

CHLD 53 Course Outline as of Fall 2015**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	8	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:

This course provides an introduction to supporting the growth and development of the young child with special needs. Topics include strategies for working effectively with children and their families using best practices in Early Childhood Education (ECE) and early childhood special education/early intervention models; adapting early childhood care and learning environments and materials; collaborating with support professionals; and using community resources.

Prerequisites/Corequisites:

Course Completion of CHLD 10

Recommended Preparation:

Eligibility for ENGL 1A or equivalent and Course Completion of CHLD 90.2

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

Description: This course provides an introduction to supporting the growth and development of the young child with special needs. Topics include strategies for working effectively with children and their families using best practices in Early Childhood Education (ECE) and early childhood special education/early intervention models; adapting early childhood care and

learning environments and materials; collaborating with support professionals; and using community resources. (Grade Only)

Prerequisites/Corequisites: Course Completion of CHLD 10

Recommended: Eligibility for ENGL 1A or equivalent and Course Completion of CHLD 90.2

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 range of service delivery models for early education and care of the child with special needs.
2. Define the process of identification and development of the Individual Family Service Plan (IFSP) and the Individual Education Plan (IEP), including assessment.
3. Examine issues related to partnership with families, including cultural sensitivity.
4. Identify and understand categories of disability and causes of special needs in young children.
5. Create developmentally appropriate activities and curriculum that facilitate individual IEP goals and objectives.
6. Adapt learning materials and environments to support children with special needs.
7. Describe careers that serve children with special needs.
8. Identify community resources and pathways for advocacy that serve children with special needs and their families.

Topics and Scope:

Topics and Scope:

- I. General Introductory Information for Early Intervention and Special Education
 - A. Rationale for early intervention models for young children with special needs
 - B. Evidence-based practices in programs for young children with special needs
 - C. Federal, state and local legislation
- II. Characteristics of Children with Developmental Risks and/or Disabilities
 - A. Pre- and post-natal risks/causes related to early childhood disabilities

- B. Sensory impairment: hearing and vision
- C. Physical disabilities and health conditions
- D. Learning and behavioral disorders
- E. Social and emotional delays and challenges
- F. Communication and language delays and disorders
- G. Genetically inherited conditions

III. Planning for Participation in Early Childhood Settings

- A. Partnership with families
- B. Diverse and cultural perspectives on disabilities
- C. Community resources for teachers, caregivers and families of children with special needs
- D. Screening and assessment
- E. IFSP and IEP development
- F. Teacher preparation and training
- G. Appropriate placements

IV. Teaching and Caregiving Practices for Young Children with Special Needs

- A. Facilitating social and emotional development
- B. Developing language and communication skills
- C. Encouraging cognitive development and learning
- D. Promoting self-care, adaptive and independence skills
- E. Planning transitions to other programs

V. Career Options: Working with Children with Special Needs

- A. Early intervention, teaching and caregiving
- B. Physical and occupational therapies
- C. Speech/language pathologist
- D. Developmental or school psychologist
- E. Instructional Assistant
- F. Inclusion aide
- G. Health-related fields

VI. Advocacy for Early Intervention and Special Education

- A. Professional ethics and issues
- B. Public policy and contemporary issues

Assignment:

Assignments may include the following:

1. Reading and discussion of assigned text and handouts; approximately 30 pages per week.
2. Written homework (study questions, article response).
3. Practical projects, e.g. adapting toys, other learning materials, and environments to meet the needs of children with various disabilities.
4. Observation and written analysis of a child with special needs or a program for children with special needs using observational research technique and developmental terminology. 2-4 observations of approximately 2-5 pages.
5. Essays for the purpose of using research skills and expanding knowledge of course content; may include interviews with children and parents. Approximately 2-4 essays of 3 to 5 pages each.
6. Exams (2-5), including final exam, on readings, terminology, presentations, and lectures.
7. Research project and presentation on selected topics related to development of young children with special needs.

8. Term project: case study or other in-depth study using observation, research, and application of developmental theory and terminology related to the young child with special needs.

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, Term project, Written analysis of observation(s), Essays

Writing
40 - 50%

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.

Practical projects, Research project and presentation

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. (a classic)
Instructor prepared materials