



Child Development 44
Spring 2015
Early Intervention for Children with Special Needs
February 9th – April 3rd (Hybrid Class)

Instructor Name: Ms. Roxanne Williams E-mail: williare@lasc.edu	School Website: www.wlac.edu
Class Hours: Monday Evenings (6:45 p.m. – 10:00 p.m.) Office Hours: Monday (5:00 p.m. – 6:00 p.m.) GC 130	School Address: 9000 Overland Ave., Culver City, CA 90230
Class Section No.: 8527	Room Location: GC 130

Welcome to CD 44

This semester, you will develop your understanding of children with special needs and an overview of special education. You will also learn about the legal rights of people with disabilities, IEP's AND IFSP's, early identification and assessment, the role of the educator, services in all disciplines and professions, and the importance of school and family partnerships, including culturally responsive curriculum and instruction. The goal is for you to become a better educator who is responsive, knowledgeable, and able to design and implement instruction by the end of this course. The skills you learn here will help you succeed both in and out of class. However, your education is ultimately YOUR responsibility. YOU determine your level of success. Successful college students are self-motivated. Successful college students understand the importance of studying the material, coming to class prepared and practicing skills learned. YOU CAN DO IT and I'm here to help. ☺

Course Description

This course focuses on accommodating and adapting the physical environment, instructional strategies and curriculum to meet the needs of differently-abled children and their families. Legal mandates and the impact of laws and legislation will be examined in respect to the impact on children and their families. Understanding the process of assessment and developing an Individual Family Service Plan will be analyzed and discussed. This course will also cover the theoretical aspects of working with children with special needs. This course will focus on children ages 0-8 to encompass school age children as well infants through pre-school age children.

Required Textbook

Exceptional Children, A Introduction to Special Education, William Heward, 10th Edition, Pearson Publishing, ISBN: 978-0-13-262616-3

Recommended Materials

- <http://kidshealth.org/parent/classroom/#cat21071> – over view of disorders and health related issues
- <http://www.p12.nysed.gov/specialed/idea/> - IDEA website

Course Objectives

- Upon successful completion of this course, students will be able to . . .
1. Identify historical, legal and physical issues for children with special needs.
 2. Discuss major approaches to intervention and the implication of early intervention.
 3. Discuss program guidelines and basic issues as they relate to culturally and linguistically diverse society.
 4. Review programs, classroom environments and strategies for children with specific special needs.
 5. Identify specific exceptionalities and intervention techniques.
 6. Advocate for children and their families.

Student Learning Outcomes (SLO)

1. Adapt a program of study that best fits a child's needs using appropriate learning and teaching styles.
2. Students will be able to identify a variety of disorders and disabilities and how best to assist the specific child in a classroom setting
3. Students will identify and describe the family systems approach to early intervention and develop a strategy to enhance family support and family professional partnerships in an early intervention program.

Course Requirements and Assignment Guidelines

- College Attendance/Drop Policy
- Class Activities: Class participation is mandatory. You will participate in a variety of activities throughout the semester. Individual points will be assigned to group presentations on assigned dates. Presentations must be completed during class time.
 - Attendance – your attendance is mandatory. This is a hybrid and 8 Week class. If you are absent, you will not be able to make up any missed assignments/tests etc. Upon your return, you will be responsible for any assignment, tests, etc. There are no make-up assignments.
 - Attendance is taken at the beginning of the class. If you are not present, you will be marked as absent.

Upon three absences, you will be excluded from the class. A total of three late arrivals and/or early dismissals will equal one absence.

- Important dates – February 13 – last day to drop with no fee & no “W” .
- March 21-last day to drop with a “W” .
- “W’s” now count toward attempts at any one course. After three (3) attempts the state will not pay the college for a student to take a course.
- Student responsibility – 1. Obtain information from fellow students for missed classes. 2. Inform instructor of any personal, medical emergencies affecting your attendance and learning and officially drop the class if you are not attending. 3. To officially drop this class if you stop attending
- Use the buddy system: Exchange phone numbers with classmate

Assignments

- All assignments are due on the due dates per Etudes and class meetings.
- Classroom assignments are turned in at the beginning of class. If they are turned in at the end of class, they will be deducted 10% for being late.

