



## CFS 225 - Fieldwork in Early Intervention Course Outline

Approval Date: 05/08/2014

Effective Date: 01/16/2015

### SECTION A

**Unique ID Number** CCC000556065

**Discipline(s)** Child Development/

**Division** Career Education and Workforce Development

**Subject Area** Child Family Studies

**Subject Code** CFS

**Course Number** 225

**Course Title** Fieldwork in Early Intervention

**TOP Code/SAM Code** 1305.90 - Child Development\* / E - Non-Occupational

**Rationale for adding this course to the curriculum** There is a persistent increase in children with special needs entering child development programs and the school system. Teachers and aides need focused training to facilitate their work with children and to facilitate the children's development.

**Units** 5

**Cross List** N/A

**Typical Course Weeks** 18

**Total Instructional Hours**

#### Contact Hours

**Lecture** 36.00

**Lab** 162.00

**Activity** 0.00

**Work Experience** 0.00

**Outside of Class Hours** 108.00

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**Total Contact Hours** 198

**Total Student Hours** 306

**Open Entry/Open Exit** No

**Maximum Enrollment** 20

**Grading Option** Letter Grade or P/NP

**Distance Education  
Mode of Instruction**

## **SECTION B**

**General Education Information:**

## **SECTION C**

### **Course Description**

**Repeatability** May be repeated 0 times

**Catalog Description** This course provides students with a field experience/practicum with children with special needs, including natural environments, inclusive environments, and self-contained environments. Students will apply theory and models of intervention in an early childhood special education setting or with a focus child in a general education classroom. This course includes a lecture and a 9-hour a week early intervention placement.

**Schedule  
Description**

## **SECTION D**

### **Condition on Enrollment**

#### **1a. Prerequisite(s)**

- CFS 200 with a minimum grade of C or better

#### **1b. Corequisite(s):** *None*

#### **1c. Recommended:** *None*

#### **1d. Limitation on Enrollment:** *None*

## **SECTION E**

### **Course Outline Information**

#### **1. Student Learning Outcomes:**

- A. Create and implement a curriculum plan that includes an individual support schedule, play interventions, and behavioral interventions as appropriate that address an IEP (Individual Education Plan), or similar.
- B. Collaborate effectively with intervention team members at the lab/practicum site.

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

- A. Address the educational needs of a specific child by implementing specific strategies into the child's routine.
- B. Collect relevant data on a child in order to develop an intervention plan.
- C. Implement language facilitation plans for a specific child with a specific special need.
- D. Facilitate social interaction with a child with special needs.
- E. Address the educational needs of a child with special needs by implementing a curriculum plan.
- F. Articulate a plan for developing the socioemotional skills of a specific child with special needs.
- G.

#### **3. Course Content**

- A. Working with families
- B. Home visiting approaches
- C. Role of the caregiver in communication

- D. Sensory processes for children with special needs
- E. Implementing and changing action plans with children with special needs
- F. Multidisciplinary approaches
- G. Collaborative interventions
- H. Interventions to promote interactions
- I. Responding to cultural, ethnic, linguistic diversity
- J.

**4. Methods of Instruction:**

**Activity:**

**Discussion:**

**Field Experience:**

**Lecture:**

**Observation and Demonstration:**

**Other:** Primary method of instruction is lecture, using presentation slides, films, and other modalities for visual and kinesthetic learners. Laboratory: Hands-on activities at lab site including but not limited to, development of curriculum; teaching children; environment assessment and development.

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

**Typical classroom assessment techniques**

Portfolios -- Create a portfolio on a focus child

Class Participation --

Class Work --

Home Work --

Lab Activities -- Written narratives on a focus child

Additional assessment information:

Curriculum planning: Student will design and implement a lesson plan for each week at their lab placement site based on the children's interest and needs. The plan should be submitted with a written justification.

Child Observations: Students will complete a time sampling observation on a child and include their results in their lesson planning.

Letter Grade or P/NP

**6. 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**

Choose a book about a child with special needs, such as *Before and After Zachary*, from the approved list, and write a response to the book that also includes identified interventions and their effectiveness.

Read the article

"The Worst Victims of the Education Sequester: Special-Needs Students and Poor Kids"  
by Laura McKenna

**B. Writing Assignments**

Written portfolio: Develop a case study portfolio that follows a child with special needs intervention plan, include the bases for the plan, changes over time and documentation of child progress.

Write an essay that details the life of a child with Down's Syndrome based on your lab experience.

C. Other Assignments

Observation and Assessment: Collect data on the focus child using recognized methods of observation. Gather information about the child from the team that works with the child.

Develop a curriculum and intervention plan that meets the special needs of the focus child.

**7. Required Materials**

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

Book #1:

Author: Bagnato, S, J. Neisworth, K. Pretti-Frontczak  
Title: LINKing Authentic Assessment and Early Childhood Intervention  
Publisher: Brookes Publishing  
Date of Publication: 2010  
Edition:

Book #2:

Author: Chen, D  
Title: Early Intervention in Action  
Publisher: Brookes Publishing  
Date of Publication: 2008  
Edition:

**B. Other required materials/supplies.**