

California State University, Sacramento
College of Education

Department of Special Education, Rehabilitation, School Psychology & Deaf Studies

SYLLABUS

EDS 130 B: Typical and Atypical
Development Characteristics/Outcomes
For Young Children with Disabilities
LAB Fall 2009

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A. Description:

Field experiences in a variety of settings serving children with disabilities and their families.

B. Objectives:

Students will demonstrate knowledge of:

1. Program options for serving children with disabilities and their families
2. Differences among children with disabilities
3. Service options and supports for families with disabilities

C. Requirements:

1. Students will develop a plan for completion of 12 fieldwork hours, which will be approved by the instructor. Options include:
 - Observation: Observing children in multiple settings serving children with disabilities, including different age ranges, and a range of ability levels. Fieldwork observations must be submitted for credit. (12 hours credit- minimum 4 observations)
 - Case study: Interview with parent or caregiver of a child, including analysis of development in cognitive, social, emotional, language and motor areas. Two to three typed pages. (12 hours credit)
 - Observation of Related Services: Observing children receiving Related Services delivered in community and school settings. (12 hours credit-minimum 4 observations)
 - Internet Search: investigate an educational link (of interest) on the Internet and write up a review of the site contents. Include the URL for this site. Also, provide an example on how you might utilize this site as an educator per students with unique needs. One to two typed pages. (6 hours credit)
 - Media Review: Locate, clip (or copy), review, analyze, and reflect upon an article that has a person with disabilities or an issue related to disability at its core. Attach the article to the paper you turn in. One to two typed pages (6 hours credit)
 - Interview-Professional/Parent: Conduct an interview with a parent to obtain their views in terms of special education (i.e., interactions with special education teachers/students, modifications/adjustments; attitude, integration efforts, grading, etc. Personnel: 1) Principal; 2) Vice-Principal; 3) Nurse; 4) Counselor; 5) Psychologist; or 6) General Ed Teacher. A parent with a child who is or who has received special education services may also be interviewed. One to two typed pages. (6 hours of credit)

D. Grading:

Credit/No Credit

Twelve hours of credit from options provided due week of December 7th.