

## **Child Development 165**

### ***Autism, ADHD. Physical and Health Impairments***

*3 units; 2 hours lecture; 3 hours laboratory*

*Recommended Preparation: English 1 or eligibility for English 1A or qualification by appropriate assessment  
Degree applicable Transfer CSU*

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.

### **Course Objectives:**

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.
2. Examine the educational rights of children with special needs and their families as outlined in state and federal legislation.
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.
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.
5. Evaluate strategies that will allow children with autism and attention deficit disorders to integrate into mainstream classroom settings.
6. Examine the elements and conditions of a safe learning environment for children with various special needs.
7. Describe the importance of early intervention for a child diagnosed with special needs.
8. Compare and contrast various teaching strategies such as Applied Behavior Analysis, Task Analysis, Discrete Trial Training, Rapid Prompting, and Picture Exchange Communication.
9. Examine the social, emotional, language, cognitive, developmental, sensory, and academic needs of children with special needs.
10. Assess the pros and cons of various medications used to treat attention deficit disorders.
11. Identify the terminology, definitions, causes, and characteristics of physical disabilities and other health impairments in children.
12. Compare and contrast accommodations and modifications used in the classrooms and home settings for children with various physical disabilities and health impairments.
13. Demonstrate the proper use of body mechanics when lifting and positioning children and the appropriate techniques for assisting children in feeding and toileting.
14. Recognize the signs and/or symptoms of life-threatening emergencies related to health impairments.
15. Demonstrate the use of universal precautions and describe when they should be implemented.
16. Demonstrate the safe use of an EpiPen for anaphylactic reactions.
17. Examine medication protocols and documentation requirements when caring for children.
18. Demonstrate the correct use of adaptive equipment such as wheelchairs, walkers, standing tables, bolsters, and bean bags.

**Student Learning Outcomes (SLO):**

1. Universal Precautions  
Demonstrate the use of universal precautions and describe when they should be implemented.
2. Strategies and Accommodations  
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.
3. Diagnostic Tools  
Describe the diagnostic tools and assessment criteria for various conditions and disorders.

**ADA Statement:**

El Camino College is committed to providing educational accommodations for students with disabilities upon the timely request by the student to the instructor. A student with a disability, who would like to request an academic accommodation, is responsible for identifying herself/himself to the instructor and to the Special Resource Center. To make arrangements for academic accommodations, contact the Special Resource Center.

**Student Code of Conduct**

<https://www.elcamino.edu/administration/board/2019-policies/AP%205500%20Student%20Conduct%20.pdf>

**Student Rights and Grievances Procedure 5530**

<https://www.elcamino.edu/administration/board/boarddocs/AP%205530%20STUDENT%20%20RIGHTS%20AND%20GRIEVANCES.pdf>