

# CFS-225: FIELDWORK IN EARLY INTERVENTION

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**Effective Term**

Fall 2026

**CC Approval**

11/07/2025

**AS Approval**

11/13/2025

**BOT Approval**

11/20/2025

**COCI Approval**

12/12/2025

## SECTION A - Course Data Elements

**CB04 Credit Status**

Credit - Degree Applicable

**Discipline**
**Minimum Qualifications**
**And/Or**

Child Development/Early Childhood Education (Master's Degree)

**Subject Code**

CFS - Child and Family Studies

**Course Number**

225

**Department**

Child and Family Studies & Education

**Division**

Career Education and Workforce Development (CEWD)

**Full Course Title**

Fieldwork in Early Intervention

**Short Title**

Fieldwork Early Intervention

**CB03 TOP Code**

1305.90 - \*Infants and Toddlers

**CIP Code**

13.1210

**CB08 Basic Skills Status**

NBS - Not Basic Skills

**CB09 SAM Code**

E - Non-Occupational

**Rationale**

Updated Sections G and H.

## SECTION B - Course Description

### Catalog Course 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.

## SECTION C - Conditions on Enrollment

### Open Entry/Open Exit

No

### Repeatability

Not Repeatable

### Grading Options

Letter Grade or Pass/No Pass

### Allow Audit

Yes

## Requisites

### Prerequisite(s)

Completion of CFS-200 with a minimum grade of C.

## Requisite Justification

### Requisite Description

Course Not in a Sequence

### Subject

CFS

### Course #

225

### Level of Scrutiny

Content Review

### Upon entering this course, students should be able to:

Completion of CFS-200 with a minimum grade of C.

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## SECTION D - Course Standards

### Is this course variable unit?

No

### Units

5.00000

### Lecture Hours

36.00

### Lab Hours

162.00

### Outside of Class Hours

72

**Total Contact Hours**

198

**Total Student Hours**

270

**Distance Education Approval****Is this course offered through Distance Education?**

Yes

**Online Delivery Methods**

DE Modalities	Permanent or Emergency Only?
Entirely Online	Permanent
Hybrid	Permanent

**SECTION E - Course Content****Student Learning Outcomes****Upon satisfactory completion of the course, students will be able to:**

1. 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.
2. Collaborate effectively with intervention team members at the lab/practicum site.

**Course Objectives****Upon satisfactory completion of the course, students will be able to:**

1. Address the educational needs of a specific child by implementing specific strategies into the child's routine.
2. Collect relevant data on a child in order to develop an intervention plan.
3. Implement language facilitation plans for a specific child with a specific special need.
4. Facilitate social interaction with a child with special needs.
5. Address the educational needs of a child with special needs by implementing a curriculum plan.
6. Articulate a plan for developing the socioemotional skills of a specific child with special needs.

**Course Content**

1. Working with families
2. Home visiting approaches
3. Role of the caregiver in communication
4. Sensory processes for children with special needs
5. Implementing and changing action plans with children with special needs
6. Multidisciplinary approaches
7. Collaborative interventions
8. Interventions to promote interactions
9. Responding to cultural, ethnic, linguistic diversity

**Methods of Instruction****Methods of Instruction**

Types	Examples of learning activities
Lecture	Primary method of instruction is lecture, using presentation slides, films, and other modalities for visual and kinesthetic learners.

Field Experience	<p>Perform typical teaching and non-teaching activities. Observe children as a basis for planning. Plan and implement curriculum and learning experiences for key content and skill areas across the curriculum based on observation and assessment.</p> <p>Use the environment such as physical space, routines, materials, equipment to promote children's development and learning. Implement learning experiences to meet children's individual needs including first and/or second language acquisition. Demonstrate a variety of teaching strategies. Contribute as a member of the teaching team. Use reflection to adjust personal teaching approaches, plans, and the environment.</p> <p>Set developmentally-appropriate expectations for young children's behavior. Document learning and developmental outcomes. Demonstrate ethical and professional practice.</p>
Lab	Hands-on activities at lab site including but not limited to, development of curriculum; teaching children; environment assessment and development.

### Online Adaptation

Types	Examples of learning activities
Discussion	Students will engage in weekly discussion relevant to the topic.
Group Work	Breakout sessions regarding reading and experiences happening in the lab.
Individualized Instruction	Students will complete weekly modules which include reading, videos and power points.
Lecture	Students will complete weekly modules which include reading, videos and power points.

### Instructor-Initiated Online Contact Types

Announcements/Bulletin Boards  
 Chat Rooms  
 Discussion Boards  
 E-mail Communication  
 Telephone Conversations  
 Video or Teleconferencing

### Student-Initiated Online Contact Types

Chat Rooms  
 Discussions  
 Group Work

### Course design is accessible

Yes

## Methods of Evaluation

### Methods of Evaluation

Types	Examples of classroom assessments
Portfolios	Reflective journal and/or professional portfolio.
Class Participation	Class participation and discussion.
Homework	Parent conferences. Documentations and reflections on required readings. 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.
Lab Activities	<p>Completion of a minimum of 162 hours in a lab placement. Weekly teaching responsibilities.</p> <p>For example:            Student will design and implement a plan of possibilities at their lab placement site based on the children's interest and needs. The plan should be submitted with a written justification.</p>

Skills Demonstration

Instructor observations during teaching assignment to assess the student teaching competencies.

Self-evaluation using the same method used by mentor/master teacher which demonstrates the student's ability to apply essential teaching skills and to utilize self-evaluation techniques to enhance teaching ability.

## Assignments

### 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

### 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.

### Outside-of-Class 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.

## SECTION F - Textbooks and Instructional Materials

### Material Type

Textbook

### Author

Bagnato, S, J. Neisworth, K. Pretti-Frontczak

### Title

LINKing Authentic Assessment and Early Childhood Intervention

### Publisher

Brookes Publishing

### Year

2010

### Material Type

Textbook

### Author

Chen, D

### Title

Early Intervention in Action

### Publisher

Brookes Publishing

### Year

2008

## **SECTION G - Diversity, Equity and Inclusivity**

**How does your course and/or course outline of record reflect strategies for accommodating and engaging diverse student populations, advancing equitable outcomes, and fostering inclusion for all students?**

This course emphasizes creating and implementing individualized curriculum plans—including support schedules, play-based interventions, and behavioral strategies—that align with IEP goals and promote equitable access to learning for diverse student populations. Additionally, by requiring collaboration with intervention team members, the course fosters inclusive practices and ensures all students are supported through shared expertise and culturally responsive approaches.

### **Course Codes (Admin Only)**

**CB00 State ID**

CCC000556065

**CB10 Cooperative Work Experience Status**

N - Is Not Part of a Cooperative Work Experience Education Program

**CB11 Course Classification Status**

Y - Credit Course

**CB13 Special Class Status**

N - The Course is Not an Approved Special Class

**CB23 Funding Agency Category**

Y - Not Applicable (Funding Not Used)

**CB24 Program Course Status**

Program Applicable

**Allow Pass/No Pass**

Yes

**Only Pass/No Pass**

No