

California State University, Sacramento
College of Education
Department of Special Education, Rehabilitation, School Psychology & Deaf Studies

SYLLABUS	
EDS 130 A: Typical and Atypical Development Characteristics/Outcomes For Young Children with Disabilities Fall 2009, M- 7:00-8:50 Eureka 105	Silvia DeRuvo, MA Phone: (916) 768-4397 Fax: (916) 492-4004 (work) e-mail: sderuvo@wested.org

This course consists of an examination of disabilities and risk factors and their influence on developmental competencies and outcomes for infants, toddlers, and young children. Content will include typical developmental patterns of young children, atypical development due to prenatal, perinatal and early childhood development risk factors, and an introduction to interventions in a range of settings to address the unique needs of these children and their families.

A. Course Objectives:

- Students will demonstrate knowledge of:
1. Prenatal and prenatal risk factors,
 2. Characteristics of biological and/ or environmental risk factors that may influence development after birth,
 3. Principles of development in the early years,
 4. Implications of disabilities or risk factors for the development of social, emotional, communicative, sensory, motor, cognitive, perceptual, self-help and adaptive competencies,
 5. Influences of reciprocal interactions among familial, cultural, linguistic, social, physical, and economic environments on the growth and development of young children with disabilities or risk factors,
 6. The influences of varying cultural perspectives and preferences on developmental expectations,
 7. The importance of providing information to parents and other family member regarding typical developmental expectations as well as the potential impact of the disability on developmental progress,
 8. Issues in providing appropriate interventions in a variety of community settings/natural environment for your children and their families, and,
 9. Theory and research in typical and atypical development

B. Readings:

Umansky, W. & Hooper, S.R. (2004,2008). *Young Children with Special Needs* (4th or 5th.)
Upper Saddle River, N.J.: Merrill, an imprint of Prentice Hall (REQUIRED)

Batshaw, M.L. (2008). *Children with Disabilities* (5th or 6th) Baltimore, MD: Brookes (REQUIRED)

Lougy, R., DeRuvo, S., Rosenthal, M. (2007). *Teaching Young Children with ADHD, Successful Strategies and Interventions, PreK-3*. Thousand Oaks, CA: Corwin Press. (Optional)

C. Course Organization and Requirements:

1. Attendance and participation in class discussion and activities- 10 pts each class.
 2. Completion of assigned reading by date on schedule
 3. Presentation (guidelines to be provided)
 4. Two exams based on lectures, readings and class discussion/activities
- Five point deduction for each day after assignment is due**

D. Grading:

Attendance/participation	100 points
Exams (2@ 50 pts each)	100 points
Presentation	100 points
TOTAL:	300 points

Grade: (A cumulative point total)

Letter Grade	Pt. Total	%
A	283-300	94
A-	270-282	90
B+	261-269	87
B	249-260	83
B-	240-248	80
C+	231-239	77
C	219-230	73
C-	210-218	70
D	180-209	60
F	179-m	59-m

F. SCHEDULE OF TOPICS, READINGS, AND IMPORTANT DATES

August 31, 2009

Lecture: Introduction and Course Overview,
Homework: H&U 1, Batshaw 1-4, Fieldwork plan

September 7, 2009

Labor Day Holiday – no class

September 14, 2009

Lecture: Theories and Principles of Early Intervention
Due: Fieldwork plan
Homework: Batshaw 5-6, H&U 7 & 8

September 21, 2009

No class on campus- Podcast
Lecture: Typical Development
Homework: Batshaw 7, 17, 18, 24, H&U 2

September 28, 2009

Lecture: Issues of Risk for Atypical Development
Homework: H&U 11

October 5, 2009

Lecture: Early Social and Emotional Development
Homework: H&U 3, Batshaw 36

October 12, 2009
Lecture: Familial, Cultural, Social Influences
Homework: H&U 9, Exam #1

October 19, 2009
Lecture: Models of Cognitive Development
Due: Exam # 1
Homework: Batshaw 13

October 26, 2009
Lecture: Brain and Central Nervous System Development
Homework: Batshaw 15, 16, 17, 21, 22

November 2, 2009
No class on campus- Podcast
Lecture: Challenges in Cognition and Learning
Homework: Batshaw 20, 21, 22

November 9, 2009
Lecture: ADHD, SLD & Pervasive Developmental Disorders
Due: Reading Reflection #2
Homework: Batshaw 12; H&U 10

November 16, 2009
Lecture: Communication and Language
Due: reading
Homework: H&U 7-8, Batshaw 14

November 23, 2009
Thanksgiving week- no class

November 30, 2009
No Class on Campus- Podcast
Lecture: Developmental Influences on Sensory Motor Skills
Homework: Presentations on Special Developmental Issues

Week of December 7th = (Date TBA)
Presentation: Special Developmental Issues
Due: Exam #2, Fieldwork Documentation

Please obtain all lecture handouts and listen to podcasts at:
<https://www.adroitpublications.com>
click on EDS 130 tab