

CHLD 53 Course Outline as of Summer 2006**CATALOG INFORMATION**

Dept and Nbr: CHLD 53 Title: CHILD W/ SPEC NEEDS
 Full Title: The Child with Special Needs in the Community
 Last Reviewed: 2/13/2023

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	17.5	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

Title 5 Category: AA Degree Applicable

Grading: Grade Only

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly: CHLD 53

Catalog Description:

Overview of children with special needs and the impact on families. Maximizing potential through education, support, legislative knowledge, community resources, and career opportunities.

Prerequisites/Corequisites:**Recommended Preparation:**

Eligibility for ENGL 100 or ESL 100.

Limits on Enrollment:**Schedule of Classes Information:**

Description: Overview of children with special needs and the impact on families. Maximizing potential through education, support, legislative knowledge, community resources, and career opportunities. (Grade Only)

Prerequisites/Corequisites:

Recommended: Eligibility for ENGL 100 or ESL 100.

Limits on Enrollment:

Transfer Credit: CSU;

Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area	Effective:	Inactive:
CSU GE:	Transfer Area	Effective:	Inactive:

IGETC:	Transfer Area	Effective:	Inactive:
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CSU Transfer:	Transferable	Effective:	Fall 1981	Inactive:
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UC Transfer:		Effective:		Inactive:
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CID:

Certificate/Major Applicable:

Both Certificate and Major Applicable

COURSE CONTENT

Outcomes and Objectives:

Upon completion of the course students will be able to:

1. Analyze the inclusion approach to early education.
2. Report on federal legislation of early intervention and prevention.
3. Define assessment and the Individual Family Service Plan (IFSP)/ Individual Education Plan (IEP).
4. Analyze issues of partnership with families from various cultural backgrounds.
5. Identify different types and causation of special needs: prenatal and postnatal.
6. Construct educational approaches for children with special needs, including playful and creative problem solving interventions.
7. Summarize community resources and careers serving children with special needs.

Topics and Scope:

1. General Introductory Information: The Inclusive Approach and Public Policy.
 - A. Rationale for inclusive early education; benefits and challenges; essential elements of inclusive programs for infants, toddlers and preschoolers.
 - B. Federal legislation: Early Intervention and Prevention.
2. Children with Developmental Risks or Exceptional Development.
 - A. Sensory impairment: hearing and vision.
 - B. Physical disabilities and health problems.
 - C. Learning and behavior disorders.
 - D. Pre- and post-natal causations of common early childhood disabilities.
3. Planning for Inclusion.

- A. Partnership with families.
 - B. Cultural perspectives on disabilities.
 - C. Community resources for teachers and parents of children with special needs.
 - D. Assessment (IFSP and IEP processes).
 - E. Teacher preparation.
4. Supplementing Inclusive Early Childhood Education Programs.
 - A. Facilitating behavioral, social, language, and pre-academic development and learning.
 - B. Facilitating self-care, adaptive and independence skills.
 - C. Planning transitions to other programs.
 5. Career Options in Working with Children with Special Needs.
 - A. Teaching.
 - B. Physical and occupational therapies.
 - C. Recreational careers.
 - D. Advocacy.

Assignment:

1. Reading of the textbook, approximately one to two chapters per week.
2. Written homework assignments about the readings.
3. Practical projects, e.g. changing a "regular" toy or play/learning material to make it adaptive for children with various disabilities, inventing games involving children with and without disabilities.
4. Spending time with a child who has a disability and reflecting on and writing about the experience.
5. Reporting in class and writing a paper (approximately 3 - 5 pages) about
 - A. An observation of a program for children with special needs, including a focus on one particular child in this program, or
 - B. A child/family study which includes an interview with a parent who has a child with a disability, and a reflection on the student's involvement with that child.
6. Participating in a final group project, focusing on creative/playful ways of including young children in a preschool or kindergarten program (e.g. designing play materials, equipment and spaces; creating an inclusive "play day" in elementary school. Students may come up with their own projects with the approval of the instructor).
7. One midterm and one final examination taken from homework questions.

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.

Written homework, Reading reports, Term papers	Writing 40 - 50%
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Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None

Problem solving
0 - 0%

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

Classroom presentations

Skill Demonstrations
15 - 30%

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

Multiple choice, True/false, Matching items, Completion, Essay exams

Exams
30 - 40%

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

None

Other Category
0 - 0%

Representative Textbooks and Materials:

The Exceptional Child: Inclusion In Early Childhood Education, by K. Eileen Allen and Glynnis E. Cowdery, 5th ed., Thomson/Delmar Learning, 2005.