

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE

ACADEMIC AFFAIRS

Course Number: CHLD 160 Department: Early Childhood Education

Course Title: Children with Special Needs Semester: Fall Year: 2002

Objectives/Competencies

Course Objective	Competencies
1. To become acquainted with a range of techniques and teaching strategies for working with children with various special needs.	1. Describe and discuss various techniques and teaching strategies appropriate for working with children in the inclusive early childhood setting.
2. To gain an understanding of the basics of a positive, developmentally appropriate learning environment in inclusive early childhood settings.	2. Substantiate the application of techniques and teaching strategies for children of various abilities.
3. To develop an awareness of the dynamics of the development of self-identity when working with children who are challenged and a familiarity with strategies to enhance this process.	1. Demonstrate applicable developmentally appropriate approaches in the inclusive early childhood learning environment.
	2. Recognize cultural differences in development and demonstrate a commitment to exploring the implication of those cultural differences in the early learning classroom.
	1. Design developmentally appropriate strategies to enable children to develop heightened self-identity in the inclusive early childhood setting.
	2. Incorporate enabling strategies to promote autonomy and self-esteem in children of varying abilities.

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<p>4. To gain an understanding of theory and philosophy that creates the foundation of a positive inclusive early childhood setting.</p> <p>5. To develop an understanding of the importance of the development of partnerships with the families of special needs children.</p> <p>6. To recognize special needs and various modes of monitoring and assessing them in the inclusive early childhood setting.</p>	<p>3. Plan and implement appropriate intervention strategies that promote individual growth in children.</p> <p>1. Discuss the evolution of inclusion in the early childhood environment.</p> <p>2. Compare the benefits of inclusion to children of varying abilities.</p> <p>3. Identify the historical and legal background of disability services and inclusion.</p> <p>4. Cite the specific laws and policies that frame the educational setting for children with special needs focusing on the inclusive learning atmosphere.</p> <p>1. Demonstrate awareness and respect for diverse family backgrounds in the special needs/inclusive classroom by practicing positive daily interactions with parents and families.</p> <p>2. Develop strategies for working with children and their families to enhance and support their development.</p> <p>1. Identify various strengths and confidences needing strengthening in the areas of emotional/social, behavioral, motor, cognitive, language and creative development.</p> <p>2. Plan and implement appropriate intervention strategies that promote individual growth in children of varying abilities.</p> <p>3. Assess various evaluation tools for the measurement of</p>

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<p>7. To develop a competency of planning and implementing intervention and instructional strategies for working with children of varying abilities.</p> <p>8. To gain a framework for positive classrooms that are supportive of children’s self-esteem and responsive to diverse backgrounds.</p> <p>9. To recognize, identify and understand the basic causes, characteristics and terminology of various disabling conditions.</p>	<p>developmentally appropriate competencies in young children.</p> <ol style="list-style-type: none"> 1. Apply knowledge of intervention and instructional abilities for children of varying abilities in the early childhood setting with a focus on individual needs of children and a sensitivity to cultural differences. 2. Utilize group management strategies that foster cooperation, appreciation of differences and a respect for others. <ol style="list-style-type: none"> 1. Reflect on behavioral development of young children and explain how the attitudes and interventions of adults affect children’s actions. 2. Explain how children express and control emotions such as dependency, fear and anxiety, anger and aggression and how these may be affected due to children’s varying abilities. <ol style="list-style-type: none"> 1. Identify and describe the following conditions: mental retardation, learning disabilities, autism, behavioral disorders, hearing and visual impairments, abuse and neglect, physical impairments, and multiple impairments. 2. Cite resources, methods of adapting curricula and materials, and strategies for inclusion with children of varying abilities.

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