COURSE INFORMATION FORM

DISCIPLINE: Child Growth and Development
COURSE TITLE: Education of the Exceptional Child

CR.HR: 3 LECT HR: 3 LAB HR: ______ CLIN/INTERN HR: ______ CLOCK HR: ______

CATALOG DESCRIPTION
An introduction to the inclusive education of infants, toddlers, preschoolers and school-aged children with special needs and the interaction with their families. This course follows the guidelines of Kansas and Missouri Core Competencies for Early Child Care and Education Professionals and the National Association for the Education of Young Children (NAEYC) standards.

PREREQUISITES
CDCG 149

EXPECTED STUDENT OUTCOMES IN THE COURSE

Upon completion of this course, the student will be able to:

1. Explain how federal legislation is related to the education of young children with disabilities.
2. Describe inclusion including elements of effective programs and the benefits to all concerned.
3. Demonstrate knowledge of each major area of disabilities and how to make accommodations for children with exceptionalities in the early childhood setting.
4. Distinguish different children’s personalities, temperament styles, strengths, needs, interests, families, life situations, risk factors, delays or disabilities and their impact on children’s needs in the program.
5. Identify specific factors impacting families of children with disabilities and methods of being supportive.
6. Pinpoint environmental factors that may place children at risk.
7. Apply the family-centered approach to early intervention.
8. Demonstrate appropriate interactions with classmates and with parents of children who have special needs.
CLASS-LEVEL ASSESSMENT MEASURES
Student accomplishment of expected student outcomes will be assessed using the following measures. (Identify which measures are used to assess which outcomes.)

- Written projects – (1-8)
- Simulations-(1-8)
- Journal – (2-8)
- Midterm and written assignments – (1-4, 6)
- Reflective journals (3, 5, 6)

Artifacts:
Family Resource Project – Program Outcomes Key Assessment
NAEYC Key Assessment

PROGRAM-LEVEL OUTCOMES ADDRESSED

General Education Outcomes
Specify which general education outcomes, if any, are substantially addressed by the course by completing the “Course/Program Assessment Matrix” to show the relationship between course and program outcomes and assessment measures.

Occupational Program Outcomes
Specify which occupational program outcomes, if any, are substantially addressed by the course by completing the “Course/Program Assessment Matrix” to show the relationship between course and program outcomes to assessment measures.

The student will demonstrate the ability to:
1. promote child development and learning
2. build family and community relationships
3. observe, document, and assess to support young children and families
4. use developmentally appropriate strategies for teaching
5. demonstrate an understanding of content knowledge in early education
6. develop and maintain professionalism in the field of early education
7. master and apply foundational concepts from general education
I. Overview of Special Needs
   A. Responsibilities of Early Care and Education Professionals
   B. Importance of recognizing the child first and the disability second
II. Inclusive Approach to Early Education
   A. Definition of inclusion
   B. Implications for teachers
   C. Benefits of inclusion
   D. Types of inclusive programs
III. Federal Legislation
   A. Early intervention and prevention
   B. Landmark legislation and individuals with disabilities
   C. Public policy and the gifted
IV. Normal and Exceptional Development
   A. Normal or typical development
   B. Atypical or exceptional development
   C. Children at risk
   D. Temperament
V. Developmental Disabilities
   A. Causes of developmental disabilities
   B. The role of poverty and the environment in disabilities
   C. Classification of developmental disabilities
VI. Sensory Impairments
   A. Hearing loss
   B. Vision impairments
   C. Physical Impairments
   D. Physical disabilities
   E. Health problems
   F. Classroom protocol
VII. Learning and Behavior Problems
   A. Learning Disabilities
   B. ADHD/ADD
   C. Pervasive Developmental Disorders/Autism
   D. Eating and Elimination Disorders
   E. Conduct disorders
   F. Managing challenging behaviors
VIII. Partnership with Families
   A. Challenges among families of children with disabilities
   B. Role of the early childhood educator

Individual instructors may order this outline as fits the needs of their individual courses. In addition, they may place more emphasis on some areas than on others. What is assured is that this particular list is covered in the course. Other topics may be added to a course as the instructor sees fit, and as time and interest allow. An *asterisk can be used to mark an item as optional.
C. Enabling vs. empowering
D. Cultural sensitivity
E. Simulations of identifying and planning for unique needs of the family and the child

IX. Assessment and the IEP/IFSP Process
   A. Role of the teacher in the IEP process
   B. Role of the teacher in the IFSP process

X. The Developmental-Behavioral Approach
   A. Facilitating social development and acquiring social skills
   B. Behavior principles

XI. The Learning Environment
   A. The inclusive environment
   B. Preventive discipline
   C. Arrangements for learning
   D. Scheduling and transitions

XII. Facilitating Speech, Language, and Communication Development
   A. Definitions
   B. Sequences in language acquisition
   C. Establishing language rich environments
   D. Bilingualism and English as a Second Language

XIII. Facilitating Pre-academic and Cognitive Learning
   A. Planning and presenting pre-academic experiences
   B. Emerging literacy

XIV. Facilitating Self-Care, Adaptive, and Independence Skills
   A. Self-Care skills and the curriculum
   B. The role of the early childhood educator

XV. Preparing Teachers for Inclusive Programs
   A. Identifying characteristics of effective teachers
   B. Application of information to inclusive programs

XVI. Planning Transitions to Support Inclusion
   A. Sending agencies
   B. Receiving agencies
   C. Types of transitions