



El Camino College
COURSE OUTLINE OF RECORD – Official

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| Course Acronym: | CDEV |
| Course Number: | 150 |
| Descriptive Title: | Introduction to Children with Special Needs |
| Division: | Behavioral and Social Sciences |
| Department: | Child Development |
| Course Disciplines: | Child Development, Early Childhood Education, Nursing, Special Education |
| Catalog Description: | This course offers an overview of the causes, characteristics, prevalence, and needs of children with mild to severe physical, cognitive, and behavioral conditions from birth to age 22 with an emphasis on children ages birth through eight. Students are introduced to the variations in development of children with special needs and the resulting impact on families. An overview of historical and societal influences, laws relating to children with special needs, and the identification and referral process is also examined. Topics include the identification of community agencies for referral and case management, inclusion of children with special needs into mainstream classrooms, and the special needs of gifted and talented children. |
| Prerequisite: | |
| Co-requisite: | |
| Recommended Preparation: | English 1 or eligibility for English 1A or qualification by appropriate assessment |
| Enrollment Limitation: | |
| Hours Lecture (per week): | 3 |
| Hours Laboratory (per week): | 0 |
| Outside Study Hours: | 6 |
| Total Course Hours: | 54 |
| Course Units: | 3 |
| Grading Method: | Letter Grade only |
| Credit Status: | Credit, degree applicable |
| Transfer CSU: | Yes |
| Effective Date: | Prior to July 1992 |
| Transfer UC: | No |
| Effective Date: | |
| General Education: | ECC |
| Term: | |

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| Other: | |
| CSU GE: | |
| Term: | |
| Other: | |
| IGETC: | |
| Term: | |
| Other: | |
| Student Learning Outcomes: | <p>SLO #1 Exceptionalities and Conditions</p> <p>Recognize various exceptionalities and conditions of children and identify interventions based on the developmental continuum.</p> <p>SLO #2 Role of History and Society</p> <p>Evaluate the role of history and society in shaping current policies related to best practices of inclusion and serving children with special needs.</p> <p>SLO #3 Collaboration</p> <p>Collaborate with families and community members in supporting inclusion of children with special needs</p> |
| Course Objectives: | <ol style="list-style-type: none"> 1. Define terminology integral to the field of study in special education. 2. Describe the sequence of development and the interrelationship among developmental areas in relation to the physical, cognitive, and social domains. 3. Examine the key contributions of developmental theorists, advocates, and legal decisions in influencing best practices in early childhood education. 4. Evaluate the types of screening, testing and criteria for identifying children with special needs. 5. Analyze the classification criteria for children with special needs and determine the specific programs or educational approaches that will meet their needs. 6. Examine the elements of and protocol for Individual Education Programs (IEP). 7. Identify community resources that meet the needs of children with special needs and their families. 8. Explain various strategies that support collaborative practices in promoting the optimal development of children within the context of their family and community. |

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| | <p>9. Summarize the steps in the referral process including observation, documentation, screening, and assessment.</p> <p>10. Identify the benefits of using a strengths-based approach in working with children with special needs and their families.</p> |
| <p>Major Topics:</p> | <p>I. Historical Overview of Special Education (3 hours, lecture)</p> <p>A. Theory/Educational Foundations</p> <p>B. Laws and Regulations</p> <p>1. Individuals with Disabilities Education Act (IDEA)</p> <p>2. Individualized Family Service Plan (IFSP)</p> <p>3. Individualized Education Program (IEP)</p> <p>4. Inclusion</p> <p>5. Least Restrictive and Natural Environments</p> <p>C. People First Language</p> <p>D. Advocacy and Public Policy</p> <p>E. Ethics and Professional Behaviors</p> <p>II. Impact on Families (6 hours, lecture)</p> <p>A. Grief, Stress and Coping Strategies</p> <p>B. Supporting Families</p> <p>C. Diverse Perspectives</p> <p>III. Development and Variations in Development (3 hours, lecture)</p> <p>A. Prenatal Development and Risk Factors</p> <p>B. Genetically Inherited Conditions</p> <p>C. Environmental Factors</p> <p>D. Cognitive Development</p> <p>E. Communication/Language</p> <p>F. Social and Emotional Factors</p> |

