

COURSE OUTLINE

<u>EDU 201</u>	<u>The Exceptional Child: Birth to Five</u>				<u>3</u>
Course Number	Course Title				Credits
<u>3/week</u>	<u>0/week</u>	<u>0/week</u>	<u>0/week</u>	<u>15 weeks</u>	
Class or Lecture Hours	Laboratory Work Hours	Laboratory, Shop, Studio or Clinic Experience	Work Experience Hours	Semester Length	
<u>Not Applicable</u>			<u>Not Applicable</u>		
Performance on an Examination/Demonstration			Telecourse		

Required Materials:

Reference Liberal Arts Division booklist.

Catalog Description:

Survey of exceptionality in the infant and young child viewed within a context of normal child development. Topics include factors impinging on the development of the child, methods of developmental assessment, and approaches to intervention. Normal and atypical developmental will be discussed in the areas of communication, motor, cognitive, social, and behavioral skills.

Latest Review: F 1987

Prerequisites: Minimum grade of C in ED 102 or divisional permission.

Corequisites: None

Course Coordinator: Marianne C. Reynolds

I. Course Objectives:

1. To survey exceptionality in children from birth to five years of age.
2. To identify significant factors relating to the development of the infant and young child.
3. To survey normal development and to define a typical development.
4. To demonstrate methods in the assessment of development.
5. To understand the philosophy and techniques used in developmental intervention.

II. Specific Objectives & Weekly Schedule

Week 1 Survey of exceptionality in infant and preschool children:

The student should be able to:

1. Define the historical development of early childhood special education.
2. Discuss differences between early childhood special education and special education for school-age children.
3. Describe New Jersey legislation concerning early childhood special education.
4. Discuss rules and regulations.
5. Describe current status of infant and preschool special education programs in New Jersey.

Weeks 2-3 Factors relating to the development of the infant and young child:

The student should be able to:

1. Define the mechanisms whereby genes determine the developmental course of the individual.
2. Discuss the major types of genetic disorders.
3. Describe factors impinging on the fetus which effect development.
4. Describe factors during the period of birth and shortly thereafter which effect development.
5. Discuss environmental factors effecting human development.

Week 4 Sensory development:

The student should be able to:

1. Describe the physiological mechanisms involved in sensation.
2. Explain the sequence of normal sensory development in the infant and young child.
3. Recognize deficits and disabilities in sensory functioning.

Week 5 Motor development:

The student should be able to:

1. Describe the physiological mechanisms involved in movement.
2. Explain the sequence of normal motor development in the infant and young child.
3. Recognize deficits and disabilities in motor functioning.

Weeks 6-7 Language and cognitive:

The student should be able to:

1. Describe the physiological mechanisms involved in speech, language, and cognition.
2. Explain the sequence of normal language and cognitive development in the infant and young child.
3. Recognize deficits and disabilities in language and cognitive functioning.

Week 8 Social and behavioral:

The student should be able to:

1. Describe the mechanisms involved in the development of social and behavioral skills.
2. Explain the sequence of normal social and behavioral development in the infant and young child.
3. Recognize deficits and disabilities in social and behavioral functioning.

Weeks 9-10 Educational

The student should be able to:

1. Discuss the principles of learning.
2. Describe the process of educational planning.
3. Describe the Individualized Educational Plan.

Weeks 11-12 Therapeutic:

The student should be able to:

1. Discuss the role of the speech pathologist.
2. Discuss the role of the occupational therapist.
3. Discuss the role of the physical therapist.

Weeks 13-14 Identification and assessment:

The student should be able to:

1. Describe procedure for screening and identification of infants and young children.
2. Describe the interdisciplinary assessment process.
3. Discuss the formation of educational goals and objectives based on the assessment results.

III. Method of Evaluation:

Research Review	10%
Reaction Papers	10%
Tests	60%
Oral Reports	10%
Observation	10%