



El Camino College  
 COURSE OUTLINE OF RECORD – Official

<b>Subject:</b>	CDEV
<b>Course Number:</b>	165
<b>Descriptive Title:</b>	Autism, ADHD, Physical and Health Impairments
<b>Division:</b>	Behavioral and Social Sciences
<b>Department:</b>	Child Development
<b>Course Disciplines:</b>	Child Development, Early Childhood Education, Nursing, Special Education
<b>Catalog Description:</b>	This course is designed for students interested in working as a paraprofessional with children who have been diagnosed with autism, Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD), children with physical disabilities, and health impairments. Students will be introduced to the social, emotional, cognitive, and academic needs of these children. The causes, signs, symptoms, treatments, and implications of these disorders will be presented. The characteristics of effective teaching methods and the implementation of accommodation strategies in the home and school setting will be explored. The laws governing the rights of children with special needs and their families will be discussed. Students may be required to observe local programs that serve children with special needs.
<b>Prerequisite:</b>	
<b>Co-requisite:</b>	
<b>Recommended Preparation:</b>	English 1 or eligibility for English 1A or qualification by appropriate assessment
<b>Enrollment Limitation:</b>	
<b>Course Length:</b>	
<b>Hours Lecture (per week):</b>	3
<b>Hours Laboratory (per week):</b>	0
<b>Outside Study Hours:</b>	6
<b>Total Hours:</b>	54
<b>Course Units:</b>	3
<b>Grading Method:</b>	Letter Grade only
<b>Credit Status:</b>	Credit, degree applicable
<b>Transfer CSU:</b>	Yes
<b>Effective Date:</b>	01/23/2017
<b>Transfer UC:</b>	No
<b>Effective Date:</b>	
<b>General Education:</b> ECC	
<b>Term:</b>	
<b>Other:</b>	
<b>CSU GE:</b>	

<b>Term:</b>	
<b>Other:</b>	
<b>IGETC:</b>	
<b>Term:</b>	
<b>Other:</b>	
<b>Student Learning Outcomes:</b>	<p><b>SLO #1 Universal Precautions</b> Demonstrate the use of universal precautions and describe when they should be implemented.</p> <p><b>SLO #2 Strategies and Accommodations</b> Evaluate and demonstrate effective and appropriate teaching strategies and accommodations that can be used in the classroom and home setting for children with special needs.</p> <p><b>SLO #3 Diagnostic Tools</b> Describe the diagnostic tools and assessment criteria for various conditions and disorders.</p>
<b>Course Objectives:</b>	<ol style="list-style-type: none"> <li>1. Analyze and describe the role of the paraprofessional in working with the teacher, school, professional, and parent in the implementation of educational strategies and accommodations.</li> <li>2. Examine the educational rights of children with special needs and their families as outlined in state and federal legislation.</li> <li>3. Examine the diagnostic criteria for Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), and autism spectrum disorders and recognize the early signs and/or symptoms.</li> <li>4. Describe and implement behavior management techniques in the home and/or school setting to meet the needs of children with autism or attention deficit disorders.</li> <li>5. Evaluate strategies that will allow children with autism and attention deficit disorders to integrate into mainstream classroom settings.</li> <li>6. Examine the elements and conditions of a safe learning environment for children with various special needs.</li> <li>7. Describe the importance of early intervention for a child diagnosed with special needs.</li> <li>8. Compare and contrast various teaching strategies such as Applied Behavior Analysis, Task Analysis, Discrete Trial Training, Rapid Prompting, and Picture Exchange Communication.</li> <li>9. Examine the social, emotional, language, cognitive, developmental, sensory, and academic needs of children with special needs.</li> <li>10. Assess the pros and cons of various medications used to treat attention deficit disorders.</li> <li>11. Identify the terminology, definitions, causes, and characteristics of physical disabilities and other health impairments in children.</li> <li>12. Compare and contrast accommodations and modifications used in the classrooms and home settings for children with various physical disabilities and health impairments.</li> <li>13. Demonstrate the proper use of body mechanics when lifting and positioning children and the appropriate techniques for assisting children in feeding and toileting.</li> </ol>

