

Course Outline

COURSE: CD 10 **DIVISION:** 50 **ALSO LISTED AS:**

TERM EFFECTIVE: Fall 2021 **CURRICULUM APPROVAL DATE:** 12/14/2021

SHORT TITLE: CHILDREN WITH SPECIAL NEEDS

LONG TITLE: Children with Special Needs

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
3	18	Lecture:	3	54
		Lab:	0	0
		Other:	0	0
		Total:	3	54

COURSE DESCRIPTION:

An introductory course which includes a survey of special needs such as learning disabilities, emotional disturbances, developmental delays, physical limitations, cognitive differences, and giftedness. society, of special education and legislation in the USA, ethical assessment and family-based intervention techniques, diversity and family issues, advocacy for special needs children, and the use of technology in special education environments. This course has the option of a letter grade or pass/no pass.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

- L - Standard Letter Grade
- P - Pass/No Pass

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

- 02 - Lecture and/or discussion
- 05 - Hybrid
- 71 - Dist. Ed Internet Simultaneous
- 72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

By the end of this course, a student should:

1. Recognize various exceptionalities and conditions of children and identify the best interventions for them based on the developmental continuum.
2. Evaluate the role of history and society in shaping current policies related to best practices of inclusion and serving children with special needs.
3. Collaborate with families and community members in supporting inclusion of children with special needs.

COURSE OBJECTIVES:

By the end of this course, a student should:

1. Describe the sequence of development and the interrelationships among developmental areas.
2. Examine the key contributions of developmental theorists, advocates and legal decisions in influencing best practices in early childhood special education.
3. Identify community resources that meet the needs of children with special needs and their families.
4. Explain various strategies that support collaborative practices in promoting the optimal development of children within the context of their family and community.
5. Summarize the steps in the referral process including observation, documentation, screening, and assessment.
6. Identify the benefits of using a strength-based approach in working with children with special needs and their families.

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date: 12/14/2021

3 HOURS

Content: Course introductions; special needs attitudes, ethics, and professional behavior; course goals. Prenatal development, genetically inherited conditions, environmental and risk factors.

Student Performance Objectives: Identify societal and own attitudes about special needs children. Describe the sequence of development and the interrelationships among development areas. Discuss with partner educational, professional, or life goals for the course.

3 HOURS

Content: History of special education attitudes, legislation, and litigation.

Student Performance Objectives: Complete an outline of the major elements of federal legislation and litigation that has affected special education. Evaluate the application of the components of the federal legislation. Discuss the history and origins of special education, including the contributions of the key developmental theorists.

3 HOURS

Content: Tools and practices of special education. IEPs. IFSPs. Special education in the context of the Common Core State Standards Initiative.

Student Performance Objectives: Collaboratively develop complete and ethical samples of special needs IEPs and IFEPs. Research assessment samples. Discuss the Common Core State Standards Initiative.

3 HOURS

Content: Parents and Families ? Having a child with a disability. Multicultural and Bilingual Aspects of Special Education.

Student Performance Objectives: Describe skills for working effectively with special needs families. Explain various strategies that support collaborative practices in promoting the optimal development of children within the context of their family and community. Identify the benefits of using a strength-based approach to working with children with special needs and their families, including grief and stress coping strategies. Discuss the aspects of students of various ethnic groups receiving special education.

3 HOURS

Content: Intellectual and Developmental Disabilities.

Student Performance Objectives: Outline the characteristics of the categories of students with intellectual and developmental difficulties. Research and develop intervention plans. Develop information sheet of advocacy suggestions.

3 HOURS

Content: Learning Disabilities.

Student Performance Objectives: Present factors associated with the success of learning disability interventions. Identify and evaluate technologies used for students with learning disabilities.

3 HOURS

Content: Attention Deficit Hyperactivity Disorder. Referral Process and Community Resources.

Student Performance Objectives: Evaluate the characteristics of students with ADHD. Develop a plan for communicating and referring students with a disability. Develop a list of community resources available to children and the families of children with disabilities. Summarize the steps in the referral process including observation, documentation, screening, and assessment.

3 HOURS

Content: Emotional or Behavior Disorders.

Student Performance Objectives: Identify biological and social factors that are associated with emotional or behavior disorders. Discuss and develop a list of intervention strategies for children with emotional or behavior disorders.

3 HOURS

Content: Seminar presentation/review.

Student Performance Objectives: Present, discuss, and critique profiles. Present course topics in preparation for midterm.

3 HOURS

Content: Mid-term/seminar presentation.

Student Performance Objectives: Present, discuss, and critique profiles. Complete test.

3 HOURS

Content: Autism.

Student Performance Objectives: List pre-K signs of autism. Develop intervention plans with students with varying levels of autism severity.

3 HOURS

Content: Communication Disabilities.

Student Performance Objectives: Describe the categories of communication disabilities. Provide the definitions of speech and language disabilities. Develop a dyslexia intervention plan for students at different ages.

3 HOURS

Content: Vision and Hearing Disabilities.

Student Performance Objectives: Describe the basic functions of the ear and eye. Identify and evaluate recent technological support for students in these disability categories.

3 HOURS

Content: Low Incidence, Multiple, and Severe Disabilities and other physical impairments.

Student Performance Objectives: Research and present sources of online information and support for low incidence and severe disabilities. Describe characteristics of selected disabilities.

3 HOURS

Content: Giftedness.

Student Performance Objectives: Outline the characteristics of giftedness. Describe teaching practices which allow gifted students to excel. Define giftedness in a multicultural society.

3 HOURS

Content: Paper seminar.

Student Performance Objectives: Share and discuss paper. Observe and critique peer papers.

4 HOURS

Content: Paper seminar; review.

Student Performance Objectives: Share, discuss, and critique papers. Present highlights of course topics in preparation for final.

2 HOURS

Content: Final.

METHODS OF INSTRUCTION:

Lecture; multi-media; discussions; reading, writing, and observation assignments; small group work; presentations and guest speakers.

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours 6
Assignment Description
Assignments: Federal special education legislation and litigation.

Required Outside Hours 6
Assignment Description
Assignments: IEP samples.

Required Outside Hours 6
Assignment Description
Assignments: Cultural factors that affect special needs identification and interventions. Special needs profile 1st step.

Required Outside Hours 6
Assignment Description
Assignments: Factors characterizing intellectual and developmental disabilities. Special needs profile 2nd step.

Required Outside Hours 6
Assignment Description
Assignments: Sign of learning disabilities; 3rd step of profile.

Required Outside Hours 6
Assignment Description
Assignments: ADHD medication and support; 4th step of profile.

Required Outside Hours 6
Assignment Description
Assignments: Resource seeking and ED; 5th step of profile.

Required Outside Hours 6
Assignment Description
Assignments: Develop a list of intervention strategies for children with emotional or behavior disorders.

Required Outside Hours 6
Assignment Description
Assignments: Study for midterm.

Required Outside Hours 6
Assignment Description
Assignments: Early identification of autism.

Required Outside Hours 6
Assignment Description
Assignments: Causes of dyslexia; Paper 1st step.

Required Outside Hours 6

Assignment Description

Assignments: Exploring of the vision-centric environment. Paper 2nd step.

Required Outside Hours 6

Assignment Description

Assignments: Investigation of sources of physical disabilities. Paper 3rd step.

Required Outside Hours 6

Assignment Description

Assignments: Paper 4th step.

Required Outside Hours 24

Assignment Description

Assignments: Complete paper. Study for final.

METHODS OF EVALUATION:

Writing assignments

Evaluation Percent 25

Evaluation Description

Percent range of total grade: 20 % to 30 %

Written Homework,

Term or Other Papers

Problem-solving assignments

Evaluation Percent 25

Evaluation Description

Percent range of total grade: 20 % to 30 %

Field Work, Exams

Skill demonstrations

Evaluation Percent 25

Evaluation Description

Percent range of total grade: 20 % to 30 %

Class Performance/s, Observations, Performance Exams

Objective examinations

Evaluation Percent 25

Evaluation Description

Percent range of total grade: 20 % to 30 %

Multiple Choice, True/False, Completion

REPRESENTATIVE TEXTBOOKS:

Exceptional Children: An Introduction to Special Education, 12th Edition , William L Heward, Shiela R Alber-Morgan, & Moira Konrad, Pearson, 2022.

ISBN: 9780135756522

12th Grade Verified by: Claire Boss

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Transferable CSU, effective 200530

UC TRANSFER:

Not Transferable

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department:

CSU Crosswalk Course Number:

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: C

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000223332

Sports/Physical Education Course: N

Taxonomy of Program: 130500