

Course Syllabus

Course: **CDEC 1359.200 ~ Children with Special Needs**
 Semester: Spring 2014
 Instructor: Stephanie Deering
 Office: Reese Campus, Building 5, Room 512D
 Office Hours: Monday 2:00-6:00
 Tuesday, Wednesday 4:00-6:00
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 Friday By appointment
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"South Plains College improves each student's life."

GENERAL COURSE INFORMATION

COURSE DESCRIPTION

This course includes a survey of information regarding children with special needs including possible causes and characteristics of exceptionalities, intervention strategies, available resources, referral processes, the advocacy role and legislative issues.

STUDENT LEARNING OUTCOMES

<i>*See attached NAEYC Associate Standards*</i> Students will:	NAEYC Standards	NAEYC Supportive Skills	Head Start Core Knowledge Areas
Summarize causes, incidence, and characteristics of exceptionalities related to domains of development	S1		P1
Discuss current terminology and practices for intervention strategies	S4	SS3	P3
Identify appropriate community resources and referrals for individual children and families	S2	SS5	P5
Review legislation and legal mandates and their impact on practices and environment	S6		P3
Use various types of materials and resources, including current technology, to support learning in all domains for all children	S6	SS5	P3

COURSE OBJECTIVES

- 1. Summarize causes, incidence and characteristics of exceptionalities related to the domains of development.** (F1,2,5,6)
 - a) Define areas of exceptionality and special education. (C5)
 - b) Identify exceptionality as to genetic and/or environmental causes. (C5)
 - c) Discuss prevalence and/or incidence of different categories of exceptionalities. (C5,6,7)
 - d) Describe possible signs or characteristics of each area of exceptionality. (C6,7,8,12)
- 2. Discuss current terminology and practices for intervention strategies.** (F1,2,3,5,6,10,11)
 - a) Explain how children develop an awareness of similarities and differences. (C10,12)
 - b) Describe learning experiences that promote children's appreciation and respect for all individuals and groups. (C10,12,13,14)(F13,17)
 - c) Describe available screening and assessment instruments. (C18)
 - d) Discuss classification and labeling of children with special needs. (C5,7,12,15)
 - e) Identify individuals and their roles in developing and implementing educational and family service plans. (C1,11,12,13,14,15)
 - f) Discuss integration of goals from Individualized Education Programs (IEPs), Individualized Transition Plans (ITPs) and Individualized Family Service Plans (IFSPs) into daily activities and routines. (C1,4,11,12,13,14,15)

3. **Identify appropriate community resources and referrals for individual children and families. (F1,2,5,6,8,9)**
 - a) Identify common needs and challenges facing families caring for children with special needs. (C9,11,14)
 - b) Gather information on resources available in the community. (C9,11,15)
 - c) Analyze the cultural implications and their impact on services to children with special needs (C5,6,7,9,15)(F7,8,17)
 - d) Discuss the referral process.(C12,15,16)
4. **Review legislation and legal mandates and their impact on practices and environments. (F1,2,5,6,8,9,17)**
 - a) Discuss history and impact of legislation affecting children with special needs.(C12,13,15)
 - b) Describe impact of landmark court cases on services for children with special needs. (C7,8,12,18)
5. **Explain the role of advocacy for children with special needs and their families. (F5,6,7,8,9,11,13,15,16,17)**
 - a) Identify agencies that advocate for children with special needs and their families. (C3,4,5,15)
 - b) Discuss the importance of advocating on behalf of children with special needs and their families. (C7,12,13)
 - c) Explain how the codes of ethical conduct apply to professional practice. (C7,11,12,13,14)
6. **Use various types of materials and resources, including current technology, to support learning in all domains for all children.(F7,8,9,12,13,14,15,16,17)(C15,16,17,18,19,20)**
 - a) Create and /or modify environments, equipment, materials, supplies and experiences to meet individual needs of all children. (C1,2,3,4,9,14)
 - b) Establish and maintain positive, collaborative relationships with other professionals and families and work effectively as a member of a professional team. (C9,10,11,12,13,14)

EVALUATION METHODS

1. Regular class attendance
2. Participation in class activities and discussion
3. Completion of class assignments (Book Review, Research Paper, Class Presentations)
4. Midterm and final exams
5. Minimum average score of 75% on all graded components

ACADEMIC INTEGRITY

It is the aim of the faculty of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his or her own any work which he or she has not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences, possibly suspension.

