



CREDIT COURSE OUTLINE

I. COVER PAGE

(1) CHDEV 35

(2) Working with Families and Children with Special Needs

(3) 3

Number _____ Title _____ Units _____

(4) Lecture / Lab Hours:			(8) Classification:		
Total Course Hours					
	Total Lec hours:	3.00	Degree applicable:		X
	Total Lab hours:	0	Non-degree applicable:		
	Total Contact hours:	54.00	Basic skills:		
Lec will generate <u>0</u> hour(s) outside work.			(9) RC Fulfills AS/AA degree requirement: (area)		
Lab will generate <u>0</u> hour(s) outside work.			General education category:		
			Major:		
(5) Grading Basis: Grading Scale Only			Certificate of: CHILD CARE FOR SCHOOL-AGE CHILDREN/TEACHER		
	Pass/No Pass option	X	Certificate in:		
	Pass/No Pass only				
(6) Advisories:			(10) CSU Baccalaureate: X		
Eligibility for English 125 and			(11) Repeatable: (A course may be repeated three times) 0		
Eligibility for English 126					
(7) Pre-requisites (requires C grade or better):					
Corequisites:					

(12) Catalog Description:

This course is an introduction to the field of special education. Identification and intervention techniques of various disabilities will be explored, with an emphasis on how to support and work with the family. The law, as it relates to disability rights, accommodations and modifications for disabled persons will be emphasized.

II. COURSE OUTCOMES:

(Specify the learning skills the student demonstrates through completing the course and link critical thinking skills to specific course content and objectives.)

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

- I. interpret the parts of law and IDEA (Individuals with Disabilities Education Act) as they pertain to working with children with special needs.
- II. describe the components of an IEP (Individualized Education Program), IFSP (Individualized Family Service Plan) and IDEA (Individuals with Disabilities Education Act).
- III. identify the community's professionals, agencies, and resources which are available to families and children with disabilities and other special needs.
- IV. evaluate curriculum for bias as it relates to children with special needs.
- V. analyze how an early childhood education program can be adapted for inclusion of children with disabilities and other special needs into a typical classroom.

III. COURSE OBJECTIVES:

(Specify major objectives in terms of the observable knowledge and/or skills to be attained.)

In the process of completing this course, students will:

- I. examine the parts of law as it pertains to working with children with special needs.
- II. examine the regulations surrounding special education, as it applies to the classroom, curriculum and treatment.
- III. explore the components of an appropriate IEP (Individualized Education Program), IFSP (Individualized Family Service Plan) and IDEA (Individuals with Disabilities Education Act).
- IV. examine the varying types of disabilities and special needs of children today.
- V. demonstrate the skill of critical observation of children with disabilities, applying knowledge of trends, theories, and philosophies in understanding typically and atypically developing children.
- VI. understand accommodations needed for children with special needs.
- VII. review curriculum for bias as it relates to children with special needs.

IV. COURSE OUTLINE:

Lecture Content:

- I. Exceptional Children Defined
 1. Children with Special Needs
 2. Gifted and Talented Children
- II. Overview of the Laws Governing Special Education
 1. IDEA--Individuals with Disabilities Education Act
 2. NCLB--No Child Left Behind
- III. Inclusion and Support
 1. Tools for Individualized Programs
 1. IEP--Individualized Education Program
 2. IFSP--Individualized Family Service Plan
 2. Integration of Children with Disabilities into Schools
 3. Values and Outcomes of Inclusion
 4. The Social Context of Special Education
- IV. The Teacher's Roles
 1. Observations and Assessment
 1. Identification of Needs
 2. Measure and Report Progress
 3. Evaluating Progress and Revising Programs
 2. Writing IEP's and IFSP's
 3. Early Intervention
 4. Least Restrictive Environment
 5. Inclusion
- V. Collaborating with Parents and Families
 1. Support for Family Involvement
 2. Understanding Families of Children with Disabilities
 3. Working with Culturally and Linguistically Diverse Families
 4. Home-School Communication Models
 5. Other Forms of Parent Involvement
- VI. Learners with Intellectual and Developmental Disabilities
 1. Identifying Students
 2. Evaluating Students
 3. Designing an Appropriate IEP or IFSP
 4. Using Effective Instructional Strategies
 5. Including Students into Classroom
 6. Assessing Progress
 7. Values and Outcomes
- VII. Learners with Learning Disabilities
 1. Identifying Students
 2. Evaluating Students
 3. Designing an Appropriate IEP or IFSP
 4. Using Effective Instructional Strategies
 5. Including Students into Classroom
 6. Assessing Progress
 7. Values and Outcomes
- VIII. Learners with Attention Deficit Hyperactivity Disorder
 1. Identifying Students
 2. Evaluating Students
 3. Designing an Appropriate IEP or IFSP
 4. Using Effective Instructional Strategies
 5. Including Students into Classroom
 6. Assessing Progress
 7. Values and Outcomes
- IX. Learners with Emotional or Behavioral Disorders
 1. Identifying Students
 2. Evaluating Student's
 3. Designing an Appropriate IEP or IFSP
 4. Using Effective Instructional Strategies
 5. Including Students into Classroom
 6. Assessing Progress
 7. Values and Outcomes
- X. Learners with Communication Disorders
 1. Identifying Students
 2. Evaluating Students
 3. Designing an Appropriate IEP or IFSP
 4. Using Effective Instructional Strategies
 5. Including Students into Classroom
 6. Assessing Progress
 7. Values and Outcomes
- XI. Learners Who are Deaf or Hard of Hearing

