



Course Outline

2026-2027 Catalog

CDF 18 - Children with Special Needs

Catalog Description

Transfer Status: CSU

Unit(s): 3.00

Lecture: 51.00 Contact hours/102.00 Out of class hours/153.00 Total hours/3.00 Unit(s)

Total: 51.00 Contact hours/102.00 Out of class hours/153.00 Total hours/3.00 Unit(s)

Course Description: This course covers issues related to children with varying abilities ages birth through eight. Exploring first the history of related legislation and referral process, teaching practices, philosophies of inclusion intervention methods, and then working respectfully with families. Observations in public or private child development centers or schools are required.

Objectives

Upon successful completion of this course, the student should be able to:

1. Understand the history of special education and legislation and their impact on advocacy for children with varying abilities and effective practices in early childhood special education.
2. Identify and analyze significant genetic and environmental risk factors related to the development of children from birth to age eight.
3. Examine and explain varying abilities including physical, sensory, communicative and behavioral varying abilities among children from birth to eight years of age in light of diversity and family issues.
4. Demonstrate knowledge of the philosophy and techniques used in ethical, developmental assessment, as well as on strengths-based and family-centered intervention strategies.
5. Define the referral process associated with the Individual Family Service Plan (IFSP) and Individualized Educational Program (IEP).
6. Identify the benefits of using a strengths-based approach in working with children with varying abilities and their families.

Course Content

Topic Titles / Suggested Time Topic	
<u>Lecture</u>	
<u>Topics</u>	<u>Lec Hrs</u>
Introduction and Review of Course Objectives	3.00
Historical Overview of Early Intervention/Special Education	3.00
Theory/educational foundations	3.00
Least-Restricted Environment	3.00
Advocacy and public policy	3.00
Ethics-professional behaviors	3.00
Laws and regulations	3.00
a. Individuals with Disabilities Education Act (IDEA)	
b. Individualized Family Service Plan (IFSP)	
c. Individualized Education Program (IEP)	
d. Inclusion	
Developmental screening and assessments	3.00
a. Referral process	
b. Community resources	
Impact on families	3.00
a. Grief, stress and coping strategies	
b. Supporting families	
c. Diverse perspectives	
Development and variations in development	3.00
Prenatal development and risk factors	3.00
Genetically inherited conditions	3.00
Environmental factors promoting or hindering development	3.00
Communication/language development	3.00
Cognitive development	3.00
Mental health and social-emotional development	3.00
Physical	3.00
Total Hours: 51.00	

Methods of Instruction

- A. Class Activities
- B. Collaborative Group Work
- C. Guest Speakers
- D. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- E. Lecture
- F. Classroom Observation

Methods of Evaluation

- A. Exams/Tests
- B. Papers
- C. Oral Presentation
- D. Projects
- E. Demonstration
- F. Class participation
- G. Written Assignments
- H. Observations

Examples of Assignments

Reading Assignments

1. Read an article in a professional journal pertaining to American Disabilities Act (ADA) and come to class prepared to discuss.
2. Read the NAEYC Code of Ethical Conduct and Statement of Commitment and come to class prepared to role play a situation where there is an ethical dilemma for the caregiver.

Writing Assignments

1. Write a five-page paper which discusses the IEP or IFSP process focusing on the strengths-based approach.
2. Summarize in a two-page paper a professional article which discusses research-based curricular adaptations for children with special orthopedic needs.

Out-of-Class Assignments

1. Observe an inclusive classroom and come to class prepared to discuss your observation.
2. Interview an individual in the field of special education and come to class prepared to discuss the interview.

Recommended Materials of Instruction

Yell, M. (2015). Law and Special Education: The Enhanced Pearson eText with Loose-Leaf Version-Access Card Package. *Pearson, 4th*.
Taylor, R., Smiley, L., & Richards, S. (2019). Exceptional Students: Preparing Teachers for the 21st Century. *McGraw-Hill, 3rd*.
Allen, E. & Cowdery, G. (2015). The Exceptional Child: Inclusion in Early Childhood Education. *Cengage, 8th*.

Other Learning Materials

Early Childhood Inclusion: A Joint Position Statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC)
https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/DEC_NAEYC_EC_updatedKS.pdf
Center on the Social and Emotional Foundations for Early Learning:
<http://csefel.vanderbilt.edu/resources/wwb/wwb13.html>
Far Northern Regional Center:
<http://www.farnorthernrc.org>

Minimum Qualifications

Child Dev/Early Childhood Ed

Created/Revised by: Choflá, Dr. Shaun-Adrián

Date: 02/22/2016