

COURSE OUTLINE

Child Development 155 Children with Special Needs

Catalog Statement

CHLDV 155 provides instruction in identifying normal and special development of children, and includes methods of management and teaching techniques which prove helpful in working with children with special needs. A humanistic view of the whole child and the valuing and supporting of his/her rights is emphasized. The class includes discussions about parents of exceptional or special children, along with educational services and community agencies.

Total Lecture Units: 3.0

Total Laboratory Units: 0.0

Total Course Units: 3.0

Total Lecture Hours: 3.0

Total Laboratory Hours: 0.0

Total Laboratory Hours To Be Arranged: 0.0

Total Faculty Contact Hours: 48.0

Prerequisite: CHLDV 135 (may be taken concurrently.)

Recommended Preparation: Eligibility for ENGL 120 or ESL 151 and MATH 145.

Course Entry Expectations

Prior to enrolling in the course, the student should be able to:

- analyze short essays (at least five paragraphs in length) to identify thesis, topic development and concluding sentences, as well as traditional expressions used to increase coherence;
- evaluate compositions for unity, and sufficiency of development, and coherence, as well as variety of sentence structure;
- organize and write a thesis-driven, organized essay which is at least three paragraphs in length (paragraphs should have a topic sentence and at least five additional sentences which further develop that topic sentence with explanations or examples. These sentences must be in logical order and be connected by transitional expressions, where appropriate. Paragraphs must be tied together by appropriate transitions or other devices which provide cohesion);
- perform the basic mathematical functions and operations of addition, subtraction, multiplication, and division of numbers and angles, as well as solve simple equations.

Course Exit Standards

Upon successful completion of the required coursework, the student will be able to:

- interpret observations and assessment results for typical and atypical students;
- develop an understanding of the details of a disability and access points for information on any disability;
- identify strategies and interventions appropriate to many disabilities in various care settings;
- demonstrate understanding of how to implement a bias-free inclusive environment.

Course Content

Total Faculty Contact Hours = 48.0

Understanding Special Needs and Generic Instructional Strategies (**3 Hours**)
Adaptations for Children with Specific Disabilities (**3 Hours**)
Developmental Theories as They Relate to an Inclusive Classroom (**3 Hours**)
Arranging the Physical Environment to Support the Inclusion of Children with Special Needs (**2 Hours**)
Preventing and Managing Challenging Behaviors (**3 Hours**)
Monitoring Individual Child Progress (**3 Hours**)
Adapting Daily Activities in Inclusive Early Childhood Settings (**8 Hours**)
Engaging Children with Special Needs in Free Play (**3 Hours**)
Supporting Emergent Literacy (**3 Hours**)
Communicating with Families (**4 Hours**)
Collaborating with Disability Specialists and Paraprofessionals (**2 Hours**)
Supporting a Bias-Free Classroom (**6 Hours**)
Role of the Early Childhood Special Educator (**2 Hours**)
Case Studies (**3 Hours**)

Methods of Instruction

The following methods of instruction may be used in this course:

- lecture;
- whole-class discussions;
- collaborative work;
- technology (internet, media, class web site);
- observations;
- student-led oral presentations.

Out of Class Assignments

The following out of class assignments may be used in this course:

- research paper (e.g. an examination of the cause, characteristics and treatment or intervention strategies regarding a specific disability);
- oral presentation (e.g. a demonstration/presentation of appropriate strategies and interventions for disabilities in various settings);
- observations (e.g. observation of children with special needs in an educational context);
- reading and writing assignments (e.g. read and write reflectively about Chapter 1 in the textbook).

Methods of Evaluation

The following methods of evaluation may be used in this course:

- quizzes (e.g. multiple choice, short answer and/or essay questions associated with textbook);
- exams (e.g. short answer and/or essay questions);
- in class and out of class assignments.
- final project (e.g. plan, prepare, and present developmentally appropriate curriculum plan for children with special needs).

Textbooks

Gargiulo, Richard and Kilgo, Jennifer L. *An Introduction to Young Children with Special Needs: Birth Through Age Eight*. 4th Edition. Albany: Cengage Learning, 2011. Print.
13th Grade Reading Level. ISBN: 978-1133959205

Student Learning Outcomes

Upon successful completion of the required coursework, the student will be able to:

- demonstrate knowledge of typical/atypical development of young children through observation and analysis of case studies;
- access the referral process for special assessments of young children by following models in two school systems;
- collaborate with parents and professional teams to intervene with young children by analyzing case studies and observing quality programs;
- develop an inclusive anti-biased educational philosophy.