



### **Course Description**

#### **EEX3201 | Young Children with Special Needs | 3.00 credits**

This course provides an overview of issues related to young children (birth through age eight) with special needs. The student will learn about possible causes and characteristics of exceptionalities, federal laws pertaining to students with disabilities, the referral process, educational interventions, available resources, and advocacy (Ten hours of clinical experience required in an approved birth-age four inclusion setting).

### **Course Competencies**

**Competency 1:** The student will Summarize foundations of exceptional student education by:

1. Identifying social, family, and political influences leading to the education and support of children with special needs
2. Identifying and discussing the impact of landmark court cases on services for children with special needs
3. Researching 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. 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
5. Identifying and explaining the required components of the Individual Family Support Plans (IFSP), Individual Educational Plans (IEP), 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. Stating procedures associated with the screening, pre-referral, referral, eligibility and placement process.
2. Describing appropriate screening and assessment methods such as observations, parent reports, developmental inventories, behavioral checklists, standardized instruments, and adaptive behavior scales
3. Researching the classification systems and eligibility criteria under the Individuals with Individual with Disabilities Education Act (IDEA)
4. Outlining due process rights related to assessment, eligibility, and placement within a continuum of services
5. Analyzing the factors that influence disproportionate representation of students from diverse cultural, linguistic, and socioeconomic backgrounds in special education, and recognize their implications for assessment and services

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

1. Recognizing early intervention services begins with a multidisciplinary evaluation
2. Identifying members of a multidisciplinary team and their roles in the early intervention service delivery system and development of an IFSP/IEP
3. Recognizing how to support and involve families in setting goals for their child and monitoring progress.
4. Discussing early intervention services that are available in the community such as home-based, center-based, clinical/ hospital-based, and public schools' programs
5. Discussing integration of goals from the IFSP/IEP into daily activities and routines
6. Identifying procedures for transitions from Part C to Part B of IDEA as well as the transition to kindergarten

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

1. Reviewing foundations of typical child development
2. Identifying warning signs associated with developmental milestones
3. Analyzing factors that may contribute to atypical development
4. Examining the advances in educational neuroscience in regards to the needs of exceptional learners
5. Correlating the importance of early intervention and prevention in minimizing at-risk conditions and

Updated: Fall 2025

occurrence of disabilities

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

1. Identifying issues relative to accessibility and acceptance
2. Discussing bias with reference to inclusion and children with special needs
3. Discussing issues associated with making accommodations for children with special needs
4. Examining the benefits of inclusion for typically developing children, children with special needs and families

**Competency 6:** The student will Summarize characteristics, educational modifications, and instructional strategies for specific exceptionalities by:

1. Classifying exceptionalities as identified by IDEA (2004)
2. Recognizing the individual nature of symptoms, degree of impairment, and outcomes
3. Defining prevalence and/or incidence
4. Discussing causes and characteristics of specific exceptionalities
5. Identifying and selecting appropriate instructional strategies and accommodations for the learning environment such as the physical environment, materials, experiences, use of assistive technology, social, emotional, physical, and creative development
6. Identifying community resources and services for children and families

**Competency 7:** The student will delineate the professional's role in advocacy by:

1. Identifying local support and services provided by 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 national, state, and community resources in the field of early childhood special education

**Learning Outcomes:**

- Solve problems using critical and creative thinking and scientific reasoning
- Formulate strategies to locate, evaluate, and apply information
- Demonstrate knowledge of ethical thinking and its application to issues in society