

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

**SECTION I****SUBJECT AREA AND COURSE NUMBER:** Child Development 166**COURSE TITLE:** Special Needs Curriculum**Units: 3**  
Grade Only**CATALOG COURSE DESCRIPTION:**

This course provides an in-depth look at curriculum for children with special needs. Full inclusion of children with special needs into school and community settings is explored. Application of specific strategies for integrating children into typical settings is addressed as well as use of adaptive equipment. This course is designed primarily for parents, teachers, nurses, social workers, and paraprofessionals employed in schools, day care centers, and child development programs. The course partially fulfills requirements for the Child Development Certificate and Degree programs and partially meets the specialization requirements for the Master Teacher Permit if taken with Child Development 165.

**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. Describe special needs of children in the following areas: developmental disabilities, physical disabilities, health impairments and acquired disabilities.
2. Identify specific strategies related to developmental delays in the following domains: cognitive, motor, speech/language, self-help and social/emotional.
3. Analyze legislation as it relates to curriculum development for children with special needs.
4. Assess the service delivery system for children with disabilities and determine what impact the system has on families.
5. Observe children with special needs in various settings while comparing and contrasting instructional strategies used in each setting.
6. Identify instructional strategies teachers and care providers may use to include children with special needs in an integrated setting.
7. Evaluate adaptive equipment available to assist children with special needs.

8. Plan lessons for children with special needs and implement one lesson plan into an existing program.

## **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. Overview of special needs
  - A. developmental disabilities
  - B. physical disabilities
  - C. health impairments
  - D. acquired disabilities
- II. Developmental delays in 5 domains
  - A. cognitive: developmental delays
  - B. gross and fine motor: physical therapy/occupational therapy
  - C. speech/language: speech therapy
  - D. self help/independent living skills
  - E. social/emotional: child abuse/neglect
- III. Overview of legislation related to curriculum development
  - A. Brown vs. Board of Education
  - B. Head Start Preschool
  - C. Infant Child Early Education Programs
  - D. Disability Awareness and Rights
  - E. Section 504/Rehabilitation Act
  - F. Education for Handicapped Act
  - G. PL 99-457
  - H. Americans with Disabilities Act (ADA)
    - I. Individuals with Disabilities Education Act (IDEA)
    - J. Federal Childcare Block Grant
  - K. California Legislation
    1. Lanterman Act
    2. AB 1674
    3. Preschool Special Education Programs
    4. California Early Intervention Programs
    5. SB 2194
    6. SB 1009 (Coffelt)
- IV. Service delivery system for children and families
  - A. State Councils on Developmental Disabilities
  - B. Regional Center System
  - C. California Children's Services-Medical Therapy Units
  - D. City/County School Infant Programs
  - E. Special Education Preschool Programs
- V. Types of settings for inclusion
  - A. infant education programs
  - B. home-based
  - C. center-based
  - D. preschool programs
  - E. private
  - F. state-funded
  - G. federal-Head Start
  - H. childcare programs
    - I. small/large family daycare homes
    - J. center-based
  - K. church-related
- VI. Instructional strategies for integrated settings
  - A. definition/description of instructional strategies and how to implement

- B. organizing learning opportunities
  - C. extending the benefits of learning to the natural environment
  - D. children's books and literature on special needs
  - E. dolls, toys and equipment that model special needs
- VII. Adaptive equipment/assistive technology
- A. wedges, sidelyer, bolsters (physical therapy equipment)
  - B. prone stander
  - C. modified chairs
  - D. wheelchairs
  - E. walking devices
  - F. braces and orthotics
  - G. computers with adaptations
- VIII. Lesson plan implementation
- A. overview of lesson plans
  - B. overview of curriculum development
  - C. explore existing programs throughout the county
  - D. devise lesson plan specific to a particular setting
  - E. visit a program to implement one lesson plan

**B. Writing Assignments:**

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

I. riting assignments are required. All written work will require the use of critical analytical skills. Standard paper formats and structures will be applied. Students should be able to understand and apply theory of integration and inclusion of children with special needs in real life situations. The result of this knowledge will be demonstrated in written assignments. Writing assignments may include, but are not limited to:

- A. 1. Essay examinations
- B. 2. Special needs topical project
- C. 3. Short essay papers
- D. 4. Reviews of literature, periodicals and internet articles
- E. 5. Final report on a disability that affects children.

