

Course Description**EEC2271 | Working with Young Children with Special Needs and Their Families | 3.00 credits**

This course provides the student with an overview of young children birth through five years of age with special needs and their families. The student will learn the possible causes and characteristics of exceptionalities, federal laws, and methods of observation, referral process, educational intervention, resources, and advocacy (20 hours in a B-4 SPED setting).

Course Competencies

Competency 1: The student will summarize foundations of special education by:

1. Identifying social, family, and political influences leading to the education and support of children with special needs
2. Identifying the impact of federal and state laws on early care and education
3. 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)
4. Identifying procedures for protecting the rights of children, families, and professionals
5. Discussing the impact of landmark court cases on services for children with special needs
6. 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
7. Identifying the required components of Individual
8. Educational Plans, Family Support Plans, and Individual Transition Plans

Competency 2: The student will identify major components of a comprehensive system of child identification and eligibility for services by:

1. Recognizing the various ways in which children with special needs are identified such as direct observation, parental reporting, and referrals from local agencies
2. Identifying procedures associated with the screening, pre-referral, referral and placement process.
3. Identifying the purposes of assessment such as screening and eligibility
4. Describing appropriate screening and assessment methods such as observations, parent reports, developmental inventories, behavioral checklists, standardized instruments, and adaptive behavior scales
5. Researching the classification systems and eligibility criteria under the current Individuals with Disabilities Education Act (IDEA)
6. Outlining issues, assurances, due process rights related to assessment, eligibility, and placement within a continuum of services
7. Listing the factors that influence disproportionate representation of students from diverse cultural, linguistic, and socioeconomic backgrounds in special education, and recognizing the implications for assessment

Competency 3: The student will evaluate the early intervention delivery system by:

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

Competency 4: The student will review child growth and development by:

1. Reviewing foundations of typical child development
2. Recognizing definitions of normalcy differ among professionals
3. Discussing variations of development due to individual growth patterns and cultural differences
4. Sequencing predictable development and varied rates of reaching milestones
5. Identifying warning signs associated with developmental milestones
6. Identifying factors that may contribute to atypical development
7. Identifying prenatal, perinatal, and postnatal factors that place a child at risk for developmental delay or disability
8. Discussing the advances in educational neuroscience in regards to the needs of exceptional learners
9. Correlating the importance of early intervention and prevention in minimizing at-risk conditions and occurrence of disabilities

Competency 5: The student will discuss attitudes and biases about children with special needs and inclusion by:

1. Identifying biases and barriers relative to accessibility and acceptance
2. Discussing issues associated with making accommodations for children with special needs
3. Researching children and bias with reference to inclusion
4. Identifying personal biases against persons with disabilities
5. Identifying the benefits of inclusion for typically developing children, children with special needs, families, and child care center

Competency 6: The student will summarize characteristics and educational modifications and strategies for specific exceptionalities by:

1. Classifying exceptionalities on a continuum of severity
2. Recognizing the individual nature of symptoms, degree of impairment, and outcomes
3. Characterizing specific exceptionalities as identified by IDEA (2004)
4. Defining prevalence and/or incidence
5. Discussing causes and characteristics of specific exceptionalities
6. 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
7. Creating and/or modifying environments, equipment, materials, supplies and experiences to meet individual needs of all children
8. Explaining how IFSP goals and objectives are addressed through learning opportunities
9. Discussing strategies that establish and maintain positive, collaborative relationships with other professionals and families, and working effectively as a member of a professional team

Competency 7: The student will analyze appropriate strategies that support diverse families and their needs by:

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

Competency 8: The student will determine and discriminate the professional's role in advocacy by:

1. Identifying professional and advocacy organizations relevant to children with special needs and their families
2. Discussing the importance of professional advocacy on behalf of children with special needs and their families
3. Connecting NAEYC Code of Ethical Conduct and working with children with special needs and their families
4. Identifying professional organizations, research publications, and activities in the fields of early childhood education and early childhood special education

Learning Outcomes:

- Communicate effectively using listening, speaking, reading, and writing skills
- Formulate strategies to locate, evaluate, and apply information
- Create strategies that can be used to fulfill personal, civic, and social responsibilities