

EDU 221 Children with Exceptionalities

COURSE DESCRIPTION:

Prerequisites: EDU 144 and 145

Corequisites: None

Description

This course covers atypical patterns of child development, inclusive/diverse settings, evidenced-based educational/family plans, differentiated instruction, adaptive materials, and assistive technology. Emphasis is placed on the characteristics of exceptionalities and delays, early intervention/special education, transitions, observation, developmental screening, formative assessment of children, and collaborating with families and community partners. Upon completion, students should be able to recognize diverse abilities, describe the referral process, identify community resources, explain the importance of collaboration with families/professionals, and develop appropriate strategies/adaptations to support children in all environments with best practices as defined by laws, policies and the NC Foundations for Early Learning and Development. Course Hours per Week: Class, 3. Semester Hours Credit, 3.

LEARNING OUTCOMES:

Upon completing requirements for this course, the student will be able to:

1. Recognize diverse abilities.
2. Describe the referral process.
3. Identify community resources.
4. Explain the importance of collaboration with families/professionals.
5. Develop appropriate strategies/adaptations to support children in all environments with best practices as defined by laws, policies, and the NC Foundations for Early Learning and Development.

OUTLINE OF INSTRUCTION:

- I. Defining Exceptionalities
 - A. People First Language.
 - B. 6 Core Principles of IDEA and "We All Belong"
- II. High quality Inclusion
 - A. History
 - B. IDEA and federal laws
- III. Inclusive, Supportive Learning Environments
- IV. Instructional Strategies
 - A. Supporting the inclusion of children with exceptionalities
 - B. Adaptations
 - C. Accommodations
- V. Understanding Challenging Behaviors
 - A. Pyramid Model Approach

- VI. Monitoring progress; managing routines and transitions.

- VII. Importance of play and how to plan activities and learning experiences.
 - A. Planning for individual and group activities
 - B. Planning for learning centers
 - C. Planning for outside play

- VIII. Supporting Literacy and Language Development for children with exceptionalities

- IX. Working with Families, and other Professionals.

REQUIRED TEXTBOOK AND MATERIAL:

The textbook and other instructional material will be determined by the instructor.