Cheating - Dishonesty of any kind on examinations or on written assignments, illegal possession of examinations, the use of unauthorized notes during an examination, obtaining information during an examination from the textbook or from the examination paper of another student, assisting others to cheat, alteration of grade records, illegal entry or unauthorized presence in the office are examples of cheating. Complete honesty is required of the student in the presentation of any and all phases of coursework. This applies to quizzes of whatever length, as well as final examinations, to daily reports and to term papers.

Plagiarism - Offering the work of another as one's own, without proper acknowledgment, is plagiarism; therefore, any student who fails to give credit for quotations or essentially identical expression of material taken from books, encyclopedias, magazines and other reference works, or from themes, reports or other writings of a fellow student, is guilty of plagiarism.

NOTE: This is especially important in regard to Book Review and Research Paper assignments.

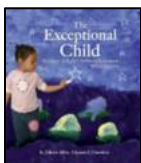
SCANS ~ Refer also to Course Objectives. SCANS and Foundation Skills attached.

Basic Skills	Personal Qualities	Information	Systems
Thinking Skills	Resources	Interpersonal	Technology

VERIFICATION OF WORKPLACE COMPETENCIES

Students will complete a research project on a specific disability, including strategies for meeting the needs of a child with that disability in an inclusive early childhood setting. Research paper will be included in student's professional portfolio.

SPECIFIC COURSE INFORMATION



TEXT AND MATERIALS

Allen, K.E. & Cowdery, G.E. (2009).

The Exceptional Child: Inclusion in Early Childhood Education (6th Edition).

Thomson/Delmar Publishing. ISBN 13: 978-1-4180-7401-2

- Class notebook (3-ring binder w/ dividers)

ATTENDANCE POLICY

- Students are expected to be punctual and attend all classes. Attendance records are a component of final grades.
 - Attendance will be taken at each class session using the sign-in process. It is the responsibility of the student to sign in during each class.
 - More than 3 absences may result in withdrawal of the student from class. (Two incidences of arriving late or leaving early will equal one absence.)
 - Students are responsible for staying informed of all announcements that are made during class periods, whether or not they are present when the announcement is made.
- ➔ In cases of excessive absence, or failure to complete assignments, students should consider withdrawing from the course to protect overall GPA. **Last day to drop classes is April 22, 2014.**

ASSIGNMENT POLICY

The student is responsible for reading and being prepared for each class. All written work is due on the given date. Late assignments will result in the loss of 10% each week, up to two weeks. Assignments will NOT be accepted after the 2-week limit, unless prior arrangements have been made with the instructor.

GRADING POLICY - Grades in this course will be determined using the following criteria:

Attendance & Participation	150 points
Midterm Exams (2@100)	200 points
Book Review	150 points
Research Paper	300 points
Class Presentation	100 points
Final Exam	100 points
	1000 points

Final grades will be assigned as follows:			
900 -- 1000	90%	A	
800 -- 899	80%	B	
750 -- 799	75%	C	
700 -- 749	70%	D	
699 & Below		F	

* A grade of "C" or above is required for course to be applied to Child Development degree or certificate.

COMMUNICATION POLICY

- ➔ Electronic communication between instructor and students will utilize the South Plains College "My SPC" email system. Students are encouraged to check SPC email on a regular basis.
- ➔ The CDEC program has a Facebook page at <https://www.facebook.com/pages/South-Plains-College-Child-Development-Early-Childhood-Program/590234334335824>. In addition to the South Plains College website, this Facebook page will be used to keep students up-to-date on program activities, weather delays, South Plains College announcements and will help with program recruitment. "Liking" the CDEC Facebook page is not mandatory, nor are personal Facebook accounts, in order to access this page.

STUDENT CONDUCT

Students are expected to abide by the standards of conduct as defined in the SPC Student Guide. See signature page.

SPECIAL REQUIREMENTS

- **Examination Policy**-- Students must be present at the time a test is given, unless prior arrangements have been made with the instructor. No make-up tests will be given.
- **Cell Phones** – Cell phones are to be turned OFF during scheduled class periods, unless prior approval has been given from the instructor. This includes text messaging!



COURSE OUTLINE

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| <p>A An Inclusive Approach to Early Education</p> <ol style="list-style-type: none">1) Changing attitudes2) Definitions3) Benefits4) Challenges <p>B Federal Legislation</p> <ol style="list-style-type: none">1) Social and political factors2) PL 94-1423) PL 99-4574) IDEA5) Prevention legislation <p>C Inclusive Programs for Young Children</p> <ol style="list-style-type: none">1) Features of quality programs2) Essential elements of inclusive programs
Birth to age 2, Ages 3-5, Ages 6-8 <p>D Normal & Exceptional Development</p> <ol style="list-style-type: none">1) Terminology2) Developmental sequences and milestones3) Developmental risk factors4) Biological5) Environmental6) Giftedness and contributing factors <p>E Developmental Disabilities: Causes & Classifications</p> <ol style="list-style-type: none">1) Causes of developmental problems2) Poverty – (re: developmental disabilities)3) Labeling – arguments for and against4) Categories of disabling conditions <p>F Sensory Impairments: Vision</p> <ol style="list-style-type: none">1) Impact on development2) Warning signs of vision loss3) Early interventions programs4) Teacher strategies <p>G Sensory Impairments: Hearing</p> <ol style="list-style-type: none">1) Impact on development2) Warning signs of hearing loss3) Early interventions programs4) Teacher strategies <p>H Physical Disabilities</p> <ol style="list-style-type: none">1) Definitions and examples2) Effect on early development | <ol style="list-style-type: none">3) Teacher roles <p>I Health Problems</p> <ol style="list-style-type: none">1) Definitions and examples2) Effects on early development3) Teacher roles <p>J Learning & Behavior Disorders</p> <ol style="list-style-type: none">1) Attention Deficit Hyperactivity Disorder2) Learning Disabilities3) Behavior disorders4) Pervasive developmental disorders5) Eating and elimination disorders6) Diagnosis and labeling issues <p>K Assessment & the IFSP/IEP Process</p> <ol style="list-style-type: none">1) Process of assessment2) Teacher roles3) Individualized Family Service Plan (IFSP)4) Individualized Education Plan (IEP) <p>L Facilitating Self-Care & Independence Skills</p> <ol style="list-style-type: none">1) Functional skills2) Teacher strategies3) Task analysis & chaining <p>M Facilitating Social Development</p> <ol style="list-style-type: none">1) Social skills and influence on development2) Typical progression of skills3) Teacher roles / Peer Interactions <p>N Facilitating Speech, Language, Communication</p> <ol style="list-style-type: none">1) Language acquisition2) Developmental sequences3) Teacher strategies4) Parent involvement <p>O Facilitating Preacademic & Cognitive Learning</p> <ol style="list-style-type: none">1) Brain research2) Developmentally appropriate practice3) Preacademic skills and readiness4) Teacher strategies and activities <p>P Managing Challenging Behaviors</p> <ol style="list-style-type: none">1) Developmentally normal deviations2) “Goodness of fit”3) Behavior plans / teacher strategies |
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ACCOMMODATIONS

DIVERSITY STATEMENT

In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

DISABILITIES STATEMENT

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Coordinator of Disability Services. For more information visit the Disability Services Office at Reese Center, Building 8, or call 806-716-4654.

SCANS COMPETENCIES

RESOURCES

- C-1 TIME – Selects goals-relevant activities, ranks them, allocates time, prepares and follows schedules.
- C-2 MONEY – Uses or prepares budgets, makes forecasts, keeps records and makes adjustments to meet objectives.
- C-3 MATERIALS AND FACILITIES – Acquires, stores allocates, and uses materials or space efficiently.
- C-4 HUMAN RESOURCES – Assesses skills and distributes work accordingly, evaluates performances and provides feedback.

INFORMATION – Acquires and Uses Information

- C-5 Acquires and evaluates information.
- C-6 Organizes and maintains information.
- C-7 Interprets and communicates information.
- C-8 Uses computers to process information.

INTERPERSONAL – Works with Others

- C-9 Participates as members of a team and contributes to group effort.
- C-10 Teaches others new skills.
- C-11 Serves Clients/Customers – works to satisfy customer’s expectations.
- C-12 Exercises Leadership – communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.
- C-13 Negotiates – works toward agreements involving exchanges of resources; resolves divergent interests.
- C-14 Works with Diversity – works well with men and women from diverse backgrounds.