	<ul style="list-style-type: none"> <li>14. Recognize the signs and/or symptoms of life-threatening emergencies related to health impairments.</li> <li>15. Demonstrate the use of universal precautions and describe when they should be implemented.</li> <li>16. Demonstrate the safe use of an EpiPen for anaphylactic reactions.</li> <li>17. Examine medication protocols and documentation requirements when caring for children.</li> <li>18. Demonstrate the correct use of adaptive equipment such as wheelchairs, walkers, standing tables, bolsters, and bean bags.</li> </ul>
<p><b>Major Topics</b></p>	<p><b>I. Overview of Federal and State Mandates in Special Education (3 hours, lecture)</b></p> <ul style="list-style-type: none"> <li>A. Individuals with Disabilities Education Act (IDEA)</li> <li>B. Americans with Disabilities (ADA)</li> <li>C. Lantermann Act</li> <li>D. Individual Family Service Plans (IFSP)</li> <li>E. Individual Education Plan (IEP)</li> </ul> <p><b>II. Role of the Paraprofessional (3 hours, lecture)</b></p> <ul style="list-style-type: none"> <li>A. Monitoring and Supporting Student Needs</li> <li>B. Supporting Teachers</li> <li>C. Assisting in Classroom Instruction and Activities</li> <li>D. Facilitating Accommodations</li> <li>E. Implementing Instructional Modifications</li> <li>F. Maintaining Confidentiality</li> <li>G. Communication Protocols</li> <li>H. Home Instruction</li> </ul> <p><b>III. Overview of Autism and Pervasive Developmental Disorders (3 hours, lecture)</b></p> <ul style="list-style-type: none"> <li>A. History</li> <li>B. Prevalence</li> <li>C. Causes</li> <li>D. Characteristics</li> </ul> <p><b>IV. Early Symptoms (3 hours, lecture)</b></p> <ul style="list-style-type: none"> <li>A. Impaired Social Relationships</li> <li>B. Disturbances in Communications</li> <li>C. Abnormal Relationships with Objects or Events</li> <li>D. Sensory Integration Problems</li> <li>E. Developmental Delays</li> </ul> <p><b>V. Diagnostic Tools and Assessment Criteria (3 hours, lecture)</b></p> <ul style="list-style-type: none"> <li>A. Developmental Profiles</li> <li>B. Medical Tests</li> <li>C. Behavioral Checklists</li> <li>D. Importance of Early Intervention</li> </ul> <p><b>VI. Overview of Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD) (3 hours, lecture)</b></p> <ul style="list-style-type: none"> <li>A. Definitions</li> <li>B. Prevalence</li> </ul>

- C. Causes
- D. Diagnostic Criteria
- E. Characteristics of Children with ADD/ADHD
- F. Importance of Early Intervention

**VII. Physical Disabilities (6 hours, lecture)**

- A. Terminology and Definitions
- B. Prevalence
- C. Causes
- D. Classifications and Characteristics
  - 1. Cerebral Palsy
  - 2. Neural Tube Defects
  - 3. Muscular Dystrophy
  - 4. Spina Bifida
  - 5. Missing or Abnormal Limbs
  - 6. Arthritis
  - 7. Traumatic Brain Injury
- E. Emergency Situations
- F. Physical Activity and Sports
- G. Medication Protocols
- H. Psychosocial Issues
- I. Functional Mobility and Equipment
- J. Positioning
- K. Assistive Technology
- L. Monitoring Fatigue

**VIII. Health Impairments (6 hours, lecture)**

- A. Terminology and Definitions
- B. Prevalence
- C. Causes
- D. Classification and Characteristics
  - 1. Seizure Disorders
  - 2. Tourette's Syndrome
  - 3. Allergies
  - 4. Asthma
  - 5. Diabetes
  - 6. Cancer
  - 7. Human Immunodeficiency Virus (HIV)
- E. Emergency Situations
- F. Physical Activity and Sports
- G. Medication Protocols
- H. Psychosocial Issues
- I. Assistive Technology
- J. Monitoring Fatigue

**IX. General Strategies (3 hours, lecture)**

- A. Universal Precautions
- B. Feeding Assistance
  - 1. Adaptive Tools
  - 2. Food Preparation
  - 3. Positioning
  - 4. Gastrointestinal Tubes
- C. Toileting

1. Assisting Children
  2. Emptying Urine Bags
  3. Emptying Colostomy Bags
  4. Diapering
- D. Moving and Lifting
1. Procedures
  2. Proper Positioning
  3. Equipment

**X. Overview of Adaptive Equipment (3 hours, lecture)**

- A. Proper Positioning
1. Wheelchairs
  2. Braces
  3. Wedges
  4. Prone Standers
  5. Walkers
  6. Modified Tricycles and Bicycle Swings
  7. Catheterizations
  8. Communication Technology
- B. Special Assistance
1. Wheelchairs
  2. Evacuation Chairs
  3. Stretchers

**XI. Behavior Management Techniques (3 hours, lecture)**

- A. Positive Reinforcement
- B. Classroom Incentive
- C. Assertive Discipline
- D. Proximity Control
- E. Clueing

