Course Prefix and Number: CDYC 265  Credit hours: 3

Course Title: Special Needs in Early Childhood Programs

Course Prerequisites: None


Course Description: The focus of this course is to provide information for caring and educating children with special needs. This course covers topics about children from birth through early elementary grades with physical, cognitive, and social-emotional exceptionalities. Broad areas of study will include programs which provide environments that provide care, support services and education to children who are: gifted, talented, hearing or vision impaired, physically challenged, or health impaired and children who may possess characteristics indicating cognitive, behavior disorders, developmental delays, or speech and language deficits. Students will gain knowledge about various developmentally appropriate practices (DAP) in inclusive and self-contained environments, strategies and methods for communicating with parents, service providers, paraprofessionals, and community resource agencies. Students will be introduced to the various state and federal laws and methods of assessment when using Individualized Education Plans (IEP) or Individual Family Service Plans (IFSP) concerning children with exceptionalities. (This course requires 3 clock hours observing in inclusive and self-contained early childhood environmental settings)

Learning Outcomes:

At the end of the course, the student will:

A. gain knowledge of normal growth and developmental patterns in typical and atypical development of young children ages birth through the early elementary years in order to effectively assess and determine individual needs; (NAEYC Standard 1: Key Elements 1a, 1b, 1c; Standard 5: Key Elements 5a, 5b, 5c)

B. review Individual Family Service Plans (IFSP) or Individualized Education Plans (IEP) based on federal and state laws to understand the various cognitive, physical and/or social-emotional exceptionalities; (NAEYC Standard 4: Key Elements 4a, 4b, 4c, 4d)

C. suggest effective strategies to communicate with parents or primary caregiver(s) and the family, paraprofessionals, and service providers about procedures for the referral process in various childcare and education settings for young children. Plan several methods to include families in the education and care of their child; (NAEYC Standard 2: Key Elements 2a, 2b, 2c; Standard 3: Key Elements 3a, 3b, 3c, 3d)
D. use research and instruction, to gain knowledge about developmentally appropriate inclusive and self-contained early childhood environments, materials, equipment and technology to be able to arrange the and develop practices to accommodate the physical, cognitive and social-emotional needs of each child. (NAEYC Standard 1: Key Element 1c; NAEYC Standard 2: Key Element 2a, 2b, 2c; NAEYC Standard 3: Key Element 3a, 3b, 3c, 3d; NAEYC Standard 4: Key Element 4a; Standard 5: Key Elements 5a, 5b, 5c).

To achieve the learning outcomes, the student will:

1. define the term *inclusion* and the importance of an *inclusive early childhood program* using appropriate observation tools; (A) (B) (C) (D) (NAEYC Standard 1: Key Elements a, b, c; NAEYC Standard 3: Key Elements a, c)

2. discuss developmental milestones by age or skill for typically developing children; (A) (NAEYC Standard 1: Key Elements a, b)

3. review various assessment tools to determine the function level of the individual child; (A) (NAEYC Standard 3: Key Elements a, c)

4. name several exceptionalities and identify the common traits of each; (B) (NAEYC Standard 1: Key Elements a, b)

5. collect brochures, articles, or pamphlets about children with special needs and develop a resource file to provide to parents and families of all cultures and ethnicities. Include names, addresses, phone numbers and the website if provided; (C) (Computer Concepts CC LO) (A) (B) (NAEYC Standard 2: Key Elements a, b, c)

6. discuss communication techniques to effectively collaborate with the various cultures of parents or primary caregiver/s and the family and service providers; (C) (NAEYC Standard 2: Key Elements a, b, c; NAEYC Standard 6: Key Elements b, c, d)

7. plan for inclusive and self-contained environments to accommodate young children with special cognitive, physical, social, emotional, and talent needs. Identify some equipment, materials, and technology for young children with exceptionalities; (D) (NAEYC Standard 1: Key Element a, c; NAEYC Standard 3: Key Elements d; NAEYC Standard 4: Key Elements a, b, c, d; NAEYC Standard 5: Key Elements a, b, c; NAEYC Standard 6: Key Elements c, d)

8. review and write a lesson plan to accommodate young children with exceptionalities within an inclusive and a self-contained early childhood setting; (D) (NAEYC Standard 1: Key Elements b; NAEYC Standard 2: Key Elements a, b, c; NAEYC Standard 3: Key Elements a, b, c, d; NAEYC Standard 4: Key Elements a, b, c, d; NAEYC Standard 5: Key Elements a, b, c; NAEYC Standard 6: Key Elements b, c, d)

9. Plan an all-inclusive, multi-cultural family literacy night which includes the planning, development, announcement, organizational process, environment, activities supplies, inclusion of families, set-up and cleanup.
Course Requirements: The following are intended to help the learner meet the stated learning outcomes of the course: students will attend class; students will be evaluated on results of semester exams; students will be required to participate in class discussions and activities.

In addition to requirements stated herein, each instructor will communicate additional requirements unique to his/her section via the instructor’s section syllabus.

Course Grading Scale:

A 90-100%
B 80-89%
C 70-79%
D 60-69%
F 59% or below

Attendance Policy: The college attendance policy is available at http://www.bpcc.edu/catalog/current/academicpolicies.html

Course Fees: None

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