

CHLD 53 Course Outline as of Spring 2002**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 common disabilities of children and the impact on families. Educational issues, techniques, and methods of management. Review of resources and services in the community. Requires 10 hours community observation.

Prerequisites/Corequisites:**Recommended Preparation:**

Eligibility for ENGL 100A or ENGL 100.

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

Description: Overview of common disabilities of children & the impact on families, educational issues, techniques, & methods of management. Review of resources & services in the community. Requires 10 hours of community observation. (Grade Only)

Prerequisites/Corequisites:

Recommended: Eligibility for ENGL 100A or ENGL 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:
CSU Transfer:	Transferable	Effective: Fall 1981	Inactive:
UC Transfer:		Effective:	Inactive:

CID:

Certificate/Major Applicable:
Certificate Applicable Course

COURSE CONTENT

Outcomes and Objectives:

OUTCOMES AND OBJECTIVES:

1. Examine concept of normalization.
2. Examine Public Law 94-142, with emphasis on development of Individualized Educational Program and recent legal developments.
3. Investigate the place of disability in a historical and cultural perspective.
4. Examine behavior management and other approaches with application to children with special needs.
5. Investigate family dynamics as applicable to children with special needs.
6. Examine modifications the regular class teacher may make to accommodate a child with special needs.
7. Investigate community resources available for people with special needs.
8. Investigate possible careers serving the exceptional child.
9. Examine specific disabilities: etiology, prevalence, characteristics and remediation.

Topics and Scope:

GENERAL INTRODUCTORY INFORMATION

1. Overview of disabilities.
2. Brief cultural and historical perspective.

GENERAL ISSUES INVOLVING PEOPLE WITH SPECIAL NEEDS

1. History and philosophy of Special Education.
2. Public Law 94-142, implications and applications, legal update.
3. The child as an individual: developing an Individualized Educational Program.

4. The child in the community setting: resources and services.
5. Careers with the child with special needs.
6. Current approaches to teaching children with special needs.
7. Focus on family of child with special needs: dynamics, grief cycle, impact on siblings, multicultural considerations.
8. Dynamics of causation: prenatal, perinatal, postnatal.

SPECIFIC DISABILITIES

1. Down Syndrome
2. Cerebral Palsy
3. Autism
4. Learning Disabilities
5. Emotional Disturbance
6. Other Physical and Health Impairments
7. Hearing Impairment
8. Vision Impairment
9. Developmental Disability
10. Speech and Language Disorders
11. Emerging concerns: HIV, Drug Exposure, Abuse and Neglect.

Assignment:

1. Readings from textbook.
2. Readings from handouts.
3. Choice of project. Either Child-Family Study or Disability Awareness Presentation in a local school. Perform activity, write brief paper, present orally to our child development class.
4. Observation of 3 community programs for people with special needs. Brief writeup.
5. Approximately ten, 5-minute quizzes on reading, usually essay type.
6. Midterm and final examinations, 50% essay, 50% objective.
7. Volunteer 3 sessions @ community programs which include individuals 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.

Essay exams, Term papers

Writing 20 - 70%

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

Field work, Quizzes, Exams

Problem solving 10 - 40%

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

Class performances, Field work

Skill Demonstrations
10 - 30%

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

Multiple choice, True/false, Matching items, Completion

Exams
10 - 40%

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

None

Other Category
0 - 0%

Representative Textbooks and Materials:

EXCEPTIONAL CHILDREN IN TODAY'S SCHOOLS, 4th Edition, Heward & Orlnsky
1993