1. Identifying Students
 2. Evaluating Students
 3. Designing an Appropriate IEP or IFSP
 4. Using Effective Instructional Strategies
 5. Including Students into Classroom
 6. Assessing Progress
 7. Values and Outcomes
- XII. Learners with Blindness or Low Vision
1. Identifying Students
 2. Evaluating Students
 3. Designing an Appropriate IEP or IFSP
 4. Using Effective Instructional Strategies
 5. Including Students into Classroom
 6. Assessing Progress
 7. Values and Outcomes
- XIII. Learners with Autism Spectrum Disorders
1. Identifying Students
 2. Evaluating Students
 3. Designing an Appropriate IEP or IFSP
 4. Using Effective Instructional Strategies
 5. Including Students into Classroom
 6. Assessing Progress
 7. Values and Outcomes
- XIV. Learners with Low-Incidence, Multiple, and Severe Disabilities
1. Identifying Students
 2. Evaluating Students
 3. Designing an Appropriate IEP or IFSP
 4. Using Effective Instructional Strategies
 5. Including Students into Classroom
 6. Assessing Progress
 7. Values and Outcomes
- XV. Learners with Physical Disabilities and Other Health Impairment
1. Identifying Students
 2. Evaluating Students
 3. Designing an Appropriate IEP or IFSP
 4. Using Effective Instructional Strategies
 5. Including Students into Classroom
 6. Assessing Progress
 7. Values and Outcomes
- XVI. Learners with Special Gifts and Talents
1. Identifying Students
 2. Evaluating Students
 3. Designing an Appropriate IEP or IFSP
 4. Using Effective Instructional Strategies
 5. Including Students into Classroom
 6. Assessing Progress
 7. Values and Outcomes

V. APPROPRIATE READINGS

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

I. Sample Text Title:

1. Recommended - Smith, D. D., & Tyler, N. C. *Introduction to Special Education: Making A Difference*, ed. 7th Merrill, 2010,
and/or
2. Recommended - Hallahan, D. P., Kauffman, J. M., & Pullen, P. C. *Exceptional Learners: Introduction to special education*, ed. 11th Merrill, 2009,
and/or
3. Required - Turnbull, H. R., & Wehmeyer, M. L. *Exceptional Lives: Special education in today's schools*, ed. 6th Merrill, 2010,

II. Other Readings

- Global or international materials or concepts are appropriately included in this course
- Multicultural materials and concepts are appropriately included in this course

If either line is checked, write a paragraph indicating specifically how global/international and/or multicultural materials and concepts relate to content outline and/or readings.

In the process of learning about disabilities and intervention strategies and programs, students will gain an awareness of working with children and families from various cultural beliefs and backgrounds. Students will learn to provide accommodations and modifications to include atypically developing children. Special attention will be given to inclusive language.

VI. METHODS TO MEASURE STUDENT ACHIEVEMENT AND DETERMINE GRADES:

Students in this course will be graded in at least one of the following four categories. Please check those appropriate. A degree applicable course must have a minimum of one response in category A, B, or C.

A. Writing			
Check either 1 or 2 below			
X	1. Substantial writing assignments are required. Check the appropriate boxes below and provide a written description in the space provided.		
	2. Substantial writing assignments are NOT required. If this box is checked leave this section blank. For degree applicable courses you must complete category B and/or C.		
	a) essay exam(s)	X	d) written homework
X	b) term or other paper(s)	X	e) reading reports
X	c) laboratory report(s)	X	f) other (specify)

Required assignments may include but are not limited to the following:

1. write research paper.
2. reading critiques.
3. write evaluation of mock IEP or IFSP.

B. Problem Solving			
Computational or non-computational problem-solving demonstrations, including:			
	a) exam(s)		d) laboratory reports
	b) quizzes		e) field work
	c) homework problems	X	f) other (specify):

Required assignments may include but are not limited to the following:

1. understand and apply course content through in-class activities.
2. develop mock IEP or IFSP for a child with special needs.