Grading

300- 270 = A

269 – 216 = B

215 – 150 = C

149 – 90 = D

89 – Below ⊗

Assignments	Total Points	Your Points	Final Points
Current Issues & Future Trends – 3 @ 20 pts	60		
VETA and Carl Perkins Funding Survey	Yes/No		
IRIS Website Reflection	20		
IEP Reflection	15		
Exam 1 – Chapters 1 - 2	In-Class	30	
Exam 2 – Chapters 4 - 5	In-Class	50	
Lesson Plans – 2 @ 25 pts	50		
Final Exam – Chapters 3, 6, 8	75		
Total	300		_____/300

Class Policies

Attendance

Class discussions and group work are an integral part of this course, attendance is mandatory. Up to 3 absences are allowed. After that, you could be dropped. Students are expected to attend every class meeting, to arrive on time and stay throughout the class period. Excessive absenteeism will lower your grade, as well as walking in and out of class. 3 tardies and/or 3 early dismissal = 1 absence. Students may be dropped from class for excessive tardiness, or for failure to attend class the first day or during the entire first week of class.

Walking In and Out of Class

When you arrive to class, make sure you have used the restroom, had a chance to eat, check your messages, etc. Walking in and out is rude and disruptive. If you need to leave early, or have some other problem, you need to notify me in advance. Any student who makes a habit of walking in and out of class may be asked to leave.

Preparedness

You are expected to arrive on time. You will come to each class session prepared. You will have your books, binder, pens/pencils, any work that is due, and you will be prepared to discuss all readings/assignments.

Cell Phones	iPods
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Turn them off and put them away when class begins! Although it may not seem possible, you can survive without talking and texting on your cell phone, or listening to your iPod, for a little over an hour. Talking and texting on cell phones not only distract you, but they are a distraction for and your peers and I. Distractions interrupt/disrupt the class and I will not tolerate interruptions. **You will be asked to leave if this occurs.**

“Netiquette” and “Civilogue”

This semester, you will post weekly assignments in Etudes on various topics related to the class and the world around us. The term “netiquette” is a combination of the words internet and etiquette. The term “civilogue” is a combination of the words civil and dialogue. Both terms, as well as the words used to create them, are essential to the class. You may not agree with the views and opinions expressed by your peers, but you don’t have the right to be disrespectful. Personal attacks, profanity, vulgarity and comments that are not productive additions to the conversation will be deleted and you will not receive credit for the assignment.

Contacting Me

Private messages in Etudes and phone calls are the best and quickest way to contact me. Therefore, excuses such as, "I tried to contact you but (fill in the blank)" will not work. If you have a problem, do not let it snowball. Contact me immediately. 310-417-3505. Students are expected to ask questions and obtain help from instructor via private messages, phone calls, and/or during office hours.

For more information refer to the attached link: http://www.wlac.edu/academics/pdf/WLAC_12-15_Catalog_Policies.pdf

College Policies:

Academic Integrity (Plagiarism)

In accordance with code 9803.28, academic dishonesty is prohibited and will not be tolerated in this class. Violations of academic integrity include, but are not limited to, the following actions: cheating on an exam, plagiarism, working together on an assignment, paper or project when the instructor has specifically stated students should not do so, submitting the same term paper to more than one instructor, or allowing another individual to assume one's identity for the purpose of enhancing one's grade. Academic dishonesty of any type, such as cheating or knowingly furnishing false information, by a student provides grounds for disciplinary action by the instructor or college. In written work, no material may be copied from another without proper quotation marks, footnotes, or appropriate documentation.

Academic dishonesty policy: LACCD student code of conduct as it relates to student dishonesty (Board Rule 9803.28) as follows: "Violations of academic integrity of any type by a student provides grounds for disciplinary action by the instructor or college. Violations of Academic Integrity include, but are not limited to, the following actions: cheating on an exam, plagiarism, working together on an assignment, paper or project when the instructor has specifically stated students should not do so, enhancing one's grade. For more submitting the same term paper to more than one instructor, or allowing another individual to assume one's identity for the purpose of enhancing information on the Standards of Student Conduct refer to the college catalog available in hardcopy and online at "www.wlac.edu."

Student Conduct

According to code 9803.15, disruption of classes or college activities is prohibited and will not be tolerated. Refer to the catalog and the Standards of Student Conduct in the Schedule of Classes for more information.

Recording Devices

State law in California prohibits the use of any electronic listening or recording device in a classroom without prior consent of the instructor and college administration. Any student who needs to use electronic aids must secure the consent of the instructor. If the instructor agrees to the request, a notice of consent must be forwarded to the Vice President of Academic Affairs for approval (WLAC College Catalog).

Course Calendar

Week & Date	Assignments & Activities	Assignment Due Dates
Week 1 (2/9/15)	<p>Chapter 1: The Purpose and Promise of Special Education</p> <p>ALL students enrolled must complete the VTEA and Carl Perkins funding Survey. Once completed please bring in a copy of the confirmation page.</p> <p>Use this link: https://services.laccd.edu/districtsite/workforce_dev/vtea/survey_login3.asp</p>	<p>Review PPT on Chapter 1</p> <p>Purchase Your Textbook! Read Chapter 1 Current Issues & Future Trends Article</p> <ul style="list-style-type: none"> • Read page 12-13: What's in a Name? The Labels and Language • Cite article in APA style • Summarize article & answer the questions from the article. ✓ State how this article relates to what you are learning in class and how you can apply it to your own classroom. (Due: 2/16/15)
Week 2 (2/16/15)	<p>Chapter 2: Planning and Providing Special <u>Education</u> Services</p> <ul style="list-style-type: none"> ✓ Sheena Washington – Annapolis ✓ The Process of Special Education ✓ IEP – Individualized Education Program (In-Class Activity) 	<p>IEP Reflection</p> <p>What factors must the IEP team take into consideration when determining what the least restrictive environment is for an individual student? Why is parent participation so critical to the IEP process? (Due: 2/23/15)</p>
Week 3 (2/23/15)	<p>Chapter 3: Collaborating with Parents and Families in a Culturally and Linguistically Diverse Society</p> <ul style="list-style-type: none"> ✓ Joshua Hoppe – Ma'ili Elementary ✓ Support for Family Involvement ✓ Home – School Communication Methods ✓ Exam 1 – Chapters 1 - 2 	<p>Lesson Plan Demonstration – "Children who are English Language Learners" Due: 3/2/15</p>

<p>Week 4 (3/2/15)</p>	<p>Chapter 4: Intellectual Disabilities</p> <ul style="list-style-type: none"> ✓ Sandie Trask – Tyler – Blendon MS ✓ IDEA Definition ✓ Identification & Assessment ✓ Cognitive Functions 	<p><u>Current Issues & Future Trends Article</u></p> <ul style="list-style-type: none"> • Read pages 132 – 133: Self-Determination – The Most Natural Support • Cite article in APA style • Summarize article and answer the questions posted online. • State how this article relates to what you are learning in class and how you can apply it to your own classroom. (Due:3/9/15)
<p>Week 5 (3/9/15)</p>	<p>Chapter 5: Learning Disabilities</p> <ul style="list-style-type: none"> ✓ Angela Preston: Carl A. Furr Elementary School ✓ Characteristics – Reading Problems ✓ General Education Classroom 	<p>Lesson Plan Demonstration – “Children with Learning Disabilities” (Due: 3/16/15)</p>
<p>Week 6 (3/16/15)</p>	<p>Chapter 6: Emotional or Behavioral Disorders</p> <ul style="list-style-type: none"> ✓ Kimberly Rich: Snow Horse Elementary School ✓ Disorders ✓ Causes ✓ Educational Approaches ✓ Exam 2 – Chapters 4-5 	<p>Students go to the IRIS website (http://iris.peabody.vanderbilt.edu/bil/chalcycle.htm) and complete Part 1, “Understanding the Acting Out Cycle”. Have the students answer the questions, print them, and bring them to class for a discussion. (Due: 3/23/15)</p>
<p>Week 7 (3/23/15)</p>	<p>Chapter 8: Communication Disorders</p> <ul style="list-style-type: none"> ✓ Steven Everling: Northwest Elementary School ✓ Communication ✓ Educational Placement Alternatives 	<p><u>Current Issues & Future Trends Article</u></p> <ul style="list-style-type: none"> • Find an article on Communication Disorders - after reading the article selected do you think children in the United States be expected to speak Standard American English regardless of their cultural, social, or geographic background? Explain why or why not. • Cite article in APA style • Summarize article and answer the questions from the article. • State how this article relates to what you are learning in class and how you can apply it to your own classroom. (Due:3/30/15)
<p>Week 8 (3/30/15)</p>	<p>Last Week of School – Final Exam Week</p>	<p>Final Exam – Chapters 3, 6, & 8 Date to be taken: 3/30/15</p>

