

# ECE R108: THE EXCEPTIONAL CHILD

**Originator**

pmendez

**Co-Contributor(s)**
**Name(s)**

Chaparro, Linda (lchaparro)

**College**

Oxnard College

**Discipline (CB01A)**

ECE - Early Childhood Education

**Course Number (CB01B)**

R108

**Course Title (CB02)**

The Exceptional Child

**Banner/Short Title**

The Exceptional Child

**Credit Type**

Credit

**Start Term**

Fall 2021

**Co-listed (Same-as) Course(s)**

PSY R111

**Taxonomy of Programs (TOP) Code (CB03)**

2001.00 - Psychology, General

**SAM Priority Code (CB09)**

E - Non-Occupational

**Control Number**

CCC000291695

**Primary Minimum Qualification**

PSYCHOLOGY

**Department**

Psychology (2190)

**Division**

Oxnard Liberal Studies

**Formerly**

CD R108

**Catalog Course Description**

This course is designed to give educators and other caregivers an overview of children with exceptional characteristics. The main emphasis of this course is to provide an introduction to the broad span of children with exceptional characteristics and to the field of special education. Cultural backgrounds, beliefs, and linguistic practices that can impede parent involvement will be examine

and students will be taught to identify ways school personnel can help families understand school culture, policies, and practices. Students will be introduced to the Individuals with Disabilities Education Act (IDEA) and related laws and regulations that impact special education and support programs and learn basic classroom management theories and strategies for individuals with exceptional learning needs. This course is the same as PSY R111.

#### **Additional Catalog Notes**

Applies to Associate Degree.

#### **Taxonomy of Programs (TOP) Code (CB03)**

1305.20 - \*Children with Special Needs

#### **Course Credit Status (CB04)**

D (Credit - Degree Applicable)

#### **Course Transfer Status (CB05) (select one only)**

B (Transferable to CSU only)

#### **Course Basic Skills Status (CB08)**

N - The Course is Not a Basic Skills Course

#### **SAM Priority Code (CB09)**

C - Clearly Occupational

#### **Course Cooperative Work Experience Education Status (CB10)**

N - Is Not Part of a Cooperative Work Experience Education Program

#### **Course Classification Status (CB11)**

Y - Credit Course

#### **Educational Assistance Class Instruction (Approved Special Class) (CB13)**

N - The Course is Not an Approved Special Class

#### **Course Prior to Transfer Level (CB21)**

Y - Not Applicable

#### **Course Noncredit Category (CB22)**

Y - Credit Course

#### **Funding Agency Category (CB23)**

Y - Not Applicable (Funding Not Used)

#### **Course Program Status (CB24)**

1 - Program Applicable

#### **General Education Status (CB25)**

Y - Not Applicable

#### **Support Course Status (CB26)**

N - Course is not a support course

#### **Field trips**

May be required

#### **Faculty notes on field trips; include possible destinations or other pertinent information**

Field trips may be required (i.e., Special Education Classrooms, Try-Counties, SELPA, Intervention sessions. Therapy sessions).

#### **Grading method**

Letter Graded

#### **Does this course require an instructional materials fee?**

No

**Repeatable for Credit**

No

**Is this course part of a family?**

No

**Units and Hours****Carnegie Unit Override**

No

**In-Class****Lecture****Minimum Contact/In-Class Lecture Hours**

52.50

**Maximum Contact/In-Class Lecture Hours**

52.50

**Activity****Laboratory****Total in-Class****Total in-Class****Total Minimum Contact/In-Class Hours**

52.50

**Total Maximum Contact/In-Class Hours**

52.50

**Outside-of-Class****Internship/Cooperative Work Experience****Paid****Unpaid****Total Outside-of-Class****Total Outside-of-Class****Minimum Outside-of-Class Hours**

105.00

**Maximum Outside-of-Class Hours**

105.00

**Total Student Learning****Total Student Learning****Total Minimum Student Learning Hours**

157.50

**Total Maximum Student Learning Hours**

157.50

**Minimum Units (CB07)**

3

**Maximum Units (CB06)**

3

**Student Learning Outcomes (CSLOs)****Upon satisfactory completion of the course, students will be able to:**

- |   |   |
|---|---|
| 1 | Analyze and explain 3 out of 10 sections of the law in special education, Individuals with Disability Educational Act (IDEA). |
| 2 | Identify key differences between individualized family service plans (IFSP and individualize education programs (IEP).        |
| 3 | Explain why disability labels do not tell us what and how to teach and why labels are used in special education.              |

