

Prepared by the Department of Social Sciences, Behavioral Sciences, and Human Services

Date Approved by Department: August 22, 2016

Date Approved by Curriculum and Programs: October 19, 2016

Effective: Fall 2017

1. Course Number: ECE105

Course Title: Introduction to Young Children with Special Needs (Birth-8 years)

2. Description: This course focuses on children with special needs in early childhood settings. Based on a developmental perspective, course content includes the various areas of exceptionality in terms of causes, characteristics and general intervention, strategies for adapting the learning environment, modifying instruction and making curriculum accessible to all children, through inclusion of those with special needs. Attention is given to State and Federal Legislation, the referral process, community resources, and effective ways to work with families. (6 observation/field work)

3. Students Learning Outcomes (instructional objectives, intellectual skills).

Upon successful completion of this course, students are able to do the following:

1 Standard: Promoting Child Development & Learning

- 1a. Knowing and understanding young's children's characteristics and needs.
- 1b. Knowing and understanding the multiple influences on development and learning.
- 1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

2 Standard: Building Family & Community Relationships

- 2a. Knowing about and understanding diverse family and community characteristics
- 2b. Supporting and engaging families and communities through respectful, reciprocal relationships.
- 2c. Involving families and communities in young children's development and learning.

3 Standard: Observing, Documenting, and Assessing to Support Young Children and Families

- 3a. Understanding the goals, benefits, and uses of assessment-including its use in development of appropriate goals, curriculum, and teaching strategies for young children.
- 3b. knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment, and data collection.

4 Standard: Using Developmentally Effective Approaches

- 4a. Understanding positive relationships and supportive interactions as the foundation of their work with young children.
- 4b. Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.

5 Standard: Using Content Knowledge to Build Meaningful Curriculum

- 5a. Understanding content knowledge and resources in academic disciplines: language and literacy; the arts-music, creative movements, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.

6 Standard: Becoming a Professional

- 6a. Identifying and involving oneself with the early childhood field.
- 6b. Knowing about and upholding ethical standards and other early childhood professional guidelines.

- 6c. Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
- 6d. Integrating knowledgeable, reflective, and critical perspectives on early education.
- 6e. Engaging in informed advocacy for young children and the early childhood profession.

7 Supportive Skills

- SS1. Self- assessment and self- advocacy.
- SS2. Mastering and applying foundational concepts from general education.
- SS3. Written and verbal skills.
- SS4. Making connections between prior knowledge/experience and new learning.
- SS5. Identifying and using professional resources.

4. **Credits:** 3 credits

5. **Satisfies General Education Requirement:** No

6. **Prerequisite:** ECE100 (Introduction to Early Childhood Education) or PSY 201 (Child Psychology)

7. **Semesters Offered:** Fall, Spring

8. **Suggested General Guidelines for Evaluation:** Students are graded on attendance and participation, completion of observations, case study, research paper on special needs topic, and exams.

9. **General Topical Outline (Optional):** Definitions, terminology and laws, genetics and child development, child abuse and neglect, visual and auditory problems, speech and language development and disabilities, mental disabilities and retardation, chronic and terminal conditions, emotional and behavioral problems, screening and assessment, referral team meetings and the IEP process.