



CFS 200 - Early Intervention Strategies Course Outline

Approval Date: 03/10/2022

Effective Date: 08/12/2022

SECTION A

Unique ID Number CCC000556200

Discipline(s) Child Development/

Division Career Education and Workforce Development

Subject Area Child Family Studies

Subject Code CFS

Course Number 200

Course Title Early Intervention Strategies

TOP Code/SAM Code 1305.00 - Child Development* / D - Possible Occupational

Rationale for adding this course to the curriculum Reviewing course; align with Curriculum Alignment Project

Units 3

Cross List N/A

Typical Course Weeks 18

Total Instructional Hours

Contact Hours

Lecture 54.00

Lab 0.00

Activity 0.00

Work Experience 0.00

Outside of Class Hours 108.00

Total Contact Hours 54

Total Student Hours 162

Open Entry/Open Exit No

Maximum Enrollment 35

Grading Option Letter Grade or P/NP

Distance Education Mode of Instruction On-Campus
Hybrid
Entirely Online

SECTION B

General Education Information:

SECTION C

Course Description

Repeatability May be repeated 0 times

Catalog Description 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 the teacher as a professional working with families, collaboration with interdisciplinary teams, and cultural competence.

Schedule Description

SECTION D

Condition on Enrollment

- 1a. **Prerequisite(s):** *None*
- 1b. **Corequisite(s):** *None*
- 1c. **Recommended:** *None*
- 1d. **Limitation on Enrollment:** *None*

SECTION E

Course Outline Information

1. Student Learning Outcomes:

- A. Develop a variety of intervention strategies for a fictitious child with special needs.
- B. Create curriculum plans that include a support schedule, behavioral intervention plan, group activity, and teacher/parent resources designed to implement an individualized education program goal.
- C. Advocate for effective partnerships with families, interdisciplinary team members, and community resource specialists.

2. Course Objectives: Upon completion of this course, the student will be able to:

- A. Understand the impact of inclusion and mainstreaming on young children.
- B. Outline the conditions for effective inclusion.
- C. Describe the basic intent of the laws and regulation pertaining to children with special needs.
- D. Articulate the families role in working with children with special needs.
- E. Understand the process for working with agencies on referrals, assessments, and specialized support.
- F. Demonstrate knowledge of reflective practice, cultural responsiveness, confidentiality, and professional practices when working with colleagues, children and families.
- G.

3. Course Content

- A. History of education for children with special needs
- B. Education options for children with special needs
- C. Partnering with Families

- D. Cultural variance in families and the families response to a child with special needs
- E. Developing Individualized Education Plans (IEP) and Programs
- F. Monitoring child's progress
- G. Designing instructional programs and classrooms
- H. Teacher's role and working with and understanding children with special needs
- I. Promoting socioemotional development
- J. Identifying and working with children with behavioral challenges
- K. Developing self-help skills
- L. Nurturing communication skills
- M. Classroom strategies
- N. Collaboration and problem solving as a team
- O.

4. Methods of Instruction:

Activity:

Discussion:

Lecture:

Online Adaptation: Discussion, Journal, Lecture

Explain how the online adaptation of the methods of instruction aligns with the course outcomes: easily adaptable to online learning

3. Methods of Evaluation: Describe the general types of evaluations for this course and provide at least two, specific examples.

Typical classroom assessment techniques

Exams/Tests --

Quizzes --

Research Projects -- Choose a current law relative to Children with Special Needs and research its history, including origin and intent.

Portfolios -- Develop a curriculum plan for a child with special needs.

Papers --

Projects --

Class Work -- In groups, develop a sketch of a physical environment of a classroom that provides clear access for children using wheelchairs and walkers.

Home Work -- Complete a site observation of an inclusion preschool. Using a time sampling survey, note how many children use the creative arts experiences.

Letter Grade or P/NP

4. Assignments: State the general types of assignments for this course under the following categories and provide at least two specific examples for each section.

A. Reading Assignments

Read chapter 8 on communication skills and be prepared to discuss appropriate methods to facilitate communication in a child with an identified special need.

Read the article "Gifted Students Have 'Special Needs,' Too" by Chester E. Finn, Jr.

B. Writing Assignments

Research paper: Choose a current law that addresses a need or right of a child with special needs. Write a report that discusses the laws history, including origin, pros and cons, and the intent of the law.

Read Chapter 2 of the text and answer the chapter questions at the end of the chapter.

C. Other Assignments

Site observation: Observe a preschool program serving children with special needs. Develop a curriculum plan and a staff development plan that would be responsive to the children and staff in the program.

5. Required Materials

A. EXAMPLES of typical college-level textbooks (for degree-applicable courses) or other print materials.

Book #1:

Author: Cook, R., M. Klien, D. Chen.

Title: Strategies for Including Children with Special Needs

Publisher: Cengage

Date of Publication: 2018

Edition: 2nd

Book #2:

Author: Hirschland

Title: When Young Children Need Help

Publisher: Ingram Publisher

Date of Publication: 2015

Edition: 2nd

B. Other required materials/supplies.