



Basic Course Information

Semester:	Spring 2023	Instructor Name:	Yvonne Salgado
Course Title & #:	CDEV 241 Curriculum and Strategies for Children with Special Needs	Email:	yvonne.salgado@imperial.edu
CRN #:	21053	Webpage (optional):	
Classroom:	206	Office #:	
Class Dates:	2/13 to 6/5	Office Hours:	(N/A for PT Faculty) See me
Class Days:	Monday	Office Phone #:	760-235-8431
Class Times:	6:00-9:10	Emergency Contact:	CFCS Secretary: 760-355-6232
Units:	3 Units	Class Format:	Face-to-Face

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)

Course Prerequisite(s) and/or Corequisite(s)

CDEV 240 with a grade of "C" or better.

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

Allen, K. E., & Cowdery G. E. (2015). *The Exceptional Child: Inclusion in Early Childhood Education* 8th ed. Stamford, CT: Cengage Learning. ISBN: 978-1-285-43237-3

[Video Library | Desired Results Access Project \(draccess.org\)](#)

CAPTAIN AFFIRM ASD Learning Modules [CAPTAIN AFFIRM Modules](#)

Teaching Pyramid Practices [Home | Teaching Pyramid \(cainclusion.org\)](#)

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.

What if I need to borrow technology or access to WIFI?

1. To request a loaner laptop, MYFI device, or other electronic device, please submit your request here: <https://imperial.edu/students/student-equity-and-achievement/>



2. If you'd like access the WIFI at the IVC campus, you can park in parking lots "I & J". Students must log into the IVC student WIFI by using their IVC email and password. The parking lots will be open Monday through Friday from 8:00 a.m. to 7:00 p.m.

Guidelines for using parking WIFI:

- Park in every other space (empty space between vehicles)
 - Must have facemask available
 - For best reception park near buildings
 - Only park at marked student spaces
 - Only owners of a valid disabled placard may use disabled parking spaces
 - Only members of the same household in each vehicle
 - Occupants MUST remain in vehicles
 - Restrooms and other on-campus services not available
 - College campus safety will monitor the parking lot
 - Student code of conduct and all other parking guidelines are in effect
 - Please do not leave any trash behind
 - No parking permit required
- If you have any questions about using parking WIFI, please call Student Affairs at 760- 355-6455.

Course Grading Based on Course Objectives

Course Assignments	Points
Participation Points 10 @ 2 points	20
AFFIRM Modules (Task Analysis and Social Stories) (2@25)	50
Strength Base Assessment	10
Observation and Assessment 1 Infant Toddler (Social)	20
Observation and Assessment 2 Infant Toddler (Language)	20
Observation and Assessment 3 Preschool (Language)	20
Observation and Assessment 4 Preschool (Social)	20
Task Analysis	10
Visual Support	10



Social Story	20
Lesson Plan	50
Resource Binder	50
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	

Participation points include weekly classroom activities and discussions. **If you do not attend class, you will not receive your Participation Points for that week.**

All assignments should be typed and submitted on-line through Canvas

No assignments or projects will be accepted late. They are due on the date assigned. Every student has the same chance to prepare for quizzes and tests. If you miss a test and have extra time to study, it is unfair to those students who took the test on time. In order to make up a test, quiz or assignment you must show proof for the absence (doctor's note, hospitalization paperwork, etc.) and it must be approved by the instructor. Regardless of the reason for a missed test, all missed quizzes and tests must be made up within a week of when your class took that test. Make-ups are to be scheduled with me in advance. Please make sure you are here when tests are scheduled. If you are not here for a scheduled test, you will receive no points for the test. A missed assignment or test is considered an "F" and no points will be given. Plan your schedule to allow for ample study time so you will be prepared. There is no penalty for taking a quiz or test before the scheduled time.

Course Policies

- A student who fails to attend the first week of 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, only students enrolled in the class may attend; children are not allowed.

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



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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.

IVC Student Resources

IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit <http://www.imperial.edu/studentresources> or click the heart icon in Canvas.

