

**Department:**

Early Childhood

**Course Description:**

This course explores the barriers to and influences on inclusive education settings for young children. Topics covered will include instructional strategies, individualized instruction, and family perceptions of inclusion, collaborative relationships among adults, classroom ecology, social policy and cultural and linguistic diversity.

**Course Competencies:**

Upon completion of the course, the student should be able to:

1. Identifies generic instructional strategies.
2. Recognizes children's different personalities.
3. Employs practices that support an inclusive philosophy.
4. Uses appropriate resources and services for children with special needs.
5. Uses materials that demonstrate acceptance of all children's gender, family, race, language, culture, and special needs.
6. Adapts activities for children with special needs.
7. Articulates and adheres to laws pertaining to children and families.
8. Adapts indoor and outdoor environments to maximize the independence of children with special needs.
9. When appropriate, refers children for further evaluation.
10. Uses community resources to support children and families.
11. Identifies common childhood disabilities and how they affect development.
12. Records, organizes and evaluates observations.
13. Recognizes the role of family as primary educator.
14. Ensures the environment facilitates learning in all developmental area for all children.

**Course Content:**

- A. Special Education Foundations
  1. Special Needs for Generic Instructional Strategies
  2. Adaptations for Children with Specific Disabilities
  3. Physical Environments That Support Inclusion
  4. Preventing and Managing Behaviors
  5. Monitoring Progress
- B. Adapting Daily Activities
  1. Arrival, Departure and Other Transitions

2. Free Play
  3. Circle Time
  4. Tabletop and Art Activities
  5. Outside Play
  6. Snack Time
  7. Music and Rhythm
  8. Literacy
- C. Working with the Special Education Team
1. Communicating with Families
  2. Developing Partnerships
  3. Collaboration with Specialists – EC, PT, OT, VI, DHH, Behavior

## Learning Assessments:

Course competencies will be assessed by class participation, discussion forums, weekly assignments, resource guide and papers. Each assignment in this first day handout has point values included.

## Instructional Methods:

Instructional methods used in this course include, but not limited to, lectures, textbook, videos, observations, discussions, group work, demonstrations, handouts, notes, and related articles.

## Instructional Materials:

Allen, K., & Cowdery, G. E. (2022). *The Exceptional Child, Inclusion in Early Childhood Education* (9 ed.). Boston: Cengage Learning. ISBN-13: 978-0-357-63069-3

### **Guidelines for Requesting Accommodations Based on Documented Disability or Medical Condition**

It is the intention of Highland Community College to work toward full compliance with the Americans with Disabilities Act, to make instructional programs accessible to all people, and to provide reasonable accommodations according to the law.

Students should understand that it is their responsibility to self-identify their need(s) for accommodation and that they must provide current, comprehensive diagnosis of a specific disability or medical condition from a qualified professional in order to receive services. Documentation must include specific recommendations for accommodation(s). Documentation should be provided in a timely manner prior to or early in the semester so that the requested accommodation can be considered and, if warranted, arranged.

In order to begin the process all students **must** complete the “Disabilities Self-Identification Form” on our [Disability Services website](#).

This form can also be accessed at the Highland Community College homepage under Students Services/Student Resources/Disability Service or by contacting the Disabilities Coordinator.

### **A Note on Harassment, Discrimination and Sexual Misconduct**

Highland Community College seeks to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX, and College policy prohibit harassment, discrimination and sexual misconduct. Highland Community College encourages anyone experiencing harassment, discrimination or sexual misconduct to talk to report to the

Vice President for Student Services, the Human Resources Director or complete an [online report](#) about what happened so that they can get the support they need and Highland Community College can respond appropriately.

There are both confidential and non-confidential resources and reporting options available to you. Highland Community College is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Responses may vary from support services to formal investigations. As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident. For more information about policies and resources or reporting options, please review our [Equity Grievance Policy](#).