

CHLD 53NP: DEVELOPMENT OF CHILDREN WITH SPECIAL NEEDS

Foothill College Course Outline of Record

Heading	Value
Effective Term:	Summer 2022
Units:	3
Hours:	3 lecture per week (36 total per quarter)
Degree & Credit Status:	Degree-Applicable Credit Course
Foothill GE:	Non-GE
Transferable:	CSU
Grade Type:	Letter Grade Only
Repeatability:	Not Repeatable

Student Learning Outcomes

- Define and describe a variety of specific diagnosed disabilities and other special needs conditions.
- Identify atypical developmental behaviors through observation based on typical developmental patterns and chronological age norms across developmental domains.
- Research services and agencies within the community to assist families in obtaining referrals and accessing services for their children.

Description

Introduction to a variety of diagnosed disabilities and other special needs conditions that cause children, birth through age 8, to show atypical development. Laws and service provisions, social and educational implications, culture and family dynamics in the context of the larger community will be discussed.

Course Objectives

The student will be able to:

1. Recognize and understand a variety of specific diagnosed disabilities and other special needs conditions.
 2. Identify atypical developmental behaviors through observation based on typical developmental patterns and chronological age norms across developmental domains.
 3. Summarize existing laws and service provisions for eligible children with disabilities or other special needs.
 4. Research services and agencies within the community to assist families in obtaining referrals and accessing services for their children.
 5. Explain family systems theory as a framework for interactions with family members and child care providers.
- a. Characteristics of specific disabilities: cerebral palsy, autism spectrum disorders, ADHD, Down Syndrome, intellectual disabilities, learning disabilities, blindness and visual impairment, deafness and hearing impairment, speech/language delay, general developmental delay and health care needs (asthma, seizure disorders, food and environmental allergies, etc.)
 - b. Causes, incidence rates, and implications: physical, medical, social, recreational and educational
 - c. Effects of individual disability or special need on family and community interactions
2. Identify atypical developmental behaviors through observation based on typical developmental patterns and chronological age norms across developmental domains
 - a. Review of typical developmental patterns, characteristics and milestones—prenatal to age 8
 - b. Developmental domains: physical (gross and fine motor), sensory, speech/language communication, cognitive, self-help/adaptive, social and emotional
 - c. Observation and data collection for use with screening and assessment tools, individualized program planning, collaboration and communication with parents and specialists
 3. Summarize existing laws and service provisions for eligible children with disabilities or other special needs
 - a. Historical perspective of public education and civil rights laws for individuals with disabilities
 - b. Civil rights laws: Federal Americans with Disabilities Act (ADA), California Unruh Civil Rights Act: access and reasonable accommodations
 - c. Education and early intervention laws: Federal "Individuals with Disabilities Education Act" (IDEA), Federal Early Head Start/Head Start legislation, Educational 504
 - d. Roles and responsibility of advocacy and social justice related to children with special needs
 4. Research services and agencies within the community to assist families in obtaining referrals and in accessing services for their children
 - a. Referral process, eligibility criteria, contact information, characteristics of services provided, funding source information and interactions between different agencies for local, state, national and international resources
 - b. Multidisciplinary, inter-agency communication strategies and collaboration techniques
 - i. Educational services including public school districts, private schools, learning centers, etc.
 - ii. Developmental services including California Regional Centers, specialized therapy programs, etc.
 - iii. Medical services including Neonatal Intensive Care Units (NICU), birthing centers, pediatric centers, family physicians and clinics
 - iv. Recreational services including parks and recreation programs, library, private businesses, family and community events
 5. Explain family systems theory as a framework for interactions with family members and child care providers
 - a. Family systems approach including family structure, function and roles

Course Content

1. Recognize and discuss a variety of specific diagnosed disabilities and other special needs conditions

- b. Emotional reactions (grief cycle) to having a family member with a disability
- c. Diversity and cultural awareness

Lab Content

Not applicable.

Special Facilities and/or Equipment

When taught via Foothill Global Access: on-going access to computer with JavaScript-enabled internet browsing software, media plug-ins, and relevant computer applications.

Method(s) of Evaluation

Methods of Evaluation may include but are not limited to the following:

Class participation
 SLO pre-test/post-test
 Quizzes and final exam
 Written assignments
 Community observation with written/oral report

Method(s) of Instruction

Methods of Instruction may include but are not limited to the following:

Lecture
 Discussion
 Field work
 Oral presentations

Representative Text(s) and Other Materials

Allen, Eileen K., and Glynnis Edwards Cowdery. The Exceptional Child. 2021.

Gruenberg, A., and Regina Miller. A Practical Guide to Early Childhood Inclusion: Effective Reflections. 2011.

Despite being older than five years, the Gruenberg/Miller text remains relevant to the field and is supplemented with more current resources.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

1. Reading and study of the text
2. Reading and written response to test questions, assignments and relevant articles and online reading material
3. Reaction writing assignments to guest speakers, video viewings, and experiences such as research projects and field trips
4. Research, planning and written evaluation of individual or group creative projects

Discipline(s)

Child Development/Early Childhood Education