COURSE: Exceptional Children  |  CREDITS: 3  |  CONTACTS: 3-0-3

PREREQUISITES: Acceptable Placement Test Score

DESCRIPTION: This course includes an overview of special needs children and their families. Emphasis is on prevalence of disorder, treatment modalities, community resources serving exceptional children, the teacher's role in mainstreaming and early identification, and on federal legislation affecting exceptional children.


MATERIALS (specifying those to be purchased by student):

COLLATERAL READING: Handout will be provided.

CLASS MANAGEMENT ACTIVITIES (Attendance, tardies, testing, etc.):

Academic Dishonesty: Academic dishonesty as used in the Child Development Department includes using another’s work or words without giving proper credit to the source, cheating on tests or other assignments, violating the confidentiality of instructor’s or other student’s work (folders, grade books), falsifying timesheets, sharing information from tests/quizzes, or any other forms of unethical or unprofessional behavior.

Attendance: Students are expected to attend all scheduled classes. Students must attend 80% of the hours assigned the class for a semester to receive credit for the course. Students are responsible for all material covered and for all assignments made in all classes. Students will sign in on their attendance sheet with their signature and the time of their arrival. When any student is absent from a class more than 20%, he/she will be withdrawn from the course. The grade given will be a “W” before midterm and an “F” after midterm. Day classes students may miss 6 days, dropped on 7th. Students should realize the direct relationship that exists between good grades and class attendance. Students are to contact their instructor as soon as they know they will not be able to attend class. Email is preferred.

Tardy Policy: Students are to arrive promptly for classes. Three tardies will constitute one absence.

Tests and Assignments: If a student misses an announced test, 10 points will be deducted from their grade for each day that is missed until it is made up. After 5 days, a student will receive a 0. If a student missed the day of a presentation or assignment is due, then 10 points will be deducted for each day the student is late. If an
assignment or presentation is not turned in within one week of the
due date, a grade of 0 will be earned.

Student ID: It is mandatory that every student wear his or her
student ID at all times.

During the first week of classes, the instructor will issue a
reminder to wear the ID. This reminder is a warning.

Then instructors are required to dismiss students without ID from
class. The student may get his/her ID (or a new one from Student
Services for $3.00) and return to class before the midpoint of the
class. If the student cannot get an ID and return to class by the
midpoint, the instructor will record the absence.

Disabilities Statement: Students with disabilities are encouraged to
contact the Dean of Student Services to discuss needs or concerns as
they pursue an academic program and participate in campus life. The
Dean of Student Services will provide guidance regarding official
documentation of disabilities and/or accommodation of needs. (See
College Catalog)

RESOURCES (A-V, persons, tools/equipment): Audio-visual, Field
experiences, Guest speakers

COURSE TOPICAL OUTLINE (List topics and sub-topics of course) and
Calendar of approximate length of time devoted to topic.

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>An Inclusive Approach to Early Childhood Education</td>
</tr>
<tr>
<td>2</td>
<td>Federal Legislation: Early Intervention and Prevention</td>
</tr>
<tr>
<td>3</td>
<td>Inclusion Program for Young Children</td>
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<tr>
<td>4</td>
<td>Normal and Exceptional Development</td>
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<tr>
<td>5</td>
<td>Developmental Disabilities: Causes and Classifications</td>
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<tr>
<td>6</td>
<td>Sensory Impairments: Hearing and Vision</td>
</tr>
<tr>
<td>7</td>
<td>Physical Disabilities and Health Problems</td>
</tr>
<tr>
<td>8</td>
<td>Learning and Behavior Disorders</td>
</tr>
<tr>
<td>9</td>
<td>Partnership with Families</td>
</tr>
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<td>10</td>
<td>Assessment and the IFSP/IEP Process</td>
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<tr>
<td>11</td>
<td>Characteristics of Effective Teachers in Inclusive Programs</td>
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<tr>
<td>12</td>
<td>The Developmental Behavioral Approach</td>
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<tr>
<td>13</td>
<td>Arranging and the Learning Environment</td>
</tr>
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<td>14</td>
<td>Facilitating Self-Care, Adaptive and Independence Skills</td>
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<tr>
<td>15</td>
<td>Facilitating Social Development</td>
</tr>
<tr>
<td>16</td>
<td>Facilitating Speech, Language, and Communication Skills</td>
</tr>
<tr>
<td>17</td>
<td>Facilitating Preacademic and Cognitive Learning</td>
</tr>
<tr>
<td>18</td>
<td>Managing Challenging Behaviors</td>
</tr>
<tr>
<td>19</td>
<td>Planning Transitions to Support Inclusion</td>
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The above outline is a tentative outline; the instructor reserves the
right to change as needed and in the best interest of the student.
OBJECTIVES OF COURSE: Upon completion of ECD 107: Exceptional Children, the student will be able to:

