

Course discipline/number/title: ECCE 2630: Teaching Young Children with Special Needs

A. CATALOG DESCRIPTION

1. Credits: 3
2. Hours/Week: 4
3. Prerequisites (Course discipline/number): READ 0900
4. Other requirements: Satisfactorily pass a background study
5. MnTC Goals (if any): NA

B. COURSE DESCRIPTION: Young children with special needs benefit from early intervention and inclusive practices. Effective early childhood teachers believe all children can succeed, set high expectations, remove barriers, and provide individualized supports that honor family's priorities. This course examines disabilities developmental delays of children, disability rights, the impact on families, person-first language, highly individualized teaching and learning, and supporting children's understanding of disabilities and people with special needs. Students practice relationship-based approaches of inclusion and strategies to individualize early education in order to support children with special needs. Satisfactorily pass a background study.

C. DATE LAST REVISED (Month, year): February, 2019

D. OUTLINE OF MAJOR CONTENT AREAS:

1. Disability Studies
2. Types of Disabilities
3. Identification and Assessment
4. Relationship-based Approach
5. Collaborating with families
6. Curriculum modifications and adaptations

E. LEARNING OUTCOMES (GENERAL): The student will be able to:

1. Identify the stereotypical attitudes toward people with disabilities and how they impact children and families.
2. Examine areas of exceptionality in learning, including learning disabilities, perceptual difficulties, physical challenges, mental challenges, and giftedness.
3. Examine the developmental and education implications on children with disabilities and delays.
4. Discuss children's rights and a teacher's responsibility to provide equal and appropriate education for children with disabilities.
5. Discuss how children can and should learn at the highest possible levels and the role of teachers in helping all students achieve success.
6. Examine relationship-based approached to inclusion.
7. Develop, plan and implement learning experiences that are adapted to a child with exceptionalities that use the child's strengths as a basis for growth and limitations as opportunities for learning.
8. Describe the referral, screening, evaluation, and progress monitoring processes.
9. Apply family-centered practice to support and assist families in understanding the impact of developmental delays or disabilities, setting priorities, and accessing resources or services.
10. Demonstrate confidentiality, data privacy, and ethical and respectful communication with parents or guardians, families, school colleagues, and the community to support child learning and well-being.

F. LEARNING OUTCOMES (MNTC): NA

G. METHODS FOR EVALUATION OF STUDENT LEARNING: Methods may include but are not limited to:

1. Course attendance and participation
2. Written exams
3. Completion of course lab
4. Written diversity statement
5. Adaptation and modification plans



- H. RCTC CORE OUTCOME(S). This course contributes to meeting the following RCTC Core Outcome(s):  
Global Awareness and Diversity. Students will demonstrate an understanding of and respect for human diversity through their words and actions.
  
- I. SPECIAL INFORMATION (if any): None