



COURSE OUTLINE : CHLDV 155

D Credit – Degree Applicable

COURSE ID 001391

Cyclical Review: October 2020

COURSE DISCIPLINE : CHLDV
COURSE NUMBER : 155
COURSE TITLE (FULL) : Children with Disabilities
COURSE TITLE (SHORT) : Children with Disabilities

CATALOG DESCRIPTION

CHLDV 155 provides instruction in identifying typical/atypical development of children, and includes methods of management and teaching techniques which prove helpful in working with children with disabilities. A humanistic view of the whole child and the valuing and supporting of their rights is emphasized. The class includes discussions about educational services and community agencies available to parents.

Total Lecture Units: 3.00

Total Laboratory Units: 0.00

Total Course Units: 3.00

Total Lecture Hours: 54.00

Total Laboratory Hours: 0.00

Total Laboratory Hours To Be Arranged: 0.00

Total Contact Hours: 54.00

Total Out-of-Class Hours: 108.00

Prerequisite: CHLDV 135 (CHLDV 135 may be taken concurrently). Recommended Preparation: ENGL 100 or ESL 141 and MATH 15.



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ENTRY STANDARDS

	Subject	Number	Title	Description	Include
1	CHLDV	135	Child Growth and Development	Analyze major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies;	Yes
2	CHLDV	135	Child Growth and Development	analyze how cultural, economic, political, historical contexts affect children's development;	Yes
3	CHLDV	135	Child Growth and Development	compare and contrast various theoretical frameworks that relate to the study of human development, examine and evaluate the role of play and its relationship to development at various stages;	Yes
4	CHLDV	135	Child Growth and Development	apply developmental theory to the analysis of child observations, surveys, and/or interviews using investigative research methodologies;	Yes
5	CHLDV	135	Child Growth and Development	differentiate characteristics of typical and atypical development at various stages;	Yes
6	CHLDV	135	Child Growth and Development	analyze the importance of the early years and the interaction between maturational processes and social/environmental factors and the effects on various areas of development;	Yes
7	CHLDV	135	Child Growth and Development	explore contemporary social issues that impact children's development.	Yes
8	ENGL	100	Writing Workshop	Read, analyze, and evaluate contemporary articles and stories to identify topic, thesis, support, transitions, conclusion, audience, and tone;	Yes
9	ENGL	100	Writing Workshop	read, analyze, and evaluate contemporary articles and stories for the comprehension of difficult content and the identification of main ideas and (topic-based) evidence;	Yes
10	ENGL	100	Writing Workshop	write a summary of a contemporary article or story with correct citation techniques;	Yes
11	ESL	141	Grammar And Writing IV	compose a 400 to 450-word thesis-based essay which:	Yes
12	ESL	141	Grammar And Writing IV	demonstrate control of verb tenses in active and passive voice, gerunds and infinitives, conditionals real and unreal, adjective, noun, and adverb clauses, and transitional expressions;	Yes
13	ESL	141	Grammar And Writing IV	comprehend multi-paragraph reading passages in textbooks.	Yes
14	MATH	15	Foundations of Algebra	Add, subtract, multiply, and divide real numbers;	Yes
15	MATH	15	Foundations of Algebra	convert between percents, decimals and fractions;	Yes



EXIT STANDARDS

- 1 Interpret observations and assessment results for typical and atypical students;
- 2 recognize the details of a disability and access appropriate resources;
- 3 identify strategies and interventions appropriate to many disabilities in various care settings;
- 4 develop an inclusive anti-bias educational philosophy as demonstrated by designing a letter welcoming families to a school;
- 5 collaborate with parents and professional teams to intervene with young children by analyzing case studies and observing quality programs.

STUDENT LEARNING OUTCOMES

- 1 Demonstrate knowledge of typical/atypical development of young children through observation and analysis of case studies;
- 2 access the referral process for special assessments of young children;
- 3 explain how to implement a bias-free inclusive environment.

COURSE CONTENT WITH INSTRUCTIONAL HOURS

	Description	Lecture	Lab	Total Hours
1	Understanding Disabilities <ul style="list-style-type: none"> • Developmental disabilities • Physical disabilities • Learning disabilities • Instructional strategies 	4	0	4
2	Adaptations for Children with Specific Disabilities <ul style="list-style-type: none"> • Materials offered • Physical environment • Schedule and routine 	4	0	4
3	Developmental Theories as They Relate to an Inclusive Classroom <ul style="list-style-type: none"> • Cognitive • Social-emotional • Physical 	4	0	4
4	Arranging the Physical Environment to Support the Inclusion of Children with Special Needs	3	0	3



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5	<p>Preventing and Managing Challenging Behaviors</p> <ul style="list-style-type: none"> • Teaching strategies • Understanding behavior 	3	0	3
6	<p>Monitoring Individual Child Progress</p> <ul style="list-style-type: none"> • Portfolios • Individual Educational Plans (IEPs) 	4	0	4
7	<p>Adapting Daily Activities in Inclusive Early Childhood Settings</p> <ul style="list-style-type: none"> • Emergent curriculum • Schedules and routines • Classroom management • Engagement in free play 	11	0	11
8	Communicating with Families	4	0	4
9	Collaborating with Disability Specialists and Paraprofessionals	2	0	2
10	<p>Supporting a Bias-Free Classroom</p> <ul style="list-style-type: none"> • Literacy and representation • Characteristics of an anti-bias environment 	9	0	9
11	<p>Role of the Early Childhood Special Educator</p> <ul style="list-style-type: none"> • Teacher-as-stage manager • Teacher-as-facilitator • Teacher-as-player 	3	0	3
12	Case Studies	3	0	3
				54



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OUT OF CLASS ASSIGNMENTS

- 1 observations (e.g., observation of children with special needs in an educational context);
- 2 reading and writing assignments (e.g., read and write reflectively about Chapter 1 in the textbook).
- 3 research project (e.g., an examination of the cause, characteristics and treatment or intervention strategies regarding a specific disability);

METHODS OF EVALUATION

- 1 oral presentation (e.g., a demonstration/presentation of appropriate strategies and interventions for disabilities in various settings);
- 2 quizzes (e.g., multiple choice, short answer and/or essay questions associated with textbook);
- 3 exams (e.g., short answer and/or essay questions);
- 4 portfolio assignment (e.g., plan, prepare, and present developmentally appropriate curriculum plan for children with disabilities).

METHODS OF INSTRUCTION

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations

TEXTBOOKS

Title	Type	Publisher	Edition	Medium	Author	ISBN	Date
An Introduction to Young Children with Special Needs: Birth Through Age Eight	Required	Sage	5	print	Gargiulo, Richard	978-1544322063	2020