

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK**



MASTER SYLLABUS

ECHD 250 - CHILDREN WITH SPECIAL NEEDS

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**SCHOOL OF BUSINESS & LIBERAL ARTS
Social Sciences Department – Early Childhood
2005
FALL 2018**

- A. **TITLE:** Children with Special Needs
- B. **COURSE NUMBER:** ECHD 250
- C. **CREDIT HOURS:** 3 lecture hours per week for 15 weeks
- D. **WRITING INTENSIVE COURSE:** No
- E. **GER CATEGORY:** None
- F. **SEMESTER(S) OFFERED:** Fall
- G. **COURSE DESCRIPTION:**
 In this course, students will examine various special needs of young children. Students will gain knowledge of inclusive practices, teaching modifications, prevention and intervention strategies, and support services for children, families, and the community. Assessment, identification, and general knowledge of the special needs of all children will be examined, as well as social policies and initiatives to support teachers, families, and children.
- H. **PRE-REQUISITES/CO-REQUISITES:** None
- I. **STUDENT LEARNING OUTCOMES:**
 By the end of this course, the student will be able to:

| SLO | PLO | GER | ISLO |
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| a. Examine and compare the history of special education, intervention programs, federal laws, and policies related to early childhood special education. | [1] Apply the systems approach to studying and understanding children in the context of the family, community, society, environment and culture in which the child lives. | N/A | 1 Communication [W] Written |
| b. Recognize typical and atypical behaviors of children birth through age five. | [3] Understand the sequence of typical milestones of development for children from infancy - 5 years in all developmental domains: cognitive, physical, language/communication, social/emotional, and self-help. | | 1 Communication [W] Written |
| c. Identify the purposes of, procedures for, types of assessment methods, and the early childhood teacher's role in both prevention and intervention. | [4] Evaluate and demonstrate various methods of developmental assessments pertaining to the whole-child; including the physical, social, emotional, cognitive, and language development of the young child. | | 2 Critical Thinking [CA] Critical Analysis |
| d. Gain practical knowledge of designing and adapting learning environments | [7] Apply principles of developmentally appropriate curriculum design that is | | 2 Critical |

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| to work successfully with children with special needs. | culturally sensitive and appropriate to the philosophy of the fieldwork setting. Curriculum will relate to the physical environment, material selection, activity planning, and child guidance. | | Thinking [CA] Critical Analysis |
| e. Gain practical knowledge of teaching strategies, modifications, and methods to work successfully with families and children with special needs. | [8] Identify and apply ways to advocate on behalf of children and families with the context of the personal and professional experience they bring to the course as a result of their study and personal/professional experience. | | 2 Critical Thinking [CA Critical Analysis |

J. APPLIED LEARNING COMPONENT: Yes
Research

K. TEXTS:
Gargiulo, R.M. & Kilgo, J.L. (2014). *An introduction to young children with special needs: Birth through age eight*. Cengage Learning

L. REFERENCES:
Bayat, M. (2012). *Teaching exceptional children*. New York: McGraw-Hill
Core body of knowledge: New York State's core competencies for early childhood Educators (3rd ed.). (2012). Brooklyn, NY: NYC Early Childhood Professional Development Institute
Gould, P., & Sullivan, J. (2004). *The inclusive early childhood classroom: Easy ways to adapt learning centers for all children*. Beltsville, Md.: Gryphon House.
New York State early learning guidelines. (2012). Rensselaer, NY: New York State Early Childhood Advisory Council
Paasche, C., & Gorrill, L. (2004). *Children with special needs in early childhood settings*. Clifton Park, NY: Thomson/Delmar Learning

M. EQUIPMENT: University Supplied Equipment

N. GRADING METHOD: A - F

O. MEASUREMENT CRITERIA:
Projects, quizzes, exams, oral reports, research paper, small group activities.

P. DETAILED COURSE OUTLINE:

- I. Overview
 - a) Definitions and Terminology
- II. Perspectives, Policies, and Practices
 - a) Historical Perspectives
 - b) Litigation and Legislation

- c) Programs
- III. Assessment
 - a) Purposes, Procedures, Types
 - b) Considerations and Cautions when Assessing Young Children
 - c) Determining Eligibility
 - d) Program Planning, Progress Monitoring, Program Evaluation
- IV. Delivering Services
 - a) Inclusive Learning Environments
 - b) Service Delivery Models
 - c) Individualized Services (IFSP/IEP/504 Plan)
 - d) Transitions
- V. Curriculum
 - a) Developmental Domains
 - b) Content Areas
 - c) Theoretical Influences on Curriculum
 - d) Curriculum Models
- VI. Learning Environments
 - a) Organizing the Environment
 - b) Activity Areas / Learning Centers
 - c) Outdoor Environments
 - d) Designing the Environment
 - e) Adapting the Environment
- VII. Intervention and Instructional Strategies
 - a) Evidence Based
 - b) Inclusive setting
 - c) Teacher Mediated
 - d) Peer Mediated
 - e) Routine Based
 - f) Naturalistic Strategies
- VII. Family – Based Services
 - a) Family—Professional Collaboration
 - b) Effective Communication
 - c) Family Involvement
- IX. Trends and Issues
 - a) Cultural Diversity
 - b) Emerging Populations
 - c) Response to Intervention
 - d) Assistive Technology