

Lassen Community College Course Outline

CD-27 Children with Special Needs

3.0 Units

I. Catalog Description

This course focuses on identifying and referring children with special needs, including, physical, neurological and sensory challenges, developmental delays, learning disabilities, and giftedness and emotional and behavioral disorders. Emphasizes multidisciplinary planning to aid caregivers in modification, adaption, accommodation and teaching techniques involved in the inclusive classroom. This course has been approved for online delivery. Access to a computer with internet access is required.

Recommended Preparation: Successful completion of ENGL105 or equivalent multiple measures placement.

Transfers to CSU

51 hours lecture, 102 hours out-of-class, total student learning hours 153

Scheduled: Spring

II. Coding Information

Repeatability: Not Repeatable, Take 1 Time

Grading Option: Graded or Pass/No Pass

Credit Type: Credit - Degree Applicable

TOP Code: 130500

III. Course Objectives

A. Course Student Learning Outcomes

Upon completion of this course the student will be able to:

1. Identify and evaluate accessibility and reasonable accommodations.
2. Synthesize information and develop strategies to adapt early childhood environments to meet the diverse needs of differently abled children.
3. Identify and describe a process of referral and collaborative planning for a child with special needs.

B. Course Objectives

Upon completion of this course the student will be able to: Identify the five domains of development and describe how young children with disabilities or delays develop in these domains.

1. Identify key elements of the Early Childhood Special Education Process.
2. Identify key legislation that addresses Early Childhood Special Education, the rights of families and services available to them.
3. Identify key components of the Americans with Disabilities Act and apply these components to special needs children circumstances.
4. Describe the procedure for assessment and evaluation of exceptional children.
5. Describe an IFSP and an IEP.
6. Describe how early childhood education workers can empower families who have special needs children.

7. Identify impairments, least restrictive environments and strategies teachers and parents can use to enhance learning in all domains.
8. Identify current issues that deal with early childhood exceptional children and how they affect families.

IV. Course Content

- Legal provisions of state and federal laws
- Impact of Americans with Disabilities Act (ADA and IDEA)
- Legislation affecting Special Education
- Reasonable accommodations
- Inclusion settings
- Early Intervention
- Multi-disciplinary Team
- Individual Education Plans (IEP)
- Individual Family Support Plan (IFSP)
- Educational services for children with special needs, i.e.
- Developmental delays; with physical and neurological challenges and other types of special needs
- Referral/Resource services, programs and agencies
- Empowering and supporting families

V. Assignments

A. Appropriate Readings

Student will be expected to read college level material, including textbook, supplemental readings and professional journals.

B. Writing Assignments

Student will demonstrate their ability to understand the subject matter by, weekly written assignments and completing referral assessment.

C. Expected Outside Assignments

Will include: weekly application written assignments, reading the text and a term paper.

D. Specific Assignments that Demonstrate Critical Thinking

Assignments will include written and oral analysis of specific topics covered.

VI. Methods of Evaluation

Traditional Classroom Evaluation

1. Written homework
2. Homework problems
3. Exams
4. Essay

Online Evaluation

A variety of methods will be used, such as: research papers, asynchronous and synchronous discussions (chat/forum), exercises/assignments, online quizzes and exams, and postings to online website.

Hybrid Evaluation

A combination of traditional classroom and online instruction will be utilized, such as 1) Traditional classroom: A variety of methods will be used, such as research paper and exams. 2) Online delivery: A variety of methods will be used, such as: Asynchronous and synchronous discussions (chat/forum), exercises/assignments.

VII. Methods of Delivery

Check those delivery methods for which, this course has been separately approved by the Curriculum/Academic Standards Committee.

Traditional Classroom Delivery Correspondence Delivery

Hybrid Delivery

Online Delivery

Traditional Classroom Delivery

Lecture

Online Delivery

Delivery includes the following: online written lectures, forum-based discussions, exercises/assignments contained on website, adding extra resources and other media sources as appropriate

Hybrid Delivery

Each semester a minimum of 17 hours will be taught face-to-face by the instructor and the other 34 hours will be instructed online through the technology platform adopted by the District. Traditional class instruction will consist of lectures, visual aids, and group presentations. Online delivery will consist of participation in forum-based discussions and posts, web links, email communications, lecture posts, and online lectures.

VIII. Representative Texts and Supplies

Required:

Chen, Cook, Klein, *Adapting Early Childhood Curricula for Children with Disabilities and Special Needs*, 10th edition, 2020, Pearson, ISBN-13: 9780135204450

IX. Discipline/s Assignment

Child Development / ECE

X. Course Status

Current Status: Active

Original Approval Date: 3/16/2004

Revised By: Laura Greer

Curriculum/Academic Standards Committee Revision Date: 02/15/2022

(Old Course Number CD 56)