**Course Objectives****Upon satisfactory completion of the course, students will be able to:**

- |    |  |
|----|--|
| 1  | Describe the range of typical development across all domains and correlate indicators of developmental differences.  |
| 2  | Identify and explain terminology, systems, laws, and services that address children with exceptional characteristics, and recommended supports for the child and his/her family.   |
| 3  | Classify programs for children and adults with exceptional needs, such as early intervention, resource classrooms, full inclusion, itinerant services, transition schools, programs and more.  |
| 4  | Identify laws and regulations, i.e. IDEA (Individuals with Disabilities Education Act), legal challenges based on IDEA, related legislation, No Child Left Behind Act, and more.   |
| 5  | Apply potential impact of differences in values, language, beliefs, and attitudes about individuals with exceptional characteristics to increase both responsibility and advocate for inclusive practices that benefit all children.   |
| 6  | Recognize the primary role of the families, their unique needs, culture and traditions, developing sensitive and respectful communication, care practices and teaching partnerships.   |
| 7  | Synthesize information gained through observation, documentation, assessment and conferencing to design teaching responses, adaptations and modifications that insure maximum participation and a sense of belonging for all children. |
| 8  | Develop and implement comprehensive, individualized programs in collaboration with team members.   |
| 9  | Apply basic classroom management theories and strategies for individuals with exceptional learning needs.  |
| 10 | Explain why disability labels do not tell us what and how to teach and why labels are used in special education.   |

**Course Content****Lecture/Course Content**

1. The Purpose and Promise of Special Education
  - a. Define: exceptional children
  - b. Labeling and classification of exceptional children
  - c. Eligibility for special education
  - d. Laws governing the education of exceptional children
2. Planning and Providing Special Education Services
  - a. Special education: referral, intervention, evaluation and identification
  - b. IFSP and IEP plans
  - c. Restrictive environment and natural environment
  - d. Inclusive education
3. Collaborate with Parents and Families in a Cultural and Linguistically-Diverse Society:
  - a. Support for family involvement
  - b. Families of children with disabilities
  - c. Family-professional partnership
  - d. Culturally and linguistically-diverse families
  - e. Home-school communication
  - f. Other forms of parent involvement:
    - i. Parents as teachers
    - ii. Parent education and support groups
    - iii. Parent-to-parent groups
    - iv. Parents as research partners
4. Education Needs of Exceptional Students

- a. IDEA definition of mental retardation
  - b. Intellectual functioning and behavior
  - c. Characteristics of: cognitive functioning, adaptive behavior and positive attributes
  - d. Educational approaches: curriculum goals and instructional methods
5. Learning Disabilities
- a. IDEA definition of learning disabilities
  - b. Characteristics of: reading problems, written language deficits, math under-achievement, social skills deficits, attention problems and hyperactivity
  - c. Assessment methods: standardized tests, informal reading inventories, curriculum-based measurements and direct daily measurement
  - d. Educational approaches: explicit instruction and content enhancement
6. Emotional and Behavior Disorders
- a. IDEA definition of emotional disturbance
  - b. Characteristics: externalizing behaviors, internalizing behaviors, academic achievement, intelligence, social skills and interpersonal relationships
  - c. Identification and assessment: screening test, projective tests, direct observations and measurement of behavior
  - d. Educational approaches: curriculum goals, behavior management and a focus on alterable variables
7. Autism Spectrum Disorder
- a. Definitions of autism spectrum disorder in DSM-V and IDEA
  - b. Characteristics: impaired social relationships, communication and language deficit, intellectual functioning, unusual responsiveness to sensory stimuli and problem behavior
  - c. Screening and diagnosis
  - d. Educational approaches: curriculum importance of early intensive behavior intervention, applied behavior analysis and independence in the classroom
  - e. Educational placement alternatives: regular classroom or resource room
8. Communication Disorder
- a. Definitions: communication, language, speech, communication disorders defined
  - b. Causes: causes of speech impairments and causes of language disorders
  - c. Identification and assessment: screening and observation
  - d. Educational approaches: treating speech sound errors, fluency disorders, voice disorders, language disorders and alternative communication
  - e. Educational placement: monitoring, pull-out, collaborative consultation, classroom based, self-contained classroom, community-based and/or combination
9. Deafness and Hearing Loss
- a. Hearing and the nature of sound
  - b. Hearing loss, congenital hearing loss and acquired hearing loss
  - c. Identification and assessment: assessment of infants, pure-tone auditory, speech audiometric, and degrees of hearing loss
  - d. Technologies: replacement of sound
  - e. Educational approaches: oral approaches, total communication, American Sign Language and bilingual-bicultural approach
  - f. Educational placement alternatives, only at postsecondary education
10. Blindness and Low Vision
- a. Definitions: legal definition of blindness and educational definition of visual impairment
  - b. Types and causes of visual impairments
  - c. Educational approaches: special adaptations for students who are blind, for student with low vision and expanded curriculum priorities
  - d. Educational placement alternatives: itinerant teacher model and residential schools
11. Physical Disabilities, Health Impairments, and ADHD
- a. Types and Causes
    - i. Cerebral palsy
    - ii. Spinal bifida
    - iii. Muscular dystrophy
    - iv. Spinal cord injuries
    - v. Epilepsy
    - vi. Diabetes
    - vii. Asthma
    - viii. Cystic fibrosis
    - ix. Human immunodeficiency virus and syndrome
    - x. Low incidence disabilities
  - b. Variable characteristics of physical disabilities and health impairment on educational performance

