

# HDEV 0019 - INTRODUCTION TO CHILDREN WITH EXCEPTIONAL NEEDS

## Catalog Description

Prerequisite: Completion of HDEV 1 or 9 with grade of "C" or better

Corequisite: Concurrent enrollment in HDEV 19L

Hours: 54 lecture

Description: Overview of the developmental issues, characteristics, and learning differences of children from birth to adolescence with exceptional needs, including gifted and talented. Current educational strategies including assessment and curriculum design will be presented. Community resources, advocacy, and challenges for children with exceptional needs and their families will be examined. (CSU)

## Course Student Learning Outcomes

- CSLO #1: Recognize various exceptionalities and conditions of children and identify interventions based on the developmental continuum.
- CSLO #2: Evaluate the role of history and society in shaping current policies related to best practices of inclusion and serving children with special needs.
- CSLO #3: Collaborate with families and community members in supporting inclusion of children with special needs.

## Effective Term

Fall 2018

## Course Type

Credit - Degree-applicable

## Contact Hours

54

## Outside of Class Hours

108

## Total Student Learning Hours

162

## Course Objectives

1. Describe how children with exceptional developmental needs differ from children with typical development from birth to adolescence.
2. Identify common developmental delays and differences in each of the domains of development.
3. Categorize developmental delays and differences by developmental domain.
4. Compare assessment and educational strategies for children with exceptional needs.
5. Analyze how developmental differences change as children mature.
6. Interpret the ways in which children with exceptional needs impact their families and its members.

7. Describe support services and community resources available for children with exceptional needs and their families.
8. Explain how advocacy has changed the opportunities available for children with exceptional needs and their families.
9. Prepare strategies for meeting the challenges of working with children with exceptional needs.
10. Explain the legal processes involved in special education.

## General Education Information

- Approved College Associate Degree GE Applicability
- CSU GE Applicability (Recommended-requires CSU approval)
- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)

## Articulation Information

- CSU Transferable

## Methods of Evaluation

- Classroom Discussions
  - Example: Class discussions may include a philosophical debate of the history and reality of the legalities of the field.
- Essay Examinations
  - Example: In an essay, students will trace the history of special education including special education laws. Rubric Grading.
- Objective Examinations
  - Example: Questions will be developed by the instructor covering various categories of atypical development, the assessment tools utilized in the child's IEP/IFSP, and identification of resources available to parents/families.
- Problem Solving Examinations
  - Example: Students will generate ideas for solving real life problems parents/families may have with inclusion issues for a child in an ECE setting. Rubric Grading.
- Projects
  - Example: Students will create a personally useful portfolio with class handouts, research from the Internet, the Learning Resources Center, publications from Project Exceptional and the Division for Early Childhood. Rubric Grading.
- Reports
  - Example: Students will compose a one page analysis of a book for disability bias. Students will focus on selection of a children's book in which they will address ten quick ways to check for bias against people with disabilities. Rubric Grading.
- Skill Demonstrations
  - Example: Students will choose a typical early childhood toy and develop an adaptation for a specific disability, and present it to the class including benefits of this adaptation. Rubric Grading.

## Repeatable

No

## Methods of Instruction

- Lecture/Discussion
- Distance Learning

Lecture:

1. Instructor will lecture on various areas of atypical development with in-class practical application of students working in small groups on case study scenarios. This will be evaluated in an informal way.
2. Instructor will assign students to read an article from a professional periodical that illustrates a real life situation of a young child and his/her family's experiences with atypical development. Students will summarize the material presented in the article, make a clear comparison with information outlined in the textbook, class discussion/lecture and/or viewed video segments. Writing will be evaluated on a basis of writing competency and thoughtful interpretation of pros and cons of how inclusion practices worked.

#### Distance Learning

1. Each week the instructor will post a topic on the discussion on the LMS to create dialogue and interaction between the students. Students are to respond to the instructor post and 3 different students each week. Example: What is your perspective of Special Education programs?

## Typical Out of Class Assignments

### Reading Assignments

1. Read and analyze three children's books for bias against children with atypical development and be prepared to discuss in class.
2. Read the Recommended Practices by the The Division for Early Childhood Council for Exceptional Children. Choose three practices to identify to use as a teacher in your current/future classroom.

### Writing, Problem Solving or Performance

1. Read the 'March of Dimes Birth Defects Foundation' research packet on an unfamiliar disorder and write a summary of how activities could be adapted in a typical early childhood classroom.
2. Analyze an instructor provided example of an IEP/IFSP, and develop several talking points that, as a teacher, could contribute to the updating of the IEP/IFSP.

## Other (Term projects, research papers, portfolios, etc.)

1. Write a research paper on understanding IDEA, and how this law translates into typical early childhood classrooms.
2. Conduct an interview with a special education professional/agency such as Shriner's, UC Davis MIND Institute, a speech pathologist, occupational therapist, or resource specialist.

## Required Materials

- Teaching Exceptional Children
  - Author: Bayat, M.
  - Publisher: MCGraw Hill
  - Publication Date: 2016
  - Text Edition: 2nd
  - Classic Textbook?:
  - OER Link:
  - OER:
- An Introduction to Young Children with Special Needs
  - Author: Gargiulo, R. & Kilgo, J
  - Publisher: Cengage
  - Publication Date: 2013
  - Text Edition: 4th

- Classic Textbook?:
- OER Link:
- OER:
- Adapting Early Childhood Curricula for Children with Special Needs
  - Author: Cook, R, Klein, M., & Chen, D.
  - Publisher: Pearson/Merrill, Prentice Hall
  - Publication Date: 2015
  - Text Edition: 9th
  - Classic Textbook?:
  - OER Link:
  - OER:

**Other materials and-or supplies required of students that contribute to the cost of the course.**