Directions (See PowerPoint Slide for further detail):

1. **Review the suggested content for this subject area**
2. **Add any additional content, if necessary (Remember, CAP outlines provide the required minimal content; individual campuses can add in addition content as desired)**
    a. Try to avoid catchy language phrases, specific text jargon, or anything that might out-date quickly.
3. **Sort content into the specific courses,**
    a. Remember, there might be some small duplication for review or foundational purposes but it should be clear that there are two different courses.
4. **Organize this content to no more than 15 Main Topics**
    a. Work to keep the Main Topics as the most broad and use sub-category organization to house any related more specific topics
5. **List your work on the Worksheet using numbers to prioritize the content essential to this course**

Content for Children with Special Needs

Subject Areas:

- Historical Overview: IDEA Act/ IEP/IFSP/Laws, legal issues
- IEP/IFSP process – writing objectives, being part of the team
- Prenatal developmental Risk factors/ genetically inherited conditions
- Atypical Development
- Specific disabilities of the young child (birth and beyond)
    - Cognitive, Physical and motor, communication/language, social and emotional, self-help skills and adaptive behaviors.
- Causes and classifications
- Placements of children with special needs
- Identification of Gifted and talented children
- Advocacy and public policy
- Overview of early intervention/special Ed including theory/educational foundations, historical background
- Strategies/techniques of inclusion, including an IEP in the classroom
- Diversity, cultural approaches
- Communicating and Working with/supporting families/family rights
    - Grief and coping
    - Stresses families face
- At-risk children and families
- Trauma/resiliency
- Infant mental health
- Developmental Screening and assessments/assessment tools
    - Current and future trends
- Working and collaborating with early interventionists/specialists
- Policies and procedures for early intervention and full inclusion (i.e., working with local public/private school systems)
- Community Resources and agencies
- Social/emotional needs in a full-inclusion classroom
- Promoting social acceptance of all children
- Challenging behaviors in the classroom
- Curriculum and classroom environment: adaptations/adaptive equipment/Routines and schedules
- Least restrictive environments
- Health and medical needs
- Professional, legal and ethical practices
- People-first language
- Use of observations/assessments in planning curriculum
- Teacher's role and philosophical approach (including feelings about working with children with special needs)
- Field experience

Special Needs Course: Children With Special Needs

Priority #	Content

Special Needs Course: Strategies/Curriculum for Children with Special Needs

Priority #	Content