- c. Educational approaches: taming and related services, environmental modifications and assertive technology
- d. Current issues: related services in the classroom, special health-care routines, independence and self-esteem
- 12. Giftedness and Talented
  - a. Federal definition
  - b. Characteristics, individual differences among gifted and talented students and creativity
  - c. Identification and assessment: multicultural assessment and identification, gifted and talented students with disabilities
  - d. Educational approaches: curriculum goals, differentiating curriculum acceleration and enrichment
- 13. Early Childhood Special Education
  - a. Early intervention
  - b. IDEA and Early Childhood Special Education
  - c. Screening tools, diagnostic tools, program planning
  - d. Curriculum and instruction in Early Childhood special education
  - e. Services: delivery at hospitals, home based, center based, and combined home-center programs
- 14. Transition to Adulthood
  - a. Special education students transitioning to adulthood
  - b. Transition services and models
  - c. Employment: competitive, supported and sheltered
  - d. Residential alternatives: group home, foster homes, apartment living, supported living and institutions
  - e. The optimum goal: a better life, quality, and self-advocacy

#### Laboratory or Activity Content

None (this is not a lab course).

### Methods of Evaluation

**Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):**

Written expression

**Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):**

Essay exams

Essays

Group projects

Individual projects

Oral analysis/critiques

Objective exams

Oral presentations

Quizzes

Research papers

### Instructional Methodology

**Specify the methods of instruction that may be employed in this course**

Audio-visual presentations

Collaborative group work

Class activities

Class discussions

Case studies

Distance Education

Field trips

Instructor-guided interpretation and analysis

Internet research

Lecture

Small group activities

**Describe specific examples of the methods the instructor will use:**

1. The instructor will provide a series of activities, research-based information of special education, current information on policies and regulations applicable to special education programs.
2. Present current videos of conditions and treatments (i.e., Carrie, a girl with Autism, Behavioral Challenges Documentary, Pivotal Education, ABA Education, Developmental Assessment(s), Individual Family Services Plan and Individual Educational Plan Meetings).

3. The instructor will lead small-group projects.
4. Students will provide class with oral presentation on their individual research.

## Representative Course Assignments

### Writing Assignments

1. Answer questions on each chapter related to exceptional children as assigned by professor.
2. Write a list that reflects characteristics, categories, causes, assessment techniques, instructional strategies, placement alternatives, and current issues and future trends for specific categories of special educational needs.
3. Write reflective questions and answer them, i.e., "How do you involve the families in the life of the child with special needs?" or "How do you convey your concerns to a parent of a child with special needs?"
4. Write an observation of a program for children with special needs.
5. Answer essay questions, such as: terms, systems, laws, and services that address children with exceptional characteristics, and recommend supports for the child and family.
6. Write one final term paper on a given topic provided by the instructor on a specific condition or disability.

### Critical Thinking Assignments

1. Students will read, research and write an online post about federal laws and legal issues related to special education, including Public Law 94-142; Public Law 105-17 (IDEA) and American with Disabilities Act (ADA)
2. Students will reflect on Case Studies with children/young adults with exceptional characteristics.
3. Students will analyze treatments, educational approaches, based on different atypical conditions.
4. Each student will select a disability as identified by IDEA and will conduct a research. Each student will write his/her findings in a document, American Psychological Association (APA) format.
5. Students will compare and contrast typical and atypical behaviors and characteristics.

### Reading Assignments

1. This course requires the student to read weekly one chapter from the textbook: Exceptional Children, an Introduction to Special Education, current edition
2. Read article(s) provided by instructor and or peers, i.e. "Six Major Principles of IDEA, 19-21" or "Individuals with Disabilities Education Improvement Act of 2004" (IDEA)
3. Research web pages in the Internet: i.e. "Zero to Three", "IDEA", or Disabilities Act.
4. Read current articles in newspapers, magazines or journals about current issues on disabilities

### Other assignments (if applicable)

1. Prepare a specific topic related to exceptional children for class presentation (team presentation).
2. Identify advocate agencies within the community, invite them to class, and/or learn the services they provide and present the information to the class.
3. Students will read, research and write an online post about federal laws and legal issues related to special education, including Public Law 94-142; Public Law 105-17 (IDEA) and American with Disabilities Act (ADA).
4. Discuss program observations in small groups.