A. Identify a variety of classifications of exceptionality in young children.
B. Explain various causes for specific disabilities.
C. Describe environmental and educational adjustments that would be necessary for specified disabled children.
D. Explain the effects of federal legislation on special needs children and their families.
E. Utilize available resources to aid disabled children and their families.
F. Summarize teacher skills and curriculum approaches that are appropriate for preschool special needs children.

INSTRUCTIONAL METHODS TO COMPLETE OBJECTIVES:
A. Lecture and Discussion
B. Audio-visual Materials
C. Handouts
D. Written Assignments
E. Tests

EVALUATIVE METHODS TO APPRAISE OBJECTIVES: The final grade for this course will be derived from the following:

Tests 5 @ 100 Points each 500
Case Studies 200
Presentation 100
Brochure/Pamphlets/Newsletter 100
Observations 200
Total Points 1,100

COURSE REQUIREMENTS:
A. TESTS: A total of 54 tests, each worth 100 points, will be given. Each test will cover information from the textbook, course lectures, discussions, and demonstrations covered in class. Your instructor will schedule the test dates. If you are going to miss a test, you must contact the instructor prior to the test date. Test will consist of multiple choice, true/false, matching, fill in the blank and short answer. Total 500 points

B. CASE STUDIES: Read each case study (4 total) and write a typed response about the lesson. Your response should include adaptations/accommodations that you would make to the lesson
for children with special needs. The student will list the disabling condition that you are accommodating for, for example learning disability, visual impairment, hearing impairment, autism, etc. For each area of disability, you must list a minimum of two accommodations per disability, and a minimum of two disabling conditions should be addressed. In addition to the accommodations, a summary of the lesson should be made. The summary should include your thoughts on the adequateness of the lesson and any steps that you would have taken to ensure that success of the lesson. Be creative! Total 100 points.

C. OBSERVATIONS: Students are required to observe in 2 special education settings; must be 2 different sites, and AGE levels. Student must spend 1 hour at each one, for a total of 2 hours. The student will have a cover sheet to fill out in which signatures from the director or teacher must be filled out. The student will TYPE a 2 FULL page - DOUBLE SPACED summary about what they observed at each site. A checklist will be given to assist with points to be observed. Total Points 100 each = 200 points

D. BROCHURE/PAMPHLET/NEWSLETTER PROJECT: Create and present to the class a pamphlet/brochure/newsletter that you have created to inform us about a syndrome/disease/or other issue that affects a child’s development or their ability to be successful without interventions. The pamphlet should include: title; Sources where assistance can be found (council for exceptional children, autism society, etc.); Websites and phone numbers would be helpful; definition of the syndrome; Indicators; Interventions; some graphic to capture attention. Total 100 points for brochure and 100 points for presentation = 200 points.

GRADING SCALE:
A = 1,100 - 990
B = 989 - 880
C = 879 - 770
D = 769 - 660
F = 659 - Below

NORTHEASTERN TECHNICAL COLLEGE
ECD 107 - EXCEPTIONAL CHILDREN OUTCOMES

Upon successful completion of this course, each student should be able to perform the following. Instructors may use a variety of methods to assess student knowledge, such as written documents, posters, presentations, test questions, etc.

1. Define exceptionality in young children, provide examples of classifications of exceptionality and identify
characteristics of each classification in written or oral format.

2. Explain causes for specific handicaps.

3. Given situations requiring services for specified handicapped children, describe necessary environmental and educational adjustments.

4. Cite major federal legislative actions regarding handicapped children and their families and explain the effects of these actions.

5. Given several situations of need for handicapped children and their families, identify available resources and demonstrate referral procedures.

6. Summarize teacher skills and curriculum approaches that are appropriate for preschool handicapped children.