Non-Credit

Glendale Community College
June 1988
Revised: October 2005

COURSE OUTLINE

Parent Education 102
Parenting the Child with Special Needs

I. Catalog Statement

Parent Education 102 is designed for parents who seek assistance in parenting skills that encourage the optimum development of a child with special needs.

Units – 0.0
Lecture – 32.0
Prerequisite: None

Note: This class is for adults only. No children may attend.

II. Course Entry Expectations

Skill Level Ranges: Reading: 4; Writing : 4; Listening/Speaking: 5; Math 1.

III. Course Exit Standards

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

1. identify areas of children's disabilities and challenges;
2. describe normal growth and development of children as a basis of comparison;
3. develop a needs assessment for children with special needs;
4. assess the various interventional, educational, medical, psychological and social services available for families;
5. develop and practice effective parenting and decision making skills;
6. describe appropriate discipline techniques for children with specific special needs;
7. practice techniques and guidelines for problems management;
8. examine cultural influences on child-rearing practice;
9. develop a parent support network.

IV. Course Content

A. Orientation to the Parent Education Program — 2 hours
   1. Philosophy, goals and objectives
   2. Responsibilities of participation in class
   3. Establishment of classroom trust and respect agreement
   4. Discussion of student concerns

B. Introduction to "Parenting the Child with Special Needs" 2 hours
   1. Definition of special (exceptional) children
   2. Historical and current issues
   3. Parental expectations and concerns
   4. Responsibilities of participation in the class

C. Normal Child Growth and Development 4 hours
   1. Characteristics of children in specific age groups
   2. Temperament and individual differences
   3. Interrelation of developmental factors
   4. Physical development
   5. Emotional development
   6. Social development
   7. Intellectual development

D. Identification of Areas of Disabilities 2 hours
   1. General needs assessment
   2. Diagnosis as a process
   3. Definition of the helping process
   4. Parental management of behavior

E. Area of Learning Disability and Speech Impairment 2 hours
   1. Definition and etiology
   2. Diagnostic and assessment procedures
   3. Effects on the child, family, and community
   4. Methods of intervention
      a) medical
      b) behavioral
      c) social
      d) psychological
      e) educational
   5. Community resources

F. Area of Autism Spectrum Disorders and ADD/ADHD 2 hours
   1. Definition and etiology
   2. Diagnostic and assessment procedures
   3. Effects on the child, family, and community
   4. Methods of intervention
   5. Community resources

G. Area of Mental Retardation 2 hours
   1. Definition and etiology
   2. Identification dependent on age and severity of disability
   3. Realistic educational achievement
   4. Methods of intervention
   5. Community resources

H. Area of Sensory Impairment 2 hours
   1. Definition and etiology
   2. Diagnostic and assessment procedures
   3. Psychological and social consequences
   4. Methods of intervention
   5. Community resources

I. Area of Physical Handicap 2 hours
   1. Definition and etiology
   2. Diagnostic and assessment procedures
   3. Effects on the child, family, and community
   4. Methods of intervention
   5. Community resources

J. Area of Severely and/or Multiple Handicap 2 hours
   1. Definition and etiology
   2. Diagnostic and assessment procedures
   3. Effects on the child, family, and community
   4. Methods of Intervention
   5. Community resources

K. Education Rights 2 hours
   1. Obtaining an Individual Education Plan (IEP)
   2. Individuals with Disabilities Act (IDEA)
   3. 504 plans
   4. Non-Public School (NPS) placement

L. Discipline and Behavioral Management Issues 6 hours
   1. Definition of discpline vs. punishment
   2. Guidlines for problem management
   3. Discipline techniques for the child with special needs
   4. Discipline issues for the non-handicapped sibling

M. Caring for of the Caregiver: 2 hours
   1. Identification of common areas of concern
   2. Definition of “compassion fatigue”
   3. Stress management
   4. Respite care
   5. Community resources

V. **Methods of Presentation**

The following instructional methodologies may be used in the course:

1. lecture;
2. group discussion;
3. role play;
4. audiovisual instruction;
5. independent study using worksheets.

VI. **Assignments and Methods of Evaluation**

1. Participation in group discussion.
2. Participation in role play.
3. Reading of course materials provided by instructor.
4. Written and/or oral responses using worksheets.

VII. **Textbook(s)**

Handouts.

VIII. **Students Learning Outcomes**

- Plan and implement appropriate enrichment activities.
- Describe at least three discipline techniques for the child with special needs.
- Develop a plan for accessing available community resources.
- Describe and compare a minimum of four developmental characteristics including social, emotional, physical, and intellectual ones for the child with special needs and normal child growth; .
- Plan and provide age appropriate, nutritional snacks.