

**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 2021**

- 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:** GER 3
- 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:

PLO 3: Evaluate and demonstrate methods of developmental assessments pertaining to the growth stages and well-being of the child; including the physical, social, emotional, cognitive, and language development of the young child.			
SLO	PLO	GER 3	ISLO & Subsets
a. Examine and compare the history of special education, intervention programs, federal laws, and policies related to early childhood special education.	3	2	2 Critical Thinking [CA]
b. Recognize typical and atypical behaviors of children birth through age five.	3	1	2 [CA]
c. Identify the purposes of, procedures for, types of assessment methods, and the early childhood teacher's role in both prevention and intervention.	3	1	2 [CA]
d. Gain practical knowledge of designing and adapting learning environments to work successfully with children with special needs.	3	2	2 [CA]
e. Gain practical knowledge of teaching strategies, modifications, and methods to work successfully with families and children with special needs.	3	2	2 [CA]
GER 3			
1. Understanding of the methods social scientists use to explore social phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical and interpretive analysis.			
2. Knowledge of major concepts, models and issues of at least one discipline in the social sciences.			

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) Federal Laws and Policies
- III. Typical and Atypical Development
- IV. Assessment
 - a) Purposes, Procedures, Types
 - b) Considerations and Cautions when Assessing Young Children
 - c) Determining Eligibility
 - d) Program Planning, Progress Monitoring, Program Evaluation
- V. Delivering Services
 - a) Individualized Services (IFSP/IEP/504 Plan)
 - b) Early Intervention
 - c) Service Delivery Models
 - d) Transitions
- VI. Teaching Strategies and Modifications
 - e) Engaging Children with Special Needs

- f) Evidence Based
- g) Teacher Mediated
- h) Peer Mediated
- i) Routine Based
- j) Curriculum (Models/Modifications)

VII. Inclusive Learning Environments

- k) Organizing the Environment
- l) Designing the Environment
- m) Adapting the Environment
- n) Activity Areas / Learning Centers
- o) Outdoor Environments

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