COMMON COURSE OUTLINE: Course discipline/number/title: CYFS 2630: Children and Youth with Special Needs

A. CATALOG DESCRIPTION
1. Credits: 3
2. Hours/Week: 2 credits lecture, 1 credit lab
3. Prerequisites (Course discipline/number): Appropriate score on the RCTC placement test, CYFS 1210 or instructor permission
4. Co-requisites (Course discipline/number): None
5. MnTC Goals (if any): NA

This course examines issues related to educating children and adolescents with special needs in a variety of settings. The following topics will be addressed: knowledge of, and sensitivity toward individuals with disabilities, identification of special needs and mental health concerns; methods used to modify the curriculum and accommodate various learning styles; and involving parents and collaborating with others to meet children needs.

B. DATE LAST REVISED (Month, year): March, 2012

C. OUTLINE OF MAJOR CONTENT AREAS:
1. Historical and Legal Issues
2. Sensitivity and Awareness
3. Components of Best Practice
4. Identification and Assessment
5. Classifications of Disabilities
6. Common mental health issues
7. Functional Behavior Assessment and Positive Behavior Support
8. IEP’s
9. Parents as Partners
10. Creating and Maintaining Relationships
11. Preventing Problems
12. Adapting Environments and Experiences
13. Teaching Social Skills
14. Crisis Prevention

D. LEARNING OUTCOMES (GENERAL): The student will be able to:
1. Define inclusion.
2. Examine the laws, rules, regulations, and the purposes of inclusion.
3. Examine the laws, rules/regulations and procedural safeguards regarding behavior management.
4. Examine the historical and philosophical foundations, legal bases, and contemporary issues pertaining to the education of people with disabilities.
5. Examine the roles and organizational structures of general and special education and the part they play in providing total services to all students.
6. Examine current policies regarding inclusion.
7. Identify best practices for inclusion.
8. Describe ethical considerations for treatment of individuals and behavior management.
9. Recognize the risk and protective factors related to mental illness in children and adolescents.
10. Recognize key warning signs for early-onset mental illness in children and adolescents.
11. Describe common psychological disorders of children and adolescents.
14. Utilize resources regarding a variety of developmental and age appropriate instructional methods, techniques and materials.
15. Identify examples of using instructional and assistive technology in current curriculum.
17. Collect objective and accurate information on a child/youth’s challenging behavior.
18. Conduct a functional behavior analysis.
19. Identify a variety of strategies that support positive behavior.
D. LEARNING OUTCOMES (GENERAL): Continued... The student will be able to:
20. Write a behavior management plan that demonstrates how to implement effective strategies for positive behavior management.
21. Describe, reinforce, and teach the social skills needed for current and future environments.
22. Describe classification of disabilities, their characteristics and continuum of severity, and their educational implications.
23. Describe the characteristics and needs of gifted and talented child and adolescents.
24. Describe the similarities and differences among the cognitive, physical, cultural, social, emotional, and communication needs of typical and exceptional individuals.
25. Identify the stereotyped attitudes toward people with disabilities and how these attitudes can positively or negatively impact student behavior.
26. Identify the complexity of coexisting disabilities and the implications of this complexity for treatment and education of children.
27. Interpret individualized educational program plans and design and implement developmentally appropriate instruction.
28. Apply appropriate educational terminology regarding individuals, roles and instructional activities.
29. Recognize the effects of various medications on the educational, cognitive, physical, social, and emotional behavior of individuals with disabilities.
30. Recognize the influence of cultural and linguistic diversity on assessment, eligibility, programming, and placement.
31. Conduct and use task analysis to appropriately sequence instruction.
32. Identify crisis prevention and intervention strategies.
33. Describe the typical concerns of parents.
34. Examine the life-long impacts of disabilities on children, youth, and their families.
35. Identify the characteristics of family-centered practice.
36. Identify personal practices that show respect for the family.
37. Examine the referral, assessment, planning, and placement process.
38. Identify how to assist families to identify their resources, priorities, and concerns in relation to their children's development.
39. Identify how to work collaboratively with family members in designing, implementing, and evaluating individual educational program plans.
40. Define the importance of confidentiality, data privacy, and ethical and respectful communication.
41. Identify laws related to confidentiality, data privacy, and due process.
42. Describe the roles of children and youth, parents, teachers, paraprofessionals and other school and community personnel in planning an individualized program.

E. LEARNING OUTCOMES (MNTC): NA

F. METHODS FOR EVALUATION OF STUDENT LEARNING:
1. Written exams
2. Student demonstration of lesson planning and teaching
3. Evaluation of teaching materials
4. Development of resource file
5. Documentation of implementation of learning experiences with children

G. RCTC CORE OUTCOME(S) ADDRESSED:
- Communication
- Critical Thinking
- Global Awareness/Diversity
- Civic Responsibility
- Personal/Professional Accountability
- Aesthetic Response

H. SPECIAL INFORMATION (if any):
This course is aligned with level 1 and 2 of the Minnesota Core Competencies for Early Childhood Education and Care Practitioners and the Minnesota Paraprofessional Core Competencies.