

CLDDV 163: Curriculum and Strategies for Children with Special Needs (3 Units)  
Section: 3238  
ONLINE 5/8/17 – 7/3/17  
Summer 2017

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**Office Hours:**

By request

**When emailing me, please put the class in the subject line; for example, Subject: 163 Section 3238.**

**REQUIRED TEXT AND MATERIALS:**

- The Exceptional Child: Inclusion in Early Childhood Education, 8<sup>th</sup> edition. Allen, K. Eileen; Cowdery, Glynnis E., Delmar Thomson Learning, Publisher: Wadsworth, Cengage Learning
  - o One copy is on reserve in the East and West Campus Library
  - o Book Loan Program: See Melissa or Sarah in Child Development Office 157
    - o Students have to be working in a paid position in a licensed facility with children ages 0-5 or in a latch key program if K-6
    - o Employment verification is required
    - o Form found at: <http://fcs.sites.mjc.edu/>
- Additional readings (including web articles) beyond the required text will be assigned

**STUDENT AUDIENCE:**

Child Development majors, future multiple/single subjects teachers, parents, community members interested in the development of children.

**COURSE DESCRIPTION:**

The course will provide an introduction to inclusion of children with special needs, from infancy to adolescence, in the home, school, and community. Students will have an understanding of applicable laws, policies, and range of disabilities. There will be an emphasis on cognitive, social, emotional, and physical development for the child with disabilities in educational settings; as well as collaboration with parents as partners and methods for working with professionals.

**COURSE OBJECTIVES:**

Upon successful completion of the course, students will have the preparation to:

1. Describe inclusion in early childhood programs
2. Review historical and policy foundations guiding educational services for children with disabilities
3. Investigate the special education process with regard to legislation, assessment, and inclusion
4. Identify categories of special needs
5. Examine ethnic and cultural influences on the inclusion of children with special needs
6. Develop considerations for meeting exceptional needs, including teacher competencies, instructional strategies, and parent involvement in the context of cultural diversity
7. Analyze the role of the professional, including Early Interventionists
8. Apply adaptive curricula in an inclusive early childhood program

**CLASS FORMAT:**

- Online

**COURSE LEARNING OUTCOME:**

**Outcome:**

1. In a 10 minute time period, students will describe, in paragraph format, the benefits, and concerns of inclusion. This will be demonstrated through the completion of pre- and post-assessments.

## **INSTRUCTIONAL METHODS AND ASSIGNMENTS:**

- |   |                       |
|---|-----------------------|
| 1. <b>Law Summary and Quiz</b>                  | <b>25 points</b>      |
| 2. <b>Sensory Integration Article</b>           | <b>15 points</b>      |
| 3. <b>Literacy Activity or Adapted Material</b> | <b>25 points</b>      |
| 4. <b>Disability Presentation</b>               | <b>25 points</b>      |
| 5. <b>Chapter Worksheets</b>                    | <b>10 points each</b> |
| 6. <b>Quizzes</b>                               | <b>10 points each</b> |
| 7. <b>Final</b>                                 | <b>25 points</b>      |

### **1. Law Summary:**

Each student will write a 3 – 5-page summary of the legal history of services to children with disabilities. (10 pts) Further instructions are contained in Canvas. Following the assignment there will be a 10-point quiz covering the material.

### **2. Sensory Integration Article Summary/Reflection Paper:**

Each student will write a summary of an article provided. Guidelines for the summary will be provided.

### **3. Literacy Activity OR Adapted Material:**

Students will adapt a children’s book that would be appropriate to have in an early childhood environment. Students will have the option of doing one of the following with the book:

- Create an enhancement activity for the book as a curriculum idea in the classroom
- Adapt the book for a child with a specific disability or a set of books for varying disabilities
- The points awarded will reflect appropriateness of adaptation, level of effort (15 hours on average), durability of adaptation, and creativity. Pinterest is a great resource for ideas.

### **OR**

Students will create a material that is adapted for a specific unique need. Points will be awarded based on level of effort, durability of adaptation, and creativity. The adaptation should appear to have required 15 or more hours of effort. More details will be provided on Canvas.

### **Some helpful websites:**

Pinterest, enter “Occupational Therapy ideas for young children”

<http://www.ucpnyc.org/info/agency/healthcaremed.cfm>

<http://www.ableapparel.com/>

<http://www.adaptive-apparel.com/>

<http://www.adaptiveclothing.com/productCat0.ivnu>

[http://dmoz.org/Shopping/Health/Disabilities/Assistive\\_Technology/Low\\_Vision\\_Aids/](http://dmoz.org/Shopping/Health/Disabilities/Assistive_Technology/Low_Vision_Aids/)

[http://hd\\_caregiving.tripod.com/huntingtonsdisease\\_caregiving/id51.html](http://hd_caregiving.tripod.com/huntingtonsdisease_caregiving/id51.html)

<http://www.wisdomking.com>

<http://www.wisdomking.com/product16120c250.html>

#### **4. Disability Presentation:**

Students will select a disability to research from a predetermined list. Please do not choose a disability that you already know a great deal about. This is your opportunity to stretch your level of expertise. If you have already presented on a disability in another class, please do not choose that again for this class. Students will present a minimum of a 10-slide powerpoint. Including pictures adds interest to your presentation. You may use a maximum 2-minute video. Use the powerpoint “6/6/36 Rule”: put no more than 6 lines, no more than 6 words per line, with a maximum of 36 words per slide.

Full instructions will be posted on Canvas.

#### **5. Weekly Activities:**

There are several weekly activities planned:

- Vision impairment
- E-LAP Assessment Tool
- Early Childhood Environment activity
- Creating Inclusive Environments

#### **6. Chapter Worksheets: 10 points each**

Some chapters will have worksheets that students will complete.

#### **7. Quizzes:**

Quizzes will be from assigned readings.

#### **8. Final**

*Welcome!*  
*Here because I choose to be here,*  
*Here because I love to be here,*  
*Here because you deserve my very best.*  
*I commit to give you my very best!*

**Student Tracking Sheet**  
**CLDDV 163: Curriculum and Strategies for Children with Special Needs**  
**Laffranchini, Professor**

	<u>Possible</u>	<u>My Points</u>
1. Law Pamphlet	15 points	_____
2. Sensory Integration Article	15 points	_____
3. Parent Panel /Participation	15 points	_____
4. Two Out-of-Class Videos (10 pts each)	20 points	_____
		_____
5. Literacy Activity or Adapted Equipment	25 points	_____
6. Disability Presentation	25 points	_____
7. In-Class Activities	10 points each	_____
		_____
		_____
		_____
		_____
		_____
		_____
		_____
8. Quizzes	10 points each	_____
		_____
		_____
		_____
		_____
9. Final	25 points	_____

- A = 90%**
- B = 80 – 89%**
- C = 70 – 79%**
- D = 60 – 69%**
- F = <60%**