

**Course Syllabus**

Course: **CDEC 1359.200 ~ Children with Special Needs**  
 Semester: Spring 2016  
 Instructor: Stephanie Deering  
 Office: Reese Campus, Building 5, Room 512A  
 Office Hours: Monday, Tuesday, Thursday 2:00-6:00  
 Wednesday 2:00-3:00  
 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**

Students will:	NAEYC Standards	Supportive Skills
Summarize causes, incidence, and characteristics of exceptionalities related to domains of development		
Discuss current terminology and practices for intervention strategies	S1	
Identify appropriate community resources and referrals for individual children and families	S4	SS3
Review legislation and legal mandates and their impact on practices and environment	S6	SS5
Use various types of materials and resources, including current technology, to support learning in all domains for all children		

**Course Objectives**

- 1. Summarize causes, incidence and characteristics of exceptionalities related to the domains of development. (C5,6)(F1,2)**
  - a) Define areas of exceptionality and special education.
  - b) Identify exceptionality as to genetic and/or environmental causes.
  - c) Discuss prevalence and/or incidence of different categories of exceptionalities.
  - d) Describe possible signs or characteristics of each area of exceptionality.
- 2. Discuss current terminology and practices for intervention strategies. (C7)(F6,7)**
  - a) Explain how children develop an awareness of similarities and differences.
  - b) Describe learning experiences that promote children's appreciation and respect for all individuals and groups.
  - c) Describe available screening and assessment instruments.
  - d) Discuss classification and labeling of children with special needs.
  - e) Identify individuals and their roles in developing and implementing educational and family service plans.
  - 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.
- 3. Identify appropriate community resources and referrals for individual children and families. (C4,9,11) (F9)**
  - a) Identify common needs and challenges facing families caring for children with special needs.
  - b) Gather information on resources available in the community.
  - c) Analyze the cultural implications and their impact on services to children with special needs
  - d) Discuss the referral process.

4. **Review legislation and legal mandates and their impact on practices and environments.** (C7,15)(F12)
  - a) Discuss history and impact of legislation affecting children with special needs.
  - b) Describe impact of landmark court cases on services for children with special needs.
5. **Explain the role of advocacy for children with special needs and their families.** (C4) (F13,17)
  - a) Identify agencies that advocate for children with special needs and their families.
  - b) Discuss the importance of advocating on behalf of children with special needs and their families.
  - c) Explain how the codes of ethical conduct apply to professional practice.
6. **Use materials and resources, including current technology, to support learning in all domains for all children.**(C14,18,19) (F7,9,11)
  - a) Plan environments and experiences to meet individual needs of all children.
  - b) Describe appropriate equipment and materials, to meet special needs of children.

### Evaluation Methods

1. Regular class attendance
2. Participation in class activities and discussion
3. Written Assignments : Book Review & Research Paper
4. Class Presentation
5. Exams

### 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.

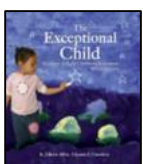
**SCANS & Foundation Skills** ~ Refer also to Course Objectives.

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

Suggested: 3-ring notebook for class materials

## SPC Attendance Policy

Students are expected to attend all classes in order to be successful in a course. The student may be administratively withdrawn from the course when absences become excessive as defined in the course syllabus.

When an unavoidable reason for class absence arises, such as illness, an official trip authorized by the college or an official activity, the instructor may permit the student to make up work missed. It is the student's responsibility to complete work missed within a reasonable period of time as determined by the instructor. Students are officially enrolled in all courses for which they pay tuition and fees at the time of registration. Should a student, for any reason, delay in reporting to a class after official enrollment, absences will be attributed to the student from the first class meeting.

Students who enroll in a course but have "Never Attended" by the official census date, as reported by the faculty member, will be administratively dropped by the Office of Admissions and Records. A student who does not meet the attendance requirements of a class as stated in the course syllabus and does not officially withdraw from that course by the official census date of the semester, may be administratively withdrawn from that course and receive a grade of "X" or "F" as determined by the instructor. Instructors are responsible for clearly stating their administrative drop policy in the course syllabus, and it is the student's responsibility to be aware of that policy.

It is the student's responsibility to verify administrative drops for excessive absences through MySPC using his or her student online account. If it is determined that a student is awarded financial aid for a class or classes in which the student never attended or participated, the financial aid award will be adjusted in accordance with the classes in which the student did attend/participate and the student will owe any balance resulting from the adjustment.

