

Minnesota State University Moorhead

SPED 523: Young Children with Disabilities and Their Families

A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: 3

Lab Hours/Week: 0

OJT Hours/Week: *.*

Prerequisites:

- SPED 320 - Educational Services for Individuals with Exceptionalities

Corequisites: None

MnTC Goals: None

Examination of the program models and approaches to services for young children with disabilities and their families. Research on the efficacy of early intervention and aspects of family systems is reviewed. Current issues in service provision, teaming, and individual program plans are also included in the course. Prerequisite substitutions require instructor consent.

B. COURSE EFFECTIVE DATES: 05/19/2004 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Developmentally Appropriate Practice
2. IDEA Part C and B Section 619 and MN regulations
3. ECSE eligibility, evaluation/assessment, referral procedures
4. Due process and parental rights
5. ECSE inclusion
6. ECSE effectiveness
7. Parental involvement
8. ECSE curriculum modification and embedded strategies
9. Interagency and service coordination
10. Developmental implication of disabilities
11. Ethical issues in ECSE

D. LEARNING OUTCOMES (General)

1. Students will identify recommended practices in assessment and intervention for young children
2. Students will demonstrate knowledge of the typical developmental milestones across cognitive, communicative, social/emotional, motor, self-help/adaptive and aesthetic domains as well as the variance in acquisition of these milestones
3. Students will demonstrate knowledge of the historical and current trends in the education of young children with disabilities
4. Students will discuss features of legislation and judicial decisions impacting the provision of educational and related services for young children with disabilities
5. Students will demonstrate an understanding of significant issues in special education as they relate to the practice of early childhood special education
6. Students will be able to discuss and demonstrate knowledge of family functioning, the impact of a child with a disability on the family, and the role of the family in early childhood special education/early intervention
7. Students will demonstrate an understanding of the various models of early intervention for young children with disabilities or at risk for such conditions
8. Students will describe ways to effectively communicate with parents/guardians and other family members
9. Students will identify and define the roles of professional personnel in various disciplines in providing educational and related services to young children with disabilities and their families
10. Students will use the terminology of the early childhood special education profession
11. Students will demonstrate an understanding of recent relevant research in the area of early childhood special education and the importance of maintaining current practice knowledge
12. Students will be able to research and discuss issues impacting the field of early childhood special education

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted