COURSE OUTLINE

ECHD 250 - CHILDREN WITH SPECIAL NEEDS

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Revised: Christina Martin, MST

SCHOOL OF BUSINESS & LIBERAL ARTS
Developed: SPRING 2005
Revised: Spring 2015
ECHD 250 - CHILDREN WITH SPECIAL NEEDS

A. **TITLE:** Children with Special Needs

B. **COURSE NUMBER:** ECHD 250

C. **CREDIT HOURS:** 3

D. **WRITING INTENSIVE COURSE:** No

E. **COURSE LENGTH:** 15 weeks

F. **SEMESTER(S) OFFERED:** Spring

G. **HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY:**
   3 lecture hours per week

H. **CATALOG DESCRIPTION:**
   This course will explore 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.

I. **PRE-REQUISITES/CO-COURSES:** Introduction to Early Childhood (ECHD 101) or permission of the instructor.

J. **STUDENT LEARNING OUTCOMES:**
   By the end of this course, the student will be able to:

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<tr>
<th>Course Objective</th>
<th>Institutional SLO</th>
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<tr>
<td>a. Examine and compare the history of special education, intervention programs, federal laws, and policies related to early childhood special education.</td>
<td>2-Crit. Thinking</td>
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<td>b. Recognize typical and atypical behaviors of children birth through age five.</td>
<td>2-Crit. Thinking</td>
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<td>c. Identify the purposes of, procedures for, types of assessment methods, and the early childhood teacher’s role in both prevention and intervention.</td>
<td>3-Prof. Competence</td>
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<td>d. Gain practical knowledge of designing and adapting learning environments to work successfully with children with special needs.</td>
<td>2-Crit. Thinking</td>
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<td>e. Gain practical knowledge of teaching strategies, modifications, and methods to work successfully with families and children with</td>
<td>1-Communication</td>
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2-Prof. Competence |
K. **TEXTS:**

L. **REFERENCES:**


M. **EQUIPMENT:** Technology Enhanced Classroom

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