of children's programs in the community and have knowledge of the services they offer.

Description

Strategies to work effectively with all children in early childhood programs. Focus on infants, toddlers and preschoolers with disabilities, developmental delays or special health care needs. Best practices from early childhood education and early childhood special education/early intervention will be embedded throughout. Making adaptations, modifications and accommodations in the environment, with materials and to teaching strategies, for individual children in group settings. Working in collaboration with additional support professionals, community resources, IFSP and IEP teams and family members.

Course Objectives

The student will be able to:

- Identify the supports needed for all children and their families, as it relates to building partnerships with professionals in other disciplines such as therapists, doctors, educators, case managers.
- Design effective learning environments and experiences for all children including children with disabilities and other special needs conditions.
- Identify a variety of children's programs in the community and have knowledge of services offered.
- Work collaboratively with support professionals, community resources, IFSP and IEP teams, and children's family members in planning for successful inclusion for individual children.

- Use observation as a tool for program planning and documentation of children's learning including early identification, screening, assessment, evaluation, monitoring and communicating data with inter-agency multidisciplinary teams.

Course Content

- Identify the supports needed for all children and their families, as it relates to building partnerships with professionals in other disciplines such as therapists, doctors, educators, case managers
 - Define terms and explore the benefits and challenges of inclusion for:
 - Children with special needs/disabilities and their families
 - Typically developing peers and their families
 - Children's programs—teachers, child care providers, group leaders
 - Support professionals—therapists, specialists, medical staff, etc.
 - General public and larger community
 - Examine recommended "best practices" from early childhood education/child development (NAEYC Developmentally Appropriate Practices) and early intervention/early childhood special education (DEC Recommended Practices) to include internet research
- Design effective learning environments and experiences for all children including children with disabilities and other special needs conditions
 - Demonstrate concepts of making appropriate adaptations and modifications to physical objects and materials within various environments for individual children's needs
 - Demonstrate an understanding of appropriate reasonable accommodations for program policies, rules and waivers or exemptions for laws and regulations
 - Perspective of whole child development across domains (physical motor, communication, cognitive, self-help, social, emotional and sensory)
 - Perspective of full participation (literacy, creative arts, music/movement, dramatic play, group time, manipulatives, outdoor experiences, meals & snacks, nap time, etc.)
 - Perspective of diversity related to culture, language, family traditions/heritage
- Identify a variety of children's programs in the community and have knowledge of services offered
 - Child care programs
 - Educational programs
 - Recreation and leisure programs
 - Parent supports
 - Neighborhood resources
- Work collaboratively with additional support professionals, community resources, IFSP and IEP teams, and family members in planning for successful inclusion for individual children
 - Discussion of various support systems, employment opportunities and collaboration
 - California Early Start, public school, special education related specialists, therapists, community resources
 - Parents and families, child care providers, preschool teachers
 - Para-professionals, assistants, shadow aides, respite home companions
 - Strategies for working effectively with adults

- i. Consultation and coaching
 - ii. Adult learning styles
 - iii. Conflict resolution
 - iv. Cultural considerations
 - v. Multidisciplinary teams
 - vi. Collaboration
- 5. Use observation as a tool for program planning and documentation of children's learning including early identification, screening, assessment, evaluation, monitoring and communicating data to inter-agency multidisciplinary teams
 - a. Data collection, documentation and observation as a tool
 - b. Types and uses of various observation strategies, assessment information, data collection and implementing program plans
 - c. Referral process, participating in IFSP and IEP team work

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

1. Reading and study of the text
2. Reading and written response to test questions, assignments and relevant articles and online reading material
3. Reaction writing assignments to guest speakers, video viewings, and experiences such as research projects and field trips
4. Research, planning and written evaluation of individual or group creative projects

Discipline(s)

Child Development/Early Childhood Education

Lab Content

Not applicable.

Special Facilities and/or Equipment

When taught via Foothill Global Access: on-going access to computer with JavaScript-enabled internet browsing software, media plug-ins, and relevant computer applications.

Method(s) of Evaluation

Methods of Evaluation may include but are not limited to the following:

Class participation
 SLO pre/post test
 Quizzes and final exam
 Curriculum adaptation/modification project
 Oral/written report of children's program field trip experience as related to class content
 Interview and written report of an educator or specialist currently working in a position related to course content
 Self-reflection through journal writing

Method(s) of Instruction

Methods of Instruction may include but are not limited to the following:

Lecture
 Discussion
 Oral presentations
 Demonstration
 Field trips

Representative Text(s) and Other Materials

Croft, Cindy. *Caring for Young Children with Special Needs*. 2017.

"Inclusion Works: Creating Child Care Programs that Promote Belonging with Children with Disabilities." California Department of Education, 2021.
<https://www.cde.ca.gov/sp/cd/re/documents/inclusionworks2ed.pdf>