ADLTED 735.1 Course Outline as of Fall 2022

CATALOG INFORMATION

Dept and Nbr: ADLTED 735.1 Title: EARLY START SCREENING
Full Title: Early Start Developmental Screening Tools
Last Reviewed: 11/13/2017

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	0	Lecture Scheduled	0	4	Lecture Scheduled	0
Minimum	0	Lab Scheduled	4.00	2	Lab Scheduled	16.00
		Contact DHR	0		Contact DHR	0
		Contact Total	4.00		Contact Total	16.00
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 0.00   Total Student Learning Hours: 16.00

Title 5 Category: Non-Credit
Grading: Non-Credit Course
Repeatability: 27 - Exempt From Repeat Provisions
Also Listed As:
Formerly:

Catalog Description:
This course is designed for new parents, foster parents, home day-care providers, and caregivers of children 36 months old or less. Course addresses normal developmental stages and provides students opportunities to practice identifying delays in various kinds of development.

Prerequisites/Corequisites:

Recommended Preparation:
Course Completion of ADLTED 734B

Limits on Enrollment:

Schedule of Classes Information:
Description: This course is designed for new parents, foster parents, home day-care providers, and caregivers of children 36 months old or less. Course addresses normal developmental stages and provides students opportunities to practice identifying delays in various kinds of development. (Non-Credit Course)
Prerequisites/Corequisites:
Recommended: Course Completion of ADLTED 734B

Limits on Enrollment:
Transfer Credit:
Repeatability: Exempt From Repeat Provisions

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	**Area**	Effective:	Inactive:
CSU GE:	**Transfer Area**	Effective:	Inactive:
IGETC:	**Transfer Area**	Effective:	Inactive:
CSU Transfer:	Effective:	Inactive:	
UC Transfer:	Effective:	Inactive:	

CID:

Certificate/Major Applicable:
Certificate Applicable Course

COURSE CONTENT

Student Learning Outcomes:
At the conclusion of this course, the student should be able to:
1. Describe, define, and apply developmental screening tools for early intervention for children under 36 months of age.

Objectives:
Upon completion of the course, students will be able to:
1. Describe the key federal CAPTA (Child Abuse prevention and Treatment Act) and IDEA (Individuals with Disabilities Education Act) regulations for child welfare in order to refer to early intervention
2. Define the relationship between child welfare involvement and developmental delays
3. Differentiate between screening, assessment, and the on-going nature of each
4. Practice using both ASQ (Ages and Stages Questionnaire) and PEDS (Parent's Evaluation of Developmental Status) screening tools
5. Discuss opportunities for and challenges of using developmental screening tools in home, public, and child welfare settings

Topics and Scope:

I. The Purpose of Screening Tools in Determining Developmental Delays in Young Children
II. Federal Child Abuse Prevention and Treatment Act (CAPTA)
III. Individuals with Disabilities Education Act (IDEA)
IV. Child Welfare and Children with Developmental Delays
V. Ages and Stages Questionnaire (ASQ)
VI. Parent's Evaluation of Development Status (PEDS)
VII. The Relationship between Developmental Delays and Children in Out-of-Home Care

Assignment:

1. Quick writes (2 - 3)

2. Case studies (2 - 4)
3. Venn diagrams (2 - 3)
4. One-page response paper
5. Resource research project
6. Application of screening tools

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Quick writes; response paper	Writing 10 - 15%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Venn diagrams; case studies	Problem solving 20 - 30%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Research project; screening tool application	Skill Demonstrations 40 - 50%

Exams: All forms of formal testing, other than skill performance exams.

None	Exams 0 - 0%

Other: Includes any assessment tools that do not logically fit into the above categories.

Active participation and attendance	Other Category 10 - 20%

Representative Textbooks and Materials:
Instructor prepared materials