

EARLY CHILDHOOD DEVELOPMENT PROGRAM
BUNKER HILL COMMUNITY COLLEGE
GENERIC SYLLABUS FOR REQUIRED COURSE

COURSE TITLE:

ECE 111 The Special Needs Child in Early Childhood Education

COURSE DESCRIPTION:

This course is the study of children with physical, social, emotional and/or cognitive disabilities with emphasis on techniques for mainstreaming and inclusion of these children into existing early childhood programs.

COURSE COMPETENCIES: After completing this course the student should be able to describe atypical human growth and development in children ages birth through twelve years of age with emphasis on techniques for mainstreaming and inclusion into existing programs. Upon completing the course, competencies should be shown in the following:

Child development and learning:

1. Creates and modifies environments and experiences to meet the individual needs of all children, including children with disabilities, developmental delays, and special abilities. (Level I, II, & III)

Curriculum development and implementation:

2. Plans and implements developmentally appropriate curriculum and instructional practices based on knowledge of individual children, the community, and curriculum goals by applying developmentally appropriate methods which include play and small group activities for young children. (Level I & II)

3. Plans and uses a variety of strategies to encourage children's physical, social, emotional, and aesthetic, and cognitive developments regardless of abilities. (Level I, II, & III)

4. Adapts strategies and environments to meet the specific needs of children with disabilities, developmental delays, or special abilities. (Level I, II, & III)

5. Integrates goals from Individual Education Plans or Individual Family Service Plans into daily activities and routines. (Level I, II, & III)

Family and community relationships:

6. Demonstrates the need to establish and maintain positive, collaborative relationships with families by respecting parents' choices and goals for children and communicating effectively about children's progress and involving families in planning for individual children's curriculum activities (Level I & II)

7. Describes the need for communicating effectively with other professionals concerned with children and with agencies in larger community to support children's development, learning, and well-being (Level I & II)

Assessment and evaluation of young children:

8. Uses informal assessment strategies to plan and individualize curriculum and teaching practices to meet the needs of individual children,

and to ensure the continuous physical, social, emotional, aesthetic, and cognitive development of all children, regardless of ability.

(Level I, II)

Professionalism:

9. Demonstrates an ability to reflect on practice, articulates a philosophy and rationale for decisions, and an ability to evaluate the effects of choices and actions on others as a means of professional development. (Level I, II, III)

COURSE CONTENT:

The course will cover the following topics so as to meet the competencies required. Actual time allotted to each subject will be determined by the instructor based on individual class needs and interests.

1. Recognizing the need for respect for the diverse abilities of those with special needs, developmental delays, and special abilities.

2. Consideration of how children are more alike than different, regardless of disability, and the need for mainstreaming and inclusion as provided by federal and state law.

3. Screening, referring, assessing, and identifying children with special needs.

4. Developing appropriate educational settings for children with special needs and the use of individual education plans and family service plans.

5. Identifying and meeting the needs of children with behavioral and emotional disabilities.

6. Identifying and meeting the needs of children with perceptual and learning disabilities.

7. Identifying and meeting the needs of children with physical disabilities and health impairments.

8. Identifying and meeting the needs of children with visual and hearing disabilities.

9. Identifying and meeting the needs of children with speech and language disabilities.

10. Identifying and meeting the needs of children with mental retardation and intellectual special needs.

CONTENT OBJECTIVES:

After completing the course, the student should be able to describe atypical growth and development of children ages birth through twelve years with emphasis on techniques for meeting the special needs of these children in inclusionary early care and education programs . Upon completion of the course, the student should be able to:

1. describe how people think and feel about disabilities and the historical changes in these attitudes over the past century.

2. demonstrate the ways in which children might be mainstreamed or included in programming for young children and the positive outcomes which occur when this is accomplished.

3. describe the legal requirements for serving children with disabilities as provided by legislation at the federal level over the last several decades.

4. describe the importance of screening special needs children and the teachers' and parents' roles in screening.

5. distinguish the steps in referral and identifying resources available for assessment of young children's needs.

6. define individual assessment procedures used and the involvement of classroom teachers and parents in this process.

7. describe components of an individual family service plan (IFSP) and an individual education plan (IEP) in use for young children.

8. identify, refer, and serve children by describing the adaptation of the environment and curriculum to include children with disabilities.

9. construct a plan for parents in the care and treatment of their children in order to include them in the early care program and to understand their feelings surrounding the challenges faced by their children.

10. describe a variety of disabling conditions by considering multiple information resources when planning for inclusion of children with disabilities in a typical classroom.

CLASS METHODS:

The class will be taught using lecture, discussion, demonstration and small group activities. Films will be used to enhance topics of discussion and to illustrate actual program operation and child development and behavior. Class notes are to be taken by students for use in study and for future reference.

REQUIRED TEXT(S):

(In use as of Fall semester, 2006. Subject to change)

Each student will need to have the following required text(s) available at the Bunker Hill Community College Bookstore.

Deiner, P. (2005). Resources for teaching young children with special needs (4th ed.). New York: Thompson/Delmar.

Annual Editions: Education exceptional children. (current year's edition). New York: McGraw Hill/Dushkin. (Recommended only)

Hayden, T. (1982). Somebody else's kids. New York: Avon. (Recommended only)

EVALUATION TECHNIQUES:

Grades will be assessed in a number of ways to be determined by the instructor. These may include attendance and participation, exams, lab experiences and observations, project development and design, reports, research papers, and others means of evaluation. Specific methods will be outlined at the first meeting of class and will be included on a specific syllabus for the particular course section of enrollment.

ASSESSMENT TOOLS FOR MEETING COURSE & CONTENT OBJECTIVES THROUGH ASSIGNMENTS:

Level II competencies : Set of study assignments and observations of program settings so as to provide the student with special needs program environments in action to observe ways to mainstream and include children with special needs into inclusive learning environments.

Level III competencies:

A curriculum project or research paper which requires the student to apply knowledge learned to a topic beyond those studied in general during the class so as to promote further learning by applying

principles studied to other kinds of problems faced by children with special needs, developmental delays, and special abilities.

PREREQUISITE(S).

Prerequisite for this course is one course in Child Growth and Development (ECE 103 or its equivalent) and three (3) other courses in Early Childhood Education.

NOTE: NOTE: Levels of Learning within the Coursework Taught

The course competencies involve four differing levels of learning and involvement on the part of the student. These levels are outlined below.

□ Level I: Introductory and knowledge-base Formation. The student at this level of coursework will begin to develop a knowledge-base of information around the subject area and consider his/her prior learning about children and early care and education as a means of beginning to construct a personal and professional knowledge-base for professional practice. Specific knowledge-based content areas will be delineated for each course to assure the same level of learning for all students.

□ Level II: Observation. The student will take the knowledge gained at Level I and apply this knowledge at a deeper level by observing children and/or early care and education programs so as to understand the "real" world meaning of theories and concepts when applied to child growth, development and behavior in working programs. This level implies that Level I has begun prior to observation occurring and analysis of observed information being attempted. Specific observations will be required in each course to assure this level of learning.

□ Level III: Demonstrated Application of Knowledge Gained. The student will apply the knowledge-base gained and the observations completed and be able to apply this knowledge to demonstrate that the theories, concepts, and skill development expected in the course are in fact understood and able to be applied to practice. Specific assignments will be developed for each course to assure this level of learning.

□ Level IV: Practice and Demonstration of Competency. The student will be required to apply the knowledge gained, the understanding from observations, and learning from applied assignments to the practicum experience which will culminate in a portfolio assessment of "best practice" using the incorporation of the program's competencies into the practice experience. All four levels are implied in this demonstration of competency and specific learning experiences will be built into the practicum experience to assure this level of learning.