

CHLD 168: DEVELOPMENT RISK: INFANTS AND TODDLERS

Citrus College Course Outline of Record

Heading	Value
Effective Term:	Fall 2019
Credits:	2
Total Contact Hours:	36
Lecture Hours :	36
Lab Hours:	0
Hours Arranged:	0
Outside of Class Hours:	72
Strongly Recommended:	ENGL 101.
Transferable to CSU:	Yes
Transferable to UC:	No
Grading Method:	Standard Letter

Catalog Course Description

This class introduces the student to early intervention strategies that are positive and cost-effective for use with children who are developmentally delayed or at risk for developmental delay. Information on Early Intervention Part C of IDEA is included. Specific strategies for developmental intervention and child abuse reporting are also included. This class is appropriate for all professionals and paraprofessionals working with young children. 36 lecture hours.

Course Objectives

- Describe the intent of Individuals with Disabilities Educational Act (IDEA) Part C
- Describe the sequential steps of the transition process
- Identify and describe appropriate community referral options for families with a developmentally delayed or at-risk infant or toddler
- Describe indicators that would precipitate a referral for language screening
- Develop and implement a language enhancement program for infants and toddlers
- Understand how to use inter-agency coordination appropriately
- Develop goals for a Individualized Family Service Plan IFSP
- Outline and discuss the purpose and benefit of interdisciplinary coordination
- Outline the sequential process of a mandated child abuse reporter

Major Course Content

1. Laws and regulations
 - a. Individuals with Disabilities Education Act (IDEA)
 - b. Individualized Family Service Plan (IFSP)
 - i. Inclusion
 - ii. Goals
 - iii. Least restrictive and natural environments
 - iv. People first language
 - v. Transition Plans

2. Identifying Developmental Delays
 - a. Typical development
 - b. Variations in quality
 - c. Assessment instruments
 - d. Observation techniques
 - e. Family referral
3. Developmental Delays
 - a. Language acquisition
 - b. Language enhancement
 - c. Recognizing developmental delays
 - d. Recognize emotional disturbances
4. Prenatal Drug Exposure
 - a. Environmental risks to the fetus
 - b. Symptoms of prenatal drug exposure
 - c. Appropriate interventions for the child
 - d. Family referral
5. Child Abuse
 - a. Identification
 - b. Mandated reporters
 - c. Reporting process
6. Working with the Family
 - a. Emotional process of the family in crisis
 - b. Support sources
 - c. Interacting with the family
7. Interdisciplinary Coordination
 - a. Benefits
 - b. Purpose
 - c. Players

Suggested Reading Other Than Required Textbook

Merle J. Crawford M.S, *Early Intervention Every Day!; Embedding Activities in Daily Routines for Young Children and Their Families* 1st Edition, Brooks Publishing, 2014

Examples of Required Writing Assignments

Written analysis of assessments and intervention strategies for an infant or toddler with a developmental delay.

Examples of Outside Assignments

Observation to be done at an agency involved in the identification and/or remediation of infants and toddlers with developmental delays.

Instruction Type(s)

Lecture