

**EDU 221**  
**CHILDREN WITH EXCEPTIONALITIES**

**COURSE DESCRIPTION:**

Prerequisites: EDU 144 and EDU 145 and ENG 080 and RED 080 or satisfactory score on placement test  
Corequisites: None

This course introduces working with children with special needs. Emphasis is on the characteristics and assessment of children as well as on strategies for adapting the home and classroom environment. Upon completion, students should be able to recognize atypical development; make appropriate referrals; and work collaboratively to plan, implement, and evaluate inclusion strategies. Course Hours Per Week: Class, 3. Semester Hours Credit, 3.

**LEARNING OUTCOMES:**

At the completion of this course the student will be able to:

- a. discuss child growth and development;
- b. discuss development and conditions that put development at risk;
- c. define and identify the characteristics of children with special needs or atypical development;
- d. identify and discuss methods of observing and assessing children with special needs;
- e. define early intervention and early childhood special education;
- f. describe models of early intervention;
- g. define inclusion;
- h. evaluate, plan, and implement inclusion strategies.
- i. discuss collaboratively appropriate referrals for children with special needs

**OUTLINE OF INSTRUCTION:**

- I. Child growth and development
  - A. Principles and patterns of development
  - B. Developmental domains
  - C. Factors influencing development
  - D. Prenatal influences on growth and development
  - E. Variations in development
  - F. Milestones of development
    - 1) Motor development
    - 2) Language development
    - 3) Cognitive/intellectual development
    - 4) Social development
    - 5) Self-help/adaptive skill development
- II. Development and riskening conditions
  - A. Prenatal growth and development
    - 1) Effects of prematurity on body systems
    - 2) Growth in premature infants

- B. Maternal conditions
  - 2) Prenatal maternal conditions
  - 3) Effects on pregnancy outcomes
- C. Neonatal and postnatal conditions
- D. Genetic conditions
- E. Environmental influences

### III. Children with special needs/atypical development

- A. Characteristics of atypical development
- B. Families of children with special needs
  - 2) The importance of serving children in the context of the family
  - 3) Parent rights and responsibilities
  - 4) Family-professional interaction
  - 5) Parental responses to the diagnosis of a disability
- C. Mandated services for children
  - 1) IDEA-Individuals with Disabilities Education Act and Public Law 99-454 (PL 99-452)
  - 2) Americans with Disabilities Act - ADA
  - 3) The Individual Education Plan (IEP) and the Individual Family Service Plan (IFSP)
  - 4) Interagency coordination of services

### IV. Early intervention and inclusion

- A. Early intervention defined
- B. Early intervention/early childhood special education services
- C. Issues and challenges of early intervention
- D. Assessment and intervention
- E. Inclusion services and settings
  - 1) Inclusion defined
  - 2) Successful inclusion strategies
  - 3) Justification for inclusion
  - 4) Inclusion settings
- F. Relationships of early education professional and early intervention professionals
  - 1) Assessment and diagnosis
  - 2) IFSP and IEP development and implementation
  - 3) Collaboration and services

### **REQUIRED TEXTBOOK AND MATERIALS:**

To be announced by the instructor.

### **STATEMENT FOR STUDENTS WITH DISABILITIES:**

Students who require academic accommodations due to any physical, psychological, or learning disability are encouraged to request assistance from a disability services counselor within the first two weeks of class. Likewise, students who potentially require emergency medical attention due to any chronic health condition are encouraged to disclose this information to a disability services counselor within the first two weeks of class. Counselors can be contacted by calling 686-3652 or by visiting the Student Development Office in the Phail Wynn Jr. Student Services Center, room 1309.