

CUYAMACA COLLEGE
COURSE OUTLINE OF RECORD

CHILD DEVELOPMENT 141 – WORKING WITH CHILDREN WITH SPECIAL NEEDS

3 hours lecture, 3 units

Catalog Description

This course focuses on strategies for working with young children with special needs, including physical, intellectual, emotional, behavioral, and sensory challenges. The emphasis will be on developmentally appropriate inclusive practices, activities, materials, and environments, and developing strong relationships with families and community resources.

Prerequisite

None

Course Content

- 1) An emphasis on attitude and “a child is a child first” philosophy
- 2) Causes, incidence, and characteristics of exceptionalities, related to the domains of development
- 3) Current terminology and best practices for intervention strategies
- 4) Appropriate community resources and referrals for individual children and families
- 5) Current and historical legislation and legal mandates and their impact on practices and environments
- 6) Role of advocacy for children with special needs and their families
- 7) Types of materials and resources to accommodate and support children in a variety of programs.
- 8) The role of the teacher and effective techniques for successful inclusion, modifications to curriculum and the environment, and strategies for specific children

Course Objectives

Students will be able to:

- 1) Describe the role of attitude and “a child is a child first” philosophy in inclusive practices.
- 2) Identify the characteristics and the classifications of disabilities and related community resources.
- 3) Design environmental and curriculum modifications to accommodate individual children with special needs.
- 4) Discuss the history of the field and the impact of legislation affecting children with special needs.
- 5) Apply current terminology and practices to specific situations and children.
- 6) Plan and implement activities for inclusive settings with accommodations for specific children.
- 7) Analyze the role of the teacher and strategize effective techniques for the successful inclusion of young children with special needs in a variety of educational settings.

Method of Evaluation

A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in subject matter determined by multiple measurements for evaluation, one of which must be essay exams, skills demonstration or, where appropriate, the symbol system.

- 1) Written observations of both inclusive and special day classrooms that require the student to evaluate the role of the teacher, types of materials, appropriate accommodations, and activities for young children with special needs.
- 2) Written assignments that measure students’ ability to describe the characteristics and classifications of disabilities, community resources, and activities that support specific children in inclusive settings.

- 3) Small group activities that require students to integrate and apply course content on the diverse needs of children, including the role of attitude, philosophy, current terminology, and respectful accommodations.
- 4) Quizzes and exams that measure students' ability to analyze the trend and impact of historical changes and legislative milestones, the characteristics and classifications of specific special needs, and strategies for including young children with special needs in a variety of educational settings.

Materials Required of Student

None

Minimum Instructional Facilities

Smart classroom

Method of Instruction

- 1) Lecture and instructor guided discussion
- 2) Small group activities and projects
- 3) Class presentations
- 4) Directed observations
- 5) Internet and community resources

Out-of-Class Assignments

- 1) Reading assignments
- 2) Observation of inclusive and special programs for young children
- 3) Research and documentation of topics and materials related to special needs and conditions in young children
- 4) Investigation of community and online resources for families and children with special needs

Texts and References

- 1) Required (representative examples):
 - a. Allen and Cowdery, *The Exceptional Child: Inclusion in Early Childhood Education*. 8th edition. Cengage, 2014.
 - b. Cook, Ruth E. and M. Diane Klein and Deborah Chen. *Adapting Early Childhood Curricula for Children with Special Needs*. 9th edition. Pearson, 2015.
 - c. Borkett, Penny. *Special Educational Needs in the Early Years: A Guide to Inclusive Practice*. Sage Publishing, 2020.
- 2) Supplemental: None

Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- 1) Describe the role of attitude and "a child is a child first" philosophy in inclusive practices
- 2) Identify the characteristics and the classifications of disabilities and related community resources
- 3) Design environmental and curriculum modifications to accommodate individual children with special needs
- 4) Analyze the role of the teacher and strategize effective techniques for the successful inclusion of young children with special needs in a variety of educational settings