“What’s in a Name? The Labels and Language of Special Education” presents an enlightening commentary on the challenge and importance of changing attitudes and values toward individuals with disabilities. Write your responses to the following questions: How does the practice of changing labels affect people with and without disabilities? How can the use of labels both help and hinder children with exceptionalities?

Case study 1 - Chan is seven years old. When Chan was younger his parents thought he was very clever, so they were anxious to send him to school. However they are disappointed with Chan. He has had to repeat Grade One. His teacher says that Chan is clever but that he is lazy and careless. He only concentrates when he likes the subject. So, for example Chan is very good at maths and drawing but he is always making mistakes in Khmer. He writes some letters back to front and his spelling is terrible. His teacher is often angry with Chan. He can't understand why Chan is so good at maths and so bad at Khmer. At the end of Grade One, Chan was still forgetting to put the sok on some letters.

Case study 2 - A Nguyen Thi Hong is seven and lives with his parents in Svay Pak in the northern outskirts of Phnom Penh. At home his parents speak mainly Vietnamese although Thi Hong does speak Khmer. His parents work hard to find the money to send Thi Hong to school, but in school Thi Hong is miserable. All he has to do is open his mouth and the other children make fun of his accent and his poor ability to speak Khmer. They don't play with him and the older boys pick fights with him too. Thi Hong knows how important it is to stay at school so at least one in his family will have the education to get ahead. But it is so hard for him to put up with the way the other children treat him. It is also really hard to keep up with his lessons. He wants to respect his parents by staying in school, he wants to speak Khmer properly, he wants to learn, but most days it is really very, very hard.

Case study 3 - Soriya is 12 years old. She is in Grade One at the school in her village. Her family is poor, so Soriya didn't start school until she was nine. Her parents couldn't afford it. Her two brothers started school at six years old. They are now in Grades Three and Four. She likes school and she is clever. Soon after Soriya started school, her mother had another baby, so Soriya had to stay at home to help look after the house. She missed a lot of school so she had to repeat Grade One. Soriya still likes studying but it is hard. Her mother wants Soriya to help look after the baby so that she can be able to sell things in the market. So Soriya is still missing a lot of school and when she is at school she is very tired. She is worried that she'll have to repeat Grade One again. She wants to help her mother but she also wants to study. She is afraid that if she has to repeat again then her parents will decide it is not worth her going to school at all.

Case study 4 - Boramey was born with a clubfoot and his right hand is weak. He is in Grade Two at school. Boramey has always been very bright and he wanted to go to school very much like the other children in his village. However, the school is very far from his house and because of his foot he can't walk there. His parents thought this would be a problem but in the end one of Boramey's friends gave him a lift on his bicycle. At first some of the students used to tease Boramey, but the teacher told them off. In class Boramey is the best student but because he can't run like the other children, he is sometimes left out of their games. This makes him sad.

