

SAN DIEGO COMMUNITY COLLEGE DISTRICT  
CONTINUING EDUCATION  
COURSE OUTLINE

**SECTION I**

**SUBJECT AREA AND COURSE NUMBER**

HMDV 571A

**COURSE TITLE**

INSTRUCTIONAL AIDE I

**ALTERNATE TITLE(S)**

SPECIAL ED ASSISTANT I  
INTRO TO EDUCATIONAL AIDE  
INTRO TO INCLUSION AIDE  
INTRO TO BEHAVIOR TECHNICIAN  
EDUCATIONAL AIDE I  
INCLUSION AIDE I  
BEHAVIOR TECHNICIAN I

**TYPE COURSE**

NON-FEE

VOCATIONAL

**CATALOG COURSE DESCRIPTION**

Introduction to providing instructional support to individuals with disabilities in multiple settings. This course provides an overview of the following: characteristics of disabilities; simple teaching strategies; laws and regulations related to working with children with disabilities; professional responsibilities; possible work settings and duties. (FT)

**LECTURE/LABORATORY HOURS**

54

**ADVISORIES**

NONE

**INSTITUTIONAL STUDENT LEARNING OUTCOMES**

1. Social Responsibility  
SDCCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.
2. Effective Communication  
SDCCE students demonstrate effective communication skills.

### INSTITUTIONAL STUDENT LEARNING OUTCOMES (CONTINUED)

#### 3. Critical Thinking

SDCCE students critically process information, make decisions, and solve problems independently or cooperatively.

#### 4. Personal and Professional Development

SDCCE students pursue short term and life-long learning goals, mastering necessary skills and using resource management and self-advocacy skills to cope with changing situations in their lives.

### COURSE GOALS

1. Compare characteristics of disabilities and developmental milestones.
2. Apply effective teaching strategies for individuals with disabilities.
3. Evaluate the laws and regulations related to disability services and interventions.
4. Explore job duties and responsibilities in order to provide support in a learning environment to individuals with disabilities.

### COURSE OBJECTIVES

1. Recognize characteristics of disabilities and developmental milestone skill deficits or delays
2. Examine the needs of individuals with disabilities in specialized learning environments.
3. Demonstrate skills related to teaching individuals with disabilities.
4. Identify laws and regulations that contribute to individual rights in multiple learning environments.
5. Differentiate professional responsibilities in working with individuals with disabilities in multiple settings.
6. Recognize other field experts and their related scope of practice.

## **SECTION II**

### COURSE CONTENT AND SCOPE

1. Overview of Disabilities
  - 1.1. Characteristics of Disabilities
    - 1.1.1. Autism Spectrum Disorders
    - 1.1.2. Cerebral palsy
    - 1.1.3. Intellectual disability
    - 1.1.4. Learning disability
    - 1.1.5. Down Syndrome
    - 1.1.6. Oppositional Defiant Disorder
    - 1.1.7. Global Developmental Delay
    - 1.1.8. Attention Deficit Hyperactivity Disorder
    - 1.1.9. Deaf and hard of hearing
    - 1.1.10. Blind or vision impaired
  - 1.2. Developmental milestones

1.2.1. Skill deficits

COURSE CONTENT AND SCOPE (CONTINUED)

2. Teaching Strategies for Individuals with Disabilities
  - 2.1. Task analysis
  - 2.2. Reinforcement systems
  - 2.3. Antecedent strategies
  - 2.4. Consequence strategies
  - 2.5. Repetition and multiple learning opportunities
3. Laws and Regulations When Caring for Children with Disabilities
  - 3.1. Mandated reporting
    - 3.1.1. California state law
    - 3.2. Health insurance portability and accountability act (HIPAA)
    - 3.3. Individuals with Disabilities Education Act (IDEA)
      - 3.3.1. Free and appropriate public education for individuals with disabilities
      - 3.3.2. Least restrictive environment
      - 3.3.3. Individual Education Plan (IEP)
        - 3.3.3.1. IEP meetings
          - 3.3.3.1.1. Members present and roles
      - 3.4. Rehabilitation Act of 1973
        - 3.4.1. 504 plan
      - 3.5. Americans with Disabilities Act
        - 3.5.1. Historical overview of impact on services and civil rights
      - 3.6. Affordable Care Act
    4. Funding sources
      - 4.1. Medi-Cal
      - 4.2. California regional centers
      - 4.3. Private insurance
      - 4.4. School districts
    5. Professional Responsibilities and Settings
      - 5.1. Potential job duties and responsibilities
        - 5.1.1. Requirements
        - 5.1.2. Duties
      - 5.2. Settings
        - 5.2.1. Home Applied Behavior Analysis (ABA) program
          - 5.2.1.1. Job titles; behavior technician
          - 5.2.1.2. Job descriptions
            - 5.2.1.2.1. Implement ABA treatment plan
            - 5.2.1.2.2. Caregiver training
        - 5.2.2. School setting
          - 5.2.2.1. Job titles; paraprofessional
          - 5.2.2.2. Job descriptions
            - 5.2.2.2.1. Support students in classroom
            - 5.2.2.2.2. Create academic materials
        - 5.2.3. Community setting
          - 5.2.3.1. Job titles; job coach
          - 5.2.3.2. Job descriptions
            - 5.2.3.2.1. Job training and support

