

COURSE OUTLINE

First Start: Care of Infants and Toddlers with Disabilities

Course Description

CD 135. First Start: Care of Infants and Toddlers with Disabilities. 3 hours credit. This course will enable the student to provide quality care and education to young children with disabilities and chronic conditions. This includes issues of positioning, feeding, adaptive equipment, family dynamics, inclusion, and invasive procedures.

Course Relevance

The concepts learned in this course will help the student develop successful interactions with and care of young children with disabilities and chronic conditions.

Required Materials

CD 135 Textbook:

Krajicek, M., ed. et al. (2004). *First start program handbook for the care of infants, toddlers, and young children with disabilities and chronic conditions*. (2nd ed.). Austin, TX: Pro-Ed.

Learning Outcomes

The intention is for the student to be able to

1. Engage in meaningful interactions and caregiving with young children with disabilities and chronic conditions

Primary Learning PACT Skills that will be DEVELOPED and/or documented in this course

Through the student's involvement in this course, he/she will develop his/her ability in the following primary PACT skill areas:

1. Effective Relationships
 - Through the analysis of age specific dynamics, the student will develop effective techniques as they relate to young children with disabilities and chronic conditions.

Secondary skills (developed but not documented):

Valuing Diversity
Critical Thinking
Problem Solving
Reading
Listening

Major Summative Assessment Task(s)

These learning outcomes and the primary Learning PACT skills will be demonstrated by

1. Completion of a writing assignment and oral presentation which demonstrates in depth research of a disability or chronic condition and knowledge of caregiving guidelines for such young children

Course Content

- I. Themes – Key recurring concepts that run throughout this course:
 - A. Ages and stages of normal development
 - B. Identification of disabilities and chronic conditions
 - C. Care needs
 - D. Communication
- II. Issues – Key areas of conflict that must be understood in order to achieve the intended outcome:
 - A. Individual differences of young children’s development in relation to their disabilities, and/or chronic conditions
- III. Concepts – Key concepts that must be understood to address the issues:
 - A. Diversity of children
 - B. Diversity of disabilities
 - C. Terminology of the course
- IV. Skills/Competencies – Actions that are essential to achieve the course outcomes:
 - A. Writing
 - B. Reading
 - C. Computer literacy
 - D. Analytical thinking
 - E. Critical Thinking
 - F. Memorization of terms
 - G. Application of concepts
 - H. Positioning and feeding
 - I. Adaptive equipment
 - J. Family dynamics
 - K. Inclusion
 - L. Invasive procedures

Learning Units

- I. Human Development
 - A. Implications
 - B. Foundations of early learning
 - C. Social and emotional development
 - D. Speech and Language Development
- II. Chronic Conditions
 - A. Autism
 - B. Cerebral Palsy
 - C. Hearing impaired
 - D. Spina Bifida
 - E. Visual impairment
 - F. Physical or sensory impairments
 - G. Down Syndrome

- H. Mental retardation
- I. Fetal Alcohol Syndrome
- J. Cognitive delays
- K. Prenatal exposure to drugs
- L. Pediatric HIV infection
- M. Emotional problems
- N. Seizures

III. Care Needs

- A. Assistive technology devices
- B. Behavior support
- C. Infection control and handwashing
- D. Skin care and diapering
- E. Nutrition
- F. Feeding
- G. Oral health
- H. Environmental safety
- I. Handling principles and techniques
- J. Positioning and adaptive equipment
- K. Child abuse and neglect
- L. Observation and recording

IV. Communication and community support

- A. Attitudes
- B. Family dynamics
- C. Inclusion
- D. Legal issues
- E. Respecting diversity

V. Invasive procedures

- A. Medications
- B. Clean intermittent catheterization
- C. Oxygen therapy
- D. Tracheostomy care
- E. Gastrostomy care

Learning Activities

Independent and collaborative learning activities within the classroom will be assigned to assist the student to achieve the intended learning outcomes. Class discussion, lecture, guest presenters and panels, reading assignments, videos, and research will also contribute to the learning process.

Grade Determination

The student will be graded on satisfactory completion of the major summative assessment task, research paper, tests, daily assignments, class participation, attendance, out-of-class assignments and other methods of evaluation at the discretion of the instructor.