C. Skill demonstrations, including:			
	a) class performance(s)		c) performance exams(s)
	b) field work	X	d) other (specify)

Required assignments may include but are not limited to the following:

1. Identify special needs of children and develop mock IEP or IFSP to accommodate.

D. Objective examinations including:			
X	a) multiple choice	X	d) completion
X	b) true/false	X	e) other (specify):
X	c) matching items		

COURSE GRADE DETERMINATION:

Description/Explanation: Based on the categories checked in A-D, it is the recommendation of the department that the instructor's grading methods fall within the following departmental guidelines; however, the final method of grading is still at the discretion of the individual instructor. The instructor's syllabus must reflect the criteria by which the student's grade has been determined. (A minimum of five (5) grades must be recorded on the final roster.)

If several methods to measure student achievement are used, indicate here the approximate weight or percentage each has in determining student final grades.

25% Writing, 25% Problem Solving, 25% Skills Demonstration, 25% Objective Examination.

VII. EDUCATIONAL MATERIALS

For degree applicable courses, the adopted texts, as listed in the college bookstore, or instructor-prepared materials have been certified to contain college-level materials.

Validation Language Level (check where applicable):

- Textbook
- Reference materials
- Instructor-prepared materials

College-Level Criteria Met	
YES	NO
<u>X</u>	<u> </u>
<u>X</u>	<u> </u>
<u>X</u>	<u> </u>

Audio-visual materials X

Indicate Method of evaluation:

- Used readability formulae (grade level 10 or higher)
- Text is used in a college-level course
- Used grading provided by publisher
- Other: (please explain; relate to Skills Levels)

Computation Level (Eligible for MATH 101 level or higher where applicable) X

- Content
- Breadth of ideas covered clearly meets college-level learning objectives of this course X
 - Presentation of content and/or exercises/projects:
 - Requires a variety of problem-solving strategies including inductive and deductive reasoning. X
 - Requires independent thought and study X
 - Applies transferring knowledge and skills appropriately and efficiently to new situations or problems. X

List of Reading/Educational Materials

- Recommended - Smith, D. D., & Tyler, N. C. *Introduction to Special Education: Making A Difference*, ed. 7th Merrill, 2010,
- Recommended - Hallahan, D. P., Kauffman, J. M., & Pullen, P. C. *Exceptional Learners: Introduction to special education*, ed. 11th Merrill, 2009,
- Required - Turnbull, H. R., & Wehmeyer, M. L. *Exceptional Lives: Special education in today's schools*, ed. 6th Merrill, 2010,

Comments:

- This course requires special or additional library materials (list attached).
- X This course requires special facilities:
CD Lab School

Attached Files:

<p><u>BASIC SKILLS ADVISORIES PAGE</u> The skills listed are those needed for eligibility for English 125, 126, and Math 101. These skills are listed as the outcomes from English 252, 262, and Math 250. In the right hand column, list at least <u>three</u> major basic skills needed at the beginning of the target course and check off the corresponding basic skills listed at the left.</p>	
<p>(eligibility for English 126) (as outcomes for English 262)</p> <p><u> </u> Using phonetic, structural, contextual, and dictionary skills to attack and understand words.</p> <p><u> X </u> Applying word analysis skills to reading in context.</p> <p><u> X </u> Using adequate basic functional vocabulary skills.</p> <p><u> X </u> Using textbook study skills and outlining skills.</p> <p><u> </u> Using a full range of literal comprehension skills and basic analytical skills such as predicting, inferring, concluding, and evaluating.</p>	<ol style="list-style-type: none"> 1. Students will read and must understand terms which apply to growth and development and the implication of delays in that development. 2. An understanding and use of good vocabulary skills is necessary. 3. Students will read case studies, developmental observations, and research findings and must analyze and apply what they have read.
<p>(eligibility for English 125) (as outcomes for English 252)</p> <p><u> X </u> Writing complete English sentences and avoiding errors most of the time.</p> <p><u> X </u> Using the conventions of English writing: capitalization, punctuation, spelling, etc.</p> <p><u> X </u> Using verbs correctly in present, past, future, and present perfect tenses, and using the correct forms of common irregular verbs.</p>	<ol style="list-style-type: none"> 1. Students are required to write critically on topical readings. 2. Written assessment of child observations are required. 3. Students will write evaluation of classrooms, children, and special needs.

Expanding and developing basic sentence structure with appropriate modification.
 Combining sentences using coordination, subordination, and phrases.
 Expressing the writer's ideas in short personal papers utilizing the writing process in their development.

Check the appropriate spaces.

- Eligibility for Math 101 is advisory for the target course.
 Eligibility for English 126 is advisory for the target course.
 Eligibility for English 125 is advisory for the target course.

If the reviewers determine that an advisory or advisories in Basic Skills are all that are necessary for success in the target course, stop here, provide the required signatures, and forward this form to the department chair, the appropriate associate dean, and the curriculum committee.

CONTENT REVIEW

REQUISITES

No requisites