SYSTEMS – Understands Complex Interrelationships

- C-15 Understands Systems – knows how social, organizational, and technological systems work and operates effectively with them.
- C-16 Monitors and Corrects Performance – distinguishes trends, predicts impacts on system operations, diagnoses systems performance and corrects malfunctions.
- C-17 Improves or Designs Systems – suggests modifications to existing systems and develops new or alternative systems to improve performance.

TECHNOLOGY – Works with a Variety of Technologies

- C-18 Selects Technology – chooses procedures, tools, or equipment, including computers and related technologies.
- C-19 Applies Technology to Task – understand overall intent and proper procedures for setup and operation of equipment.
- C-20 Maintains and Troubleshoots Equipment – prevents, identifies, or solves problems with equipment, including computers and other technologies.

FOUNDATIONS SKILLS

BASIC SKILLS—Reads, Writes, Performs Arithmetic and Mathematical Operations, Listens and Speaks

- F-1 Reading—locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.
- F-2 Writing—communicates thoughts, ideas, information and messages in writing and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.
- F-3 Arithmetic—performs basic computations; uses basic numerical concepts such as whole numbers, etc.
- F-4 Mathematics—approaches practical problems by choosing appropriately from a variety of mathematical techniques.
- F-5 Listening—receives, attends to, interprets, and responds to verbal messages and other cues.
- F-6 Speaking—organizes ideas and communicates orally.

THINKING SKILLS—Thinks Creatively, Makes Decisions, Solves Problems, Visualizes and Knows How to Learn and Reason

- F-7 Creative Thinking—generates new ideas.
- F-8 Decision-Making—specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.
- F-9 Problem Solving—recognizes problems, devises and implements plan of action.
- F-10 Seeing Things in the Mind’s Eye—organizes and processes symbols, pictures, graphs, objects, and other information.
- F-11 Knowing How to Learn—uses efficient learning techniques to acquire and apply new knowledge and skills.
- F-12 Reasoning—discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

PERSONAL QUALITIES—Displays Responsibility, Self-Esteem, Sociability, Self-Management, Integrity and Honesty

- F-13 Responsibility—exerts a high level of effort and perseveres towards goal attainment.
- F-14 Self-Esteem—believes in own self-worth and maintains a positive view of self.
- F-15 Sociability—demonstrates understanding, friendliness, adaptability, empathy and politeness in group settings.
- F-16 Self-Management—assesses self accurately, sets personal goals, monitors progress and exhibits self-control.
- F-17 Integrity/Honesty—chooses ethical courses of action.

National Association for the Education of Young Children

Standards for Early Childhood Professional Preparation

STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING

- 1a: Knowing and understanding young children’s characteristics and needs, from birth through age 8.
- 1b: Knowing and understanding the multiple influences on early development and learning
- 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS

- 2a: Knowing about and understanding diverse family and community characteristics
- 2b: Supporting and engaging families and communities through respectful, reciprocal relationships
- 2c: Involving families and communities in young children’s development and learning

STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES

- 3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children
- 3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.
- 3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.
- 3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments

STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES

- 4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children
- 4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology
- 4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches
- 4d: Reflecting on own practice to promote positive outcomes for each child

STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM

- 5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.
- 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
- 5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

STANDARD 6. BECOMING A PROFESSIONAL

- 6a: Identifying and involving oneself with the early childhood field
- 6b: Knowing about and upholding ethical standards and other early childhood professional guidelines
- 6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
- 6d: Integrating knowledgeable, reflective, and critical perspectives on early education
- 6e: Engaging in informed advocacy for young children and the early childhood profession

STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES

- 7a. Opportunities to observe & practice in at least two of the three early childhood age groups (birth–3, 3-5, 5-8)
- 7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

NAEYC SUPPORTIVE SKILLS

- Supportive Skill #1: Self-assessment and self-advocacy
- Supportive Skill #2: Mastering and applying foundational concepts from general education
- Supportive Skill #3: Written and verbal communication skills
- Supportive Skill #4: Making connections between prior knowledge/experience and new learning
- Supportive Skill #5: Identifying and using professional resources



I _____ have received a copy of the South Plains College Student Guide. I understand that I must comply with all areas of the Student Guide as a student in the Child Development/Early Childhood program at South Plains College.

Signature

Date