Lubbock Career and Technical Center

Course Syllabus

Course:	**CDEC 1359-151 ~ Children with Special Needs**
Semester:	Spring 2024
Instructor:	Cherri Stallings
Office:	Lubbock Career and Technical Center, Office 125 **I**
Office Hours:	Monday through Thursday 1:00-4:00 pm and by appointment
	Friday By appointment Booking Page Link
Phone:	806-716-4627 (office)
Email:	cstallings@southplainscollege.edu

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

See attached NAEYC Associate Standards	NAEYC
Students will:	Standards
Summarize causes, incidences, 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	
Identify legislation and legal mandates and their impact on practices and environments	
Explain the role of advocacy for children with special needs and their families	
Identify materials and resources, including current technology, to support learning in all domains for each and every child.	

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. **Identify 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. **Identify 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
- ✓ 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

Textbook and all reading material will be provided for you on Blackboard.

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 24, 2025.**

Assignment Policy

- All assignments will be completed and/or submitted on Blackboard.
- Assignments are due on the dates specified in the course calendar, by 11:59pm.

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

Assignment Policy

- Late work is only accepted with prior approval from the instructor.
- To request approval, students must send a written request through Blackboard messages at least 48 hours before the assignment is due.
- Approval is at the instructor's discretion.
- If approved, late submissions will incur a 10% deduction of the total points available per week late.
- Late work cannot be submitted more than two weeks past the original due date.
- No late work will be accepted after Week 14 of the semester to allow time for final grading.
- Unauthorized late work will not be accepted.

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

						A grade of "C"
Weekly Quizzes	300 points		900	90%	A	or above
Exams (2@100)	200 points		800	80%	B	is required for course
Assignments (5@60)	300 points		750	75%	C	to be applied to
Project	200 points		700	70%	D	Child Development
	1000 points		699 and below		F	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.

Unit 1: Foundations of Special Education
Introduction to Special Education and Disability Studies
- Overview of special education
- Historical perspectives on disability
- Social vs. medical models of disability

Understanding the Social Model of Disability
- Detailed exploration of the social model
- Contrast with the medical model
- Implications for education

Unit 2: Historical and Legal Perspectives
Historical Perspectives on Developmental Disabilities
- Evolution of disability rights
- Deinstitutionalization movement
- Self-advocacy and the neurodiversity movement

Legal Frameworks in Special Education
- Overview of key legislation (IDEA, ADA, Rehabilitation Act)
- Understanding legal mandates and their implications
- Case law studies (e.g., Olmstead v. L.C.)

Unit 3: Exceptionalities and Developmental Domains
Cognitive and Intellectual Disabilities
- Definitions and characteristics
- Causes and incidences
- Impact on learning and development

Autism Spectrum Disorders (ASD)
- Understanding ASD and its spectrum
- Characteristics and support needs
- Current research and perspectives

Attention Deficit/Hyperactivity Disorder (ADHD)
- Symptoms and diagnosis
- Educational implications
- Intervention strategies

Sensory, Physical, and Neurological Disabilities
- Types and characteristics
- Assistive technologies and accommodations
- Inclusive practices in the classroom

Unit 4: Intervention Strategies and Inclusive Practices
Intervention Strategies in Inclusive Classrooms
- Differentiated instruction
- Behavioral interventions
- Collaborative teaching models

Assistive Technology and Classroom Adaptations
- Overview of assistive technologies
- Implementing technology in the classroom
- Evaluating the effectiveness of tools

Unit 5: Legal and Ethical Considerations
Ethical Considerations in Special Education
- Ethical dilemmas in special education
- Informed consent and guardianship
- Rights of children and families

Rights and Advocacy in Special Education
- Role of advocacy in supporting children with disabilities
- Building advocacy skills
- Engaging with families and communities

Unit 6: Community Resources and Support Systems
Identifying and Utilizing Community Resources
- Overview of local and national resources
- Effective referral processes
- Building partnerships with community organizations

Collaboration with Families and Professionals
- Strategies for effective communication with families
- Collaborative practices with special education professionals
- Building support networks

Unit 7: Inclusive Curriculum and Classroom Management
Designing an Inclusive Curriculum
- Principles of inclusive curriculum design
- Adapting curriculum to meet diverse needs
- Integrating universal design for learning (UDL)

Classroom Management and Creating Inclusive Environments
- Strategies for managing diverse classrooms
- Promoting positive behavior and social interactions
- Creating a supportive and inclusive classroom culture

SYLLABUS STATEMENTS

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

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.