

**SAN DIEGO COMMUNITY COLLEGE DISTRICT
CITY, MESA, AND MIRAMAR COLLEGES
ASSOCIATE DEGREE COURSE OUTLINE**

SECTION I**SUBJECT AREA AND COURSE NUMBER:** Child Development 165**COURSE TITLE:** Children With Special Needs**Units: 3**
Grade Only**CATALOG COURSE DESCRIPTION:**

An educational and parenting approach to working with children with exceptionalities. Methods of integrating the exceptional child into a mainstreamed educational program will be investigated. Differences and needs of each area of exceptionality will be investigated as well as the roles of different professionals in the educational process. The course is designed primarily for parents, teachers, nurses, social workers, and paraprofessionals employed in schools, day care centers, and child development programs.

REQUISITES:**Advisory:**

ENGL 042 with a grade of "C" or better, or equivalent or Assessment Skill Level R4
&
ENGL 043 with a grade of "C" or better, or equivalent or Assessment Skill Level W4

FIELD TRIP REQUIREMENTS: May be required**TRANSFER APPLICABILITY:** Associate Degree Credit & transfer to CSU and/or private colleges and universities**TOTAL LECTURE HOURS:** 48 - 54**TOTAL LAB HOURS:****STUDENT LEARNING OBJECTIVES:**

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

1. Identify and describe the common areas of exceptionality.
2. Identify the specific physical, environmental, and emotional needs of children with each exceptionality.
3. Describe the diagnostic tools available to assess the particular needs of exceptional children.
4. Explain and demonstrate some early intervention techniques and strategies that have been found to be effective with different exceptionalities.
5. Investigate special educational programs available for each area of exceptionality.
6. Identify technological aids available to assist the exceptional child.
7. Evaluate the effects of adult attitudes toward different disabilities on able and disable children.
8. Define the role of the teacher in a mainstreamed classroom.
9. List community agencies available to assist the exceptional child and its family and identify the specific services provided by each agency.

SECTION II

1. COURSE OUTLINE AND SCOPE:

A. Outline Of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

I. The following topics will be included in the framework of the course but are not intended as limits on the content. The order of presentation and relative emphasis may vary with the instructor.

- A. Disabilities
 - 1. Legal definitions
 - 2. Federal legislation
 - 3. P.L. 94-142
 - 4. Diagnosis/Intervention
- B. Needs and Services
 - 1. Physical disabilities
 - a. Juvenile Rheumatoid Arthritis
 - b. Cystic Fibrosis
 - c. Cerebral Palsy
 - d. Vision Impairment
 - e. Hearing Impairment
 - f. Speech Impairment
 - 2. Psychosocial disabilities
 - a. Mental Illness
 - b. Psychological Disturbance
 - c. Autism
 - d. Hyperactivity
 - 3. Cognitive
 - a. Retardation
 - b. Learning Disabilities
 - c. Gifted
 - 4. Assessment Tools
 - 5. Community Resources
- C. Home Environment
 - 1. Accessibility
 - 2. Parental Attitudes
 - 3. Nutrition/Physical Activities
 - 4. Ego and Self-esteem Building Techniques
 - 5. Interpersonal Relationships

II. Institutional Environment

- 1. Mainstreaming
- 2. Special Programs
- 3. Attitudes of Staff
- 4. Developmental Activities
- 5. Behavior Modification Techniques
- 6. Role of Staff Members
- 7. Classroom Organization
- 8. Program Planning
- 9. Technological Aids
- 10. Parent-Teacher Cooperation
- 11. Individual Education Plans
- A. Aids to Assist Children with Special Needs
 - 1. Sensory Aids
 - 2. Technological Aids
 - 3. Sources of Equipment
 - 4. Building on Individual Resources

B. Appropriate Outside Assignments:

Outside assignments may include, but are not limited to, the following:

I. Each unit of credit is calculated to involve a total of at least 9 hours of the student's classroom and outside time per week. This three unit class involves three hours of classroom instruction and six hours of homework per week (page 11 of the 1986-87 catalog). The six hours of homework per week will include reading and writing assignments, observations, and written reports related to the subject matter content.

C. Writing Assignments:

Writing assignments are required and may include, but are not limited to, the following:

I. Written assignments will include observations of individuals with differing disabilities and students will be expected to analyze the effects of the disabilities on their behaviors. Students will be required to formulate their own ideas on the positive and negative impact of the significant adults around the disabled child as well as technological aids used to assist the child. Students will prepare and present a research paper or project on one disability. Writing skills and vocabulary used in written assignments must be college level.

D. Reading Assignments:

Reading assignments are required and may include but, are not limited to, the following:

I. Students will be expected to read college level materials which will include the textbook, supplemental reading assignments, professional journals in the areas of child development, psychology, special education, and related medical fields. Examples are given in the bibliography.

E. Appropriate Assignments that Demonstrate Critical Thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

I. Students will evaluate early childhood educational programs and make recommendations for the adoptions of programs for a mainstream child with 3-5 identified disabilities. The analysis of the needs of the child will be based on providing an environment which will maximize the potential of each child.

2. METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

I. Evaluation will be based on satisfactory progress in the performance of a variety of activities and assignments such as objective examinations, essay examinations, written assignments, class discussion, and a research paper. Students will demonstrate the ability to understand the subject matter through the use of appropriate vocabulary in discussions, written assignments, and essay examinations.

3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

- * Distance Education
- * Lectures, discussion seminars, small group activities, films, guest speakers, student reports, observation, preparation of a research paper, and other unique instructional strategies as determined by the instructor.

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

1. ALLEN. EXCEPTIONAL CHILD: MAINSTREAMING..., 3 ed. DELMA, ISBN: 0827366981
2. LEWIS. TEACHING SPEC STUDENTS IN GEN EDUC CLASS, 5 ed. PH, ISBN: 0130953075
3. PH. ADAPTING EARLY CHILDHOOD CURR, 5 ed. COOK, ISBN: 0130832014

4. PH. ADAPTING EARLY CHILDHOOD CURR, 4 ed. COOK, ISBN: 0133733092

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

ORIGINATOR: Curricunet Version 2

ORIGINATION DATE: 10/01/1986

PROPOSAL ORIGINATOR: Curricunet Version 2

CO-CONTRIBUTOR(S)

PROPOSAL DATE: 10/01/1986