

HDEV 0019L - INTRODUCTION TO CHILDREN WITH EXCEPTIONAL NEEDS LAB

Catalog Description

Prerequisite: Completion of HDEV 1 or 9 with grade of "C" or better; completion of or concurrent enrollment in HDEV 19

Hours: 30 laboratory

Description: Provides experience working in a school environment with children and youth who have disabilities. Designed as a laboratory for those who have completed or are concurrently enrolled in HDEV 19. Covers skills for students who want to be general educators, special educators, school and social service providers and/or community members, who are essential in providing inclusive/integrated environments for differently-abled children and youth. Environmental modifications including classroom, school, agency, and community settings are studied. Classroom modifications in curriculum, assessment, behavior management, and instructional methods are examined. This course meets the requirement for special education in inclusive settings. (CSU)

Course Student Learning Outcomes

- CSLO #1: Apply a variety of effective approaches, strategies, and techniques for teaching in a special education lab setting.
- CSLO #2: Observe and evaluate special education strategies as identified in Individualized Education Plans/Individualized Family Services Plans.
- CSLO #3: Evaluate service models/delivery systems in the lab setting for children qualifying for special education services.

Effective Term

Fall 2019

Course Type

Credit - Degree-applicable

Contact Hours

30

Outside of Class Hours

0

Total Student Learning Hours

30

Course Objectives

1. Identify characteristics and behaviors of students with disabilities in terms of program and developmental needs.
2. Describe the role of the general and/or special education teacher in meeting the educational needs of students who have disabilities.
3. Identify strategies to promote student growth in social, academic, motor, and self-help domains.

4. Discuss the importance of working collaboratively with professionals from multiple disciplines in meeting educational needs of students with disabilities.
5. Communicate with other professionals, paraprofessionals, and families.
6. Work with students with disabilities from diverse cultural and linguistic backgrounds as well as their families.

General Education Information

- Approved College Associate Degree GE Applicability
- CSU GE Applicability (Recommended-requires CSU approval)
- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)

Articulation Information

- CSU Transferable

Methods of Evaluation

- Projects
 - Example: Student will identify strategies to promote student growth for a specific child given their present levels of performance and performance goals. This project will be graded using a rubric that includes grading on how strategies incorporate present levels, child interest, and developmental appropriateness. Special consideration will be given for delivery setting.
- Reports
 - Example: Student will write a report on how they see general and regular education teachers addressing diverse cultural and linguistic backgrounds as well as their families in their lab settings. A grading rubric will be developed asking students to identify specific strategies and using their effectiveness in the lab setting.

Repeatable

No

Methods of Instruction

- Laboratory

Lab:

1. Students will complete 30 hours of observation/interaction in various special education settings. Students will observe three types of service delivery models including 0-3 Child Find programs, a preschool setting (push in or stand alone special day class), and an elementary setting (mild/moderate exceptional needs).

Typical Out of Class Assignments Reading Assignments

1. Review and read files of children enrolled in lab settings and be prepared to discuss in class.
2. Review the Division for Early Childhood Council for Exceptional Children website. Choose and review five practices you have identified as being used in your lab setting.

Writing, Problem Solving or Performance

1. Analyze an example of an IEP/IFSP in your lab, and develop several talking points that if you were the special education or regular education teacher, could contribute to the updating of the IEP/IFSP based on your

observation. 2. Complete lesson plans and reflections of those lessons for one child in the lab setting with exceptional needs. 3. Keep a reflective journal of lab setting experiences. Compare and contrast service delivery models, curricular adaptations, and parent involvement practices.

Other (Term projects, research papers, portfolios, etc.)

1. Attend IEP meetings, home visits, or parent teacher conferences.
2. Conduct an interview with one of the special or regular education teachers about their career path, educational background, and job overview.

Required Materials

- Teaching Exceptional Children
 - Author: Bayat, M.
 - Publisher: McGraw Hill
 - Publication Date: 2016
 - Text Edition: 2nd
 - Classic Textbook?:
 - OER Link:
 - OER:
- An Introduction to Young Children with Special Needs
 - Author: Gargiulo, R. & Kilgo, J
 - Publisher: Cengage
 - Publication Date: 2013
 - Text Edition: 4th
 - Classic Textbook?:
 - OER Link:
 - OER:
- Adapting Early Childhood Curricula for Children with Special Needs
 - Author: Cook, R, Klein, M., & Chen, D
 - Publisher: Pearson/Merrill, Prentice Hall
 - Publication Date: 2015
 - Text Edition: 9th
 - Classic Textbook?:
 - OER Link:
 - OER:

Other materials and-or supplies required of students that contribute to the cost of the course.