## Outside Assignments

### Representative Outside Assignments

1. Analyze conditions to examine typical and atypical characteristics and behaviors.
2. Respond to journals such as: Zero-to Three, IDEA, Disabilities Act, Exceptional Children.
3. Read the assigned chapters in the textbook and Public Law IDEA.
4. Prepare answers to specific questions as assigned by professor including questions from assigned readings.
5. Each student will select a disability as identified by IDEA and will conduct a research using online documents. Each student will write his/her findings in a document, American Psychological Association (APA) format.

## **District General Education**

### **A. Natural Sciences**

### **B. Social and Behavioral Sciences**

### **C. Humanities**

### **D. Language and Rationality**

### **E. Health and Physical Education/Kinesiology**

### **F. Ethnic Studies/Gender Studies**

## **CSU GE-Breadth**

### **Area A: English Language Communication and Critical Thinking**

### **Area B: Scientific Inquiry and Quantitative Reasoning**

### **Area C: Arts and Humanities**

### **Area D: Social Sciences**

### **Area E: Lifelong Learning and Self-Development**

## **CSU Graduation Requirement in U.S. History, Constitution and American Ideals:**

## **IGETC**

### **Area 1: English Communication**

### **Area 2A: Mathematical Concepts & Quantitative Reasoning**

### **Area 3: Arts and Humanities**

### **Area 4: Social and Behavioral Sciences**

### **Area 5: Physical and Biological Sciences**

### **Area 6: Languages Other than English (LOTE)**

## **Textbooks and Lab Manuals**

### **Resource Type**

Textbook

### **Description**

Heward, William L., Alber-Morgan, Sheila R., & Konrad, Moira. *Exceptional Children: An Introduction to Special Education* (11th). Ohio, Oh PEARSON (2017) or Latest Edition.

## **Distance Education Addendum**

### **Definitions**

#### **Distance Education Modalities**

Hybrid (51%–99% online)

Hybrid (1%–50% online)

100% online



## Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

## Regular Effective/Substantive Contact

### Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Face to Face (by student request; cannot be required)	Student may request in person conferences in conjunction with the face to face portion of the hybrid class.
E-mail	Regular correspondence, messages and/or announcements.
Asynchronous Dialog (e.g., discussion board)	PowerPoint lecture slides highlighting major concepts and summarizing key content from each chapter, assignments, and quizzes.
Synchronous Dialog (e.g., online chat)	The instructor may choose to provide online chat room conference times. Regular discussions between via discussion boards or other collaborative tools, such as zoom and/or Google Docs.
Video Conferencing	The instructor may choose to provide online video conference times.
Other DE (e.g., recorded lectures)	The instructor may choose to record video lectures and presentations. He/she may also use pre-existing video(s) or other digital material(s).
Telephone	The instructor may choose to provide telephone conference times.

### Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Face to Face (by student request; cannot be required)	Student may request in person conferences in conjunction with the face to face portion of the hybrid class
E-mail	Regular correspondence messages and/or announcements.
Asynchronous Dialog (e.g., discussion board)	PowerPoint lecture slides highlighting major concepts and summarizing key content from each chapter, assignments, and quizzes.
Synchronous Dialog (e.g., online chat)	The instructor may choose to provide online chat room conference times. Regular discussions between via discussion boards or other collaborative tools, such as zoom and/or Google Docs.
Video Conferencing	The instructor may choose to provide online video conference times.
Other DE (e.g., recorded lectures)	The instructor may choose to record video lectures and presentations. He/she may also use pre-existing video(s) or other digital material(s).
Telephone	The instructor may choose to provide telephone conference times.

### 100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
E-mail	Regular correspondence, announcements, and/or messages.
Asynchronous Dialog (e.g., discussion board)	PowerPoint lecture slides highlighting major concepts and summarizing key content from each chapter, assignments, and quizzes.
Synchronous Dialog (e.g., online chat)	The instructor may choose to provide online chat room conference times. Regular discussions between via discussion boards or other collaborative tools, such as zoom and/or Google Docs.
Video Conferencing	The instructor may choose to provide online video conference times.

Other DE (e.g., recorded lectures)	The instructor may choose to record video lectures and presentations. He/she may also use pre-existing video(s) or other digital material(s).
Telephone	The instructor may choose to provide telephone conference times.

## Examinations

### Hybrid (1%–50% online) Modality

Online  
On campus

### Hybrid (51%–99% online) Modality

Online  
On campus

## Primary Minimum Qualification

CHILD DEV/ECE

## Additional Minimum Qualifications

### Minimum Qualifications

Psychology

Early Childhood Education

## Review and Approval Dates

### Department Chair

09/09/2020

### Dean

09/09/2020

### Technical Review

09/23/2020

### Curriculum Committee

09/23/2020

### Curriculum Committee

11/25/2020

### CCCCO

MM/DD/YYYY

### Control Number

CCC000557531

### DOE/accreditation approval date

MM/DD/YYYY