

# CDE 234: INCLUSION STRATEGIES FOR CHILDREN WITH SPECIAL NEEDS

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**Formerly known as:**

ECE 035 (or if cross-listed - inactivated courses associated with this course)

**Originator**

dgreene

**Co-Contributor(s)**

**Name(s)**

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**Justification / Rationale**

update courses for new numbering system.

**Effective Term**

Fall 2020

**Credit Status**

Credit - Degree Applicable

**Subject**

CDE - Child Development & Education

**Course Number**

234

**Full Course Title**

Inclusion Strategies for Children with Special Needs

**Short Title**

INCLUSION SPECIAL NEEDS

**Discipline**

**Disciplines List**

Child Development/Early Childhood Education

**Modality**

Face-to-Face

Hybrid

**Catalog Description**

This course prepares students to become professionals in programs serving children with special needs and their families. Covers curriculum and intervention strategies for working with children with special needs in partnership with their families and communities. Focuses on the use of observation and assessment in meeting the individualized needs of children in inclusive and natural environments. Including the role of the teacher and other professionals working with families, collaboration with interdisciplinary teams and cultural competence. Strategies to support children with challenging behaviors are emphasized.

**Schedule Description**

This course prepares students to become professionals in programs serving children with special needs and their families. Covers curriculum and intervention strategies for working with children with special needs in partnership with their families and communities.  
Prerequisite: CDE 233

**Lecture Units**

3

**Lecture Semester Hours**

54

**In-class Hours**

54

**Out-of-class Hours**

108

**Total Course Units**

3

**Total Semester Hours**

162

**Prerequisite Course(s)**

CDE 233

**Required Text and Other Instructional Materials****Resource Type**

Book

**Open Educational Resource**

No

**Formatting Style**

APA

**Author**

McLeskey, J. M. Rosenberg, M. S. Westling, D. L.

**Title**

Inclusion: Highly Effective Practices for all Students.

**Edition**

3rd

**City**

Upper Saddle River, NJ

**Publisher**

Pearson

**Year**

2018

**College Level**

Yes

**Flesch-Kincaid Level**

14

**ISBN #**

9780134577517

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**Class Size Maximum**

35

### Entrance Skills

Students will be required to understand the different types of special needs children may have in order to learn how to meet those needs in a classroom setting.

### Requisite Course Objectives

CDE 233-List and identify characteristics and causes of categorical conditions of disabilities.

CDE 233-Explain various strategies that support collaborative practices in promoting the optimal development of children within the context of their family and community.

CDE 233-Identify the benefits of using a strength-based approach in working with children with special needs and their families.

### Course Content

#### A. Policies and Procedures for Early Intervention and Special Education

1. Individual with Disabilities Act (IDEA)
2. Individualized Family Service Plan (IFSP)/Individualized Education Program (IEP) process
3. Response to intervention
4. Least restrictive environment
5. Family rights
6. Working with local public/private school systems
7. People first language
8. Advocacy and public policy
9. Community resources and agencies
10. Instructional strategies to support inclusion

#### B. Professional's Role

1. Philosophical approach
2. Ethic-professional behavior
3. Collaborating with family and early interventionists/specialists
  - a. Communication
  - b. Diverse and cultural perspectives
  - c. IFSP/IEP teams
  - d. Implementation of IFSP/IEPs
4. Adaptations: curriculum and environments
  - a. Adaptive equipment and materials
  - b. Routines and schedules
  - c. Guidance and interactions
  - d. Challenging behaviors; development of a positive behavior support plan.

#### C. Developmental Screening and Assessment Tools

1. Purpose, value, and use of various tools
2. Role of observation and assessment
3. Referral and placement.

### Course Objectives

	Objectives
Objective 1	Explain current special education laws and their impact on early childhood practices.
Objective 2	Describe strategies that support the central role of families and their collaborative partnerships with team members and community professionals.
Objective 3	List and demonstrate positive strategies for preventing and managing challenging behaviors in the preschool classroom.
Objective 4	Demonstrate knowledge of reflective practice, cultural responsiveness, confidentiality, and professional practices when working with colleagues, children and families.
Objective 5	Practice various formal and informal observation and assessment procedures used to guide identification and intervention decisions.
Objective 6	Identify curriculum, environment and natural learning opportunities to meet individualized needs, outcomes, and goals of young children and families.
Objective 7	Design modifications and accommodations based on observation, evidence-based practices, and legal requirements to support children's development in the areas of cognitive, social and self-help skills.

**Student Learning Outcomes**

<b>Upon satisfactory completion of this course, students will be able to:</b>	
Outcome 1	Evaluate program, educational and professional policies, based on special education laws and evidence-based practices.
Outcome 2	Design developmentally appropriate curriculum strategies that foster the growth of all developmental domains based on children's individualized needs in inclusive and natural environments incorporating principles of Universal Design.
Outcome 3	Identify strategies to create effective partnerships with families, interdisciplinary team members, and community resource specialists.

