

**Basic Course Information**

Semester:	Spring 2017	Instructor Name:	Yvonne Salgado
Course Title & #:	Curriculum and Strategies for Children with Special Needs CDEV 241	Email:	Yvonne.salgado@imperial.edu
CRN #:	21138	Webpage (optional):	
Classroom:	202	Office #:	
Class Dates:	2/13/17 to 6/9/17	Office Hours:	Please contact me as needed available before/after class
Class Days:	Wednesday	Office Phone #:	
Class Times:	6:00PM to 9:10PM	Emergency Contact:	760-235-8431
Units:	3 Units		

**Course Description**

This course covers curriculum and intervention strategies for working with children with special needs in partnership with their families. Focuses on the use of observation and assessment in meeting the individualized needs of children in inclusive and natural environments. Includes the role of teacher as a professional working with families, collaboration with interdisciplinary teams, and cultural competence. (CSU)

**Student Learning Outcomes**

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Evaluate program, educational and professional policies, based on special education laws and evidence-based practices. (ILO2, ILO4)
2. Design and implement curriculum strategies based on children's individualized needs, abilities, and interests in inclusive and natural environments. (ILO2, ILO4)
3. Advocate for effective partnerships with families, interdisciplinary team members, and community resource specialists. (ILO1, ILO3, ILO4, ILO5)

**Course Objectives**

Upon satisfactory completion of the course, students will be able to:

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 used to guide identification and intervention decisions.
5. Identify and design curriculum, environment and natural learning opportunities to meet individualized needs, interests, 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.

**Textbooks & Other Resources or Links**

Cook, R. E., Klein, M. D., Chen, D. 2016. Adapting Early Childhood Curricula for Children with Special Needs 9th. New York. Pearson ISBN 13: 978-0-13-382712-5 or ISBN 10: 0-13382712-7

Inclusion Works! Creating Child Care Programs that Promote Belonging for Children with Special Needs California Department of Education, Child Development Division

CAPTAIN AFFIRM ASD Learning Modules

<http://www.captain.ca.gov/>

**Course Requirements and Instructional Methods**

Grades will be based upon class participation, attendance and completion of assignments, pop quizzes, quizzes, and tests throughout the semester. All material presented in the text, study guide, videos, and handouts will be part of the evaluation process.

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

**Course Grading Based on Course Objectives**

Course Assignments	Points
In class activities/ participation 15 @ 3 points	45
Reflective Essay	25
AFFIRM Module	25
Observation Paper	50
Lesson Plan Assignment	50
Task Analysis/Social Story	25
2 tests @ 40 points each	80
Mid-term/Final 2 @ 50 points each	100

Total	400
Grade Breakdown:	
A=100%-90% (400-360)	
B=89%-80% (359-320)	
C=79%-70% (319-280)	
D=69%-60% (279-240)	
F= 59% and below 239 and below	
<b>Attendance</b>	

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student’s status will be the same as that of any other student who desires to add a class. It is the student’s responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as ‘excused’ absences.

**Classroom Etiquette**

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the [General Catalog](#).
- Children in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

**Online Netiquette**

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others’ opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and

(11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

### Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- **Plagiarism** is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.
- **Cheating** is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

### Additional Student Services

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- **Blackboard Support Site.** The Blackboard Support Site provides a variety of support channels available to students 24 hours per day.
- **Learning Services.** There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **Library Services.** There is more to our library than just books. You have access to tutors in the [Study Skills Center](#), study rooms for small groups, and online access to a wealth of resources.

### Disabled Student Programs and Services (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services](#) (DSP&S) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

**Student Counseling and Health Services**

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- [Student Health Center](#). A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.
- [Mental Health Counseling Services](#). Short-term individual, couples, family, and group therapy are provided to currently enrolled students. Contact the IVC [Mental Health Counseling Services](#) at 760-355-6196 in Room 2109 for more information.

**Student Rights and Responsibilities**

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

**Information Literacy**

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

**Anticipated Class Schedule/Calendar**

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1 February 15	Syllabus & Introduction Chapter 1 Educating Young Children With Special Needs: The Challenge	Pages 2-31
Week 2 February 22	Chapter 1 Cont.	Group Assignment People First
Week 3 March 1	Chapter 2 IN PARTNERSHIP WITH FAMILIES	Pages 32-67 People First Reflection Essay Due
Week 4 March 8	Chapter 3 DEVELOPING INDIVIDUALIZED INTERVENTION PLANS AND PROGRAMS AND MONITORING PROGRESS	Pages 68-103 Test 1(chapter 1-2) Group Assignment Treasure Hunt
Week 5	Chapter 4 DESIGNING INSTRUCTIONAL PROGRAMS	Pages 104-131

<b>Date or Week</b>	<b>Activity, Assignment, and/or Topic</b>	<b>Pages/ Due Dates/Tests</b>
March 15		
Week 6 March 22	CAPTAIN AFFIRM ASD Learning Modules <a href="http://www.captain.ca.gov/">http://www.captain.ca.gov/</a>	Social Narratives Visual Support
Week 7 March 29	Chapter 5 CONSIDERATIONS FOR TEACHING CHILDREN WITH SPECIFIC DISABILITIES	Pages 132-160 Certificate CAPTAIN Module Due Review for Mid-term
Week 8 April 5	Mid-Term	Midterm (chapter 3-5)
Week 9 April 12	Chapter 6 PROMOTING EMOTIONAL AND SOCIAL DEVELOPMENT	Pages 162-203 Observation Due
Week 10 April 19	Spring Break (No Class)	
Week 11 April 26	Chapter 7 HELPING YOUNG CHILDREN DEVELOP MOTOR AND SELF-HELP SKILLS	Pages 205-237 Lesson Plan (Domain of Need)
Week 12 May 3		Test (chapter 6-7)
Week 12 May 10	Chapter 8 NURTURING COMMUNICATION SKILLS	Pages 239-281 Guest Speaker (Speech) Task Analysis/Social Story Due
Week 13 May 17	Chapter 8 Cont.	Task Analysis/Social Story Due
Week 14 May 24	Chapter 9 ENCOURAGING THE DEVELOPMENT OF COGNITIVE SKILLS AND LITERACY	Pages 282-323 Task Analysis/Social Story Due
Week 15 May 31	Chapter 10 TEAMING: COLLABORATION, PROBLEM SOLVING, AND INCLUSION SUPPORT	Pages 324-361 Review for Final
Week 16 June 7	Final	Final (Chapter 8-10)

**\*\*\*Tentative, subject to change without prior notice\*\*\***