

CDEC 1359
Children with Special Needs

Western Texas College

- I. Basic Course Information
 - A. Course Description: A survey of information regarding children with special needs including possible causes and characteristics of exceptionalities, intervention strategies, available resources, referral processes, the advocacy role and legislative issues.
 - B. Required Prerequisite: None
- II. Student Learning Outcomes
 - A. Summarize causes, incidences and characteristic of exceptionalities related to the domains of development
 - B. Discuss current terminology and practices for intervention strategies
 - C. Identify appropriate community resources and referrals for individual children and families
 - D. Identify legislation and legal mandates and their impact on practices and environments
 - E. Explain the roll of advocacy for children with special needs and their families
 - F. Identify materials and resources, including current technology, to support learning in all domains for each and every child
- III. Testing Requirements
 - A. The final exam must be proctored. (ask your instructor for more details)
 - B. Students will NOT be allowed to use their book and notes for the final exam
- IV. Major Course Requirements
 - A. Assignments 60%
 - B. Attendance 20%
 - C. Final 20%
- V. Information on Books
 - A. Required Book: The Exceptional Child: Inclusion in Early Childhood Education, 7th Edition Cengage Learning
- VI. Other Policies, Procedures and important dates. Please refer to the [WTC Catalog](#) for the following:
 - A. Campus Calendar
 - B. Final Exam Schedule
 - C. How to drop a class
 - D. Withdrawal Information
 - E. Student Conduct/Academic Integrity
 - F. Class Attendance
 - G. Student with disabilities

VII. Course Content

Chapter 1	An Inclusion Approach to Early Education	Inclusion Inclusion in Perspective Rationale for Inclusive Early Education Supporting Inclusion Benefits of Inclusion Concerns and Challenges
Chapter 2	Federal Legislation: Early Intervention and Prevention	The Early Intervention Movement Public Policy and the Gifted People with Disabilities No Child Left Behind Inclusion
Chapter 3	Inclusion Programs for Young Children	Inclusive Early Childhood Programs System of Supporters and Services Recommended Practices for Programs
Chapter 4	Normal and Exceptional Development	Normal or Typical Development Atypical or Exceptional Development Children with Developmental Risk
Chapter 5	Development Disabilities: Causes and Classification	Causes of Developmental Differences Classification of Developmental Disabilities
Chapter 6	Sensory Impairments: Hearing and Vision	Deafness Hearing Loss Blindness Vision Impairments
Chapter 7	Physical Disabilities and Health Problems	Physical Disabilities Health Problems Classroom Practices
Chapter 8	Learning and Behavior Disorders	ADHD Learning Disabilities Behavior Disorders Autism Spectrum Disorder

		Eating and Elimination Disorders
Chapter 9	Partnership with Families	Historical Perspectives on Family Involvement Family Patterns and Expectations The Parent-Teacher Partnership
Chapter 10	Assessment and the IFSP/IEP Process	Assessment of Young Children The Process of Early Identification Teachers' Role in Early Identification Individualized Family Service Plan Individualized Education Program
Chapter 11	Characteristics of Effective Teachers in Inclusive Programs	Teachers as Members of a Team The Applied Developmental Approach
Chapter 12	The Developmental-Behavioral Approach	Developmental and Behavioral Principles Behavior Principles and Practices Step-by-step Learning Learning by Imitation
Chapter 13	Arranging the Learning Environment	The Inclusive Classroom Environment Preventive Discipline Arrangements of Learning Planning Early Learning Environments Scheduling Transitions