



Early Childhood Classroom Assistant Teacher (ECCAT): Special Needs Inclusion

- ▶ **Audience:** Early Childhood Classroom Assistant Teachers (ECCAT)
- ▶ **Type:** 13-Week Time-Bound Course
- ▶ **Duration:** September 7, 2022-December 13, 2022 and January 4, 2023-April 4, 2023

Description: The Early Childhood Special Needs Inclusion course has been specifically designed for early childhood educators working in West Virginia Universal Pre-K and teacher assistants working in WV pre-k and kindergarten classrooms who are seeking the Early Childhood Assistant Teacher Authorization. This includes collaborative classrooms and individuals seeking courses to meet the needs for the Community Program Authorization. Participants of this course will be able to facilitate developmentally appropriate activities that will promote learning within inclusive early childhood classrooms.

Course Goals:

- ▶ Consider the benefits of inclusion for early childhood children, families and providers.
- ▶ Identify strategies to create and support collaborative services in inclusive early childhood environments.
- ▶ Review the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC) joint definition on inclusion and become aware of legal requirements.
- ▶ Consider multiple perspectives when planning for an Individualized Education Plan (IEP) meeting, during the IEP meeting and while implementing the IEP.
- ▶ Identify how inclusion can be supported through the IEP process with adaptations and modifications when needed.
- ▶ Identify the modifications needed in the school/classroom to accommodate students with special needs.
- ▶ Review and reflect on the support that will be provided for various disabilities that may enter your school/classroom.
- ▶ Review information regarding accommodations and modifications specific to the early childhood setting for children with disabilities.
- ▶ Identify the accommodations and modifications for children with disabilities that will support their learning and provide a positive environment promoting student success.
- ▶ Apply the definition of school readiness to authentic situations.
- ▶ Evaluate the role of schools in supporting a comprehensive school readiness system.
- ▶ Promote the role of the family in supporting comprehensive school readiness system.
- ▶ Illustrate the role of the community in supporting a comprehensive school readiness system.
- ▶ Reflect on confidentiality expectations and family communication to work collaboratively to promote a successful early childhood experience.

Identify community collaboration that is necessary to establish and promote a successful early childhood experience.



Session Overviews

▶ **Session One - Introduction to Early Childhood Special Needs Inclusion**

Early childhood inclusion will be examined during this session. A working definition of inclusion will be identified and scenarios in which families and service providers can effectively work together to create and support positive experiences for young children with disabilities will be explored.

▶ **Session Two - The IEP Process**

This session explores aspects of successful inclusion including what is necessary to provide collaborative services to early childhood students with disabilities and their families in early care and education environments. The Individualized Education Plan (IEP) process and the role of each IEP or Student Assistance Team (SAT) member is explained.

▶ **Session Three - Modifications and Accommodations for Students with Disabilities**

Modifications and adaptations for students with disabilities will be examined in this session. Modifications needed in the school and classroom to accommodate students with special needs in the early childhood setting will be explored.

▶ **Session Four - Implementing Modifications and Accommodations for Students with Disabilities**

Implementing modifications for students with disabilities will be examined in this session. Modifications needed and how classroom environments can be adapted to meet the needs of the child will be explored.

▶ **Session Five - School Readiness**

Applying the definition of school readiness to authentic situations and evaluating the role of schools in supporting a comprehensive school readiness system will be examined in this session. The importance of the role of the family and community in supporting a comprehensive school readiness system will be discussed.

▶ **Session Six - Confidentiality and Family Communications**

Emphasis and reflection of confidentiality expectations and family communication to promote a successful early childhood experience will be examined in this session. Community collaboration that is necessary to establish and promote a positive environment will be delivered to support student success.

Course Grades

All grades in the course gradebook must be a checkmark for successful course completion. A checkmark indicates that all work has been completed and the work meets the expectations for that assignment. Quiz scores must meet the minimum expectations as stated in the course.

