

## Course Outline for ECE 60

### INTRODUCTION TO THE YOUNG CHILD WITH EXCEPTIONAL NEEDS

Effective: Fall 2019

#### I. CATALOG DESCRIPTION:

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

Introduces the variations in development of infants and children with exceptional needs and the resulting impact on families. Includes an overview of historical and societal influences, laws relating to children with exceptional needs and the identification and referral process. Assessments, interventions and learning environments for infants and children with exceptional needs.

3.00 Units Lecture

#### Prerequisite

ECE 56 - Child Growth and Development  
with a minimum grade of C

#### Grading Methods:

Letter Grade

#### Discipline:

- Child Development/Early Childhood Education

	<b>MIN</b>
<b>Lecture Hours:</b>	54.00
<b>Expected Outside of Class Hours:</b>	108.00
<b>Total Hours:</b>	162.00

#### 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. ECE56

1. Demonstrate objective techniques and skills when observing and evaluating behavior in children of all ages, taking into consideration bias
2. Express basic developmental theories of prenatal, neonatal, infant, toddler, preschool, primary child and adolescence within a social-cultural context
3. Articulate the connection between child development knowledge and appropriate practices
4. Examine the importance of the early years and the impact of the interaction between environment, genetics, and culture on the child's development physical, self esteem, socially, emotionally, language, and cognitive
5. Describe current trends in research about early childhood
6. Investigate and describe risk factors that impact child's development and their families;
7. Describe typical development milestones of children birth through adolescence
8. Differentiate characteristics of typical and atypical development at various stages
9. Examine ways in which developmental domains are continuous, sequential and inter-related
10. Identify the strengths and exceptional needs of the child in the context of his/her family
11. Assess through observation and identify children's unique qualities, behaviors, skills, traits, and developmental level
12. Evaluate the role of play and its relationship to development at various stages
13. Identify the teachers role and ethical responsibilities to children

#### IV. MEASURABLE OBJECTIVES:

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

- A. Differentiate typical and atypical sequence and interrelationship of development in infants and children
- B. Examine the key contributions of developmental theorist, advocates and historical legal decisions in influencing best practices in early childhood special education
- C. Define and describe the general purpose of laws protecting children with exceptional needs including Individual Development Education Act (IDEA), Individual Education Plan (IEP) and the Individual Family Service Plan (IFSP)
- D. Summarize the steps in the referral process including observation, documentation, screening and assessment
- E. Define and explain basic health and safety conditions which assures the least restrictive environment for young children
- F. Identify available community resources that meet the needs of families with children with exceptional needs

- G. Identify the benefits of using a strength-based approach in working with children with exceptional needs and their families
- H. Explain various strategies that support collaborative practices in promoting the optimal development of children within the context of their family culture and community
- I. Describe strategies for empowering families to be effective advocates for children with exceptional needs
- J. Identify the family's stages of grief when their child has been identified with exceptional needs
- K. Explain least restrictive environment, inclusion and natural environments and the impact on a typical classroom for young children

## V. CONTENT:

- A. Typical and atypical child development
  - 1. Theory, theorist 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
  - 6. Environmental factors
- B. Children with exceptional needs
  - 1. Autism spectrum
  - 2. Sensory
  - 3. Orthopedic
  - 4. Genetic and congenital
  - 5. Attention Deficit Hyperactivity Disorder (ADHD)
  - 6. Mental health
  - 7. Social and emotional
  - 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. Current policies and best practices
  - 3. Individual Development Education Act (IDEA)
  - 4. Concerns and challenges of least restrictive environments
  - 5. 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, documentation, and assessment instruments and tools
  - 1. Role of the professional using screening and assessment tools
  - 2. Observational basis for developing IFSP and IEP
    - a. Working as a team
    - b. Other professionals
  - 3. Developmental assessment and referral process
- E. Health, safety and nutrition
  - 1. Universal health precautions
  - 2. Basic health and safety practices
  - 3. Licensing requirements
  - 4. Nutritional and feeding practices
- F. Meeting the needs of diverse families
  - 1. Strength based model
  - 2. Diverse perspectives
  - 3. Sensitivity to cultural and linguistic differences
  - 4. Developing partnerships
  - 5. Accessing community resources serving diverse families
- G. Professional and ethical practices
  - 1. People First language
  - 2. Culturally sensitive practices with the team including other professionals and families
  - 3. Advocacy and public policy for children and families
  - 4. Empowering families
  - 5. Stages of grief
  - 6. Confidentiality
- H. Introduction to 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
  - 7. Working with families and community

## 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.
    - a. 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.
    - a. Write a 3-5 page typed paper.

- b. 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 child with exceptional needs related to the environment and interpersonal interactions.
- B. Project
  - 1. Make arrangements to visit a program that is especially for or is practicing "inclusion".
    - a. Observe and write about (but not limited to) the following:
      - 1. 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.
    - b. Paper is to be typed and presented in APA style.

#### VIII. EVALUATION:

##### **Methods/Frequency**

- A. Exams/Tests
  - 2 per semester
- B. Quizzes
  - 3 per semester
- C. Research Projects
  - 1 per semester
- D. Papers
  - Weekly
- E. Class Participation
  - Weekly
- F. Final Class Performance
  - Once per semester.

#### IX. TYPICAL TEXTS:

1. Cook, Ruth, Anne Marie Richardson-Gibbs, and Laurie Neilsen. *Strategies for Including Children with Special Needs in Early Childhood Settings*. 2nd ed., Wadsworth Publishing, 2017.
2. Hooper, Stephan, and Warren Umansky. *Young Children with Special Needs*. 6th ed., Pearson: Merrill Prentice Hall, 2014.
3. Gargiulo, Richard, and Jennifer Kilgo. *Introduction to Young Children with Special Needs*. 4th ed., Pearson, 2014.
4. Grisham-Brown, Ed.D., Jennifer, and Mary Louise Hemmeter, Ph.D.. *Blended Practices for Teaching Young Children in Inclusive Settings*. 2nd ed., Brookes Publishing Company, 2017.

#### X. OTHER MATERIALS REQUIRED OF STUDENTS: