

Las Positas College  
3000 Campus Hill Drive  
Livermore, CA 94551-7650  
(925) 424-1000  
(925) 443-0742 (Fax)

## Course Outline for ECD 60

### INTRODUCTION TO THE YOUNG CHILD WITH EXCEPTIONAL NEEDS

Effective: Fall 2008

#### I. CATALOG DESCRIPTION:

ECD 60 — INTRODUCTION TO THE YOUNG CHILD WITH EXCEPTIONAL NEEDS — 3.00 units

Introduction to educational philosophies for educating infants and children with exceptional needs. Typical and atypical developmental characteristics and abilities in infants and preschoolers. Assessments, interventions, and learning environments for the infant and preschooler with exceptional needs.

3.00 Units Lecture

#### Prerequisite

ECD 51 - Prenatal to Early Childhood  
with a minimum grade of C

#### Grading Methods:

Letter Grade

#### Discipline:

	<u>MIN</u>
<b>Lecture Hours:</b>	54.00
<b>Total Hours:</b>	54.00

#### II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

#### III. PREREQUISITE AND/OR ADVISORY SKILLS:

**Before entering the course a student should be able to:**

##### A. ECD51

1. identify techniques for studying children;
2. demonstrate knowledge of the basic developmental theories of prenatal, neonatal, infant, toddler, preschool, and early primary child development within a social-cultural context;
3. articulate connection between child development knowledge and appropriate practices
4. describe current trends in research about early childhood;
5. describe typical development milestones of children birth to 8 years of age
6. identify the strengths and exceptional needs of the child in the context of his/her family;
7. assess through observation and identify children's unique qualities, behaviors, skills, traits, and developmental level;
8. identify the ethical responsibilities to children.

#### IV. MEASURABLE OBJECTIVES:

**Upon completion of this course, the student should be able to:**

- A. differentiate typical and atypical development in the infant and preschooler and the identification, screening and assessment processes;
- B. demonstrate an understanding of infants and children with exceptional needs;
- C. define and describe the general purpose of laws protecting children with exceptional needs including Individual Development Education Act (IDEA);
- D. demonstrate and compare understanding of the Individual Education Plan (IEP) and Individual Family Service Plan (IFSP);
- E. examine and demonstrate knowledge of the importance of accurate objective observations and recordings that lead to understanding the child's needs in all developmental areas;
- F. demonstrate knowledge and understanding of basic health and safety conditions which assures the least restrictive environment for young children;
- G. demonstrate an understanding of the importance of culturally sensitive techniques when working with families with a child with exceptional needs;
- H. identify available community resources that meet the needs of families with children with exceptional needs;
- I. demonstrate a knowledge of least restrictive environment, inclusion and natural environments and its impact on a typical classroom for young children;
- J. demonstrate an understanding of the impact of empowering for effective advocacy for children with exceptional needs;
- K. demonstrate and compare intervention strategies and techniques used for implementing a child's IFSP or IEP;
- L. demonstrate understanding of the family's process (stages of grief) when the child has been identified with exceptional needs.

#### V. CONTENT:

- A. Typical and atypical child development (birth to 5 years) within cultural and family contexts

1. Theory and research
2. Developmental norms
3. Prenatal and perinatal developmental risk factors
4. Developmental delays
  - a. Cognitive
  - b. Physical and motor, including vision and hearing
  - c. Communication/language
  - d. Social and emotional
  - e. Self-help skills and adaptive behavior
5. Temperaments
- B. Children with exceptional needs
  1. Autism spectrum disorders
  2. Sensory impairments
    - a. Deaf
    - b. Visual
  3. Orthopedic disabilities
  4. Genetic disabilities
  5. Attention Deficit Hyperactivity Disorder (ADHD)
  6. Congenital physical malformation
  7. Social and emotional disorders
  8. Other exceptional needs eligible for services
    - a. Gifted and talented
    - b. Second language learners
- C. Laws and regulations that protect children with exceptional needs and their families
  1. History
  2. Individual Development Education Act (IDEA)
  3. Concerns and challenges of least restrictive environments
  4. Individual Education Plan (IEP) and Individual Family Service Plan (IFSP)
    - a. Rights of child and family
    - b. Confidentiality
    - c. Working with other professionals
- D. Observation and introduction to assessment instruments and tools: The role of the professional using assessment tools.
  1. Observational basis for developing IFSP and IEP
    - a. Working as a team
    - b. Other professionals
  2. Developmental assessment process
- E. Health, safety and nutrition
  1. Universal health precautions
  2. Basic health and safety practices
  3. Licensing requirements
- F. Meeting the needs of diverse families
  1. Diversity in early intervention
  2. Sensitivity to cultural and linguistic differences
  3. Developing partnerships
  4. Community resources serving diverse families
  5. Accessing community resources
- G. Professional, legal and ethical practices
  1. Culturally sensitive practices with the team including other professionals and families
  2. Advocacy for children and families
  3. Empowering families
  4. Stages of grief
  5. Confidentiality
- H. Early intervention strategies
  1. Adapting to meet the individual child's ability
  2. Specific techniques
  3. Support development of independence, self regulation and self esteem
  4. Facilitated within the context of children's play
  5. Least restrictive environment
  6. Environmental accommodations

## VI. METHODS OF INSTRUCTION:

- A. **Lecture** -
- B. **Discussion** -
- C. **Demonstration** -
- D. Simulations
- E. **Audio-visual Activity** -
- F. **Projects** -
- G. **Guest Lecturers** -

## VII. TYPICAL ASSIGNMENTS:

A. Reading and writing 1. Read the section on identification of "At Risk" children. Summarize the characteristics of atypical development and contrast those characteristics with those of typically developing children in a 3 page, typed paper 2. Select a disability from the instructor supplied list and research this disability. Write a 3-5 page typed paper. Orally present a 5-minute presentation on disability paper. 3. Analyze a case study and evaluate an IFSP or IEP. 4. Write a developmental observation of a special need child related to the environment and interpersonal interactions. B. Project – Make arrangements to visit a program that is especially for or is practicing "inclusion". Observe and write about (but not limited to) the following: staff ratio, composition of staff, educational requirements and training of teachers and staff, children's ages, disabilities, how assessed, funding, parent involvement, scope of program, etc. Paper is to be typed and presented in APA style

## VIII. EVALUATION:

- A. **Methods**
- B. **Frequency**
  1. Frequency
    - a. 2 or 3 quizzes
    - b. 1 - 2 observations of children
    - c. 1 portfolio of individual child

- d. 1 or 2 midterms or quizzes
- e. 1 Final and/or project

IX. TYPICAL TEXTS:

1. Gargiulo, Richard and Kilgo, Jennifer *Young Children with Special Needs*. 2nd ed., Thomson Del Mar Learning, 2005.
2. Hooper, Stephen and Umansky, Warren *Young Children with Special Needs*. 4th ed., Pearson: Merrill Prentice Hall, 2004.
3. Howard, V., Williams, B. & Lepper, C. *Very Young Children with Special Needs: A Formative Approach for Today's Children*. 3rd ed., Pearson: Merrill Prentice Hall, 2005.
4. Lerner, J., Lowenthal, B. & Egan, R. *Preschool Children with Exceptional Needs: Children At-Risk, Children with Disabilities*. . 2nd ed., Allyn and Bacon, 2003.

X. OTHER MATERIALS REQUIRED OF STUDENTS: