

Course Syllabus

Course: **CDEC 1359-151 ~ Children with Special Needs**
 Semester: Spring 2024
 Instructor: Kathryn Perez
 Office: Levelland Campus, Student Services Building
 Office Hours: Monday through Thursday 1:00-4:00 pm and by appointment
 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:	<i>*See attached NAEYC Associate Standards*</i>	NAEYC Standards
Summarize causes, incidence, and characteristics of exceptionalities related to domains of development		Standard 1 Standard 4 Standard 6
Discuss current terminology and practices for intervention strategies		
Identify appropriate community resources and referrals for individual children and families		
Review legislation and legal mandates and their impact on practices and environment		
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

- ✓ Regular class attendance
- ✓ Participation in class activities and discussion
- ✓ Written Assignments: Book Review, Case Studies & Final Paper
- ✓ 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.

This is especially important for research paper assignment. Plagiarism = no credit!

SCANS & Foundation Skills ~ Refer also to Course Objectives.

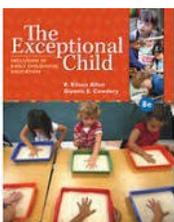
Basic Skills	Personal Qualities	Information	Systems
Thinking Skills	Resources	Interpersonal	Technology

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. (2015).
The Exceptional Child: Inclusion in Early Childhood Education (8th Edition).
 Cengage
 ISBN-13: 978-1285432373
 Suggested: 3-ring notebook for study guides, class notes, handouts, etc.

Computer Requirements: It is the responsibility of the student to have the necessary computer resources and skills to take this class. Students are not required to purchase their own computer but must have access to one that meets specifications. Computer labs are available for student use on the Levelland, Lubbock, & Reese campuses.

You will need:

- Microsoft Word
- Adobe Reader
- Anti-Virus Software

SPC Instructional Technology Resources: <http://www.southplainscollege.edu/instructional-technology/instructional-technology.php>

FREE Office 365 for students <https://www.microsoft.com/en-us/education/products/office>

Adobe Acrobat Reader - <https://get.adobe.com/reader/>

Attendance Policy

- ✓ Students in this course attend class online. “Attendance” will include logging into the course **2-3 times per week** and completing assignments, as documented through the Blackboard system.
- ✓ In cases of excessive absence, or failure to complete assignments, students should consider withdrawing from the course to protect overall GPA. Please contact instructor as soon as concerns arise.
- ✓ **Last day to drop a class is April 25, 2024.**

Assignment Policy

- In this class, weekly content will **OPEN on Tuesday** and **CLOSE on Monday** at midnight.
- Weekly assignments will be typed in **Discussion**.
- Larger written assignments will be submitted as attachments, through Blackboard **Course Messages**. (not SPC email)
- All assignments should be typed, labeled and saved as given in the directions.
For example:
 - Type paper in Word document.
 - Save as docx. Or pdf
 - Label as “Book Review-your initials”
 - Send as attachment in Course Messages
- Late papers will have 10% subtracted 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.



Please do not wait until the last minute to turn in assignments, or you may have problems. Remember the saying, “Technology happens!”

Exam Policy

- ✓ Exams will be taken in Blackboard, within a window of time ~ Example: Saturday 8:00 am – Sunday midnight.
- ✓ Exams must be taken in one sitting, within the given amount of time (Example: 60 minutes).
- ✓ Instructor reserves the right to administer exam in proctored setting, should it be deemed necessary.

Grading Policy - Grades in this course will be determined using the following criteria:

Attendance & Participation	250 points
✓ Discussion & Replies (150)	
✓ Quizzes (100)	
Exams (3@100)	300 points
Book Review	150 points
Case Study Assignments (5@30)	150 points
Final Paper	150 points
	1000 points

900	90%	A
800	80%	B
750	75%	C
700	70%	D
699 and below		F

A grade of “C” or above is required for course to be applied to Child Development degree plan.

Communication Policy

- ✓ Communication in this course should take place through Blackboard – Course Messages and Discussion.
- ✓ If Blackboard is not working, SPC email may be utilized. Messages should be labeled with course name and number. For example: CDEC 1359 Children with Special Needs

Student Conduct

Students are expected to abide by the standards of conduct as defined in the SPC Student Guide. Please refer to the online publication for full information and see signature page at the end of this syllabus.

COURSE OUTLINE

A An Inclusive Approach to Early Education

- 1) Changing attitudes
- 2) Definitions
- 3) Benefits
- 4) Challenges

B Federal Legislation

- 1) Social and political factors
- 2) PL 94-142 & PL 99-457
- 3) IDEA
- 4) Prevention legislation

C Inclusive Programs for Young Children

- 1) Features of quality programs
- 2) Essential elements of inclusive programs
Birth to age 2, Ages 3-5, Ages 6-8

D Developmental Disabilities: Causes & Classifications

- 1) Causes of developmental problems
- 2) Poverty – (re: developmental disabilities)
- 3) Labeling – arguments for and against
- 4) Categories of disabling conditions

E Sensory Impairments: Vision

- 1) Impact on development
- 2) Warning signs of vision loss
- 3) Early interventions programs
- 4) Teacher strategies

F Sensory Impairments: Hearing

- 1) Impact on development
- 2) Warning signs of hearing loss
- 3) Early interventions programs
- 4) Teacher strategies

G Physical Disabilities

- 1) Definitions and examples
- 2) Effect on early development
- 3) Teacher roles

H Health Problems

- 1) Definitions and examples
- 2) Effects on early development
- 3) Teacher roles

I Learning & Behavior Disorders

- 1) Attention Deficit Hyperactivity Disorder
- 2) Learning Disabilities
- 3) Behavior disorders
- 4) Pervasive developmental disorders
- 5) Eating and elimination disorders
- 6) Diagnosis and labeling issues

J Assessment & the IFSP/IEP Process

- 1) Process of assessment
- 2) Teacher roles
- 3) Individualized Family Service Plan (IFSP)
- 4) Individualized Education Plan (IEP)

K Facilitating Skill Development

- 1) Self-Care & Independence Skills
- 2) Social Development
- 3) Speech, Language, Communication
- 4) Preacademic & Cognitive Learning

L Managing Challenging Behaviors

- 1) Developmentally normal deviations
- 2) Goodness of fit
- 3) Behavior plans / teacher strategies

SYLLABUS STATEMENTS

For current syllabus statements, please refer to: <https://www.southplainscollege.edu/syllabusstatements/>

SCANS Competencies

RESOURCES

C-1 **TIME** - Selects goal - 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—understands 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 & Reason

F-7 Creative Thinking – generates new ideas.

F-8 Decision-Making – specifies goals & constraints, generates alternatives, considers risks, evaluates & 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 (NAEYC)
Professional Standards and Competencies for Early Childhood Educators

Standard 1: Child Development and Learning in Context

1a: Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.

1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.

1c: Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities.

1d: Use this multidimensional knowledge – that is, knowledge about the developmental period of early childhood, about individual children and about development and learning in cultural contexts – to make evidence-based decisions that support each child.

Standard 2. Family-Teacher Partnerships and Community Connections

2a: Know about, understand and value the diversity of families.

2b: Collaborate as partners with families in young children’s development and learning through respectful, reciprocal relationships and engagement.

2c: Use community resources to support young children’s learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies.

Standard 3. Child Observation, Documentation, and Assessment

3a: Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.

3b: Know a wide range of types of assessments, their purposes, and their associated methods and tools.

3c: Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child.

3d: Build assessment partnerships with families and professional colleagues.

Standard 4. Developmentally, Culturally, and Linguistically Appropriate Teaching Practices

4a: Understand and demonstrate positive, caring, and supportive relationships and interactions as the foundation of early childhood educators’ work with young children.

4b: Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children.

4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.

Standard 5. Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum

5a: Understand content knowledge – the central concepts, methods and tools of inquiry, and structure – and resources for the academic disciplines in an early childhood curriculum.

5b: Understand pedagogical content knowledge – how young children learn in each discipline – and how to use the teacher knowledge and practices described in Standards 1-4 to support young children’s learning in each content area.

5c: Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources and their pedagogical content knowledge.

Standard 6. Professionalism as an Early Childhood Educator

6a: Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession.

6b: Know about and uphold ethical and other early childhood professional guidelines.

6c: Use professional communication skills, including technology-mediated strategies, to effectively support young children’s learning and development and to work with families and colleagues.

6d: Engage in continuous, collaborative learning to inform practice.

6e: Develop and sustain the habit of reflective and intentional practice in their daily work with young children as members of the early childhood profession.



- I have reviewed the syllabus for this course and understand the requirements as described.

- I am familiar with the South Plains College **Student Guide** and agree to follow the code of conduct as given in the guide.

Signature _____ Date _____

There will be a section in Blackboard where you will acknowledge the above statements.