**Methods of Instruction**

<b>Method</b>	<b>Please provide a description or examples of how each instructional method will be used in this course.</b>
Discussion	Students will discuss text and other readings to deepen understanding of course materials.
Lecture	Instructor will present short lectures designed to illustrate course content.
Observation	Students will observe paraprofessionals working with children with special needs in both a full inclusion classroom and in a special education class.
Activity	Students will practice assisting students by role playing in the classroom. Students will practice different techniques with each other.

**Methods of Evaluation**

<b>Method</b>	<b>Please provide a description or examples of how each evaluation method will be used in this course.</b>	<b>Type of Assignment</b>
Student participation/contribution	Students will be evaluated on their use of techniques in the classroom with other students acting as children.	In Class Only
Mid-term and final evaluations	Students will be provided with a traditional mid term and final examination.	In Class Only
Group activity participation/observation	Students will watch video clips and read case studies and design supports for children with special needs.	In and Out of Class
Presentations/student demonstration observations	Students will create reports and will demonstrate skills to meet the needs of children with special needs.	In and Out of Class
Reading reports	Students will read the text and answer quizzes and write journal responses to the text and other materials provided.	Out of Class Only
Guided/unguided journals	Students will respond to journal prompts provided by the instructor.	Out of Class Only

**Assignments**
**Other In-class Assignments**

1. large and small group discussions
2. journal article reviews
3. quizzes

**Other Out-of-class Assignments**

1. Reading of text. View videos. Create written responses for the text and video materials presented ( approximately 32 hours)
2. Case study analysis ( approximately 16 hours)
3. Journal article reviews ( approximately 16 hours)
4. Group presentations ( approximately 16 hours)
5. Modify and or create adaptive equipment for children with special needs ( approximately 30 hours)

**Grade Methods**

Letter Grade Only

**Distance Education Checklist**

**Include the percentage of online and on-campus instruction you anticipate.**

**Online %**

70

**On-campus %**

30

**What will you be doing in the face-to-face sections of your course that necessitates a hybrid delivery vs a fully online delivery?**

Orientation, team work, small group discussion, hands-on activities.

**Instructional Materials and Resources****Effective Student/Faculty Contact**

**Which of the following methods of regular, timely, and effective student/faculty contact will be used in this course?**

**Within Course Management System:**

Timely feedback and return of student work as specified in the syllabus  
Discussion forums with substantive instructor participation  
Chat room/instant messaging  
Regular virtual office hours  
Private messages  
Online quizzes and examinations  
Video or audio feedback  
Weekly announcements

**External to Course Management System:**

Direct e-mail  
E-portfolios/blogs/wikis  
Listservs  
Posted audio/video (including YouTube, 3cm mediasolutions, etc.)  
Synchronous audio/video  
Telephone contact/voicemail  
USPS mail

**For hybrid courses:**

Scheduled Face-to-Face group or individual meetings  
Field trips  
Library workshops  
Orientation, study, and/or review sessions

**Briefly discuss how the selected strategies above will be used to maintain Regular Effective Contact in the course.**

Faculty will log into the course shell at least twice a week to post announcements, video or audio feedback, and will hold regular virtual office hours

**If interacting with students outside the LMS, explain how additional interactions with students outside the LMS will enhance student learning.**

Hybrid face-to-face meetings will provide an opportunity to orient students to the LMS and will allow for practice of hands-on application of course content.

## Other Information

### MIS Course Data

**CIP Code**

13.1015 - Education/Teaching of Individuals in Early Childhood Special Education Programs.

**TOP Code**

080900 - Special Education

**SAM Code**

C - Clearly Occupational

**Basic Skills Status**

Not Basic Skills

**Prior College Level**

Not applicable

**Cooperative Work Experience**

Not a Coop Course

**Course Classification Status**

Credit Course

**Approved Special Class**

Not special class

**Noncredit Category**

Not Applicable, Credit Course

**Funding Agency Category**

Not Applicable

**Program Status**

Program Applicable

**Transfer Status**

Transferable to CSU only

**Allow Audit**

No

**Repeatability**

No

**Materials Fee**

No

**Additional Fees?**

No

## Approvals

**Curriculum Committee Approval Date**

10/01/2019

**Academic Senate Approval Date**

10/10/2019

**Board of Trustees Approval Date**

11/13/2019

**Chancellor's Office Approval Date**

12/09/2019

**Course Control Number**

CCC000609930

**Programs referencing this course**Early Childhood Education Master Teacher Certificate of Achievement (<http://catalog.collegeofthedesert.eduundefined?key=129/>)Elementary Teacher Assistant Special Education, Bilingual Certificate of Achievement (<http://catalog.collegeofthedesert.eduundefined?key=132/>)Elementary Teacher Assistant Special Education Certificate of Achievement (<http://catalog.collegeofthedesert.eduundefined?key=133/>)Early Childhood Education Master Teacher Certificate of Achievement (<http://catalog.collegeofthedesert.eduundefined?key=129/>)Elementary Teacher Assistant Special Education, Bilingual Certificate of Achievement (<http://catalog.collegeofthedesert.eduundefined?key=132/>)Elementary Teacher Assistant Special Education Certificate of Achievement (<http://catalog.collegeofthedesert.eduundefined?key=133/>)