G. Mental Health

H. Physical Development

IV. Developmental Screening and Assessments (6 hours, lecture)

A. Screening

B. Assessment

C. Parent Involvement

D. Benefits and Results of Early Intervention

E. Referral Process

F. Community Resources

V. Cognitive Delays (6 hours, lecture)

A. Measurement of Intelligence

B. Causes, Treatment, and Assessment

C. Educational Approaches

VI. Learning Disabilities (6 hours, lecture)

A. Definition and Types

B. Causes

C. Identification and Assessment

D. Educational Approaches

VII. Behavioral Disorders (3 hours lecture)

A. Definition and Types

B. Causes

C. Identification and Assessment

D. Educational Approaches

VIII. Communication Disorders (0 hours, lecture)

A. Definition of Communication Disorders

B. Speech and Language Disorders

C. Causes

D. Treatment and Remediation

E. Educational Approaches

IX. Hearing Impairment (3 hours, lecture)

A. Definition of Deafness and Hard of Hearing

B. Types and Measurement of Hearing Loss

C. Identification and Assessment

D. Cause

E. Educational Approaches

X. Visual Impairment (3 hours, lecture)

A. Definition of Visual Impairment

B. Identification and Assessment

C. Causes

D. Educational Approaches

XI. Physical and Health Impairment (6 hours, lecture)

A. Types, Ages of Onset, and Severity

B. Cause of Physical and Health Impairments

C. Treatment

D. Educational Approaches

XII. Severe and Multiple Disorders (6 hours, lecture)

A. Definition and Characteristics

B. Background of the Field

C. Treatment and Management

D. Educational Approaches

XIII. Gifted and Talented Children (3 hours, lecture)

A. Definition of Talented and Gifted Children

B. Identification and Characteristics

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| | <p>C. Changing Concept of Talented and Giftedness</p> <p>D. Educational Approaches</p> |
| Total Lecture Hours: | 54 |
| Total Laboratory Hours: | 0 |
| Total Hours: | 54 |
| Primary Method of Evaluation: | 1) Substantial writing assignments |
| Typical Assignment Using Primary Method of Evaluation: | <p>Personal Reaction Essay</p> <p>Read the essay provided by the instructor. Then, write a two-page (minimum), double-spaced reaction paper based on your thoughts and feelings. Address the following questions in your essay: How did this story make you feel? What lessons can be learned from this type of story? How does this make you feel about someone with special needs? Did this change or confirm any feelings or attitudes you have about children with special needs?</p> |
| Critical Thinking Assignment 1: | <p>Movie Analysis</p> <p>Select a movie from the list provided and develop a detailed analysis using the criteria below. Do not try to complete this assignment based on a movie that you have previously watched because your analysis will be weak and you will not receive full credit. Develop a four-page (minimum) analysis that includes:</p> <p>Name of Movie</p> <p>Main Characters</p> <p>Plot</p> <p>Type of Disability</p> <p>Availability of Resources</p> <p>Attitudes or Barriers within the Community or School System</p> <p>Understanding - Explain how your analysis of this movie affirmed or changed your understanding of people with disabilities.</p> |
| Critical Thinking Assignment 2: | <p>Class Presentation</p> <p>Form a group of four students. Choose a topic of interest such as Attention Deficit Disorder, Autism, Learning Disabilities, or Asthma. Read the appropriate chapter in your textbook and use two additional resources in your research. Include the definition of the disability, causes, prevalence, historical background, and educational approaches. Prepare a 30-minute workshop on your topic and be prepared to present it to the class. Include a visual aid and a fact-based handout in your presentation.</p> |

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| Other Evaluation Methods: | Completion, Essay Exams, Matching Items, Multiple Choice, Reading Reports, Term or Other Papers, True/False, Written Homework |
| Instructional Methods: | Demonstration, Discussion, Group Activities, Guest Speakers, Lecture, Multimedia presentations, Role play/simulation |
| If other: | |
| Work Outside of Class: | Answer questions, Required reading, Study, Written work (such as essay/composition/report/analysis/research) |
| If Other: | |
| Up-To-Date Representative Textbooks: | Ann Turnbull, Rud Turnbull, Michael L. Wehmeyer, Karrie A. Shogren. Progress, & Dignity in Today's Schools, 9th Edition, Pearson, 2020. |
| Alternative Textbooks: | |
| Required Supplementary Readings: | |
| Other Required Materials: | |
| Requisite: | |
| Category: | |
| Requisite course(s): List both prerequisites and corequisites in this box. | |
| Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). | |
| Requisite Skill: | |
| Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable | |
| Requisite course: | English 1 |
| Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). | <p>This course involves reading college level textbooks, developing written projects, and answering essay questions. A student's success in this class will be enhanced if they have these skills.</p> <p>Students need well-developed reading skills in order to understand and interpret information in their textbooks and writing skills to develop essays and projects.</p> <p>ENGL 1- Summarize, analyze, evaluate, and synthesize college-level texts. ENGL 1 - Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.</p> |

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| Requisite Skill: | Eligibility for English 1A or qualification by appropriate assessment |
| Requisite Skill and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). If applicable | This course involves reading college level textbooks, developing projects, and answering essay questions. A student's success in this class will be enhanced if they have these skills. Summarize, analyze, evaluate, and synthesize college-level texts. Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process. |
| Enrollment Limitations and Category: | |
| Enrollment Limitations Impact: | |
| Course Created by: | Ann Husmann, Ed.D. |
| Date: | 12/06/1987 |
| Original Board Approval Date: | |
| Last Reviewed and/or Revised by: | Janet Young |
| Date: | 05/10/2021 |
| Last Board Approval Date: | 11/15/2021 |