**XII. Teaching Strategies and Accommodations (6 hours, lecture)**

- A. Skills Based Treatments
- B. Applied Behavior Analysis
- C. Task Analysis
- D. Discrete Trial Training
- E. Lovaas Method
- F. Verbal Behavior Therapy
- G. Rapid Prompting
- H. Picture Exchange Communication Systems (PECS)
- I. Facilitated Communications (FC)
- J. Social Skills Training
- K. Sensory Integration and Auditory Integration Training

**XIII. Classroom Environment (3 hours, lecture)**

- A. Structure
- B. Predictability and Routines
- C. Scaffolding
- D. Supporting Transitions

**XIV. Functional Curriculum Development (3 hours, lecture)**

- A. Communication Skills
- B. Social Interactions

	<p>C. Cognitive Skills  D. Self-Help Skills  E. Gross and Fine Motor Skills  F. Sensory Integration  G. Social Skills  H. Self-Regulatory Skills</p> <p><b>XV. Medication (3 hours, lecture)</b>  A. Treatment Protocols  1. Types of Medications  2. Benefits  3. Side Effects  B. Medication in the School Environment  1. Dispensation Regulations and Documentation  2. Observation and Feedback</p>
<b>Total Lecture Hours:</b>	54
<b>Total Laboratory Hours:</b>	0
<b>Total Hours:</b>	54
<b>Primary Method of Evaluation</b>	1) Substantial writing assignments
<b>Typical Assignment Using Primary Method of Evaluation:</b>	In a two-page essay, compare and contrast three treatment protocols used to treat Attention Deficit Hyperactivity Disorder (ADHD).
<b>Critical Thinking Assignment 1:</b>	In a three-page essay, outline four strategies that could be used to assist the child with autism integrate into a mainstream classroom setting.
<b>Critical Thinking Assignment 2:</b>	Review the case student distributed in class. Carefully examine the characteristics of the child described in the study. In a small group of two to four students, assess the various teaching strategies and accommodations used to help children with autism. Determine the technique that would prove most helpful in assisting the child to become more socially involved with other children. Describe the technique and analyze how the child with autism could benefit from this intervention. Present your findings to the class.
<b>Other Evaluation Methods:</b>	Class Performance, Completion, Essay Exams, Homework Problems, Matching Items, Multiple Choice, Objective Exam, Presentation, Quizzes, Term or Other Papers, True/False
<b>Instructional Methods:</b>	Demonstration, Discussion, Guest Speakers, Lecture, Multimedia presentations, Other (specify), Role play/simulation
<b>If other:</b>	
<b>Work Outside of Class:</b>	Answer questions, Observation of or participation in an activity related to course content (such as theatre event, museum, concert, debate, meeting), Problem solving activity, Required reading, Skill practice, Study, Written work (such as essay/composition/report/analysis/research)
<b>If Other:</b>	
<b>Up-To-Date Representative Textbooks:</b>	<p>Jan Levanger, <u>I Belong: Active Learning for Children with Special Needs</u>, 1st ed. High Scope Press, 2007. Discipline Standard.</p> <p>Chantal Sicile-Kira, <u>Autism Spectrum Disorder (revised): The Complete Guide to Understanding</u>, Revised ed, Penguin Books, 2014. Discipline Standard</p> <p>Diane M. Kennedy Rebecca S. Banks, <u>Bright Not Broken: Gifted Kids, ADHD, and</u></p>

	Autism, 1st Edition 2011 Discipline Standard
<b>Alternative Textbooks:</b>	
<b>Required Supplementary Readings:</b>	
<b>Other Required Materials:</b>	
<b>Requisite:</b>	
<b>Category:</b>	
<b>Requisite course:</b>	
<b>Requisite and Matching skill(s):</b> Bold the requisite skill. List the corresponding course objective under each skill(s).	
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<b>Requisite course:</b>	English 1
<b>Requisite and Matching skill(s):</b> Bold the requisite skill. List the corresponding course objective under each skill(s).	<b>Students need well-developed reading skills in order to understand and interpret information in their textbooks and writing skills to develop essays and projects.</b> 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
<b>Requisite:</b>	Eligibility for English 1A or qualification by appropriate assessment
<b>Requisite and Matching skill(s):</b> Bold the requisite skill. List the corresponding course objective under each skill(s). If applicable	Summarize, analyze, evaluate, and synthesize college-level texts. Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.
<b>Enrollment Limitations and Category:</b>	
<b>Enrollment Limitations Impact:</b>	
<b>Course Created by:</b>	Janet Young
<b>Date:</b>	09/14/2016
<b>Last Board Approval Date:</b>	12/21/2020

<b>Last Reviewed and/or Revised by:</b>	Janet Young and Kumi Smart
<b>Date:</b>	10/11/2020