## Class 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 28, 2016.**

## 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:

<b>Attendance &amp; Participation</b>	150 points
<b>Exams (3@100)</b>	300 points
<b>Book Review</b>	150 points
<b>Research Paper</b>	300 points
<b>Class Presentation</b>	100 points
	1000 points

Final grades 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.
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## COMMUNICATION POLICY

- ➔ Blackboard is an e-Education platform designed to enable educational innovations everywhere by connecting people and technology. This educational tool will be used in this course throughout the semester.
- ➔ Outside Blackboard 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.

## 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 by the instructor. **This includes text messaging!**
- **Notes / Missed classes** – Information, study guides, etc. should be obtained from classmates or from the instructor before or after class. Class time will not be used for make-up concerns.



## COURSE OUTLINE

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| <p><b>A An Inclusive Approach to Early Education</b></p> <ol style="list-style-type: none"><li>1) Changing attitudes</li><li>2) Definitions</li><li>3) Benefits</li><li>4) Challenges</li></ol> <p><b>B Federal Legislation</b></p> <ol style="list-style-type: none"><li>1) Social and political factors</li><li>2) PL 94-142 &amp; PL 99-457</li><li>3) IDEA</li><li>4) Prevention legislation</li></ol> <p><b>C Inclusive Programs for Young Children</b></p> <ol style="list-style-type: none"><li>1) Features of quality programs</li><li>2) Essential elements of inclusive programs<br/>Birth to age 2, Ages 3-5, Ages 6-8</li></ol> <p><b>D Normal &amp; Exceptional Development</b></p> <ol style="list-style-type: none"><li>1) Terminology</li><li>2) Developmental sequences and milestones</li><li>3) Developmental risk factors</li><li>4) Biological</li><li>5) Environmental</li><li>6) Giftedness and contributing factors</li></ol> <p><b>E Developmental Disabilities: Causes &amp; Classifications</b></p> <ol style="list-style-type: none"><li>1) Causes of developmental problems</li><li>2) Poverty – (re: developmental disabilities)</li><li>3) Labeling – arguments for and against</li><li>4) Categories of disabling conditions</li></ol> <p><b>F Sensory Impairments: Vision</b></p> <ol style="list-style-type: none"><li>1) Impact on development</li><li>2) Warning signs of vision loss</li><li>3) Early interventions programs</li><li>4) Teacher strategies</li></ol> <p><b>G Sensory Impairments: Hearing</b></p> <ol style="list-style-type: none"><li>1) Impact on development</li></ol> | <ol style="list-style-type: none"><li>2) Warning signs of hearing loss</li><li>3) Early interventions programs</li><li>4) Teacher strategies</li></ol> <p><b>H Physical Disabilities</b></p> <ol style="list-style-type: none"><li>1) Definitions and examples</li><li>2) Effect on early development</li><li>3) Teacher roles</li></ol> <p><b>I Health Problems</b></p> <ol style="list-style-type: none"><li>1) Definitions and examples</li><li>2) Effects on early development</li><li>3) Teacher roles</li></ol> <p><b>J Learning &amp; Behavior Disorders</b></p> <ol style="list-style-type: none"><li>1) Attention Deficit Hyperactivity Disorder</li><li>2) Learning Disabilities</li><li>3) Behavior disorders</li><li>4) Pervasive developmental disorders</li><li>5) Eating and elimination disorders</li><li>6) Diagnosis and labeling issues</li></ol> <p><b>K Assessment &amp; the IFSP/IEP Process</b></p> <ol style="list-style-type: none"><li>1) Process of assessment</li><li>2) Teacher roles</li><li>3) Individualized Family Service Plan (IFSP)</li><li>4) Individualized Education Plan (IEP)</li></ol> <p><b>L Facilitating Skill Development</b></p> <ol style="list-style-type: none"><li>1) Self-Care &amp; Independence Skills</li><li>2) Social Development</li><li>3) Speech, Language, Communication</li><li>4) Preacademic &amp; Cognitive Learning</li></ol> <p><b>M Managing Challenging Behaviors</b></p> <ol style="list-style-type: none"><li>1) Developmentally normal deviations</li><li>2) Goodness of fit</li><li>3) Behavior plans / teacher strategies</li></ol> |
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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 Disability Services Office. For more information, call or visit the Disability Services Office at Levelland Student Health & Wellness Center 806-716-2577, Reese Center (also covers ATC) Building 8: 806-716-4675, Plainview Center Main Office: 806-716-4302 or 806-296-9611, or the Health and Wellness main number at 806-716-2529.

## 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 read the above syllabus for Child Development and understand the requirements.
  
- ✓ I understand that I must comply with all areas of the Student Guide as a student in the Child Development Program at South Plains College.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date