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. When campus is open, 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, but you must make an appointment. In addition, Pioneers Memorial Healthcare District provides basic health services for students, such as first aid and care for minor illnesses. Contact the IVC Student Health Center at 760-355-6128, or when campus reopens, visit Room 1536 for more information.
- **Mental Health Counseling Services.** Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or when campus reopens, in the building 1536 for appointments or more information.

Veteran's Center

The mission of the IVC Military and Veteran Success Center is to provide a holistic approach to serving military/veteran students in three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie. The Center also serves as a central hub that connects military/veteran students, as well as their families, to campus and community resources. The goal is to ensure a seamless transition from military to civilian life. When campus reopens, the Center is in Building 600 (Office 624), telephone 760-355-6141.

Extended Opportunity Program and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, book grants, transportation assistance, individualized counseling, tutoring, and community referrals to eligible students. Our staff is available to assist and support students in navigating personal, psychological, academic, and/or career-related issues through empathy, cultural-competence, and a



commitment to equity and social justice. Also, under the umbrella of EOPS is the CARE (Cooperative Agency Resources for Education) Program, designed to serve single parents and assist with addressing issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program. For additional information about the EOPS or CARE Programs please contact our Program Office 760.335-6407 and/or visit our Program website www.imperial.edu/students/eops for eligibility criteria and application procedures. We look forward to serving you! - EOPS/CARE Staff

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 13	Syllabus & Introduction Chapter 1 An Inclusive Approach to Early Education Module Chapter 2 Federal Legislation Module (Review)	Pages 3-27 Pages 29-53 Explain Resource Binder
Week 2 February 20	President's Day No Class	
Week 3 February 27	Chapter 3 Inclusive Programs for Young Children Module Chapter 4 Normal and Exceptional Development Module (Review)	Pages 55-77 Pages 79-95 Explain CAPTAIN Modules
Week 4 March 06	Chapter 9 Partnership with Families Module Chapter 10 Assessment and the IFSP/IEP Process Chapter 19 Planning Transitions to Support Inclusion Module (Review)	Pages 215-243 Pages 245-279 Pages 503-529 Explain Task Analysis
Week 5 March 13	Strength Base Assessment Hawaii Early Learning Profile Strands Assessment	Explain and Practice Observation and Assessment Assignments CAPTAIN Module 1 (Task Analysis) Due
Week 6 March 20	Chapter 14 Facilitating Self-Care, Adaptive, and Independence Skills	Pages 361-381
Week 7 March 27	Chapter 13 Arranging the Learning Environment UDL	Pages 329-359 Review for Mid-Term Task Analysis and Infant Toddler Observation and Assessment 1 Due (Social)
Week 8 April 3	Mid-Term	Chapters 1, 2, 3, 4, 9, 10, 13, 14 and 19



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Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 9 April 10	Spring Break No Classes	
Week 10 April 17	Chapter 16 Facilitating Speech, Language, and Communication Skills OWL Strategies	Explain Social Story and Visual Assignment Infant Toddler Observation and Assessment 2 Due (Language)
Week 11 April 24	Chapter 15 Facilitating Social Development and CSEFEL	Pages 383-411 CAPTAIN Module 2 (Social Stories) Due
Week 12 May 1	Chapter 18 Managing Challenging Behaviors Module	Pages 473-501 Visual Support and Preschool Observation and Assessment 3 Due (Language)
Week 13 May 8	Chapter 12 The Developmental-Behavioral Approach	Pages 305-327 Explain Lesson Plan Assignment
Week 14 May 15	Chapter 17 Facilitating Pre-Academic and Cognitive Learning	Pages 441-471 Social Story and Preschool Observation and Assessment 4 Due (Social)
Week 15 May 22	Chapter 11 Characteristics of Effective Teachers in Inclusive Programs	Lesson Plan Due
Week 16 May 29	Memorial Day No Class	
Week 17 June 5	Final	Final Resource Binder Assignment Due

*****Subject to change without prior notice*****