**C. Reading Assignments:**

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

I. Appropriate readings include but are not limited to the required text and:

- A. 1. Monthly news magazines that focus on the child with special needs such as: Exceptional Parent, Mainstreaming and Disability Today
- B. 2. Child development journals such as Young Children
- C. 3. SDSU Mainstreaming Project manual entitled Starting Point: How to Open Your Program to Children With Special Needs
- D. 4. Manual and video entitled Pyramid Project: Building Family Support
- E. 5. Training materials from Project Exceptional
- F. 6. Internet reports

**D. Appropriate Assignments that Demonstrate Critical Thinking:**

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

I. Critical thinking assignments may include but are not limited to:

- A. 1. Analyze and compare various types of integrated and non-integrated settings that serve children
  - B. 2. Apply theories of integration and inclusion to their specific setting
  - C. 3. Compare and contrast various strategies for integrating children with special needs into day care and school settings
- II. 4. Review current literature, periodicals and articles

**E. Appropriate Outside Assignments:**

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

I. Out of class assignments will apply the theory of integration and inclusion to real life situations

involving children with special needs. These assignments may involve, but are not limited to:

- A. 1. Reading and writing assignments as specified in the course syllabus
- B. 2. Internet, library and archival research
- C. 3. Observations of two types of preschools
- D. a. special day class special education program
- E. b. typical preschool integrating children with special needs
- F. 4. Field trips to visit programs that serve children with special needs
- G. 5. Review of current periodicals

## **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. The instructor shall, in accordance with district Policy, provide each student with a written course syllabus that indicates the evaluation factors/procedures to be used. Evaluation will be based on a variety of factors, which may include, but are not limited to:

- A. In class objective examinations that test for definitions and major discipline concepts, philosophy of including children with special needs and application of strategies for integrating children Out of class writing assignments
- B. a. observations
- C. b. review of literature, including periodicals and internet articles
- D. c. disability report Supplemental activities
- E. a. participation in classroom
- F. b. participation in field trips

## **3. METHODS OF INSTRUCTION:**

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

- \* Methods of instruction may include, but are not limited to:
- \* 1. Lecture and visual aids
- \* 2. Group discussion and problem solving performed in the classroom
- \* 3. Quiz and examination review performed in class
- \* 4. Panels and guest speakers
- \* 5. Field observation and field trips
- \* 6. Small group activities
- \* 7. Student presentations
- \* 8. Technical instruction via the internet and KPBS television station

## **4. REQUIRED TEXTS AND SUPPLIES:**

Textbooks may include, but are not limited to:

### **TEXTBOOKS:**

1. DELMAR. CREATIVE RESOURCES F/INFANTS & TODDLERS, 1 ed. HERR, ISBN: 0766803376
2. GREENSPAN. CHILD W/SPECIAL NEEDS, 1 ed. HARP, ISBN: 0201407264
3. HUMA. CREATIVE PLAY ACT F/CHILD W/DISABILITIES, 2 ed. MORRIS, ISBN: 0873229339
4. MCG. EDUCATING EXCEPTIONAL CHILDREN 99/00, 11 ed. DUSHKIN, ISBN: 0070413894

### **MANUALS:**

### **PERIODICALS:**

### **SOFTWARE:**

### **SUPPLIES:**

1.

**PROPOSAL ORIGINATOR:** Gloria Lyon  
**CO-CONTRIBUTOR(S)**  
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