

GENERAL INFORMATION			
Name: Dr. Susan Neimand	Phone #: (305) 237-6152		
Course Prefix/Number: EEC2271	Course Title: Working with Children with Special Needs and their Families		
Number of Credits: 3			
Degree Type	<input type="checkbox"/> B.A. <input type="checkbox"/> B.S. <input type="checkbox"/> B.A.S <input checked="" type="checkbox"/> A.A. <input checked="" type="checkbox"/> A.S. <input type="checkbox"/> A.A.S. <input type="checkbox"/> C.C.C. <input type="checkbox"/> A.T.C. <input type="checkbox"/> V.C.C		
Date Submitted/Revised: 2008-1	Effective Year/Term: 2009-1		
<input checked="" type="checkbox"/> New Course Competency <input type="checkbox"/> Revised Course Competency			
Course to be designated as a General Education course (part of the 36 hours of A.A. Gen. Ed. coursework): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
The above course links to the following Learning Outcomes: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Numbers / Data <input checked="" type="checkbox"/> Critical thinking <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Cultural / Global Perspective </td> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Social Responsibility <input checked="" type="checkbox"/> Ethical Issues <input checked="" type="checkbox"/> Computer / Technology Usage <input type="checkbox"/> Aesthetic / Creative Activities <input type="checkbox"/> Environmental Responsibility </td> </tr> </table>		<input checked="" type="checkbox"/> Communication <input type="checkbox"/> Numbers / Data <input checked="" type="checkbox"/> Critical thinking <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Cultural / Global Perspective	<input checked="" type="checkbox"/> Social Responsibility <input checked="" type="checkbox"/> Ethical Issues <input checked="" type="checkbox"/> Computer / Technology Usage <input type="checkbox"/> Aesthetic / Creative Activities <input type="checkbox"/> Environmental Responsibility
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Course Description (limit to 50 words or less, <u>must</u> correspond with course description on Form 102): This course provides the student with an overview of young children birth through five years of age with special needs and their families including possible causes and characteristics of exceptionalities, federal laws, and methods of observation, referral process, educational intervention, resources, and advocacy.			
Prerequisite(s):	Corequisite(s):		

Course Competencies: (for further instruction/guidelines go to: <http://www.mdc.edu/asa/curriculum.asp>)

Upon completion of the course, the student will:

Competency 1: Summarize foundations of special education by:

- a. Identifying social, family, and political influences leading to the education and support of children with special needs.
- b. Discussing the federal laws and mandates associated with the education of children with special needs such as Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA), and Individuals with Disabilities Education Act (2004).
- c. Discussing impact of landmark court cases on services for children with special needs.
- d. Discussing appropriate practices based on legal and ethical standards such as due process, procedural safeguards, confidentiality, access to general education, least restrictive environment, natural environments, transition planning, and free appropriate public education.
- e. Identifying the required components of Individual Educational Plans, Family Support Plans, and Individual Transition Plans.

Competency 2: Identify major components of a comprehensive system of child identification and eligibility for services by:

- a. Recognizing the various ways in which children with special needs are identified such as direct observation, parental reporting, and referrals from local agencies.
- b. Identifying procedures associated with the screening, pre-referral, referral and placement process.
- c. Identifying the purposes of assessment such as screening and eligibility.

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- d. Describing appropriate screening and assessment methods such as observations, parent reports, developmental inventories, behavioral checklists, standardized instruments, and adaptive behavior scales.
- e. Researching the classification systems and eligibility criteria under the current Individuals with Disabilities Education Act (IDEA).
- f. Outlining issues, assurances, due process rights related to assessment, eligibility, and placement within a continuum of services.
- g. Listing the factors that influence disproportionate representation of students from diverse cultural, linguistic, and socioeconomic backgrounds in special education, and recognize the implications for assessment.

Competency 3: Evaluate the early intervention delivery system by:

- a. Recognizing early intervention services begins with multidisciplinary evaluation.
- b. Identifying members of a multidisciplinary team and their roles in the early intervention service delivery system and development of individualized family service plan.
- c. Discussing early intervention services that are available in the community such as home-based, center-based, and clinical/hospital-based.
- d. Identifying common attributes of high quality center-based programs for young children with special needs and their families.
- e. Discussing integration of goals from family service plans into daily activities and routines.

Competency 4: Review child growth and development by:

- a. Reviewing foundations of typical child development.
- b. Recognizing definitions of normalcy differ among professionals.
- c. Discussing variations of development due to individual growth patterns and cultural differences.
- d. Sequencing predictable development and varied rates of reaching milestones.
- e. Identifying warning signs associated with developmental milestones.
- f. Correlating the importance of early intervention and prevention in minimizing at-risk conditions and occurrence of disabilities.

Competency 5: Discuss attitudes and biases about children with special needs and inclusion by:

- a. Identifying biases and barriers relative to accessibility and acceptance.
- b. Discussing issues associated with making accommodations for children with special needs.
- c. Researching children and bias with reference to inclusion.
- d. Identifying personal biases against persons with disabilities.
- e. Identifying the benefits of inclusion for typically developing children, children with special needs, families, and child care center.

Competency 6: Summarize characteristics and educational modifications and strategies for specific exceptionalities by:

- a. Classifying exceptionalities on a continuum of severity.
- b. Recognizing the individual nature of symptoms, degree of impairment, and outcomes.
- c. Characterizing specific exceptionalities as identified by IDEA (2004).
- d. Defining prevalence and/or incidence.
- e. Discussing causes and characteristics of specific exceptionalities.
- f. Selecting appropriate instructional strategies and accommodations for the learning environment such as the physical environment, materials, experiences, use of technology, social, emotional, physical, and creative development.
- g. Creating and/or modifying environments, equipment, materials, supplies and experiences to meet individual needs of all children.
- h. Explaining how IFSP goals and objectives are addressed through learning opportunities.
- i. Discussing strategies that establish and maintain positive, collaborative relationships with other professionals and families, and work effectively as a member of a professional team.

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Competency 7: Analyze appropriate strategies that support diverse families and their needs by:

- a. Identifying common needs and challenges facing families caring for children with special needs.
- b. Comparing and contrasting special education law, clinical perspective of disabilities, and practice to cultural traditions.
- c. Communicating community resources and services for children and families.
- d. Analyzing cultural, linguistic and socioeconomic implications and their impact on services to children and families.
- e. Recognizing how to support and involve families in setting goals for their child and monitoring progress.

Competency 8: Determine and discriminate the professional's role in advocacy by:

- a. Identifying professional and advocacy organizations relevant to children with special needs and their families.
- b. Discussing the importance professional advocacy on behalf of children with special needs and their families.
- c. Connecting NAEYC Code of Ethical Conduct and working with children with special needs and their families.

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