5.2.3.2.2. Transportation training

COURSE CONTENT AND SCOPE (CONTINUED)

6. Related Field Experts
  - 6.1. Occupational therapist
  - 6.2. Speech and language pathologist
  - 6.3. General education teacher
  - 6.4. Special education teacher
  - 6.5. Regional center coordinator
  - 6.6. Case manager

APPROPRIATE READINGS

Appropriate readings may include, but are not limited to, periodical, magazines, instructor written materials, instructor selected URL's and other publications related to the current subject matter.

WRITING ASSIGNMENTS

Writing assignments may include, but are not limited to:

1. Taking class notes
2. Satisfactory performance on written exams
3. Short essays demonstrating understanding of topics covered in class for example:
  - a. Explanation of laws and regulations and how they contribute to individual rights in multiple learning environments
  - b. Describe best practices while working with individuals with disabilities in multiple settings while applying the knowledge of professional responsibilities
4. Listing field experts and their related scope of practice.

OUTSIDE ASSIGNMENTS

Outside class assignments may include, but are not limited to:

1. Readings as assigned to enhance understanding of course material
2. Writing assignments demonstrating understanding of topics covered in class
3. Viewing and/or making videos that demonstrate teaching strategies for individuals with disabilities
  - a. Outside coursework to prepare materials and satisfactorily demonstration of necessary skills related to teaching individuals with disabilities
4. Attend field trip/s to clinical, school or community settings as assigned

APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

Appropriate assignments that demonstrate critical thinking may include, but are not limited to:

1. Successful performance on course exams

2. Demonstration of teaching strategies during role play exercises in class
3. Written assignments that incorporate core concepts regarding teaching strategies, milestones and characteristics of individuals with disabilities
4. Engage in class discussions related to practical application of concepts learned in class

### EVALUATION

Multiple measures will be used to assess student acquisition of the course objectives but are not limited to: exams, writing assignments, role play, participation and capstone projects.

Examples of assessments may include:

1. Identification of characteristics and developmental milestones of individuals with disabilities
2. Identification of the needs of individuals with disabilities in specialized learning environments

Upon successful completion of all courses included in the program a Certificate of Program Completion will be issued.

### METHOD OF INSTRUCTION

The methods of instruction may include but are not limited to direct instruction, group discussion, role play, handouts, videos, lecture, guest speakers, hands-on demonstrations, computer-assisted instruction, laboratory assignments, role modeling, problem solving, in group activities using critical thinking, exams, assignment portfolio and field trips.

This course, or sections of this course, may be offered through distance education.

### TEXTS AND SUPPLIES

Textbooks may include, but are not limited to:

*Applied Behavior Analysis, Second Edition.* Cooper, J.O., Heron, T. E., & Heward, W. L. Upper Saddle River, New Jersey: Pearson Education, Inc., 2007

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DATE April 6, 2022

REVISED BY \_\_\_\_\_

DATE \_\_\_\_\_

Instructors must meet all requirements stated in Policy 3100 (Student Rights, Responsibilities and Administrative Due Process), and the Attendance Policy set forth in the Continuing Education Catalog.

### REFERENCES:

San Diego Community College District Policy 3100  
California Community Colleges, Title 5, Section 55002  
Continuing Education Catalog